



USC | School of Social Work

Social Work 625 VAC

Evaluation of Research: Mental Health

3 Units

*"Do not say that when I have leisure, I will study.
You may never have leisure." ~ Rabbi Hillel*

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Course Day:

Friday

Telephone:

Office Hours: By appointment

Course Location: VAC

I. COURSE PREREQUISITES

SOWK 562

II. CATALOGUE DESCRIPTION

Range of research conducted in mental health; evaluation of selected research reports and their application to social work practice. Required for students in the Mental Health Concentration.

III. COURSE DESCRIPTION

The current socio-political climate is increasingly focusing on assessing the costs, quality and effectiveness of mental health services. As a practicing social worker, you will be 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 (SOWK 562) 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.

The course will help students assess research to evaluate clinical practice, develop skills for applying research principles and techniques to systematically monitor and evaluate mental health programs with diverse clientele, and develop skills for critically evaluating published research.

Students will also gain some familiarity with the range of social work and social work- related research in the field of mental health, and gain an awareness and understanding of methodological and substantive issues in the conduct of mental health research with regard to oppressed and vulnerable populations.

Students should come to this class with a strong knowledge of basic concepts and methods of social work research and a firm understanding of the methodological issues that confront social work researchers. This will provide the foundation knowledge that will now be applied in critically analyzing empirically based research and conducting program evaluation.

IV. COURSE OBJECTIVES

The Evaluation of Research: Mental Health course (SOWK 625) will:

Objective #	Objectives
1	Teach students how to evaluate research appropriate to their clinical practice in the field of mental health with diverse clients and to 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.”
2	Present the skills and techniques for developing a grant proposal with specific client outcomes utilizing skills in goal and objective setting, service program design, and budget and fund development.
3	Facilitate students’ ability to 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.
4	Promote students’ ability to critically assess the quality and clinical utility of empirically based studies to inform their practice in mental health settings with a diverse client population in urban settings.
5	Explore some of the contributions research has made to social work practice in mental health.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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 assessing the need for a program developed 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.

The course will combine lectures and classroom activities and discussion. Students will develop a two-part program evaluation proposal and will form small teams for projects, presenting in class.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 625	Course Objective
1	Professional Identity	*	3
2	Ethical Practice	*	1
3	Critical Thinking	*	4
4	Diversity in Practice	*	2,3
5	Human Rights & Justice		

6	Research Based Practice	*	1-5
7	Human Behavior		
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate	*	3

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Professional Identity —Identify as a professional social worker and conduct oneself accordingly. Social workers competent in Professional Identity: <ul style="list-style-type: none"> ▪ Serve as representatives of the profession, its mission, and its core values. ▪ Know the profession’s history. ▪ Commit themselves to the profession’s enhancement and to their own professional conduct and growth. 	1. Advocate for client access to the services of social work.	Paper/Presentation
	2. Practice personal reflection and self-correction to ensure continual professional development.	Paper/Presentation
	3. Attend to professional roles and boundaries.	Paper/Presentation
	4. Demonstrate professional demeanor in behavior, appearance, and communication.	Paper/Presentation
	5. Engage in career-long learning.	Paper/Presentation
	6. Use supervision and consultation.	Paper/Presentation

Ethical Practice —Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	7. Recognize and manage personal values in a way that allows professional values to guide practice.	Participation/Paper/Presentation/Forums
	8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Forums/Paper/Presentation
	9. Tolerate ambiguity in resolving ethical conflicts.	Forums/Participation
	10. Apply strategies of ethical reasoning to arrive at principled decisions.	Paper/Presentation

<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Use critical thinking augmented by creativity and curiosity. Understand that critical thinking also requires the synthesis and communication of relevant information. 	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Papers/Presentation
	12. Analyze models of assessment, prevention, intervention, and evaluation.	Papers/Participation
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Papers/Presentation
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Papers/Presentation
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Papers/Presentation
	16. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Papers/Presentation
	17. View themselves as learners and engage those with whom they work as informants.	Self Evaluation

