

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY
SOWK 695C Advanced Research Methods
Spring 2006-2007

Instructor: Bev Buckles, DSW	Phone: 909-558-8559	Units: 2	Lecture: Tuesday, 1:00-2:50 p.m.	Room: TBA
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TEXTBOOKS

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

SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS

Fetterman, D., Kaftarian, S. & Wandersman, A. (1996). Empowerment evaluation: Knowledge and tools for self-assessment and accountability. Thousand Oaks, CA: Sage Publications.

Newman, D. (1996). Applied ethics for program evaluation. Thousand Oaks, CA: Sage Publications.

Mullen, E.J. & Magnabosco, J.L. (Eds.). (1997). Outcomes measurement in the human services. Washington, D.C.: NASW Press.

Soriano, F.I. (1995). Conducting needs assessment: A multidisciplinary approach. Thousand Oaks, CA: Sage Publications.

Torres, R., Preskil, H. & Piontek, M. (1996). Evaluation strategies for communicating and reporting: Enhancing learning in organizations. Thousand Oaks, CA: Sage Publications.

Williams, J.B.W. & Ell, K. (Eds.). (1998). Advances in mental health research: Implications for practice. Washington, D. C.: NASW Press.

COURSE CONTEXT AND DESCRIPTION

Advanced Research Methods (SOWK 695 A, B, C) is a three quarter sequential course that supports students choosing to advance their knowledge through the examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. The didactic and laboratory experiences draw on the students' advanced practice. Emphasis is placed on developing in students the capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluating and renewal. Continuous attention is given to the current federal and state requirements for assessing intervention effectiveness. SOWK 695A emphasizes self-evaluation and evaluation of practice effectiveness with individuals and families. SOWK 695B emphasizes practice evaluation groups as well as the design and implementation of quality assurance studies for monitoring work with specific populations. SOWK 695C emphasizes evaluation at the program, organizational, and community levels.

COURSE GOAL

To advance students' knowledge and skills in the practice evaluation at the micro, mezzo, and macro levels of practice.

COURSE OBJECTIVES

- To advance students understanding of the interrelationship of theoretical knowledge as a guide for practice evaluation at the micro, mezzo, and macro levels of practice;

- To advance students' knowledge and skills in the process and conduct of competent, ethical, practice evaluation in cross-cultural settings;
- To present current standard of practice research designs (methodologies and objectives) used in social work settings for the evaluation of practice at the micro, mezzo, and macro levels; and
- To develop in students the capacity to evaluate their own practice through conceptualizing and transforming measurable practice questions and concepts into systematic investigations at the micro, mezzo, and macro levels of practice.

STUDENT EDUCATIONAL OUTCOMES

- Students should be able to demonstrate through class participation an understanding of theory as an organizing framework for advanced research methods at the micro, mezzo, and macro levels of practice;
- Students should be able to demonstrate through laboratory exercises an understanding of the use of psychometric and sociometric data in the process of conducting comparative analyses in practice evaluation;
- Students should be able to demonstrate through class participation and examination understanding of the ethics, principles, and methodologies of practice evaluation in cross-cultural contexts at the micro, mezzo, and macro levels of practice;
- Students should be able to demonstrate through laboratory exercises and examination the evolution of their practices evaluation skills as measured by their ability to independently conceptualize and implement evaluation studies that support their own practice;
- Students should be able to demonstrate through class participation, laboratory exercises, and examination an understanding of qualitative designs and data collection methods used at the micro, mezzo, and macro levels of practice including the use of case studies, target problem scaling, and goal attainment scaling; and
- Students should be able to demonstrate through class participation, laboratory exercises, and examination understanding of quantitative designs and data collection methods used at the micro, mezzo, and macro levels of practice including the use of monitoring designs, baseline designs, and multiple baseline designs.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

The course environment emphasizes a small group seminar format. As such, considerable time is allocated for discussions surrounding course headings and the integration of practical experiences as guided by laboratory exercises.

