



COURSE TITLE/SECTION: SOCW 7305/18958: Evaluation of Practice

TIME: Saturday 9:00-12:00 pm. (As arranged Per Hybrid Schedule Listed in Course Schedule)

ROOM: SW 229

FACULTY: Alexis L Rose, Ph.D.

OFFICE HOURS: By Appointment

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MOBILE PHONE: 281-253-3652

I. Course

A. Description

Quantitative and qualitative methods to analyze clinical, administrative, program, and policy data for practice evaluation.

B. Purpose

This advanced research course prepares students to conduct practice evaluation in micro, mezzo, and macro settings. It focuses on formulating evidence-based questions on practice evaluation, selecting appropriate designs and measurements, and reporting results with descriptive statistics and qualitative data analysis.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following:

1. explain how practice evaluation is an integral part of social work practice;
2. develop measurable goals for practice evaluation with individuals, groups, organizations and communities;
3. formulate research questions for evaluating practice within the context of appropriate conceptual and theoretical frameworks;
4. describe and utilize a variety of research designs and methods (pre-post comparisons, process and outcome evaluations) that test effectiveness of services and programs;
5. select appropriate measures or tools to evaluate practice in a variety of practice settings;
6. design an evaluation study to support accountability in social work practice;
7. use appropriate statistics and qualitative methods to analyze practice outcomes;
8. examine, produce, and critique evidence-based and other research reports and make recommendations to improve practice effectiveness;
9. demonstrate awareness of research and practice ethics that takes into account diversity and differences including, but not limited to, gender, age, class, race/ethnicity, sexual orientation, and culture.

III. Course Structure

This is a hybrid course, which means that portions of the course will be provided online and portions provided in person. As such, a variety of teaching methods will be used during the course of the semester, including online and in person lectures, guest speakers, class discussion, online lecture responses, online podcasts and other resources, and group/class activities. This course will require active participation and interaction, with the goal of stimulating critical thinking, in-depth understanding of the material, and an appreciation of the use of research methodology and tools to evaluate social work practice. A mutually respectful and professional environment is expected both in person and online.

**The instructor reserves the right to change the course schedule or due dates as necessary during the semester.

IV. Textbooks

Required:

Royse, D., Thyer, B.A., & Padgett, D.K. (2010). Program Evaluation: An Introduction (5th ed.). Belmont, CA: Thomson.

Other required readings will be posted on Blackboard under the date that each reading is due.

Recommended:

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Cheung, M. & Leung, P. (2008). Multicultural practice and evaluation: A case approach to evidence-based practice. Denver, CO: Love Publishing Company.

Rubin, A. & Bellamy, J. (2012). Practitioner's guide to using research for evidence-based practice, 2nd Ed. Hoboken, NJ: John Wiley & Sons.

Rubin, A. (2013). Statistics for evidence-based practice and evaluation, 3rd Edition. Belmont, CA: Cengage.

Weinbach, R.W. (2005). Evaluating social work services and programs. Boston, MA: Pearson.

V. Course Requirements

A. Reading Assignments: Reading assignments will be primarily from the Royse, Thyer, and Padgett (2010) text. Additional required readings are listed on the course schedule and will be posted on Blackboard.

B. Weekly Quizzes (20 points): Given the experiential nature of this course, completion of the required readings before class is essential to maximize student participation and learning. To encourage these readings, **there will be a 5-item true/false quiz at the beginning of 8 designated**

online or class sessions. Online quizzes are not open book must be taken on Saturday between 9:00 and 9:10 a.m. by each student on an individual basis. Each quiz will assess whether the students read and recall the main points of the assigned readings for that session. The overall percentage of correct answers across all but two quizzes will account for 20 percent of the course grade. The two quizzes with the lowest number of correct answers will be dropped from this calculation. Regardless of the reason for absences or tardiness, any quizzes that are missed due to absence, tardiness or missing the online quiz will be included among the two dropped quizzes. If more than two quizzes are missed (regardless of the reason), those additional quizzes will be included (with a score of zero) in the overall calculation.

