



**COURSE TITLE/SECTION:** SOCW 7397/21173: Practice Evaluation

**TIME:** Monday 6:00-9:00 p.m.      **ROOM:** SW 231

**FACULTY:** Danielle E. Parrish, Ph.D.

**OFFICE HOURS:** Monday 3:00-5:00 or by appointment (SW 312)

**E-MAIL:** dparrish@uh.edu      **OFFICE PHONE:** 713-743-8105

---

**I. Course**

**A. Description**

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

**B. Purpose**

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

**II. Course Objectives**

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

1. explain how practice evaluation is an integral part of social work practice;
2. develop measurable goals for practice evaluation with individuals, groups, organizations and communities;
3. formulate research questions for evaluating practice within the context of appropriate conceptual and theoretical frameworks;
4. describe and utilize a variety of research designs and methods (pre-post comparisons, process and outcome evaluations) that test effectiveness of services and programs;

5. select appropriate measures or tools to evaluate practice in a variety of practice settings;
6. design an evaluation study to support accountability in social work practice;
7. use appropriate statistics and qualitative methods to analyze practice outcomes;
8. examine, produce, and critique evidence-based and other research reports and make recommendations to improve practice effectiveness;
9. demonstrate awareness of research and practice ethics that takes into account diversity and differences including, but not limited to, gender, age, class, race/ethnicity, sexual orientation, and culture.

### **III. Course Structure**

A variety of teaching methods will be used during the course of the semester, including lecture, guest speakers, class discussion, and group/class activities. This course will require active participation and interaction, with the goal of stimulating critical thinking, in-depth understanding of the material, and an appreciation of the use of research to evaluate social work practice. A mutually respectful and professional environment is expected.

*\*\*The instructor reserves the right to change the syllabus as necessary during the semester.*

### **IV. Textbooks**

#### **Required:**

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

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

#### **Recommended:**

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

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

Rubin, A. (2008). Practitioner's guide to using research for evidence-based practice. Hoboken, NJ: John Wiley & Sons.

Rubin, A. (2007). Statistics for evidence-based practice and evaluation. Belmont, CA: Thomson Brooks/Cole.

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

## V. Course Requirements

## V. Course Requirements

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

**B. Weekly Quizzes (25 points):** Given the experiential nature of this course, completion of the required readings before class is essential to maximize student participation and learning. To encourage these readings, **there will be a 5-item true/false quiz at the beginning of 8 designated class sessions.** Each quiz will assess whether the students read and recall the main points of the assigned readings for that session. The overall percentage of correct answers across all but two quizzes will account for 20 percent of the course grade. The two quizzes with the lowest number of correct answers will be dropped from this calculation. Regardless of the reason for absences or tardiness, any quizzes that are missed due to absence or tardiness will be included among the two dropped quizzes. If more than two quizzes are missed (regardless of the reason), those additional quizzes will be included (with a score of zero) in the overall calculation.

**C. Written Critiques of Single-System Design Articles (20 points):** You will be asked to provide a written critique of two single-system design articles that will be provided on the Blackboard website. This critique should be approximately one to two pages. A list of questions will be provided in class and on Blackboard to guide your critique for each assignment. Each critique is worth 10 points for a total of 20 points.

**D. Exams (50 points):** There will be two exams covering the reading material and course content. Each exam is worth 20 points for a total of 40 points. Exams will test students' ability to recall, understand, apply, analyze and synthesize course content. For this reason, exams will include a combination of multiple choice and essay questions. Students are encouraged to read course materials with the goal of achieving understanding, an ability to integrate course material and apply it to real-world situations.

**E. Class Participation:** Thoughtful class participation will constitute 5% of the grade (**5 points**). Class participation includes participating in class/group discussions and exercises, not working on other course work or personal matters during class (including using cell phones or computers), and consistently attending and being on time to class. Attendance is not only expected, but is necessary for you to be successful in this class.

A mutually respectful and professional environment is expected at all times. This includes turning off cell phones before class and not using laptops for personal use during class. Cell phone rings, text messaging, and the use of laptops can be very distracting to others who are trying to learn, and for this reason, I do not tolerate it. For students that find that laptops are an essential tool for note taking, please sit in the back row of class (where the use of computers is less likely to distract others), and to restrict computer use solely to note taking.

