USC | School of Social Work

SOWK 625: EVALUATION IN MENTAL HEALTH SETTINGS

Instructor: Jan Nissly, PhD
Email: nissly@usc.edu   Tel.: (310) 254-7071
Office Hours: By appointment
Course Day: Tuesdays, 7:00-8:15am   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 sociopolitical 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 mental health settings.

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, critique of the research literature with a view to developing and updating evidence-based practice guidelines, and an introduction to program evaluation.

The course will help students develop skills for applying research principles and techniques to systematically monitor their own practice and develop skills for critically evaluating published research, and be introduced to the concept of program evaluation and the way in which it fits into mental health practice.

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 in Mental Health Settings course (SOWK 625) will:

Objective No.	Objectives
1	Teach students how to evaluate research appropriate to their clinical practice in the field of mental health and that emphasizes an understanding of cultural diversity, gender, sexual orientation, religious preference, socioeconomic status, and people with disabilities.
2	Provide students with the skills to empirically evaluate their practice using multiple modalities, including developing a design for measurement, choosing and developing effective measures, data collection, and analysis to determine client progress related to specific goals and objectives
3	Expand students' knowledge of evidence-based practice as the process of working with a client to develop an intervention plan using research knowledge including knowledge of empirically supported interventions, client values, and practice wisdom.
4	Introduce students to program evaluation so they are able to understand the purpose of program evaluation to help ensure the effectiveness of mental health programs and ensure programs have equal access to service for diverse groups. Introduce concepts that help them link the skills of practice evaluation to program evaluation.
5	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 and how these empirically supported studies can be incorporated into the evidence-based process of practice.
6	Explore some of the contributions research has made to social work practice in mental health and how students can use evaluation to build on and confirm these contributions.

SOWK 625 Course Overview – Section 67419
Dr. Jan Nissly   Tuesdays, 7:00-8:15 am

Contact Information: E-mail – nissly@usc.edu   Tel: (310) 254-7071
Office Hours: By appointment

Unit	Topics	Assignments
1 **May 5**	■ Overview of Course ■ Review of Concepts from SOWK 562	
2 **May 12**	■ Introduction to Evidence-Based Practice	
3 **May 19**	■ Choice and Implementation of Empirically Supported Interventions	
4 **May 26**	■ Critical Reading of Research Articles: Introduction	
5 **June 2**	■ Critical Reading of Research Articles: Judging Samples, Measures, Procedures	
6 **June 9**	■ Qualitative, Mixed Methods, and Narrative Evaluations	
7 **June 16**	■ Introduction to Empirical Evaluation of Practice Interventions	**Assignment 1 (Article Critique) Due**
8 **June 23**	■ Designs for Evaluating Practice and Interventions	
9 **June 30**	■ Measurement of Intervention Outcomes	
10 **July 7**	■ Analyzing Data and Interpreting Results	
11 **July 14**	■ Designs for Program Evaluation	
12 **July 21**	■ Measurement, Analyzing Data, and Interpreting Results in Program Evaluation	
13 **July 28**	■ Putting It All Together	**Assignment 2 (Evaluation Paper) Due**
14 **August 4**	■ Student Presentations and Emerging Trends in Mental Health Evaluation	**Assignment 3: EBP Group Presentations**
15 **August 11**	■ Student Presentations and Course Wrap-Up	

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 programming with a focus on mental health. The first portion of the course involves critically assessing research literature for the development of evidence-based practice guidelines, using applied research methods. The second portion focuses on evaluating one's own practice or program. The course will combine lectures and classroom activities and discussion. To assess students' learning, two assignments will be submitted. Students will also form small teams for projects and will present final projects in class.

VI.   STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following 10 social work core competencies:

	Social Work Core Competencies	SOWK 625	Course Objective
1	**Professional Identity**	*	**5**
2	**Ethical Practice**	*	**1**
3	**Critical Thinking**	*	**4**
4	**Diversity in Practice**	*	**1, 3**
5	**Human Rights & Justice**		
6	**Research-Based Practice**	*	**1-5**
7	**Human Behavior**		
8	**Policy Practice**		
9	**Practice Contexts**	*	**2**
10	**Engage, Assess, Intervene, Evaluate**	*	**2**

* Highlighted in this course

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

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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: ▪ 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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: ▪ 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/
	8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	Paper/Presentation
	9. Tolerate ambiguity in resolving ethical conflicts	Forums/Participation
	10. Apply strategies of ethical reasoning to arrive at principled decisions	Paper/Presentation

Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ 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

Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: ▪ 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

Human Rights & Justice—Advance human rights and social and economic justice. Social workers competent in Human Rights & Justice: • 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

| **Research-Based Practice**—Engage in research-informed practice and practice-informed research.