COURSE ASSIGNMENTS

Required Readings (All Students): Course readings designated as required provide the major content for lectures, discussions, and examinations. *Required readings are located in either the course textbook or the course supplement.*

Selective Required Readings: Course readings designated as selective required readings provide the list of materials which students choose from for the Article Reviews/Critiques. Students choose from the list provided based upon their specialized interests and field assignments. *Selective required readings are located either in the course textbook or the course supplement.*

Recommended Readings: Recommended readings refer to the text and journal materials used to supplement course lectures, discussions, and student research. Examination questions are not taken from selected readings.

Recommended readings are available through the library in on-site journal holdings unless identified as reserved.

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Test Taking Policy: It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time

Participation: *In class discussions*-the seminar format of this course requires that students take an active, attentive, and meaningful part in class discussions surrounding materials presented by the instructor, guest lecturers, or other students. Given this expectation, students need to be aware that failure to demonstrate active, attentive, and meaningful participation in class discussions will negatively affect the student's final grade in the course. *Participation in laboratory exercises*-students are also required to participate in laboratory exercises (conducted in class) consisting of utilizing and examining techniques and data collection methods that support the content of the course. Laboratory time is also defined as time provided by the instructor for students to assist each other in problem solving related to their lab assignments. Students that leave class during a laboratory exercise will be marked absent for the entire class period. Students absent when laboratory exercises occur are responsible for obtaining the missed information from other students. No individualized labs will be held for students who choose show up late, leave early or do not attend class. No exceptions.

Article Reviews/Critiques: Each student is required to review and critique three articles listed in the *Selective*

Required Readings. Note: these readings have been highlighted for ease of identification. The process for this assignment is as follows: a) first the student provides a summary review of the selected article, and b) next the student provides a critique of the content of the article with regard to its merits or problems it presents for social work practice, social policy and program development, research, and/or education. Following are examples of issues that should be addressed in the critique.

1. Practice issues: Practice issues addressed by the article may include but are not limited to influencing knowledge, therapy modalities and clinical techniques used in direct practice.

2. Social policy and program development issues: An article may include but are not limited to research findings affecting policy and program design preferences.
3. Research issues: Students should reflect upon methodological issues that may impact the interpretation and use of findings.
4. Social Work Education issues: Research articles may or may not specifically discuss how the findings/issues covered in the article affect social work education. However, students should be able to make associations based upon what is logical and related to professional practice. These associations are generally presented as the need for revising existing curricula or the need for inclusion of new knowledge or practice skills in social work education.

Article Reviews/Critiques: Due May 5, 2006

Exam: There is a comprehensive exam given the last class period. The exam consists of terminology used in program evaluation and case vignettes related to class discussions. The exam is primarily multiple choice questions (estimated 20-25) and essay questions (estimated 1-2).

Program Evaluation Project: During SOWK 695C students complete a program evaluation project. The project is divided into three assignments and a final composite document. The following guidelines and evaluative criteria apply to the *Program Evaluation Project*.

- Each lab of must be submitted in its entirety (i.e., all items address thoroughly).
- Each lab must be submitted by the designated due date (see below). Any lab submitted past the due date will be assessed a 10% penalty.
- Students are required to participate in lab exercises (conducted in class or scheduled independently by student groups).

Lab Assignments and Final Document (due dates)

Part I-Lab 1:

Due—May 11, 2007

Part II-Lab 2:

Due—May 22, 2007

Part III-Lab 3:

Due—May 22, 2007

Part IV Final Document

Due—June 8, 2007

(This is a composite document and includes all revisions and corrections indicated by the instructor as needing to be made on previous labs.)

GRADING

Students receive a letter grade for SOWK 695C. The value of each assignment is below.

Article Reviews	30%
Exam	30%
Lab Work (Parts I, II, and III @ 10% each)	30%
<u>Final Document</u>	<u>10%</u>
TOTALS	100%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

Applicability: All Students (LLU Students in all schools/programs & Non-LLU Students)

Purpose: To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.

