

**UNIVERSITY OF SOUTHERN CALIFORNIA
SCHOOL OF SOCIAL WORK
EVALUATION OF RESEARCH: MENTAL HEALTH
SOWK 625
Fall 2008**

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I. COURSE DESCRIPTION

The current socio-political climate is increasingly focusing on assessing the costs, quality and effectiveness of mental health services. Therefore, this course is based on the assumption that as a practicing social worker, you will be engaged in applying research findings in your clinical work and using research methods to monitor and evaluate clinical interventions and services to clients in complex urban environments.

This course focuses upon application of the scientific research concepts introduced in the introductory research course (SW562) to several areas of social work practice: the evaluation of clinical practice, program evaluation and critique of the research literature with a view to developing and updating evidence based practice guidelines. Therefore, this course is designed to help you (a) assess research to evaluate clinical practice, (b) develop skills in applying research principles and techniques to systematically monitor and evaluate mental health programs with diverse clientele, and (c) develop skills in critically evaluating published research.

In the process of skill development, students should also (d) gain some familiarity with the range of social work and social work related research in the field of mental health; and (e) gain an awareness and understanding of methodological and substantive issues in the conduct of mental health research with regard to oppressed and vulnerable populations such as racial and ethnic minorities, women, and socio-economically disadvantaged populations.

This course assumes that students will come to this class with a strong knowledge base in the basic concepts and methods of social work research and a firm understanding of the methodological issues that confront social work researchers. Concepts, issues, and methodologies learned in the first year research course will provide the foundation knowledge that will now be applied in critically analyzing empirically based research and conducting program evaluation. *This course is taught on UPC and broadcast via teleconference to the Orange County Campus.*

II. COURSE OBJECTIVES

Upon completion of this course, you should be able to:

1. Evaluate research appropriate to your clinical practice in the field of mental health with diverse clients;
2. Apply a variety of research concepts and methods to monitor and evaluate the process and outcomes of mental health programs and other social work “change efforts”;
3. Develop a grant proposal with specific client outcomes utilizing skills in goal and objective setting, service program design, and budget and fund development;
4. Develop an approach to program design and administrative and community practice that creates equal access to service for diverse groups and emphasizes an understanding of cultural diversity, gender, sexual orientation, religious preference, socio-economic status and people with disabilities; and
5. Critically assess the quality and clinical utility of empirically based studies to inform your practice in mental health settings with a diverse client population in urban settings;
6. Identify some of the contributions research has made to social work practice in mental health.

Based on these objectives, this course is divided into two sections, each applying basic research concepts to social work practice and administration with a focus on mental health. The first portion of the course will focus on applying research concepts to evaluating practice with a client (single subject evaluation) and developing a program needed in an agency and then evaluating this program using basic research methods. The second section involves critically assessing research literature for the development of evidence based practice guidelines.

III. COURSE FORMAT

The course will combine lectures and classroom activities and discussion. Students will form small teams for projects and will present final projects in class.

IV. COURSE EVALUATIONS AND GRADING

Class grades will be based on the following GPA scale:

- 3.85 – 4 A
- 3.60 – 3.84 A-
- 3.25 – 3.59 B+
- 2.90 – 3.24 B
- 2.60 – 2.87 B-
- 2.25 – 2.50 C+
- 1.90 – 2.24 C

Letter Grades are converted from the following percentage scale:

- 93 – 100 A
- 90 – 92 A-
- 87 – 89 B+

83 – 86 B
80 – 82 B-
77 – 79 C+
73 – 76 C
70 – 72 C-

V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. COURSE EXPECTATIONS AND ASSIGNMENTS

Professor's Role: The professor will prepare and deliver course materials; be available to students during office hours, after class, and by appointment for consultation; and provide timely and clearly explained feedback on student performance. The professor may conduct in-class exercises to evaluate learning in class sessions.

Student's Role: Students are expected to attend each class on time, complete all assignments in a timely manner; come to class prepared, having read all assignments; participate in class discussions; seek any necessary clarification regarding course expectations from the professor; and provide the professor with feedback about the effectiveness of the course. **Any problems with meeting deadlines, or completing assignments should be discussed promptly with the professor; students are encouraged to be proactive.** E-mail is a useful way to contact the professor or call him/her at the office or other contact telephone number given. Students are expected to behave as adults during class and to give the professor his/her fullest attention and not to text message or to "instant message" or do other work that is distracting to other members of the class and is disrespectful to the professor.