**F. Extra Credit:** There is an opportunity for earning extra credit in this class to encourage additional learning activities outside the classroom. You may select one or both extra credit options. **This assignment must be turned in by the last day of class to receive credit.**

- a. **Online logic model training:** If you are interested in learning more about program planning and evaluation, there is an online course on logic models provided by the University of Wisconsin <http://www.uwex.edu/ces/lmcourse/>. You can earn **up to 5 points** extra credit if you complete this course and provide: 1) a print out of the webpage that documents completion of this course, and 2) a 1 pg. summary that details what you learned from this training and how it may help you in your future practice.
- b. **Field Agency Interview Summary (5 points):** If you are interested in connecting what you are learning in class to the “real-world”, you can interview your field placement instructor (or an administrator in your placement) about the current practice or program evaluation activities taking place in your agency, observe part of this evaluation, and write up a 2 pg. summary of this interview. A list of questions and guidelines for completing the summary will be provided on Blackboard. If you are not currently placed in a field placement, you can meet with a former field agency or a current agency in the community.

## VI. Evaluation and Grading

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

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

## VII. Policy on grades of I (Incomplete)

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

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

## VIII. Policy on Academic Dishonesty and Plagiarism

Although I do not expect to encounter academic dishonesty or plagiarism in my classes, I want to be very clear about my standards regarding this. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an Incomplete for the class and will be referred to GCSW for a college level hearing with the recommendation that a grade of F be assigned for the course. Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced, with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include

the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. The footnote or reference style that you choose will determine the proper format for this. Please consult the style manual that you have chosen.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class.

If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see me. I will be glad to discuss this with you. The University Policy on Academic Dishonesty can be found in your UH Student Handbook.

## **IX. Course Schedule and Assignments**

Class meeting dates and class assignments with due dates. Assignments should be linked to the measurement of course competencies in Section II.

<u>Class Session</u>	<u>Class Topic(s)</u>	<u>Reading Assignment</u>
Jan. 24	Introductions Overview of Course Accountability & EBP	None
Jan. 31	What is Practice Evaluation? Ethical Issues	Royse et al. Ch. 1 & 2 Cowles (2005) <b>Quiz 1</b>
Feb. 7	Diversity & Culturally Sensitive/ Appropriate Evaluation	Christopher (2005) Herek et al. (1991) <b>*Come prepared for class discussion</b>
Feb. 14	Needs Assessment Qualitative/Mixed Methods	Royse et al. Ch. 3 & 4 <b>Quiz 2</b>
Feb. 21	Client Satisfaction Sampling	Royse et al. Chpts. 7-8 <b>Quiz 3</b>
Feb. 28	Group Research Designs	Royse et al. Ch. 9 <b>Quiz 4</b>
March 7	<b>EXAM 1</b>	
March 14	<b>SPRING BREAK</b>	
March 21	Measurement Tools	Royse et al. Ch. 11 <b>Quiz 5</b>
March 28	Data Analysis Pragmatic Issues	Royse et al. Ch. 13 & 14 Rubin (2007) <b>Quiz 6</b>
April 4	Cost-Analysis & Efficiency	Royse et al. Ch.10 Moore (1995) <b>Quiz 7</b>
April 11	Locating Outcome Measures Single-System Designs Ethical Issues	Thyer & Myers Ch. 2 Rubin & Babbie Ch. 12 <b>Quiz 8</b>

April 18	Single-System Designs	Himle & Thyer, "Clinical Social work and Obsessive-Compulsive Disorder: A single-subject investigation." <b>Critique 1 Due for above article.</b>
April 25	Single-System Designs	<p data-bbox="1003 464 1390 611">Taber, "Cognitive-Behavioral modification treatment of an aggressive 11-year boy."</p> <p data-bbox="1003 646 1390 758">Wolfe et al., "Intensive Behavioral Parent Training for a child abusive mother."</p> <p data-bbox="1013 793 1433 940">Ronen &amp; Rosenbaum, "Helping children to help themselves: A case study of Enuresis and nail biting."</p> <p data-bbox="1013 976 1390 1052"><b>Critique 2 Due for one of the above articles.</b></p>
May 2	<b>EXAM 2 (Last Day of Class)</b>	

**X. Americans with Disabilities Statement:**



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

## **XI. Bibliography**

### **Research Methods**

- Bryman, A. (2004). *Social Research Methods (2<sup>nd</sup> Ed.)* New York: Oxford University Press.
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally College Publishers.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage.
- Cresswell, J. W., & Plano, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage
- Galvan, J. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA : Pyrczak.
- Girden, E. R. (2001). *Evaluating research articles ( 2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage.
- Miller, D. C., & Salkind, N. J. (2002). *Handbook of research design and social measurement*. Thousand Oaks, CA: Sage.
- Royse, D. (2004). *Research methods in social work (4<sup>th</sup> ed.)*. Pacific Grove, CA: Brooks/Cole.
- Rubin, A., & Babbie, E. (2008). *Research methods for social work. (6<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.
- Rubin, A. (2008). *Practitioner's guide to using research for evidence-based practice*. Hoboken, NJ: John Wiley & Sons.
- Tashakkori, A., & Teddlie, C. (2002). *Handbook of Mixed Methods in Social & Behavioral Research*. Thousand Oaks, CA: Sage.