Scope: PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only be made with written approval by the entity holding the data. The written approval must include

acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

List of Patient Identifiers	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOWK 695C Applied Professional Applications - Macro
COURSE SCHEDULE**

SESSION ONE March 27, 2007

LECTURE TOPICS: Overview of Program Evaluation and Course Requirements

- I. Overview of Course Requirements
- II. Overview of Program Evaluation in Social Work practice—a historical perspective
- III. The Process of Research and Evaluation in Macro Practice Settings
 - A. Integration theory and policy
 - B. Problem formulation and analysis phase
 - C. Program implementation phase

READINGS/ASSIGNMENTS (REQUIRED):

Royse, D.; Thyer, B.; Padgett, D. & Logan, T.K. (2006). Program evaluation: An introduction. Belmont, CA: Thomson, Brooks/Cole.
Chapter One: Introduction (pp. 1-28).

Additional handouts provided by instructor.

READINGS/ASSIGNMENTS (RECOMMENDED):

Bloche, M.G. & Cournos, F. (1990). Mental health policy for the 1990s: Tinkering in the interstices. Journal of Health Policies, Policy and Law, 15 (2), 387-411.

Coulton, C.J. (1995). Riding the pendulum of the 1990s: Building a community context for social work research. Social Work, 40 (4), 437-443.

SESSION TWO April 3, 2007

LECTURE TOPICS: *Ethics and Accountability*

- I. Ethics and Accountability
 - A. Ethical standards for program evaluations
 - B. Professional standards for program evaluations
 - C. Uses and misuses of program evaluations
- II. Class Exercise

READINGS/ASSIGNMENTS (REQUIRED):

Royse, D.; Thyer, B.; Padgett, D. & Logan, T.K. (2006). Program evaluation: An introduction. Belmont, CA: Thomson, Brooks/Cole.
Chapter Two: Ethical Issues in Program Evaluation (pp. 33-50).

Newman, D.L. & Brown, R.D. (1996). A framework for making ethical decisions. In Applied ethics for program evaluation (pp. 91-119). Thousand Oaks, CA: Sage Publications.

Russ-Eft, D. (2004). Ethics in a global world: an oxymoron? Evaluation and Program Planning, 27 (3), 349-356.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Mathison, S., & Hatcher, T. (2004) Introduction. Ethics, evaluation and for-profit corporations. . Evaluation and Program Planning, 27 (3), 333-334.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Additional handouts provided by instructor.

SELECTIVE REQUIRED READINGS FOR ARTICLE REVIEWS/CRITIQUES:

Hatcher, T (2004) Environmental ethics as an alternative for evaluation theory in for-profit business contexts. Evaluation and Program Planning, 27 (3), 357-363.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Newman, D.L. & Brown, R.D. (1996). Ethical issues related to program evaluation. In Applied ethics for program evaluation (pp. 55-89). Thousand Oaks, CA: Sage Publications.

READINGS/ASSIGNMENTS (RECOMMENDED):

Newman, D.L. & Brown, R.D. (1996). The need for ethics in program evaluation. In Applied ethics for program evaluation (pp. 1-15). Thousand Oaks, CA: Sage Publications.

Newman, D.L. & Brown, R.D. (1996). Ethical theories and principles. In Applied ethics for program evaluation (pp. 17-54). Thousand Oaks, CA: Sage Publications.

SESSION THREE April 10, 2007

LECTURE TOPICS: *Changing the Focus of Program Evaluation*

- I. Theory and Practice of Empowerment in Program Evaluation
 - A. Evaluation Theory
 - B. Program Theory
 - C. Relationship to program and policy development
- II. Developing and fostering the context of the learning organization
 - A. Expectations for owning change
 - B. Evaluation and strategic planning

READINGS/ASSIGNMENTS (REQUIRED):

Fetterman, D. (1996). Empowerment evaluation: An introduction to theory and practice. In D. Fetterman, S. Kaftarian, & A. Wandersman (Eds.), Empowerment evaluation: Knowledge and tools for self-assessment and accountability (pp. 3-48). Thousand Oaks, CA: Sage Publications.

Spector, J.M. & Davidsen, P.I. (2005). How can organizational learning be modeled and measured? Evaluation and Program Planning, 29 (1) 63-69.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Torres, R., Preskil, H. & Piontek, M. (1996). Evolving roles of evaluators and evaluation. In

Evaluation strategies for communicating and reporting: Enhancing learning in organizations (pp. 33-62). Thousand Oaks, CA: Sage Publications.