Expectations for Written Work: All written assignments must be doubled-spaced, typed with a 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (5th Ed.) format. All sentences must be written in the student's own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments

should be carefully proofed for spelling and grammar. Students are encouraged to use the assistance and services of tutoring services.

Academic Honesty: Academic honesty during testing periods and in the composition of assigned papers is expected. If problems do arise for you regarding any aspect of the course, please talk with the instructor so that the problem(s) may be remedied. Violations of academic honesty in the preparation of papers (e.g., plagiarism) will result in notification to the Assistant Dean of Academic Affairs at the University of Southern California School of Social Work. Any hint of violation during the exam period will result in no grade for the exam/assignment.

Assignments: The following is a brief summary of the assignments for this course. Detail instructions and guidelines for these assignments will be provided in class and posted on Blackboard. **Assignments turned in late will result in an automatic deduction of one point for every day that is late, including weekends.**

1. **Program Evaluation Proposal:** This assignment consist of a program evaluation proposal that includes the following sections: (1) formulation of a specific mental health issue facing clients in students' field placement; (2) development of a client-centered program model designed to address the specified mental health issues using existing evidence-based practices (this could be an existing program at their field placement, a modification of an existing program or a program under development); and (3) apply research concepts and methods to evaluate the impact of the program on specified client outcomes. Students are expected to work on an evaluation that is relevant to the current needs of their field placement settings, and to seek input from their field instructors throughout the development of this proposal.

This assignment is divided into two major parts:

- **Part I:** Consist of mental health problem formulation, description of the client-centered program model specifying program goals and objectives and specification of program evaluations aims and preliminary design. Part I is worth 20% of the final grade
- **Part II:** Final paper that includes correction and refinement of Part 1, a detailed program evaluation plan, discussion of program evaluation implementation, evaluation plan strengths and limitations and conclusion. Part II is worth 30% of the final grade.

This assignment addresses course objectives: 1, 2, 3, 4, 5.

2) **Evidence Based Practice Group Presentation:** The purpose of this assignment is for students to work in groups to critically examine an existing evidence-based practice guideline for a specified mental disorder. Students will form groups of no more than **4 students** and develop a 15-20 minute Power Point presentation followed by 5-10 minutes of questions and discussion. This group presentation assignment is worth 40% of the final grade.

This assignment addresses course objectives: 1, 4, 5, 6.

3) Class participation: Class participation is defined as students’ active engagement in class related learning. Students are expected to participate fully in the discussions and small-group activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through the quality and depth of class comments, participation in small group activities and experiential exercise and discussions related to readings, lectures, and assignments. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. Students on occasions will be asked to lead class discussions related to assigned readings. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Class participation is worth 10% of the final grade.

Class participation addresses course objectives: 1, 2, 3, 4, 5, 6.

Grading Summary:

Assignments	Grade (%)
Program Evaluation Paper: Part I	20%
Program Evaluation Paper: Part II	30%
Evidence-Based Practice Group Presentation	40%
Class Participation	10%
Total	100%

VII. TEXTS

Required Texts:

Royse, D., Thyer, B.A., Padgett, D.K., & Loga, T. (2006). *Program evaluation: An introduction*. Belmont, CA: Thomson Brooks/Cole.

Rubin, A. & Babbie, E. (2008) *Research methods for social work* (6th ed.) Belmont, CA: Thomson Brooks/Coe Publishing Company (SOWK 562 Text).

Recommended Texts:

Carlson, M. (2002). *Winning Grants Step by Step. 2nd Ed.* New York: Jossey-Bass, A Wiley Company.

Corcoran, K., & Fisher, J. (2000). *Measures for clinical practice: A sourcebook.* (Third ed.)(Vol. Volume 1: Couples, families and children). New York: Free Press.

Corcoran, K., & Fisher, J. (2000). *Measures for clinical practice: A sourcebook.* (Third ed.)(Vol. Volume 2: Adults). New York: Free Press.

Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1998). *Applied social research.* (6th ed.). N.Y.: Holt, Rinehart and Winston.

Padgett, D. K. (2004). *The qualitative research experience*. Belmont, CA: Wadsworth/Thomson Learning.

Tripodi, T. (1994). *A primer on single-subject design for clinical social workers*: NASW Press.

Recommended Text for APA Style

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th Ed.). Washington: APA.

Recommended Websites

Randall Information Center Research (Social Work Library): <http://sowk.wordpress.com/>

The Campbell Collaboration: <http://www.campbellcollaboration.org/>

National Guideline Clearinghouse: <http://www.guideline.gov/>

Agency for Healthcare Research and Quality: <http://www.ahrq.gov/>

American Psychiatric Association Practice Guidelines:

http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm

American Psychological Association: <http://www.apa.org/>

Cochrane Collaboration: <http://www.cochrane.org/>

National Institute of Mental Health: <http://www.nimh.nih.gov/>

American Association of Suicidology: <http://www.suicidology.org/index.cfm>

American Evaluation Association: <http://www.eval.org/>

Oxford Academic Group: Program Evaluation Resources:

<http://www.oup.com/us/companion.websites/9780195308068/EvalRes/?view=usa>

Articles or links to articles will be available on Blackboard: <https://blackboard.usc.edu>

Additional readings may be distributed in class.

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311. For additional university information, please call (213) 740-9233 Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation. Do not re-enter the buildings until given the “all clear” by emergency personnel.

XI. COURSE OUTLINE AND ASSIGNMENTS

CLASS SCHEDULE OVERVIEW

Week	Date	Topic	Text Assignments
1	August 28, 2008	Overview of Course and Review of Concepts from SOWK 562 Introduction to Program Evaluation and EBP	Rubin, et. al. Chapters 2, Royse, et. al. Chapter 1
2	September 4, 2008	The Problem & Needs Assessment: Qualitative Methods	Royse, et. al, Chapters 3 & 4
3	September 11, 2008	Mission Statement, Goals & Objectives, The Formative Evaluation	Royse, et. al, Chapter 5
4	September 18, 2008	Program Design Single System Design Single Subject Design Group Research Designs	Royse et. al, Chapter 6 & 9 Tripodi Chapters 1-6
5	September 25, 2008	Data Collection & Measurement	Royse et. al., Chapters 11 & 12
6	October 2, 2008	Program Fidelity & Quality Control	Royse et. al., Chapter 14
7	October 9, 2008	Ethical Issues in Program Evaluation	Royse et. al., Chapters 2
8	October 16, 2008	Data Analysis, Cost Analysis Budgeting	Royse et. al., Chapter 10 Carlson, Chapter 8
9	October 23, 2008	Introduction to Evidence-Based Practice	Articles
10	October 30, 2008	Practice Guidelines	Articles
11	November 6, 2008	Meta-Analysis & Systematic Literature Review	Articles
12	November 13, 2008	Adapting Interventions Small Group Presentations	Articles
13	November 20, 2008	Small Group Presentations	
14	December 4, 2008	Small Group Presentations	
15	December 11, 2008	Papers Due	

COURSE OUTLINE, READINGS AND ASSIGNMENTS

SECTION I: PROGRAM EVALUATION

- **Week 1: August 28: Course Overview & Review of Research Concepts ; Introduction to Program Evaluation and Evidence-Based Social Work Practice**

Topics:

- Course goals and objectives
- Review of research basic research concepts or do you have any recall from SOWK 562??
- Introduction to program evaluation
- Introduction to evidence-based social work practice

Required Readings:

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 1: Introduction.

Rubin, A. & Babbie, E. (2008) *Research methods for social work* (6th ed.). Chapter 2: Evidence-Base Practice (SW 562 Text) and Chapters (SW 562 Review)

Recommended Readings:

Drisko, J. M. (2001). How social workers evaluate practice. *Smith College Studies in Social Work*, 71 (3), 419-439.

Objective: 1

- **Week 2: September 4: Problem and Needs Assessment and Qualitative Methods**

Topics:

- Problem and needs assessment
- Use of qualitative methods in program evaluation
- Proposal writing

Required Readings:

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 3: Needs Assessment; Chapter 4: Qualitative Methods in Evaluation;

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice*, 14(1): 57-65.