Social workers competent in Research-Based Practice:

• 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 |

Human Behavior—Apply knowledge of human behavior and the social environment. Social workers competent in Human Behavior: - 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

Policy Practice—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social workers competent in Policy Practice: - 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

Practice Contexts—Respond to contexts that shape practice.	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Not applicable
Social workers competent in Practice Contexts: • 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	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Not applicable
Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. 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.	29. Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities Use empathy and other interpersonal skills Develop a mutually agreed-on focus of work and desired outcomes	Presentation
• 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	30. Assessment: Collect, organize, and interpret client data Assess client strengths and limitations Develop mutually agreed-on intervention goals and objectives Select appropriate intervention strategies	Presentation
	31. Intervention: Initiate actions to achieve organizational goals Implement prevention interventions that enhance client capacities Help clients resolve problems Negotiate, mediate, and advocate for clients Facilitate transitions and endings	Presentation

	32. Evaluation: Critically analyze, monitor, and evaluate interventions	Presentation

VII.   COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Critical Evaluation of an Intervention Research article	Session 7	30%
Assignment 2: Evaluation Paper (Practice or Program)	Session 13	30%
Assignment 3: Evidence-Based Practice Group Presentation	Sessions 14/15	30%
Class Participation	Ongoing	10%

Details of the assignments follow the detailed course description.

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 (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	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
		– 72	C-

School of Social Work Grading Policy

Within the School of Social Work, grades are determined in each class on standards established by the school as follows: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and or has demonstrated creativity in the approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated. (2) A grade of B+ will

be given to work that is judged to be very good. This grade denotes that the student has demonstrated a more-than-competent understanding of the material. (3) A grade of B will be given to student work that 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 a B- denotes that a student's performance was less than adequate on the assignment, reflecting only moderate grasp of content or expectations. (5) A grade of C reflects minimal grasp of the assignment, poor organization of ideas, and/or several significant areas requiring improvement. (6) Grades between C- and F denote a failure to meet even minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Wodarski, J. S., & Hopson, L. M. (2012). *Research methods for evidence-based practice.* Los Angeles: Sage.

Pyrczak, F. (2013). *Evaluating research in academic journals.* (4th ed.). Glendale, CA: Pyrczak Publishing.

Recommended Textbooks

Palinkas, L. A., & Soydan, H. (2012). Translation and implementation of evidence-based practice. New York: Oxford University Press.

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.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2010). *Program evaluation for social workers: Foundations of evidence based programs* (5th ed.). New York, NY: Oxford University Press.

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

Rubin, A., & Babbie, E. R. (2011). *Research methods for social* work (7th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

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/

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/

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

Course Schedule—Detailed Description

Module 1: Course Overview and Review of Research Concepts

Session 1: Overview of Course; Review of Concepts From SOWK 562

Suggested Reading:

Rubin, A., & Babbie, E. R. (2011). *Research methods for social work* (7th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Module 2: Evidence-Based Practice

Session 2: Introduction to Evidence-Based Practice
- What is evidence-based practice?
- Differences between evidence-based practice and empirically supported interventions
- Kinds of evidence needed for decision making
- Levels of evidence
- Finding appropriate evidence
- Efficacy and effectiveness studies

Required Reading:

Wodarski, J. S., & Hopson, L. M. (2012). *Research methods for evidence-based practice.* Los Angeles: Sage.
    Chapter 1: Evidence-Based Practice: An Introduction
    Chapter 2: Criteria for Choosing Knowledge and Assessing Evidence-Based Interventions
    Chapter 3: Transforming Behavioral Science Knowledge Into Evidence-Based Practice Generalizations

Zayas, L. H., Drake, B., & Jonson-Reid, M. (2011). Overrating or dismissing the value of evidence-based practice: Consequences for clinical practice. *Clinical Social Work Journal, 39,* 400–405.

