



## 625 EVALUATION IN MENTAL HEALTH SETTINGS

Instructor: Joan Tucker, PhD (joantuck@usc.edu)

Office Hours: Tuesday, 3-4pm PST (*please let me know in advance if you plan on attending*)

Course Day: Tuesday

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 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 mental health settings.

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, 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 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 and that emphasizes an understanding of cultural diversity, gender, sexual orientation, religious preference, socio-economic 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 Base 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 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.

## Course Overview

Unit	Topics	Assignments
1	<b>Overview of Course &amp; Review of Concepts from SOWK 562</b> Session 1	
2	<b>Evidence Based Practice</b> Session 2 Introduction to Evidence Based Practice Session 3 Choice and Implementation of Empirically Supported Interventions	
3	<b>Critical Reading of Research Articles and Application to Mental Health Settings</b> Session 4 Critical Reading of Research Articles-Judging Samples, Measures, Procedures Session 5 Critical Reading of Research Articles—Data Analysis and Discussions Session 6 Qualitative, Mixed Methods, and Narrative Evaluations	
4	<b>Understanding Evaluation in Practice</b> Session 7 Introduction to Empirical Evaluation of Practice Interventions Session 8 Designs for Evaluating Practice and Interventions Session 9 Measurement of Intervention Outcomes Session 10 Analyzing Data and Interpreting Results	
5	<b>Understanding Evaluation in Programs</b> Session 11 Designs for Program Evaluation Session 12 Measurement, Analyzing Data, and Interpreting Results in Program Evaluation Session 13 “Putting it All together”	
6	<b>Student Presentations and Course Wrap-up</b> Session 14 Session 15	

### 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 section 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 nine social work core competencies:

	<b>Social Work Core Competencies</b>	<b>SOWK 625</b>	<b>Course Objective</b>
1	<b>Demonstrate Ethical and Professional Behavior</b>		
2	<b>Engage in Diversity and Difference in Practice</b>		
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>		
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>	*	2,5
5	<b>Engage in Policy Practice</b>		
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>		
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>	*	1,3,4,6

\* 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
<p><b>Demonstrate Ethical and Professional Behavior:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>▪ Understand the profession’s history, its mission, and the roles and responsibilities of the profession</li> <li>▪ Understand the role of other professions when engaged in inter-professional teams</li> <li>▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	
	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	
	<p>Use technology ethically and appropriately to facilitate practice outcomes;</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior.</p>	

<p><b>Engage in Diversity and Difference in Practice:</b></p> <ul style="list-style-type: none"> <li>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>Understand 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.</li> <li>Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</li> </ul>	<p>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Class discussions and exercises (e.g. case vignettes) Assignments 1-3</p>
	<p>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	
	<p>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Class discussions and exercises (e.g. case vignettes) Assignments 1-3</p>

<p><b>Advance Human Rights and Social, Economic, and Environmental Justice:</b></p> <ul style="list-style-type: none"> <li>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education</li> <li>Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</li> </ul>	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	
	<p>Engage in practices that advance social, economic, and environmental justice</p>	

<p><b>Engage In Practice-informed Research and Research-informed Practice:</b></p> <ul style="list-style-type: none"> <li>▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</li> <li>▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</li> <li>▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</li> <li>▪ Understand the processes for translating research findings into effective practice.</li> </ul>	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	

<p><b>Engage in Policy Practice:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</li> <li>▪ Understand 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.</li> <li>▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.</li> <li>▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</li> <li>▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation.</li> </ul>	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	
	<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	

<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Value the importance of human relationships.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>	<p>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Class discussions and exercises (e.g. case vignettes) Assignments 1-3</p>
	<p>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Class discussions and exercises (e.g. case vignettes) Assignments 1-3</p>

<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

<p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</li> <li>▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</li> <li>▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</li> </ul>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>	
	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>	
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	
	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	

<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.</li> <li>▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>▪ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>	<p>Select and use appropriate methods for evaluation of outcomes.</p>	
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	
	<p>Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.</p>	
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Critical Evaluation of an Intervention Research Article (Session 7)</b>	June 20	30%
<b>Assignment 2: Practice Evaluation Paper (Session 13)</b>	August 8	30%
<b>Assignment 3: Evidence Based Practice Group Presentation (Session 14)</b>	August 15	30%
<b>Class Participation</b>	(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 (6<sup>th</sup> 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 which 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 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 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 & 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*. 5<sup>th</sup> 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* (3<sup>rd</sup> ed., Vol. 1). New York, NY: Free Press.