## Program Evaluation

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

## Ethics, Culture

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

Weaver, H. N. (1997). The challenges of research in Native American communities: Incorporating principles of cultural competence. *Journal of Social Service Research*, 23, 1-15.

## Measures for Practice Evaluation

- 1) **APA Online Guide to Accessing and Using Psychological Assessment Instruments** <http://www.apa.org/science/faq-findtests.html> This website provides general guidance of how to locate and stay abreast of most current published and unpublished psychological tests and measures.
- 2) **Alcohol & Drug Abuse Institute - Screening & Assessment Database** <http://lib.adai.washington.edu/instruments/> This database is intended to help clinicians and researchers find instruments used for screening and assessment of substance use and substance use disorders. Some instruments are in the public domain and can be freely downloaded from the web; others can only be obtained from the copyright holder. Provides a searchable engine, a brief description of each scale and its intended use, provide a general description of its psychometric properties and references articles that support this description, cost, who it is normed on, length of time required to administer the scale, and who to contact to obtain copies.
- 3) **Buros Institute of Mental Measurements** <http://www.unl.edu/buros> The Buros Institute of Mental Measurements provides a searchable database of a wide collection of standardized assessment measures. Information is provided regarding where to obtain the measure, but there is a fee to access the review of each measures psychometric and clinical utility. University libraries often provide free access, and perhaps some public libraries. This site can be a useful first step in getting a sense of what measurement instruments are available related to different assessment topics .
- 4) **Comorbidity and Addictions Center (CAC) Measures Collection, George Warren Brown School of Social Work, Washington University** <http://gwbweb.wustl.edu/cac/resources/measures/collections.htm> This website provides a list of substance abuse and mental health measures with links describing each measure's purpose, length, time to complete the instrument, how it is administered, whether reliability and validity have been established and with whom, and whether the measure is copyright protected.
- 5) **Health and Psychosocial Instruments:** <http://www.ovid.com/site/catalog/DataBase/866.jsp> Health and Psychosocial Instruments features material on unpublished information-gathering tools for clinicians that are discussed in journal articles, such as questionnaires, interview schedules, tests, checklists, rating and other scales, coding schemes, and projective techniques.

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

6) **Psychological Measures for Asian American Populations**

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

7) **Tests or Measures in the Social Sciences**

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

8) **University of Miami College of Psychology**

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

9) **American Academy of Child and Adolescent Psychiatry**

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

10) **Psychology Department at Muhlenberg**

<http://www.muhlenberg.edu/depts/psychology/Measures.html> This is an eclectic collection of standardized measures informed by resources psychology faculty and students have found. Several links are provided so that actual measures can be viewed.

11) **National Center for PTSD - Department of Veteran Affairs**

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

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

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

13) **Books for Locating Standardized Measures:**

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

## **Qualitative and Mixed Methods**

Cresswell, J. W., & Plano, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Corbin, J. & Strauss, A. (2007). *Basics of Qualitative Research* (3<sup>rd</sup> ed.) Thousand Oaks, CA: Sage.

Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Miles, M. & Huberman, M. (1994). *Qualitative data analysis* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

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

Patton, M.Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage.

Tashakkori, A., & Teddlie, C. (Eds.). (2003). *Handbook of mixed methods in social*  
SOCW 7397, section 21173, Spring 2011

& *behavioral research*. Thousand Oaks, CA: Sage Publications.

### **Quantitative Data Analysis**

Abu-Bader, S. (2006). Using *Statistical Methods in Social Work Practice*. Chicago, IL: Lyceum Books.

George, D. & Mallery, P. (2006). *SPSS for windows, step by step, a simple guide and reference 13.0 update*. Needham Heights, MA: Allyn & Bacon.

Leech, N. L., Barrett, K. C., & Morgon, G. A. (2005). *SPSS for intermediate statistics* (2nd ed.). Mahwah, N.J.: Lawrence Erlbaum Associates.

Rubin, A. (2007). *Statistics for evidence-based practice and evaluation*. Belmont, CA: Thomson Brooks/Cole