<p>Human Rights & Justice—Advance human rights and social and economic justice.</p> <p>Social workers competent in Human Rights & Justice:</p> <ul style="list-style-type: none"> ▪ Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. ▪ Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. ▪ Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. 	18. Understand the forms and mechanisms of oppression and discrimination.	Not applicable
	19. Advocate for human rights and social and economic justice.	Not applicable
	20. Engage in practices that advance social and economic justice.	Not applicable

<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> ▪ Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. ▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	21. Use practice experience to inform scientific inquiry.	Papers/Presentation
	22. Use research evidence to inform practice.	Papers/Presentation

<p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. 	23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	Not applicable
	24. Critique and apply knowledge to understand person and environment.	Not applicable

<p>Policy Practice—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Social workers competent in Policy Practice:</p> <ul style="list-style-type: none"> Understand that policy affects service delivery, and they actively engage in policy practice. Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. 	25. Analyze, formulate, and advocate for policies that advance social well-being.	Not applicable
	26. Collaborate with colleagues and clients for effective policy action.	Not applicable

<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. 	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Not applicable
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Not applicable

<p>Engage, Assess, Intervene, Evaluate— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice 	<p>29. Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	Presentation
	<p>30. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	Presentation
	<p>31. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	Presentation
	<p>32. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	Presentation

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING (SEE COURSE CALENDAR)

Assignment	Due Date	% of Final Grade
Assignment 1: Program Evaluation Proposal (Part I)	Unit 7	25%
Assignment 2: Program Evaluation Proposal (Part II)	Finals Week	30%
Assignment 3: Evidence Based Practice Group Presentation	To be Scheduled	35%
Class Participation including Forums (as assigned)	Ongoing	10%

Each of the major assignments is described below.

Assignments 1 and 2: Program Evaluation Proposal [Part I (25% of course grade) and Part II (30% of course grade)]

The major project for this course is an applied evaluation research project requiring that students develop a program evaluation model for an existing program, a program that is under development, or an area of unmet need relevant to the current needs of their field placement setting. Students will come up with a practical evidence based evaluation research model (for example, pre-test and post-test evaluation or post-test customer satisfaction survey, etc.) that could be useful in a specific known real-world setting. It is expected that students will integrate and apply program evaluation concepts covered in class and course readings. This dual-part assignment consists 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) proposal of a needs assessment study to better understand the identified problem and the need for a response; (3) development of a client-centered program model (logic 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 (4) 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.

Detailed guidelines for the assignments will be provided in class and posted. Students will be expected to revise the first assignment paper as needed for submission along with the final assignment paper so that they submit a complete evaluation proposal as the final assignment paper. All assignments must conform to current APA guidelines.

The two major parts of this assignment are as follows:

Part I: Contextual information on the chosen agency/program, the mental health problem formulation (involving a review of relevant literature), and a plan for needs assessment. Part I is worth 25% of the final grade.

Part II: Correction and refinement of Part 1, description of the client-centered program model specifying program goals and objectives, a program logic model, a detailed outcomes evaluation plan including research methods and design, and a critical discussion related to development and implementation of the program evaluation project. Part II is worth 30% of the final grade.

Major components of the final proposal include:

- Organizational Context
- Statement of Need (or Problem Identification)
- Needs Assessment Plan
- Program Proposal
 - Program Logic Model
- Outcomes Evaluation Plan
- Discussion
- References
- Appendices (copies of instruments, etc.)

This assignment relates to student learning outcomes 1-8; 10-16; 21-22.

Assignment 3: Evidence-Based Practice Group Presentation (35% of course grade)

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 35% of the final grade. Detailed guidelines will be distributed in class and posted to facilitate student preparation of the project. Presentations are typically held on units 14 and 15.

This assignment relates to student learning outcomes 1-8; 10-11; 13-16; 21-22; 29-32.