Additional handouts provided by instructor.

SELECTIVE REQUIRED READINGS FOR ARTICLE REVIEWS/CRITIQUES:

Keller, J. (1996). Empowerment evaluation and state government: Moving from resistance to adoption. In D. Fetterman, S. Kaftarian, & A. Wandersman (Eds.), Empowerment evaluation: Knowledge and tools for self-assessment and accountability (pp. 79-99). Thousand Oaks, CA: Sage Publications.

Mayer, S. (1996). Building community capacity with evaluation activities that empower. In D. Fetterman, S. Kaftarian, & A. Wandersman (Eds.), Empowerment evaluation: Knowledge and tools for self-assessment and accountability (pp. 332-375). Thousand Oaks, CA: Sage Publications.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Newman, D.L. & Brown, R.D. (1996). The need for ethics in program evaluation. In Applied ethics for program evaluation (pp. 1-15). Thousand Oaks, CA: Sage Publications.

Newman, D.L. & Brown, R.D. (1996). Ethical theories and principles. In Applied ethics for program evaluation (pp. 17-54). Thousand Oaks, CA: Sage Publications.

SESSION FOUR April 17, 2007

LECTURE TOPICS: *Understanding Evaluation and Expectations of Continuous Quality Improvement*

- I. Program Evaluation and Continuous Improvement
 - A. Understanding practice evidence as a foundation for program evaluation
 - B. Assessing and comparing quality
 - C. Making systematic comparisons among options
 - D. Assessing feasibility-client-staff ratios
 - E. Comparing program costs and cost effectiveness
 - F. Recommendations on the analytical steps
- II. Class exercise on evaluation questions used by site visitors to assess program effectiveness and capacity

Additional handouts provided by instructor.

READINGS/ASSIGNMENTS (*REQUIRED*):

McNall, M.; Welch, V.; Ruh, K.L.; Mildner, C.A.; Soto, T. (2004). The use of rapid-feedback evaluation methods to improve the retention rates of an HIV/AIDS healthcare intervention. Evaluation and Program Planning, 27 (1), 287-294.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Orthner, D. K.; Cook, P.; Sabah, Y. & Rosenfeld, J. (2006). Organizational learning: A cross-national pilot-test of effectiveness in children's services. Evaluation and Program Planning, 29 (1) 70-78.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

SELECTIVE REQUIRED READINGS FOR ARTICLE REVIEWS/CRITIQUES:

Ramey, S.L. (1999). Head Start and preschool education: Toward continued improvement. American Psychologist, 54 (5), 344-346.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Wells, K.B. (1999). The design of Partners in Care: Evaluating the cost-effectiveness of improving care for depression in primary care. Social Psychiatry and Psychiatric Epidemiology, 34 (1), 20-29.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Zun, L.S.; Downey, L. & Rosen, J. (2006). The effectiveness of an ED-based violence prevention program. The American Journal of Emergency Medicine, 24 (1) 8-13.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Caputo, R.K. (1993, November). Family, poverty, unemployment, rates, and AFDC payments: Trends among blacks and whites. Families in Society, 515-526.

Munoz, R.F. & Mendelson, T. (2005). Toward Evidence-Based Interventions for Diverse Populations: The San Francisco General Hospital Prevention and Treatment Manuals. Journal of Consulting and Clinical Psychology, 73 (5) 790-799.

Whooly, J. (1991). Evaluation for program improvement. In W. Shadish, T. Cook, & L. Leviton (Eds.), Foundations of program evaluation (pp. 225-269). Newbury Park, CA: Sage Publications.