- C. Group Assignments (10 points):** There will be two independent group assignments that will take place during class time, and each assignment is worth 5 points. Groups of no more than 4 per group are expected to meet and work together on these assignments. The responses should be electronically submitted to Alexis Rose at her email address by the following Monday at midnight. Specific guidelines will be provided within the course schedule and on Blackboard.
- D. Written Critiques of Single-System Design Articles (20 points):** You will be asked to provide a written critique of two single-system design articles that will be provided on the Blackboard website. This critique should be approximately one to two pages. A list of questions will be provided in class and on Blackboard to guide your critique for each assignment. Each critique is worth 10 points for a total of 20 points.
- E. Exams (50 points):** There will be two exams covering the reading material and course content. Each exam is worth 25 points for a total of 50 points. Exams will test students' ability to recall, understand, apply, analyze and synthesize course content. For this reason, exams will include a combination of multiple choice and essay questions. Students are encouraged to read course materials with the goal of achieving understanding, an ability to integrate course material and apply it to real-world situations.
- F. BONUS** Class Participation:** You can earn up to 5 bonus points for thoughtful and active class and group participation. Class participation includes participating in class/group discussions and exercises, not working on other course work or personal matters during class (including using cell phones or computers), completing online questions for weeks that class is online, and consistently attending and being on time to class. Attendance is not only expected, but is necessary for you to be successful in this class. A mutually respectful and professional environment is expected at all times. This includes turning off cell phones before class and not using laptops for personal use during class. Cell phone rings, text messaging, and the use of laptops can be very distracting to others who

are trying to learn, and for this reason, I do not tolerate it. For students for whom laptops are an essential tool for note taking, please sit in the back row of class (where the use of computers is less likely to distract others), and restrict computer use solely to note taking.

G. Extra Credit: There is an opportunity for earning extra credit in this class to encourage additional learning activities outside the classroom. **You may select to complete options “a”, “b” or “c” below for a maximum of 5 points possible for extra credit assignments. Extra credit assignment(s) must be turned in by the last day of class to receive credit, no exceptions.**

- a. **Online logic model training:** If you are interested in learning more about program planning and evaluation, there is an online course on logic models provided by the University of Wisconsin posted on Blackboard under September 2nd (or available here: <http://www.uwex.edu/ces/lmcourse/>). You can earn **up to 5 points** extra credit if you complete the video and course and then provide: 1) a print out of the webpage that documents completion of the online course, and 2) a 1 pg. summary that details what you learned from these sources and how logic models may help you in your future practice.
- b. **Field Agency Interview Summary (up to 5 points):** If you are interested in connecting what you are learning in class to the “real-world”, you can interview your field placement instructor (or an administrator in your placement) about the current practice or program evaluation activities taking place in your agency, observe part of this evaluation, and write up a 2 pg. summary of this interview. A list of questions and guidelines for completing the summary will be provided on Blackboard. If you are not currently placed in a field placement, you can meet with a former field agency or a current agency in the community.
- c. **SAMMIE (Successful Assessment Methods and Measurement in Evaluation) Web Portal (up to 5 points):** If you are interested in expanding your knowledge and skills in program evaluation, there is an online program provided by The Great Lakes Center for Agricultural Safety and Health, Ohio State University Extension Office of Program Development and Evaluation, and U CARES/OSU Extension: <http://sammie.osu.edu/>. You will need to set up an account. You can earn **up to 5 points** extra credit if you complete this course and provide: 1) the print outs of the webpage that documents successful completion (at least 70%) of the “Testing Your Knowledge” quizzes, and 2) a 1 pg. summary that details what you learned from the 10 modules and how it may help you in your future practice.
Requirements:

- a. Complete Modules #1-8.
- b. Choose and Complete 2 additional Modules (9 through 22).
- c. For each Module, you will complete the:
Readings
 - Watch the “Ready for Action” video or read the video script.
 - Complete “Testing Your Knowledge” quizzes & print results (if applicable).
 - Write a 1 page summary of what you learned from the 10 modules and how it may help your practice.