Example of Qualitative Study: Palinkas, L. A., Schoenwald, S. K., Hoagwood, K., Landsverk, J., Chorpita, B. F., & Weisz, J. R. (2008). An Ethnographic Study of Implementation of Evidence-Based Treatments in Child Mental Health: First Steps. *Psychiatric Services*, 59(7), 738-746.

Recommended Readings:

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 15: Writing Evaluation Proposals, Reports and Journal Articles.

➤ Program Evaluation Lab: Mental health issues in students' field placements

Objectives: 1 & 2

• Week 3: September 11: Formative and Process Evaluations

Topics

- Formative evaluations
- Process evaluations

Required Readings

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 5. Formative and Process Evaluations.

Boyd, R. C., Diamond, G. S., & Bourjolly, J. N. (2006). Developing a family-based depression prevention program in urban community mental health clinics: A qualitative investigation. *Family Process*, 45(2), 187-203.

Ferguson, K. M., & Islam, N. (2008). Conceptualizing outcomes with street-living young adults: Grounded theory Approach to evaluating the social enterprise intervention. *Qualitative Social Work*, 7(2), 217-237.

Objective: 3

• Week 4: September 18: Outcome Evaluations: Single-System and Group Designs

Topics

- Outcome Evaluations
- Single-Systems Designs
- Single Subject Design
- Group Designs

Required Readings

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 6: Single System Research Designs; Chapter 9: Group Research Designs

Rubin, et.al. Chapters 7 &12

Gatz, M., Brown, V., Hennigan, K., Rechberger, E., O'Keefe, M., Rose, T., et al. (2007). Effectiveness of an integrated trauma-informed approach to treating women with co-

occurring disorders and histories of trauma: The Los Angeles site experience. *Journal of Community Psychology*, 35(7), 863-878.

Jensen, C. (1994). Psychosocial treatment of depression in women: Nine single-subject evaluations. *Research on Social Work Practice*, 4(3), 267-282.

Recommended Reading:

Tripodi, T. (1994). *A primer on single-subject design for clinical social workers*: NASW Press. Chapters 1-6.

Objectives: 1 & 2

• Week 5: September 25: Data Collection and Measurement

Topics

- Principles of measurement
- Data collection procedures
- Selecting measures
- Cultural issues in measurement

Required Readings:

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 11: Measurement Tools and Strategies; Chapter 12: Illustrations of Instruments

Huang, F.Y., Chung H., Kroenke, K, et al. (2006). Using the Patient Health Questionnaire-9 to measure depression among racially and ethnically diverse primary care patients. *Journal of General Internal Medicine*, 21(6), 547-52.

Recommended Readings:

Rubin, A. & Babbie, E. (2008) *Research methods for social work* (6th ed.). Chapter 7: “Conceptualization and Operationalization”; Chapter 8: “Measurement,” Chapter 9: “Constructing measurement instruments.”; Chapter 15: “Survey research.”

➤ Program Evaluation Lab: Evaluating outcome measures

Objectives: 1, 2, & 3

• Week 6: October 2: Program Fidelity and Quality Control

Topics

- Program fidelity
- Program monitoring and quality control

Required Readings:

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 14: Pragmatic Issues

Bellg, A. J., Borelli, B., Resnick, B., Hecht, J., Minicucci, D. S., Ory, M., et al. (2003). Enhancing treatment fidelity in health behavior change studies: Best practices and recommendations from the NIH behavior change consortium. *Health Psychology, 23*(4), 443-451.

Recommended Readings:

Carrol, C., Patterson, M., Wood, S., Booth, A., Rck, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation Science, 1*-9.

➤ Program Evaluation Lab: Consultation

Objectives: 2 & 4

• Week 7: October 9: Ethical Issues in Program Evaluation

Topics

- Ethical issues in program evaluation

Required Readings:

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 2 : Ethical issues in program evaluation

Shavers, V. L., Lynch, C. F., & Burmeister, L. F. (2000). Knowledge of the Tuskegee study and its impact on the willingness to participate in medical research studies. *Journal of the National Medical Association, 92*(12), 563-572.