Suggested Reading:

Brownson, R. C., Fielding, J. E., & Maylahn, C. M. (2009). Evidence-based public health: A fundamental concept for public health practice. *Annual Review of Public Health, 30,* 175–201.

Ogilvie, D., Egan, M., Hamilton, V., & Petticrew, M. (2005). Systematic reviews of health effects of social interventions: 2. Best available evidence: How low should you go? *Journal of Epidemiology and Community Health, 59,* 886–892.

Palinkas, L. A., & Soydan, H. (2012). Translation and implementation of evidence-based practice. New York: Oxford University Press.
Chapter 2: Translation and Implementation of Evidence-Based Practices

Session 3: Choice and Implementation of Empirically Supported Interventions
- How do empirically supported interventions fit into the evidence-based practice paradigm
- Strengths and weaknesses of empirically supported interventions
- Introduction to dissemination and implementation research in mental health
- Alternatives to empirically supported interventions
- Adaptations for cultural considerations

Required Reading:

Bond, G. R., Drake, R. E., & Becker, D. R. (2010). Beyond evidence-based practice: Nine ideal features of a mental health intervention. *Research on Social Work Practice, 20*(5), 493–501. doi:http://dx.doi.org/10.1177/1049731509358085

Hennessy, K. D., & Green-Hennessy, S. (2011). A review of mental health interventions in SAMHSA's national registry of evidence-based programs and practices. *Psychiatric Services, 62*(3), 303–5.

Thyer, B. A., & Pignotti, M. (2011). Evidence-based practices do not exist. *Clinical Social Work Journal, 39*(4), 328–333. doi:http://dx.doi.org/10.1007/s10615-011-0358-x

Suggested Reading:

Bledsoe, S. E., Lukens, E., Onken, S., Bellamy, J. L., & Cardillo-Geller, L. (2008). Mental illness, evidence-based practice, and recovery: Is there compatibility between service-user-identified recovery-facilitating and -hindering factors and empirically supported interventions? *Best Practices in Mental Health*, *4*(2), 34–58.

Kataoka, S. (2010). The practice of evidence-based treatments in ethnic minority youth. *Child and Adolescent Psychiatric Clinics of North America, 19*(4), 775–789. doi:10.1016/j.chc.2010.07.008

Module 3: Critical Reading of Research Articles and Application to Practice in Mental Health Studies

Session 4: Critical Reading of Research Articles: Introduction
- Review of research design
- Intervention research basics
- What to look for in an abstract
- What to look for in introductions and literature reviews

Required Reading:

Pyrczak, F. (2013). *Evaluating research in academic journals* (4th ed.). Glendale, CA: Pyrczak Publishing.
　　Chapter 1: Background for Evaluating Research Reports
　　Chapter 2: Evaluating Titles
　　Chapter 3: Evaluating Abstracts
　　Chapter 4: Evaluating Introductions and Literature Reviews
　　Chapter 5: A Closer Look at Evaluating Literature Reviews

Session 5: Critical Reading of Research Articles: Judging Samples, Measures, Procedures
- Evaluating samples chosen in research articles
- Evaluating measures
- Evaluating procedures

Required Reading:

Pyrczak, F. (2013). *Evaluating research in academic journals* (4th ed.). Glendale, CA: Pyrczak Publishing.
　　Chapter 6: Evaluating Samples When Researchers Generalize
　　Chapter 7: Evaluating Samples When Researchers Do Not Generalize
　　Chapter 8: Evaluating Measures
　　Chapter 9: Evaluating Experimental Procedures

Understanding Statistics Used in Research Articles
- Meta-analysis
- Do conclusions drawn follow from the results

Required Reading:

Pyrczak, F. (2013). *Evaluating research in academic journals* (4th ed.). Glendale, CA: Pyrczak Publishing.
　　Chapter 10: Evaluating Analysis and Results Sections: Quantitative Research
　　Chapter 12: Evaluating Discussion Sections

Chapter 13: Putting It All Together

Suggested Reading:

Wodarski, J. S., & Hopson, L. M. (2012). *Research methods for evidence-based practice.* Los
     Angeles: Sage.
     Chapter 9: Advanced Statistical Techniques in Social Work Research

Session 6: Qualitative, Mixed Methods, and Narrative Evaluations
- Qualitative versus quantitative methods (complementary apples and oranges)
- Issues of reliability and validity in qualitative studies
- Evaluating qualitative studies
- Mixed methods and narrative evaluations

Required Reading:

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research
     on Social Work Practice, 14,* 57–64.