VI. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VII. Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

VIII. Policy on Academic Dishonesty and Plagiarism

Social work is an honorable profession that carries with it a strong responsibility to be ethical, professional and competent - as such, students are expected to demonstrate this behavior in my class. Although I do not expect to and have rarely encountered academic dishonesty or plagiarism in my classes, I want to be very clear about my standards regarding this so that it can be prevented.

Any student who engages in any form of academic dishonesty will be

automatically referred to GCSW college level hearing officer with the instructor's recommendation for action, **which may include an F in this course.** Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

****Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to):**

- 1) using graded papers from students who have previously taken this course as the basis for your work;
- 2) submitting the same paper to more than one class;
- 3) sharing answers to online or in class materials or assignments/quizzes/ exams with class peers; and
- 4) putting your name on a group assignment when you were not present for the group activity or did not participate in the group discussion.

***If you help a peer engage in any of these activities or you do not report these incidents, you are also engaging in academic dishonesty.**

All papers and written assignments must be fully and properly referenced, with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. The footnote or reference style that you choose will determine the proper format for this. Please consult the style manual that you have chosen.

Also, **cell phones or "smart" phones of any kind are not allowed during the time an exam is given.** If a student is observed using an electronic device during an exam, the student will be asked to leave the exam and will receive a score of zero.

If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class at the beginning of the semester, or make an appointment to see me. I will be glad to discuss this with you, and sincerely would like to avoid any plagiarism or academic dishonesty issues. The University Policy on Academic Dishonesty can be found in your UH Student Handbook.

IX. Course Schedule and Assignments

DATE	TOPIC AND READINGS
January 24 th (1 hour introduction in class; Online)	Accountability & Evidence-Based Practice Course Orientation <u>Task List (all information is provided online on Blackboard):</u> 1) Watch Course Lecture Online

	<p>2) Listen to the following PodCasts: Dr. Danielle Parrish (SW Podcast), and Dr. Bruce Thyer (in SocialWork Podcast)</p> <p>3) Respond to Online Content Questions Before Next Week’s Class (January 31st before 9:00)</p> <p>3) Begin readings for next week’s class</p>
<p>January 31th (In Class)</p>	<p>Introductions; Overview of Course What is Practice Evaluation? Ethical Issues, Overview of Evaluation</p> <p>Readings Due for This Class (1/31/15): Royse et al. Chapters 1, 2 & 5; Listen to or read brief Podcast, “The Value of Evaluation.”</p> <p><u>IN CLASS QUIZ #1</u> (on above readings)</p>
<p>February 7th (In Class)</p>	<p>Diversity & Culturally Sensitive Evaluation</p> <p>Readings Due For This Class</p> <ol style="list-style-type: none"> 1) Pickler (2008). Culture Competence in Research: Research Design and Subject Recruitment. 2) Cowles (2005). Ten Strategies for Enhancing Multicultural Competency in Evaluation. 3) In Class Discussion on Sensitive—Time Given in Class to Start Group Responses to one of the following: <ol style="list-style-type: none"> a. Christopher (2005). Recommendations for Conducting Successful Research with Native Americans. b. Moradi et al (2009). Counseling Psychology Research on Sexual (Orientation) Minority Issues: Conceptual and Methodological Challenges and Opportunities. c. Jones et al (2011). Lessons from the Viagra Study: Methodological Challenges in Recruitment of Older and Minority Heterosexual Men for Research on Sexual Practices and Risk Behaviors. <p>Submit your group responses on Blackboard with the names of our group members by 2/14/2015</p>
<p>February 14th (Online)</p>	<p>Needs Assessment & Qualitative/Mixed Methods</p> <p><u>ONLINE QUIZ #2</u></p> <p>Readings Due For This Class (2/14/15): Royse et al. Ch. 3 & 4</p> <p><u>Task List (all materials available online):</u></p> <ol style="list-style-type: none"> 1) Take Individual Online Quiz on 2/14/2015 2) Watch Online Lecture 3) Answer Lecture Questions Submitted Through Blackboard before the Following Week’s Class (by 9:00 on February 21th)
<p>February 21th (In Class)</p>	<p>Client Satisfaction Surveys & Sampling</p> <p><u>IN CLASS QUIZ #3</u></p> <p>Readings Due For This class (2/21/15): Royse et al. Ch. 7 & 8</p>