Stiffman, A. R., Freedenthal, S., Brown, E., Ostmann, E., & Hibbeler, P. (2005). Field research with underserved minorities: The ideal and the real. *Journal of Urban Health, 82* (2_suppl_3), iii56-66.

Objectives: 1, 4, & 5

• Week 8: October 16: Data Analysis, Cost Analysis, and Budgeting

Topics

- Principles of data analysis
- Bivariate and multivariate statistical analysis
- Principles of cost analysis
- Developing a program and proposal budget

Required Readings

Royse, D. Thyer, B. Padgett, D. & Logan, Y. K. (2006). *Program Evaluation: An Introduction* (4th ed). Chapter 10: Cost Effectiveness and Cost Analysis Designs; Chapter 13: Data Analysis

Revicki, D. A., Siddique, J., Frank, L., Chung, J. Y., Green, B. L., Krupnick, J., et al. (2005). Cost-effectiveness of Evidence-Based Pharmacotherapy or Cognitive Behavior

Therapy Compared With Community Referral for Major Depression in Predominantly Low-Income Minority Women. *Archives of General Psychiatry*, 62(8), 868-875.

Mufson, L., Dorta, K. P., Wickramaratne, P., Nomura, Y., Olfson, M., & Weissman, M. M. (2004). A randomized effectiveness trial of interpersonal psychotherapy for depressed adolescents. *Archives of General Psychiatry*, 61(6), 577-584.

Recommended Reading:

Carlson, M. (2002). *Winning Grants Step by Step*. 2nd Ed. New York: Jossey-Bass, A Wiley Company. Chapter 8

Objectives: 1, 2, 3, & 4

SECTION II: EVIDENCE-BASED PRACTICE

• Week 9: October 23: Introduction to Evidence Based Practice (EBP)

Topics

- Principles of evidence-based practice
- Critically assessing published research

Required Readings:

Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. *Families in Society*, 80(4), 341-350.

Pollio, D. E. (2006). The art of evidence-based practice. *Research on Social Work Practice*, 61 (2), p. 224-232.

McCracken, S. G., & Marsh, J. C. (2008). Practitioner expertise in evidence-based practice decision making. *Research on Social Work Practice*, 18(4), 301-310.

Objectives: 5 & 6

• Week 10: October 30: Practice Guidelines

Topics

- Best clinical practice guidelines
- Evidence based practice

Required Readings

Howard, M. & Jenson J. (1999). Clinical practice guidelines: Should social work develop them? *Research on Social Work Practice*, 9 (3), 283-301.

Stricker, G., Abrahamson, D. J., Bologna, N. C., Hollin, S. D., Robinson, E. A., & Reed, G. M. (1999). Treatment guidelines: The good, the bad, and the ugly. *Psychotherapy*, 36(1), 69-79.

Drake, R. E., Goldman, H. H., Leff, H. S., Lehman, A. F., Dixon, L., & Torrey, W. C. (2001). Implementing evidence-based practices in routine mental health services. *Psychiatric Services*, 52(2), 179-182

Objectives: 5 & 6

• Week 11: November 6: Meta-Analysis & Systematic Literature Reviews

Topics

- Meta-analysis
- Systematic Literature Reviews

Required Readings

Rosenthal, R., & DiMatteo, M. R. (2001). Meta-analysis: Recent developments in quantitative methods for literature reviews. *Annual Review of Psychology*, 52, 59-82.

Pitschel-Walz, G., Leucht, S., Baumel, J., Kissling, W., & Engel, R. R. (2001). The effect of family interventions on relapse and rehospitalization in schizophrenia: A meta analysis. *Schizophrenia Bulletin*, 27(1), 73-92.

Neumeyer-Gromen, A., Lampert, T., Stark, K., & Kallisching, G. (2004). Disease management programs for depression: A systematic review and meta-analysis of randomized controlled trials. *Medical Care*, 42(12), 1211-1221.

Recommended Readings:

Miranda, J., Bernal, G., Lau, A., Kohn, L., Hwang, W., & LaFromboise, T. (2005). State of the science on psychosocial interventions for ethnic minorities. *Annual Review of Clinical Psychology*, 1, 113-142.