Class Participation and Forums (10% of course grade)

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 exercises, and discussions related to readings, lectures, and assignments. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed the required and independent readings and assignments prior to class. Students on occasion may 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. VAC students will also be asked to participate in Forums which are on-line discussions of a variety of issues. This will enhance the face-to-face participation opportunities for students.

This assignment relates to student learning outcomes 7-9; 12.

Expectations for Written Work: All written assignments must be double-spaced, typed with a 12-point font and have 1-inch margins. Text citations and the reference list must be in correct APA (6th 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.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

USC School of Social Work Grading Standards

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

(1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Dudley, J.R. (2009). *Social work evaluation: Enhancing what we do*. Chicago, IL: Lyceum Books.

The Required Text from SOWK 562: Rubin, A., & Babbie, E. R. (2011). *Research methods for social work* (7th Ed.). Belmont, CA: Brooks/Cole, Cengage Learning. **OR** Engel, R.J. & Schutt, R.K. (2009). *Fundamentals of social work research*. Thousand Oaks, CA: Sage Publishers.

Yuen, F. K. O., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Ltd.

Recommended Textbooks

Carlson, M. & O'Neal-McElrath, T. (2008). *Winning grants step by step*. 3rd ed. San Francisco: Jossey-Bass.

Corcoran, K., & Fisher, J. (2000). *Measures for clinical practice: A sourcebook* (3rd ed., Vol. 1). New York, NY: Free Press.

Corcoran, K., & Fisher, J. (2000). *Measures for clinical practice: A sourcebook* (3rd ed., Vol. 2). New York, NY: Free Press.

Day, R.A. (2006). *How to write and publish a scientific paper*, 6th ed. Phoenix, AZ: Oryx Press.

Grinnell Jr., R. M., Gabor, P. A., & Unrau, Y.A. (2010). *Program evaluation for social workers: Foundations of evidence based programs* (Fifth Edition). New York, NY: Oxford University Press.

- Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1998). *Applied social research* (6th ed.). New York, NY: Holt, Rinehart and Winston.
- Padgett, D. K. (2004). *The qualitative research experience*. Belmont, CA Wadsworth/Thomson Learning.
- Royse, D., Thyer, B. A., Padgett, D. K., & Loga, T. (2006). *Program evaluation: An introduction*. Belmont, CA: Thomson Brooks/Cole.
- Tripodi, T. (1994). *A primer on single-subject design for clinical social workers*. Washington, DC: NASW Press.

Recommended Guidebook for APA Style Formatting

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

Recommended Websites

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

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

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

American Psychiatric Association Practice Guidelines
http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm

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

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

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

Geographic Information Systems
<http://www.gis.com/>

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

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

Oxford Academic Group: Program Evaluation Resources
<http://www.oup.com/us/companion.websites/9780195308068/EvalRes/?view=usa>

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

On Reserve

Articles or links to articles will be available on ARES: <https://usc.ares.atlas-sys.com/>

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Overview of Course ■ Review of Concepts from SOWK 562 	
2	<ul style="list-style-type: none"> ■ Review of Concepts from SOWK 562 	
3	<ul style="list-style-type: none"> ■ Community, Target Populations, Service Providers, Funding Sources 	
4	<ul style="list-style-type: none"> ■ Ethical Issues in Program Evaluation 	
5	<ul style="list-style-type: none"> ■ Needs Assessment ■ Formative and Process Evaluations <li style="padding-left: 20px;">➤ Fidelity Evaluations 	
6	<ul style="list-style-type: none"> ■ Summative Evaluations ■ Systematic Reviews and Meta-Analyses ■ Literature Reviews 	
7	<ul style="list-style-type: none"> ■ Quantitative Measurement and Analysis ■ Logic Models 	
8	<ul style="list-style-type: none"> ■ Single Subject Design 	
9	<ul style="list-style-type: none"> ■ Data Collection ■ Mining of Data ■ GIS 	
10	<ul style="list-style-type: none"> ■ Qualitative Measurement and Analysis 	
11	<ul style="list-style-type: none"> ■ Introduction to Best Practice Guidelines and Evidence-Based Practice in Mental Health ■ Adapting Interventions ■ Working with Diverse Populations 	
12	<ul style="list-style-type: none"> ■ Best Practice Guidelines & EBP in Mental Health ■ Clinical Guideline Development ■ EBP & Social Work 	
13	<ul style="list-style-type: none"> ■ Making Decisions with Data ■ Critiquing Clinical Guidelines ■ Benchmarking 	
14	<ul style="list-style-type: none"> ■ EBP Special Topics Presentations 	EBP Student Group Presentations are typically held during Sessions 14 & 15
15	<ul style="list-style-type: none"> ■ EBP Presentations & Class Wrap-up 	