<p>February 28th (In Class)</p>	<p>Group Research Designs</p> <p><u>IN CLASS QUIZ #4</u></p> <p>Readings Due For This Class (2/28/15): Royse et al. Ch. 9</p> <p><u>Exam Materials Released</u></p>
<p>March 7th (Online)</p>	<p>Measurement Tools & Strategies for Program Evaluation</p> <p><u>ONLINE QUIZ #5</u></p> <p>Readings Due For This Class (3/7/15): 1) Royse et al. Ch. 11 & 12</p> <p><u>Task List (all materials available online):</u> 1) Take Individual Quiz on 3/7/15 2) Watch Online Lecture 3) Listen to Podcast on Measurement in Clinical Practice I and II on in Social Work Podcast 3) Answer Lecture Questions Submitted Through Blackboard by the Following Week's Class (by 9:00 on March 14th)</p>
<p>March 14th (Exam Day)</p>	<p><u>EXAM 1</u></p>
<p>March 21st (Spring Break)</p>	<p>Have a good day!</p>
<p>March 28th (In Class)</p>	<p>Pragmatic Issues in the Evaluation of Practice; Cost-Effectiveness & Cost-Analysis</p> <p><u>IN CLASS QUIZ #6—Bonus</u></p> <p>Readings Due For This Quiz (3/21/15): 1) Royse et al. Ch. 10 & 13 Rubin (1997). "The Family Preservation Evaluation From Hell: Implications for Program Evaluation Fidelity."</p>
<p>April 4th (Online)</p>	<p>Data Analysis and Cost Analysis</p> <p><u>ONLINE QUIZ #7</u></p> <p>Readings Due For This Quiz (4/4/2015): Royse et al. Ch. 14 & 15</p> <p>1) Take Individual Quiz on 4/4/15 2) Watch Online Lecture 3) Listen to Podcast on Measurement in Clinical Practice I and II on in Social</p>

	<p>Work Podcast</p> <p>3) Answer Lecture Questions Submitted Through Blackboard by the Following Week's Class (by 9:00 on April 11th)</p>
<p>April 11th (Online)</p>	<p>Single-System Designs & Measurement</p> <p><u>ONLINE QUIZ #8</u></p> <p>Readings Due For This Class (4/11/2015):</p> <p>1) Rubin & Babbie. Ch. 12, 'Single-Case Evaluation Designs.' Thyer & Meyers. Ch. 2, 'Selecting and Locating Outcome Measures Useful in the Evaluation of Practice.'</p> <p>Group Activity Posted Online <u>**Submit your group responses on Blackboard with the names of your group members by Saturday, April 15th.</u></p> <p>1) Take Individual Quiz on 4/11/15 2) Submit your group responses on Blackboard—include names of group members</p>
<p>April 18th (Online)</p>	<p>Single-System Designs</p> <p><u>DUE by 4/18/2015 online</u></p> <p>1. <u>First Article Critique Due</u> on Himle & Thyer, "Clinical Social Work and Obsessive Compulsive Disorder: A Single-Subject Investigation." Guidelines and a rubric will be provided on Blackboard. Please submit this assignment on Blackboard</p> <p>2. Complete online single-system activity.</p> <p><u>Exam Materials Released</u></p>
<p>April 25th (In Person)</p>	<p>Single-System Designs</p> <p>Select one of the following to read and complete your <u>Second Article Critique DUE online by 9:00 on April 25th</u></p> <p>1) Taber "Cognitive Behavioral Modification of an Aggressive 12-year Old Boy." 2) Wolfe et al. "Intensive Behavioral Parent Training for a Child Abusive Mother." 3) Ronen & Rosenbaum. "Helping Children to Help Themselves: A Case Study of Enuresis and Nail Biting."</p>
<p>May 2nd (Exam Day)</p>	<p>EXAM 2 (LAST DAY OF CLASS)</p>