Objectives: 5 & 6

• Week 12: November 13: Cultural and Linguistic Adaptations of Mental Health Interventions

Topics

- Cultural and Linguistic Adaptations of Mental Interventions

Required Readings:

Bernal, G., Bonilla, J., & Bellido, C. (1995). Ecological validity and cultural sensitivity for outcome research: Issues for the cultural adaptation and development of psychosocial treatments with Hispanics. *Journal of Abnormal Child Psychology*, 23(1), 67-82.

Castro, F. G., Barrera, M., & Martinez, C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. *Prevention Science*, 5(1), 41-45.

Recommended Readings:

Lewis-Fernández, R., & Diaz, N. (2002). The cultural formulation: A method for assessing cultural factors affecting the clinical encounter. *Psychiatric Quarterly*, 73(4), 271-295.

➤ EBP Lab: Consultation

Objectives: 5 & 6

• Week 13: November 20 and Week: 14: December 4: EBP Group Presentation

EBP Group Presentation Due

Make enough copies of your power point presentations and reference section for your classmates.

• Week 15: December 11: Program Evaluation Paper Due: Part II

USC School of Social Work
SOWK 625: Evaluation of Research: Mental Health
Professor: Wynne R. Waugaman

Program Evaluation Paper

To complete this course, students are required to develop a mental health program evaluation proposal relevant to their field placement. It is expected that students apply appropriate research methods and program evaluation concepts covered in class lectures and discussions, assignments, and course readings. Students should seek input and feedback from their field instructors throughout the development of this proposal.

Students are encouraged to develop working groups to facilitate the development of this proposal which can be based on the population of interest (elderly, children, immigrants etc.), mental health issue (e.g., major depression, schizophrenia, substance abuse) or field placement settings (e.g., community mental health agency, inpatient mental health services, domestic violence shelters). Students have the option to work **individually** or can form a team of **no more than 4 students** if they are placed within the same agency or working in related agencies. **Group proposals require instructor approval.** Groups need to be formed within the first three weeks of class. Group grades will reflect identical grade points for every group member.

This assignment is divided into two parts.

Part I

The first part of this program evaluation proposal consists of an initial paper worth 20% and is due **October 9th**. This initial paper should be 6 to 8 pages (doubled-spaced, APA format) not including title page, references, and any appendixes (if necessary). This paper should include the following sections:

1. Problem Formulation: This section consists of a comprehensive description of a specific mental health issue facing clients in students' field placements. This section should clearly describe the public health significance of the mental health issue being presented (e.g., prevalence, unmet needs, disparities in access and quality of mental health care, functional impairment, direct and/or indirect costs to individual, families and society at large) and use appropriate literature from peer-reviewed journals, book chapters, government reports, and/or private foundation reports to substantiate this discussion. Agency, community, and/or state data can be used to describe the specified mental health problem.

2. Program Description: This section consists of a description of the mental health program that will be evaluated to address the mental health issue presented above. This could be an existing program at the students' field placement, a modification of an existing program (e.g., adding new components, combining programs), a program under development or propose a new program that is feasible and acceptable in students' field

placements. This description should clearly state program goals and clinical objectives (e.g., reduce re-hospitalization, improve functioning, reduce relapse) and how it fits with the agencies' mission and vision. Students are required to include a critical evaluation as to whether the program is consistent with evidence-based mental health practices.

3. Evaluation Aims: In this section, students are required to present 2 to 3 program evaluation aims that clearly describe the objectives of the proposal in evaluating the programs impact on client-level outcomes. Each aim should address a specified client outcome.

4. Preliminary design: Briefly describe the design that will be used to address the evaluation aims (e.g., single-system designs, group designs)

Part II

The second part of this assignment includes corrections and refinement of assignment #1, a detailed description of the evaluation methodology, and a discussion of the feasibility and viability of effectively implementing this evaluation design at their field placements. This second part is worth 30% and is **due December 11**. It should be 12 to 15 pages (doubled-spaced, APA format), not including, title page, executive summary, references, and appendixes (e.g., outcome measures, evaluation instruments, organization chart). Part II should include the following sections:

1. Executive Summary: Summary that includes a statement of the mental health problem under evaluation, description of program, evaluation aims, and evaluation methodology.