Barbour, R. S. (2001). Checklists for improving rigor in qualitative research: A case of the tail
     wagging the dog? *British Medical Journal, 322*, 1115–1117.

Pyrczak, F. (2013). *Evaluating research in academic journals* (4th ed.). Glendale, CA: Pyrczak
     Publishing.
     Chapter 11: Evaluating Analysis and Results Sections: Qualitative Research
     Appendix A: Quantitative and Qualitative Research: An Overview
     Appendix B: Examining the Validity Structure of Qualitative Research

Suggested Reading:

Ames, G. M., Duke, M. R., Moore, R. S., & Cunradi, C. B. (2009). The impact of occupational
     culture on drinking behavior of young adults in the U.S. Navy. *Journal of Mixed Methods
     Research, 3*(2), 129–150.

Boyd, R., Diamond, G., & 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.

Module 4: Understanding Evaluation in Practice

Session 7:   Introduction to Empirical Evaluation of Practice Interventions
- What does it mean to do an empirical evaluation of your practice?
- Example
- Choosing relevant targets to measure
- Choosing appropriate measures

Required Reading:

Borckardt, J. J., Nash, M. R., Murphy, M. D., Moore, M., Shaw, D., & O'Neil, P. (2008). Clinical practice as natural laboratory for psychotherapy research: A guide to case-based time-series analysis. *American Psychologist, 63*(2), 77–95. doi: http://dx.doi.org/10.1037/0003-066X.63.2.77

Wodarski, J. S., & Hopson, L. M. (2012). *Research methods for evidence-based practice.* Los Angeles: Sage.
Chapter 5: Choice of Outcome Measures and Means for Assessment

Suggested Reading:

D'Angelo, E. J., & Augenstein, T. M. (2012). Developmentally informed evaluation of depression: Evidence-based instruments. *Child and Adolescent Psychiatric Clinics of North America, 21*(2), 279–298. doi: http://dx.doi.org/10.1016/j.chc.2011.12.003

Pritchett, R., Kemp, J., Wilson, P., Minnis, H., Bryce, G., & Gillberg, C. (2011). Quick, simple measures of family relationships for use in clinical practice and research. A systematic review. *Family Practice, 28*(2), 172–187. doi: http://dx.doi.org/10.1093/fampra/cmq080

Session 8: Designs for Evaluating Practice and Interventions
- Types of design
- Implementing practice evaluation with clients
- Qualitative vs. quantitative methods

Required Reading:

Wodarski, J. S., & Hopson, L. M. (2012). *Research methods for evidence-based practice.* Los Angeles: Sage.
Chapter 7: Designs for Daily Practice Evaluation

Session 9: Measurement of Intervention Outcomes
- Clinical and statistical significance
- Changes over time
- Multiple variables (correlation)

Required Reading:

>   Wodarski, J. S., & Hopson, L. M. (2012). *Research methods for evidence-based practice.*
>   Los Angeles: Sage.
>   Chapter 8: Application of Statistical Techniques in the Evaluation of Practice

Session 10: Analyzing Data and Interpreting Results
- Understanding tables, figures, and graphs

Required Reading:

>   Wodarski, J. S., & Hopson, L. M. (2012). *Research methods for evidence-based practice.*
>   Los Angeles: Sage.
>   Chapter 9: Advanced Statistical Techniques in Social Work Research

Module 5: Program Evaluation

Session 11: Designs for Program Evaluation
- What does program evaluation look like
- Forms and applications of agency-based program evaluation
- Designs for program evaluation

Required Reading:

Centers for Disease Control and Prevention. (2012). Framework for program evaluation in public
>   health. http://www.cdc.gov/eval/framework/index.htm

Dudley, J. R. (2013). *Social work evaluation: Enhancing what we do.* Chicago: Lyceum Books,
>   Inc.
>   Chapter 4: Common Types of Evaluations

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,* 1058–1062.