X. Americans with Disabilities Statement:

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XI. Bibliography

Podcasts and Webinars

The Value of Evaluation (Podcast): - can be downloaded as an MP3

<http://www.ccl.org/leadership/podcast/transcriptValueofEvaluation.aspx>

Evidence-Based Practice Process:

(Danielle Parrish) <http://socialworkpodcast.blogspot.com/2011/03/process-of-evidence-based-practice.html>

(Bruce Thyer) <http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=18>

Measurement in Clinical Practice and Research (Parts I & II):

<http://socialworkpodcast.blogspot.com/2008/10/measurement-in-clinical-practice-and.html>

http://socialworkpodcast.blogspot.com/2008/10/measurement-in-clinical-practice-and_19.html

Intervention Research: Developing Social Programs

<http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=25>

Qualitative Research Example (listen to be sure)

<http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=99>

Grant proposal writing:

<http://socialworkpodcast.blogspot.com/2007/08/introduction-to-grant-proposal-writing.html>

http://socialworkpodcast.blogspot.com/2007/08/introduction-to-grant-proposal-writing_21.html

CDC webinars on Program Evaluation: <http://www.cdc.gov/dhdsp/pubs/podcasts.htm>

Research Methods

Bryman, A. (2004). *Social Research Methods (2nd Ed.)* New York: Oxford University Press.

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally College Publishers.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.)*. Thousand Oaks, CA: Sage.

- Cresswell, J. W., & Plano, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage
- Galvan, J. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA : Pyrczak.
- Girden, E. R. (2001). *Evaluating research articles* (2nd ed.). Thousand Oaks, CA: Sage.
- Miller, D. C., & Salkind, N. J. (2002). *Handbook of research design and social measurement*. Thousand Oaks, CA: Sage.
- Royse, D. (2004). *Research methods in social work* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Rubin, A., & Babbie, E. (2008). *Research methods for social work*. (6th ed.). Belmont, CA: Brooks/Cole.
- Rubin, A. (2008). *Practitioner's guide to using research for evidence-based practice*. Hoboken, NJ: John Wiley & Sons.
- Tashakkori, A., & Teddlie, C. (2002). *Handbook of Mixed Methods in Social & Behavioral Research*. Thousand Oaks, CA: Sage.

Program Evaluation

- Berk, R.A., & Rossi, P.H. (1999). *Thinking about program evaluation* (2nd ed.). Thousand Oaks, CA: Sage.
- Bloom, M., Fischer, J., & Orme, J.G. (2001). *Evaluating practice: Guidelines for the accountable professional* (6th ed.). Boston: Allen & Bacon.
- Pecora, P. J., Fraser, M. W., Nelson, K. E., McCroskey, J., & Meezan, W. (1995). *Evaluating family-based services*. New York: Aldine de Gruyter.
- Pietrzak, J., Ramler, M., Renner, T., Ford, L., & Gilbert, N. (1990). *Practical program evaluation: Examples from child abuse prevention*. Newbury Park, CA: Sage.
- Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2003). *Evaluation: A systematic approach* (7th Ed.). Newbury Park, CA: Sage
- Shadish, W.R., Cook, T.D., & Leviton, L.C. (1991). *Foundations of program evaluation: Theories of practice*. Newbury Park, CA: Sage.
- Westerfelt, A., & Dietz, T. J. (2005). *Planning and conducting agency-based research* (3rd ed.). Boston, MA: Pearson Education.