Course Schedule—Detailed Description

Part 1: Program Evaluation

Unit 1: Course Overview & Review of Research Concepts

Topics

- Course goals and objectives
- Review of course requirements
- Review of research basic research concepts from SOWK 562

This Unit relates to course objective 1.

Required Readings

Rubin, A., & Babbie, E. R. (2011). *Research methods for social work* (7th Ed.). Belmont, CA: Brooks/Cole, Cengage Learning. **OR** Engel, R.J. & Schutt, R.K. (2009). *Fundamentals of social work research*. Thousand Oaks, CA: Sage Publishers. **Please review text in preparation for the first class session.**

Unit 2: Continuation of Review of Research Concepts ; Introduction to Program Evaluation and Evidence-Based Social Work Practice

Topics

- Review of research basic research concepts from SOWK 562, cont'd.
- Introduction to program evaluation
- Introduction to evidence-based social work practice

This Unit relates to course objective 1.

Required Readings

Yuen, F.K.O., Terao, K.L., & Schmidt, A.M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Ltd, Ch 1.

Dudley, J.R. (2009). *Social work evaluation: Enhancing what we do*. Chicago, IL: Lyceum Books, Part I.

Rubin, A., & Babbie, E. R. (2011). *Research methods for social work* (7th Ed.). Belmont, CA: Brooks/Cole, Cengage Learning. **OR** Engel, R.J. & Schutt, R.K. (2009). *Fundamentals of social work research*. Thousand Oaks, CA: Sage Publishers. **Please review in preparation for the class session.**

Soydan, H. (2009). Evidence-based medicine and knowledge dissemination, translation, and utilization: Challenges of getting evidence-based treatments to patients to patient care and service delivery. *Journal of Evidence Based Medicine*, 2 (3):143-149. DOI 10.1111/j.1756-5391.2009.01031.x/pdf.

Recommended Readings:

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

Unit 3: Community, Target Populations & Service Providers**Topics**

- Community Issues in Mental Health
 - How to define your community and target populations?
 - Macropractice in mental health
 - Who are the service providers for mental health programs and what type of programs are typically funded?
 - Who are the funding agencies in mental health?

This Unit relates to course objective 1 & 3.

Required Readings

Yuen, F.K.O., Terao, K.L., & Schmidt, A.M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Ltd, Ch 2.

Dudley, J.R. (2009). *Social work evaluation: Enhancing what we do*. Chicago, IL: Lyceum Books, Ch 2.

Unit 4: Ethical Issues in Program Evaluation**Topics**

- Ethical Issues in Program Evaluation in Mental Health
- Historical Issues of Importance
- Special Populations in Mental Health

The Unit relates to course objective 1 & 3.

Required Readings

Dudley, J.R. (2009). *Social work evaluation: Enhancing what we do*. Chicago, IL: Lyceum Books, Ch 3.

Yuen, F.K.O., Terao, K.L., & Schmidt, A.M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Ltd, Ch 3.

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.

Film: *Judgment at Nuremberg*.