SESSION FIVE April 24, 2007

LECTURE TOPICS: *Designing Evaluation Plan*

I. Framework for designing program evaluation

- A. Understanding organizational vision and mission
- B. Developing goals
- C. Writing program versus practice objectives
- D. Relationship between objectives, activities, and outcomes
- E. Decision making to improve services
- F. Decision-making process
 1. Empirical and subjective data in decision making
 2. Case-level decision making
 3. Program-level decision making
- G. Incorporating gender, sexual orientation, and cultural considerations into program decision-making

II. Class Exercise

READINGS/ASSIGNMENTS (*REQUIRED*):

Liddle, B.J. (1999). Recent improvement in mental health services to lesbian and gay clients. Journal of Homosexuality, 37 (4), 127-137.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Thompson, S. J.; McManus, H.; Lantry, J.; Windsor, L.; & Flynn, P. (2005). Insights from the street: Perceptions of services and providers by homeless young adults. Evaluation and Program Planning, 29 (1) 34-43.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Barlas, Y.; & Yasarcan, H. (2006) Goal setting, evaluation, learning and revision: A dynamic modeling approach. Evaluation and Program Planning, 29 (1), 79-87.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Additional handouts provided by instructor.

SELECTIVE REQUIRED READINGS FOR ARTICLE REVIEWS/CRITIQUES:

Crook, W. P.; Mullis, R. L.; Cornille, T. A. & Mullis, A.K. (2005). Outcome measurement in homeless systems of care. Evaluation and Program Planning, 28 (4) 379-390.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

(SUPPLEMENTAL SELECTIVE READINGS FOR ARTICLE REVIEWS-AVAILABLE ON RESERVE IN THE LIBRARY):

Mullen, E.J. & Magnabosco, J.L. (Eds.). (1997). Outcomes measurement in the human services. Washington, D.C.: NASW Press.

Chapter 14: Results-based accountability for child and family services (pp. 173-180).

Chapter 21: Prospective psychosocial interventions: A merger of clinical and research techniques (pp. 234-244).

SESSION SIX May 1, 2007

LECTURE TOPICS: *Program Evaluation and Needs Assessment*

- I. Needs Assessment
 - A. Assessment methods
 - B. Survey methods and sample size requirements
 - C. Instrument development--quantitative vs qualitative
 - D. Collecting data from participants
 - E. Integrating cultural competency in assessment
 - F. Assessing the needs of at risk populations

II. Class Exercise

III. **Articles Reviews/Critiques due Friday May 4, 2007**

READINGS/ASSIGNMENTS (REQUIRED):

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

Chapter Three: Needs Assessment (pp. 53-80)

Soriano, F.I. (1995). Social and cultural considerations. In Conducting needs assessment: A multidisciplinary approach (pp. 93-103). Thousand Oaks, CA: Sage Publications.

Additional handouts provided by instructor.

SELECTIVE REQUIRED READINGS FOR ARTICLE REVIEWS/CRITIQUES:

Kim, S.; Flaskerud, J.H.; Koniak-Griffin, D. & Dixon, E.L.(2005). Using Community-Partnered Participatory Research to Address Health Disparities in a Latino Community. Journal of Professional Nursing, 21 (4) 199-209.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Soriano, F.I. (1995). Planning a needs assessment. In Conducting needs assessment: A multidisciplinary approach (pp. 1-14). Thousand Oaks, CA: Sage Publications.

Soriano, F.I. (1995). Assessment methods. In Conducting needs assessment: A multidisciplinary approach (pp. 15-34). Thousand Oaks, CA: Sage Publications.

Soriano, F.I. (1995). Instrument development. In Conducting needs assessment: A multidisciplinary approach (pp. 35-49). Thousand Oaks, CA: Sage Publications.

Soriano, F.I. (1995). Survey methods and sample size requirements. In Conducting needs assessment: A multidisciplinary approach (pp. 35-49). Thousand Oaks, CA: Sage Publications.

Yen, S. (1992). Cultural competence for evaluators working with Asian/Pacific Island-American communities: Some common themes and important implications. In M. A. Orlandi, R. Weston, & L. Epstein (Eds.), Cultural competence for evaluators: A guide for alcohol & other drug abuse prevention practitioners working with ethnic/racial communities (pp. 261-291). Rockville, MD: Office for Substance Abuse Prevention, Division of Community Prevention & Training.