1. Corrected and refined sections 1 through 3 of Part I

3. Detailed Evaluation Methodology:

- Evaluation design and data collection procedures: Describe in detail study design and rationale for choosing this design. Describe plans for collecting client-level data to evaluate program. Specify how the data will be collected (e.g., surveys, structured interviews, telephone interviews, client record abstractions); who will collect these data; and when will the data be collected (e.g., pre and post participation in the program, 12-month follow-up)
- Sampling: Describe sampling strategy, inclusionary and exclusionary criteria for selecting clients and strategies for recruiting and retaining clients in the evaluation project. Attention to diversity issues such as of gender, age, culture, language, race/ethnicity, socioeconomic status, and literacy among others should be discussed.
- Measures: Describe in detail instruments used to collect client demographic information, outcome measures and any other covariates deemed appropriate for the evaluation of the program. For each measure, discussed its reliability and validity, its scoring procedures, its appropriateness and use for the client population of interest, and how scores are interpreted. Students are encouraged to provide a copy of the main outcome measure(s) as an appendix.
- Data Analysis Plan: Briefly describe plans to analyze client-level data. Each

evaluation aim should have its own statistical plan that identifies the appropriate statistical test.

4. Feasibility of implementing this evaluation plan: Critically discuss issues regarding the feasibility of implementing this evaluation plan at your field placement setting. This could include issues regarding lack of resources and infrastructure, staff expertise and experience, organizational culture and climate, organizational policies, political pressures, and organizational leadership among others.
5. Strengths and limitations of the evaluation: Discuss the strengths and limitations of the proposed program evaluation plan. Identify and discuss any threats to the internal and external validity of the evaluation plan and how results from this evaluation may help improve mental health practice at students' field setting.
6. Conclusion: Discuss the implications that this evaluation will have in generating empirical knowledge to inform mental health practice in your field placement setting and in the field of mental health practice in general.

USC School of Social Work
SOWK 625: Wynne R. Waugaman
Evaluation of Research: Mental Health

Evidence-Based Practice Group Presentation

The purpose of this assignment is for students to work in groups to critically examine an existing evidence-based practice guideline for a specified mental disorder. Student will form groups of no more than **4 students** and develop a 15-20 minute Power Point presentation followed by 5-10 minutes of questions and discussion. Groups are encouraged to be creative in presenting their materials by using case examples, clinical demonstrations, popular media, video clips, music etc. Each group member must present some portion of the presentation. This assignment is **worth 40% of the final** grade and is due weeks **14 or 15**. Groups are required to bring copies of their Power Point Presentation slides along with any supplemental material they deemed necessary. If the group needs help getting their copies, please see the instructor before the designated presentation date. The presentation should include the following sections

1. Presentation Outline: Overview of the topics that will be presented.
2. Assessment. A discussion of assessment and differential diagnosis issues (how do you discriminate this problem from other closely related disorders?) Please don't reprint the DSM-IV; summarize the clinical issues. Discuss reliability and validity of diagnosis, prevalence, untreated prognosis, etc.
3. Selection of Literature. Discuss search procedures, availability and selection of research literature (how did you search, what did you find in terms of quality and quantity, and how did you choose the included literature?)
4. Best Practice Guidelines. Summarize, integrate, and critique the best available evidence for effective practice for your assigned problem (with indications, contraindications, cross-cultural adaptations/changes, limitations). How solid is this body of evidence? Are effect-size estimates available? What are the interventions with documented effectiveness and how should the decision-making process of selecting an intervention proceed?
5. How to Conduct Effective Practice. Provide a brief description of the how effective practice intervention(s) are conducted. For example, how do you do problem solving therapy with a client with this type of problem (briefly)?
6. Medication issues: Discuss issues regarding indications, contraindications, side-effects, toxicity.
7. What We Still Need to Know. Unmet knowledge needs and trends for future research in this area. What do we still need to know about how to do effective practice with clients with this problem?
8. References: Attach a Word document to your power point slides that includes an APA reference section organized using the following headings: practice guidelines, meta-analyses, research articles and general references (references that do not fit under the other headings e.g., treatment manual, book chapter, clinical case study).