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

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* (6<sup>th</sup> 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](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**

### **Part 1: Review**

#### **Unit 1: Course Overview & Review of Research Concepts**

#### **Session 1 Course Overview & Review of Research Concepts & Research Ethics**

#### **Unit 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 Readings:

- 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 Readings:

- 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 Readings:

- 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 Readings:

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

### Unit 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 Readings:

Pyrczak, F. (2013). *Evaluating research in academic journals*. 4<sup>th</sup> 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 Readings:

Pyrczak, F. (2013). *Evaluating research in academic journals*. 4<sup>th</sup> 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 Readings:

Pyrczak, F. (2013). *Evaluating research in academic journals. 4<sup>th</sup> Ed.*. Glendale, CA: Pyrczak Publishing.

- Chapter 10 Evaluating Analysis and Results Sections: Quantitative Research
- Chapter 11 Evaluating Analysis and Results Sections: Qualitative Research
- Chapter 12 Evaluating Discussion Sections
- Chapter 13 Putting it All Together

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**

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

Barbour, R. S. (2007). Checklists for improving rigor in qualitative research. *Education and Debate*

**Unit 4: Understanding Evaluation in Practice**

**Session 7: Introduction to Empirical Evaluation of Practice**

- What does it mean to do an empirical evaluation of your practice
- Example
- Choosing relevant targets to measure
- Choosing appropriate measures

## Required Readings:

- 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 Readings:

- 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**

- Types of Design
- Implementing practice evaluation with clients
- Qualitative vs. Quantitative Methods

## Required Readings:

- 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)

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

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

Chapter 9 Advanced Techniques in SW Research

**Unit 5 Program Evaluation****Session 11 Designs for Program Evaluation**

- What Does Program Evaluation Look Like

Required Readings:

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

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.

**Session 12: Measurement, Analyzing Data, and Interpreting Results in Program Evaluation****Session 13: Putting it All together**

Carman, J. G. (2007). Evaluation Practice Among Community-Based Organizations: Research Into the Reality. *American Journal of Evaluation* 28: 60

**Unit 6 Class Presentations on Evidence Based Practice****Session 14: Class presentations and Emerging Trends in MH Evaluation**

- Adaptation vs. Fidelity
- Modular Approaches to using Empirically Supported Interventions

Required Readings:

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 Readings:

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 is to summarize and critically evaluate a research article. You may pick any one of the 3 articles that I will distribute in class to use for your evaluation. The paper should use the following outline presented in class. The paper should be 6 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. 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 paper (about 3 pages) is where you summarize the article and its meaning. The second part of the paper (about 3 pages) is the critique, where you present the strengths and weaknesses of the article.*

#### 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.

**Format:** 6 pages, double-spaced, 12-point font, 1” margin (if you turn in a longer paper, I will only read the first 6 pages). **Late papers:** I will deduct 5 points for turning in paper late.

***SOME TIPS:***

- Use Appendix D in your Pyrczak textbook to help identify the study’s strengths/weaknesses
- Although you should mention strengths and weaknesses of each section (Introduction, Methods, Results, Discussion), most of your critique should focus on the methodology
- Do not provide a “laundry list” of every strength and weakness that you identify. Be judicious and focus on the most important ones.
- Tell a compelling story of what most influenced your overall evaluation of this research in terms of its usefulness for practice.

**USC School of Social Work  
Evaluation of Research: Mental Health**

**Evaluation 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. Use your field placement work as inspiration for this assignment – how would you evaluate your work with a particular client?

1. Description: A brief description of the client (including sociodemographic information, the client's situation, very brief clinical summary and clients strengths/resources). (Approx. ½ page)
2. Problem Formulation/Theoretical Orientation/Literature Review: This is where you will discuss your formulation of the client's problem(s). 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. (Approx. 1 page)
3. Problem Definition and Focus of Treatment: 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)? (Approx. 1 page)
4. Change Indicators: Present the measurable indicators of the change that you are working towards. 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. (Approx. 1 page)
5. Briefly describe the design you will be using (e.g., single subject) and your plan for measuring change. (Approx. 1/2 page) Provide a graph of the way you think your measurement would look for a successful intervention.

**Format:** 4 pages, double-spaced, 12-point font, 1" margin (if you turn in a longer paper, I will only read the first 4 pages). **Late papers:** I will deduct 5 points for turning in paper late.

**USC School of Social Work  
Evaluation of Research: Mental Health**

**Evidence-Based Practice Group Presentation**

The purpose of this group 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 20 minutes for the presentation. 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.

Here is an outline for the presentation.

1. **Introduction**: Provide your audience with the problem and an overview of your presentation.
2. **Problem**: 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. **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?) You can use the attached diagram to help you conceptualize your search.
4. **Practice Knowledge**: 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? Have there been any meta-analyses or systematic reviews for the intervention? What other evidence would guide your choice of intervention?
5. **How to Conduct Effective Practice**: Provide a brief description of the how effective practice intervention(s) are conducted. How would you evaluate this practice? 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. **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?
7. **References**: Your last PowerPoint slide should include 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 me for assistance.