SESSION SEVEN May 8, 2007

LECTURE TOPICS: *Program Outcomes*

I. Program Evaluation versus Outcomes Assessment

- A. Similarities and differences
- B. Single System Research Designs
- C. Group Research Designs
- D. Measurement issues

II. Film

III. Lab I due May 11, 2007

READINGS/ASSIGNMENTS (*REQUIRED*):

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

Chapter Six: Single System Research Designs (pp. 161-190).

Chapter Seven: Group Research Designs (pp. 231-267).

Booth, B.M., & Smith, G.R. (1997). Outcomes measurement: Where we are. In Mullen, E.J. & Magnabosco, J.L. (Eds.). Outcomes measurement in the human services (pp. 35-43). Washington, D.C.: NASW Press.

Additional handouts provided by instructor.

SELECTIVE REQUIRED READINGS FOR ARTICLE REVIEWS/CRITIQUES:

Hatry, H.P. (1997). Outcomes measurement and social services: Public and private sector perspectives. In Mullen, E.J. & Magnabosco, J.L. (Eds.). Outcomes measurement in the human services (pp. 3-19). Washington, D.C.: NASW Press.

Burns, R., Nichols, L.O., Martindale-Adams, J., & Graney, M.J. (2000). Interdisciplinary geriatric primary care evaluation and management: Two-year outcomes. Journal of the American Geriatrics Society, 48 (1), 8-13.

Available online through: <http://webline.llu.edu> - (Academic Search Elite, EBSCO)

Hyde, J., Hillygus, J., Levy, B., & Levkoff, S. (1998). Using outcome measures to provide excellence in Alzheimer care. American Journal of Alzheimer's Disease, 13 (5), 265-272.

(SUPPLEMENTAL SELECTIVE READINGS FOR ARTICLE REVIEWS-AVAILABLE ON RESERVE IN THE LIBRARY):

Mullen, E.J. & Magnabosco, J.L. (Eds.). (1997). Outcomes measurement in the human services. Washington, D.C.: NASW Press.

Chapter 6: Developing clinical outcomes systems: Conceptual and practical issues (pp. 81-97).

Chapter 12: Outcomes in measurement systems in mental health: A program perspective (pp. 149-159).

Chapter 15: Methodological considerations in outcomes measurement in family and child welfare (pp. 181-188).

Chapter 25: An application of the use of outcomes measures with multiply diagnosed, low-income, ethnically diverse clients (pp. 269-275).

Chapter 28: Comments on outcomes measurement in child and family services (pp. 297-301).

SESSION EIGHT May 15, 2007

LECTURE TOPICS: *Implementing an Evaluation Plan*

I. Guidelines for developing and sustaining systematic process of evaluation

II. Staff roles and responsibilities in the evaluation process

- A. Staff roles in developing an agencies macro monitoring capacity
- B. Establishing an organizational plan for data collection
- C. Infusing community and national data systems
- D. Using existing psychometric and socio-metric indicators
- E. Manual data management and analysis
- F. The role of constituents and stakeholders

IV. Responsibilities regarding dissemination and renewal

READINGS/ASSIGNMENTS (*REQUIRED*):

Lick, D. (2006) A new perspective on organizational learning: Creating learning teams. Evaluation and Program Planning, 29 (1) 88-96.

Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)

Kraemer, J.; Tebes, K.J.; Bowler, S. M.; Shah, S.; Connell, C.M.; Ross, E.; Simmons, R.; Tate, D.; Chinman, M.J.; & Kaufman, J.S. (2005). Service access and service system development in a children's behavioral health system of care. Evaluation and Program Planning, 28 (2)151-160. *Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)*

Additional handouts provided by instructor.

SESSION NINE May 22, 2007

LECTURE TOPICS: *Types and Methods of Evaluation*

- I. Qualitative Methods
 - A. Utilization of Qualitative Studies in Macro Practice
 - B. Accessing the opinions
 - 1. Field studies
 - 2. Ethnographies
 - 3. Focus groups
 - C. Data preparation
 - D. Reporting.
 - E. Social and cultural considerations

III. Class Exercise

IV. Labs II and III Due

READINGS/ASSIGNMENTS (REQUIRED):

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

Chapter Four: Qualitative Methods in Evaluation (pp.87-108)

Chapter Five: Formative and Process Evaluation (pp. 116-153)

Additional handouts provided by instructor.