Suggested Reading:

Dudley, J. R. (2013). *Social work evaluation: Enhancing what we do.* Chicago: Lyceum Books, Inc.
    Chapter 6: Needs Assessments
    Chapter 8: Implementation Stage—Improving How Programs and Practice Work
    Chapter 9: Outcome Studies—Is the Intervention Effective?

Session 12: Measuring, Analyzing Data, and Interpreting Results in Program Evaluation
- Designs
- Measurement
- Data analysis and reporting
- Interpretation of program evaluation findings

Required Reading:

Dudley, J. R. (2013). *Social work evaluation: Enhancing what we do.* Chicago: Lyceum Books, Inc.
    Chapter 10: Analyzing Evaluation Data
    Chapter 11: Preparing and Disseminating a Report of Findings

Session 13: Putting It All Together
- Organizational and staffing considerations
- Program logic modeling
- Ethical issues in agency-based program evaluation

Required Reading:

Carman, J. G. (2007). Evaluation practice among community-based organizations: Research into the reality. *American Journal of Evaluation, 28*, 60.

Module 6: Class Presentations on Evidence-Based Practice

Sessions 14 and 15: Student Presentations and Emerging Trends in Mental Health Evaluation
- Adaptation vs. fidelity
- Modular approaches to using empirically supported interventions

Required Reading:

Palinkas, L. A., & Soydan, H. (2012). *Translation and implementation of evidence-based practice.* New York: Oxford University Press.
   Chapter 8: Conclusion: Future Directions for Translational and Implementation Research

Suggested Reading:

Weisz, J. R., Chorpita, B. F., Palinkas, L. A., et al. (2012). Testing standard and modular designs for psychotherapy with youth depression, anxiety, and conduct problems: A randomized effectiveness trial. *Archives of General Psychiatry, 69*, 274–282.

Schoenwald, S. K., Garland A. F., Chapman J. E., Frazier S. L., Sheidow A. J., & Southam-Gerow M.A. (2011). Toward the effective and efficient measurement of implementation fidelity. *Administration and Policy in Mental Health and Mental Health Services Research*, *38*(1), 32–43.

University of Southern California School of Social Work
SW 625 Evaluation of Research: Mental Health

Critique of a Research Article Assignment

Your first assignment for the course is to summarize and critically evaluate a research article. You first pick 3 research articles to use based on a topic or practice area of your interest. Then choose one of these 3 articles to use for this assignment. The paper should use the following outline which will also be presented in class. The paper should be from 3-4 pages long and will be evaluated on your ability to accurately summarize the article, your ability to critically analyze the article finding both its strengths and weaknesses, your ability to use critical thinking, and your ability to express your ideas effectively and judiciously. This assignment will count for 30% of your grade. This assignment will allow you to evaluate your own ability to understand a research article and thus allow you to know where to put your efforts in enhancing your knowledge. The first part of the outline is where you summarize the article and its meaning (approximately 2 pages). The critique is where you present the strengths and weaknesses of the article (1-2 pages).

Outline
Summarizing and Critiquing a Research Article
1. Citation in APA
2. [Key points from Abstract]
3. Introduction
    a. Significance of Problem
    b. Theoretical Perspective(s)
    c. Review of Existing Research/Gaps
    d. Research Question/Hypothesis
4. Method
    a. Research design and variables
        i. Research Design
        ii. Independent Variable(s)
        iii. Dependent Variable(s)
    b. Description of Sample
        i. Sampling Procedure
        ii. Sample Size
        iii. Attrition
    c. Measures
        i. Rationale for Selection
        ii. Evidence of Reliability/Validity

       iii.   Description of Measure(s)
     d. Procedure/Description of Intervention
5. Results
     a. Types of Statistical Analyses
     b. Tables/Graphs Used
     c. Summary of Findings
6. Discussion
     a. Significance of Findings for Theory/Scientific Knowledge
     b. Significance of Findings for Practice/Policy
     c. Study Limitations
7. Your critique of this study – strengths, weaknesses, any design flaws, usefulness for practice.