Unit 5: Needs Assessments, Formative and Process Evaluations

Topics

- Needs Assessments
- Formative evaluations
- Process evaluations
- Program fidelity

This Unit relates to course objective 1, 2, & 3.

Required Readings

- Dudley, J.R. (2009). *Social work evaluation: Enhancing what we do*. Chicago, IL: Lyceum Books, Ch 2, 4.; Part VI
- Yuen, F.K.O., Terao, K.L., & Schmidt, A.M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Ltd, Ch 9.
- 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.

Unit 6: Summative Evaluation

Topics

- Summative Evaluation
- Evaluation Proposal & Report
- Review of the Literature
- Meta-analysis
- Systematic literature reviews

This Unit relates to course objective 1, 2, & 3.

Required Readings

- Neumeyer-Gromen, A., Lampert, T., Stark, K., & Kallischnigg, G. (2004). Disease management programs for depression: A systematic review and meta-analysis of randomized controlled trials. *Medical Care*, 42(12), 1211-1221.
- 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.
- Prochaska, J.O. & Norcross, J.C. (2001). Stages of change. *Psychotherapy*, 38(4), 443-448.
- Rosenthal, R., & DiMatteo, M. R. (2001). Meta-analysis: Recent developments in quantitative methods for literature reviews. *Annual Review of Psychology*, 52, 59-82.
- Soydan, H. (2008). Applying randomized controlled trials and systematic reviews in social work research. *Research on Social Work Practice*. 18, 311-318.
- Tripodi, S.J., Bender, K., Litschge, C. & Vaughn, M.G. (2010). Interventions for reducing adolescent alcohol abuse: A meta-analytic review. *Archives of Pediatric Adolescent Medicine*, 164(1), 85-91.

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.

Unit 7: Quantitative Measurement and Analysis

Topics

- Quantitative Measurement & Analysis
- Logic Models
- **Program Evaluation Paper Part I typically due** (Please confirm due date with your instructor.)

This unit relates to course objectives 1, 2 & 4.

Required Readings

Yuen, F.K.O., Terao, K.L., & Schmidt, A.M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Ltd, Ch 3.

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.

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.

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.

Unit 8: Single Subject Design

Topics

- Single Subject Design

This Unit relates to course objectives 1, 2, & 4.

Required Readings

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

Rubin, A., & Babbie, E. R. (2011). *Research methods for social work* (7th Ed.). Belmont, CA: Brooks/Cole, Cengage Learning. (562 Required Text) Chapter 12. **OR** Engel, R.J. & Schutt, R.K. (2009). *Fundamentals of social work research*. Thousand Oaks, CA: Sage Publishers. Chapter 6.

Unit 9: Data Collection, Mining of Data, GIS**Topics**

- Data Mining
- GIS
- Cost Effectiveness & Cost Benefit Analysis
- Implications for Mental Health

This Unit relates to course objectives 1, 2 & 4.

Required Readings

Yuen, F. K. O., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Ltd, Ch 9.

Dudley, J. R. (2009). *Social work evaluation: Enhancing what we do*. Chicago, IL: Lyceum Books, Part V & VI.

Recommended Readings

Hillier, A. (2007). Why social work needs mapping? *Journal of Social Work Education*, 43(2): 205-221.

Donald, R. L., Michael, J. H., & Judith, M. D. (2006). Using information technology in planning program evaluation. *Journal of Evidence-Based Social Work*, 3(3/4): 73-90.
doi: 10.1080/15433710802083955

Hirshorn, B. A., & Stewart, J. E. (2003). Geographic information systems in community-based gerontological research and practice. *The Journal of Applied Gerontology*, 22(2): 134-151.

Revicki, D. A., Siddique, J., Frank, L., Chung, J. Y., Green, B. L., Krupnick, J., Miranda, J. (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.