For planning an evaluation:

- <http://learningstore.uwex.edu/pdf/G3658-1.PDF>
<http://learningstore.uwex.edu/pdf/G3658-1W.PDF>
<http://sammie.osu.edu/topics.html>

For data analysis and reporting:

- <http://learningstore.uwex.edu/pdf/G3658-6.PDF>

Complex Analyses: <http://www.statsoft.com/textbook/esc1.html>

Reporting results: <http://www.iwh.on.ca/products/eval/php>

Ethics, Culture

- Bradford, J., White, J., Hopnold, J., Ryan, C., & Rothblum, E. (2001). Improving the accuracy of identifying lesbians for telephone surveys about health. *Women's Health Issues, 11*(2), 126-137.
- Burnette, D. (1998). Conceptual and methodological considerations in research with non-white ethnic elders. *Journal of Social Service Research, 23*, 71-91.
- Castro, F. G., & Hernandez, N.T. (2004). Prevention research with Latino populations: Integrating cultural issues into prevention interventions. In R. Velasquez, L. Arrellano, & B. McNeill (Eds.), *Handbook of Chicana and Chicano Psychology & Mental Health*, Mahwah, NJ: Lawrence Erlbaum.
- Cheung, M. & Leung, P. (2008). *Multicultural practice and evaluation: A case approach to evidence-based practice*. Denver, CO: Love Publishing Company.
- Emanuel, E. J., Wendler, D., & Grady, C. (2000). What Makes Clinical Research Ethical? *JAMA, 283*:2701-2711.
- Rippey-Massat, D., & Lundy, M. (1997). Empowering research participants. *Affilia, 12*, 33-56.
- Weaver, H. N. (1997). The challenges of research in Native American communities: Incorporating principles of cultural competence. *Journal of Social Service Research, 23*, 1-15.

Measures for Practice Evaluation

- 1) APA Online Guide to Accessing and Using Psychological Assessment Instruments** <http://www.apa.org/science/faq-findtests.html> This website provides general guidance of how to locate and stay abreast of most current published and unpublished psychological tests and measures.
- 2) Alcohol & Drug Abuse Institute - Screening & Assessment Database** <http://lib.adai.washington.edu/instruments/> This database is intended to help clinicians and researchers find instruments used for screening and assessment of substance use and substance use disorders. Some instruments are in the public domain and can be freely downloaded from the web; others can only be obtained from the copyright holder. Provides a searchable engine, a brief description of each scale and its intended use, provide a general description of its psychometric properties and references articles that support this description, cost, who it is normed on, length of time required to administer the scale, and who to contact to obtain copies.
- 3) Buros Institute of Mental Measurements** <http://www.unl.edu/buros> The Buros Institute of Mental Measurements provides a searchable database of a wide collection of standardized assessment measures. Information is provided regarding where to obtain the measure, but there is a fee to access the review of each measures psychometric and clinical utility. University libraries often provide free access, and perhaps some public libraries. This site can be a useful first step in getting a sense of what measurement instruments are available related to different assessment topics .

4) Health and Psychosocial Instruments:

<http://www.ovid.com/site/catalog/DataBase/866.jsp>

Health and Psychosocial Instruments features material on unpublished information-gathering tools for clinicians that are discussed in journal articles, such as questionnaires, interview schedules, tests, checklists, rating and other scales, coding schemes, and projective techniques.

The database contains several categories of content -- citations to actual test documents that copyright holders authorize BMDS to make available; bibliographic citations to journal articles which contain information about specific test instruments; and a catalog of commercial test publishers and their available instruments. In addition to medical measurement instruments, HaPI presents tests used in medically related disciplines including psychology, social work, occupational therapy, physical therapy, and speech & hearing therapy.