USC School of Social Work
Evaluation of Research: Mental Health

Evaluation Assignment
(Based on students placement this should be an evaluation of their practice with clients they are working with or of the program they are placed within). Students, with help of instructor, will identify an instrument they are using in their placement, or find an instrument relevant to their client's needs. This instrument should be administered at least twice, if not more, to be used for this assignment.

The purpose of this assignment is to help you develop a process for using research and empirical measurement to evaluate your work with a client or in a program.

1. <u>Description</u>: A brief description of the client (including sociodemographic information, the client's situation, very brief clinical summary and clients strengths/resources) or the program (including agency mission, services being evaluated, context and resources of the program). (Approximately ½ page)

2. <u>Problem Formulation/Theoretical Orientation/Literature Review</u>: This is where you will discuss your formulation of the client's problem(s) or the focus of the program. What does your diagnostic impression tell you about how to conceptualize the problem and how to intervene? Provide a brief literature summary relevant to your client's problem that contains at least 2 empirical articles on the problem and 2 empirical articles on the intervention. For those evaluating programs, find 2 empirical articles on the clientele served and 2 empirical articles on the service or program being offered (or a close match to your agency). (About 1 page)

3. <u>Problem Definition and Focus of Treatment</u>: Clearly state the mutually agreed upon goals and objectives of your work with the client. Objectives should be specified in measurable terms and should be consistent with your problem formulation and chosen intervention.. The objectives should meet the following 4 conditions:
   a. Direction: Do you want the measure to go up or down?
   b. Level: At what level do you consider the objective to successful?
   c. Duration: How long does the level in step b needs to be maintained to be considered successful
   d. Time to completion: How long do you expect achieving the objective to take (e.g., one-two weeks, a month)? (Approximately 1 page)

4. <u>Change Indicators</u>: Present the measurable indicators of the change that you are working towards (your measure(s)). Also, describe the greater evaluation/measurement process you are using to determine how effective your work with the client has been. The description of your measurement plan should include
   a. Description of the measure(s) (e.g., standardized instrument, observational measures, self-anchored) you are using (attach copies of the measures to you are using).
   b. Discuss any reliability and validity information that is available for your

measure(s)

    c. Provide a brief rationale for your choice of measure(s), including strengths and limitations. (Approximately 1 page)

5. Briefly describe the design you will be using (e.g., single subject) and your plan for measuring change. (1/2 page) Provide a graph of the way you think your measurement would look for a successful intervention.

USC School of Social Work
Evaluation of Research: Mental Health

Evidence-Based Practice Group Presentation

This is your group assignment. The purpose of the assignment is to present to your fellow classmates a summary of knowledge about a current mental health problem, evidence about knowledge about the problem and interventions to ameliorate the problem. You will have half the class for the presentation, but you do not need to use the entire time. Be sure to allow adequate time for discussion by your class mates. Please prepare a PowerPoint presentation with supplementary material that will help illustrate what you are presenting and give your classmates knowledge they can take with them. (We will post your PowerPoint on Blackboard.)

Here is an outline for the presentation.

1. <u>Introduction</u>: Provide your audience with the problem and an overview of your presentation.
2. <u>Problem.</u> Present a mental health problem and the knowledge about the problem. What is known about the prevalence, the characteristics of the problem, etiology, its clinical presentation, and its course? Is there good information about whether there are differences by age, gender, racial/ethnic group, cultural group?
3. <u>Selection of Literature.</u> 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?) You can use the attached diagram to help you conceptualize your search.
4. <u>Practice Knowledge.</u> Summarize, integrate, and critique the best available evidence for interventions for your assigned mental health problem. How solid is this body of evidence? What are the interventions with documented effectiveness and how should decision making of selecting an intervention proceed, theory, environment, resources? Have there been any meta analysis or systematic reviews for the intervention? What other evidence would guide your choice of intervention?
5. <u>How to Conduct Effective Practice.</u> 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)?   Describe traditional practice versus changes that have occurred since EBP.
6. <u>What We Still Need to Know.</u> 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?
7. <u>References:</u> 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).

It is important that you work effectively together as a group. You will be evaluated on your individual participation and for the group as a whole. If you have any problems working together, please see us for assistance.

Best available
research evidence

Environment and
organizational
context

Decision-making

Population
characteristics,
needs, values,
and preferences

Resources,
including
practitioner
expertise