Unit 10: Qualitative Measurement & Analysis**Topics**

- Principles of qualitative measurement
- Data collection procedures
- Selecting measures

This Unit relates to course objectives 1, 2, & 4.

Recommended Readings

Grinnell, R. M., Gabor, P. A. & Unrau, Y. A. (2010) *Program Evaluation for Social Workers*. Chapter Thirteen: Analyzing Qualitative Data. NY: Oxford University Press.

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice*, 14(1): 57-65. doi: 10.1177/1049731505276321

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.

Part 2: Evidence-Based Practice

Unit 11: Best Practice Guidelines and Cultural and Linguistic Adaptations of Mental Health Interventions

Topics

- Best clinical practice guidelines
- Evidence based practice
- Cultural and linguistic adaptations of mental health interventions

This Unit relates to course objectives 3, 4 and 5.

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.
- 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
- Howard, M., & Jenson, J. (1999). Clinical practice guidelines: Should social work develop them? *Research on Social Work Practice*, 9(3), 283-301.
- Rosen, A., & Proctor, E. K., (Eds.). (2003). *Developing practice guidelines for social work intervention* New York, NY: Columbia University Press. (Chapters 5-9)
- 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.

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.

Unit 12: Best Practice Guidelines & EBP in Mental Health

Topics

- EBP & Social Work
- Writing Best Practice Guidelines
- Implementation of Guidelines in the Workplace
- Evaluation of the Effectiveness of Best Practices

This Unit relates to course objectives 1, 2, 3, and 4.

Required Readings

- 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.
- Ell, K., Aranda, M.P., Xie, B., Lee, P.-J., & Chou, C.-P. (2010). Collaborative depression treatment in older and younger adults with physical illness: Pooled analysis of three randomized clinical trials. *American Journal of Geriatric Psychiatry*, 18(6), 520-530. DOI: 10.1097/JGP.0b013e3181cc0350

- Fook, J. (2004). What professionals need from research beyond evidence-based practice. In *Social Work and Evidence-Based Practice*, David Smith (Ed.), Ch. 45. Philadelphia: Jessica Kingsley Publishers.
- Howard, M., & Jenson J. (1999). Clinical practice guidelines: Should social work develop them? *Research on Social Work Practice*, 9(3), 283-301.
- Rosen, A., & Proctor, E. K., (Eds.). (2003). *Developing practice guidelines for social work intervention*. New York, NY: Columbia University Press. (Chapters 5-9).
- 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.
- Yuen, F. K. O., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Ltd., Ch 6.

Unit 13: Making Decisions with the Data and Implementing Best Practices in the Workplace

Topics

- What to do with the Data??
- Benchmarking

This Unit relates to course objectives 4 and 5.

Required Readings

Weersing, V. R. (2005). Benchmarking the effectiveness of psychotherapy: Program evaluation as a component of evidence-based practice. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44 (10): 1058-1062. DOI: 10.1097/01.chi.0000172682.71384.80

Unit 14: EBP Group Presentations

Unit 15: EBP Group Presentations & Class Wrap-Up

Final Program Evaluation Paper (Part II) Due Finals Week (verify with instructor)

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. 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 email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

Please refer to *SCampus* and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

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.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency. To receive information, call the 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.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the “all clear” by emergency personnel.

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the concentration, Concha Barrio, at cbarrio@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep. Graduate study can take its toll if you're not taking care of yourself.
- ✓ Come to class, and arrive on-time.

- ✓ Complete required readings and assignments before coming to class.
 - ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
 - ✓ Come to class prepared to ask any questions you might have.
 - ✓ Participate in class discussions.
 - ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
 - ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email.
 - ✓ Keep up with the assigned readings.
 - ✓ You are expected to be knowledgeable of the basics of APA format. If you don't know how to put your paper in APA, you might wish to purchase a computer program to assist you in this task.
 - ✓ If you get behind or are confused, please contact me ASAP. I am always available to help you. You may contact me via email or telephone at any time!
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