5) Psychological Measures for Asian American Populations

<http://www.columbia.edu/cu/ssw/projects/pmap/> Dr. Marianne Yoshioka developed this site as a resource for practitioners and researchers working with Asian and Pacific Islander populations.

6) Tests or Measures in the Social Sciences

<http://libraries.uta.edu/helen/Test&Meas/testmainframe.htm> The Tests and Measures in the Social Sciences pages are provided for information purposes only. Due to US copyright laws and my professional position, the site is unable to provide copies of these instruments. To obtain any of these resources, you can: 1. Check the library closest to you to determine if it has the source volume; 2. Contact YOUR library Interlibrary Loan department or other services available at your institution Review "[Obtaining for academic purposes.](#)" when using these materials in research. Compiled by Helen Hough, Health Sciences Librarian

7) University of Miami College of Psychology

<http://www.psy.miami.edu/faculty/ccarver/CCscales.html> All of these self-report scales are available here for use in research and teaching applications. Some are translated into Spanish. All are available without charge and without any need for permission. Download or print them from the linked pages.

8) American Academy of Child and Adolescent Psychiatry

http://www.aacap.org/cs/root/member_information/practice_information/practice_parameters/practice_parameters The AACAP has published over 25 Practice Parameters. The Parameters are published as Official Actions of the AACAP in the *Journal of the American Academy of Child and Adolescent Psychiatry*. Summaries and full text parameters are available. The AACAP Practice Parameters are designed to assist clinicians in providing high quality assessment and treatment that is consistent with the best available scientific evidence and clinical consensus.

9) Psychology Department at Muhlenberg

<http://www.muhenberg.edu/depts/psychology/Measures.html> This is an eclectic collection of standardized measures informed by resources psychology faculty

and students have found. Several links are provided so that actual measures can be viewed.

10) National Center for PTSD - Department of Veteran Affairs

<http://www.ncptsd.va.gov/ncmain/assessment/> The National Center for PTSD provides information on many assessment instruments used to measure trauma exposure and PTSD.

11) WALMYR Scales website <http://www.walmyr.com/index.html>

Provides access to brief standardized assessment tools that can be used for assessment and the monitoring of practice outcomes. Information regarding the psychometric background of the available tests is provided, and links are available to view a sample of many of the scales.

12) Books for Locating Standardized Measures:

- Corcoran K & Fischer J. (2007). *Measures for clinical practice: A sourcebook*. 4th Ed. (2 vols). New York: Free Press.
- J. Maltby, C.A. Lewis, & A. Hill (Eds.). (2000). *Commissioned Reviews of 250 Psychological Tests: (2 vols)*. Wales, UK: Edwin Mellen Press.

Cost Analysis

The National Institute on Drug Abuse provides Cost Analysis Tools for substance abuse programs that may also be useful in determining a program's cost effectiveness:

a. The Drug Abuse Treatment Cost Analysis Program (DATCAP) is a cost data collection instrument and interview guide designed to be used in a variety of health-related settings. The DATCAP helps collect and organize detailed information on resources used in service delivery and their dollar cost. The DATCAP instrument is available at the following Web site: <http://datcap.com/>

b. The Services Cost Analysis Program (SASCAP) estimates the costs of substance abuse treatment services by collecting information on the resources needed by treatment programs to provide specific services and how these resource needs may differ across treatment services: <http://www.rti.org/page.cfm?nav=722>

c. The Treatment Cost Analysis Tool (TCU TCAT) is a self-administered workbook designed for Financial Officers and Directors to allocate, analyze, and estimate treatment costs, as well as to forecast effects of future changes in staffing, client flow, program design, and other resources: <http://www.ibr.tcu.edu/pubs/datacoll/commtrt.html>
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