SELECTIVE REQUIRED READINGS FOR ARTICLE REVIEWS/CRITIQUES:

Unruh, D. (2005) Using primary and secondary stakeholders to define facility-to-community transition needs for adjudicated youth with disabilities. Evaluation and Program Planning, 28 (4) 413-422. *Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)*

READINGS/ASSIGNMENTS (RECOMMENDED):

Stake, R. (1991). Responsive evaluation and qualitative methods. In W. Shadish, T. Cook, & L. Leviton (Eds.), Foundations of program evaluation (pp. 270-314). Newbury Park, CA: Sage Publications.

Williams, M. (1993). Urban ethnography: Another look. In J. Stanfield & R. Dennis (Eds.), Race and ethnicity in research methods (pp.135-156). Newbury Park, CA: Sage Publications.

Yen, S. (1992). Cultural competence for evaluators working with Asian/Pacific Island-American communities: Some common themes and important implications. In M. A. Orlandi, R. Weston, & L. Epstein (Eds.), Cultural competence for evaluators: A guide for alcohol & other drug abuse prevention

practitioners working with ethnic/racial communities (pp. 261-291). Rockville, MD: Office for Substance Abuse Prevention, Division of Community Prevention & Training.

SESSION TEN May 29, 2007

LECTURE TOPICS: *Types and Methods of Evaluation*

- I. Evaluation Types and Terminology
 - A. Formative Evaluation
 - B. Process Evaluation
 - C. Monitoring Designs
 - D. Utilizing Client Satisfaction Surveys

II. Review for Exam

READINGS/ASSIGNMENTS (REQUIRED):

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

Chapter Five: Formative and Process Evaluation (pp. 116-153).

Chapter Eight: Client Satisfaction (pp. 207-222).

Additional handouts provided by instructor.

SELECTIVE REQUIRED READINGS FOR ARTICLE REVIEWS/CRITIQUES:

Young, A.S., Grusky, O., Jordan, D., & Belin, T.R. (2000). Routine outcome monitoring in a public mental health system: The impact of patients who leave care. Psychiatric Services, 51 (1), 85-91.

Available online through: <http://webline.llu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (RECOMMENDED):

Cronbach, L. (1991). Functional evaluation design for a world of political accommodation. In W. Shadish, T. Cook, & L. Leviton (Eds.), Foundations of program evaluation (pp. 323-376). Newbury Park, CA: Sage Publications.

Fleming, C. (1992). American Indians and Alaska natives: Changing societies past and present. In M.A. Orlandi, R. Weston, & L. Epstein (Eds.), Cultural competence for evaluators: A guide for alcohol & other drug abuse prevention practitioners working with ethnic/racial communities (pp. 147-171). Rockville, MD: Office for Substance Abuse Prevention, Division of Community Prevention & Training.

SESSION ELEVEN June 5, 2007

LECTURE TOPICS: *Course Evaluation; Final Exam*

- I. **Course Evaluation**
- II. **Exam**
- III. **Evaluation Project due June 8, 2007**

SOWK 695 Advanced Research Methods
REFERENCE LIST AND SUGGESTED READINGS

- Bloom, M., Fischer, J. & Orme, J. (1999). Evaluating practice: Guidelines for the accountable professional. (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Buttrick, S. M. (Ed.) (1992). Research on children. Washington D.C.: NASW Press.
- Center for Substance Abuse Prevention. (1995). Curriculum modules on alcohol and other drug problems for schools of social work. Substance Abuse and Mental Health Services Administration.
- Fischer, J. & Corcoran, K. (1994). Measures for clinical practice volume 1. New York: The Free Press.
- Fischer, J. & Corcoran, K. (1994). Measures for clinical practice volume 2. New York: The Free Press.
- Fowler, F. J., Jr. (1993). Survey research methods. Newbury Park, CA: Sage.
- Gabor, P. A. & Grinnell, R. M., Jr. (1994). Evaluation and quality improvement in the human services. Needham Heights, MA: Allyn and Bacon.
- Grasso, A. J., & Epstein, I. (1992). Research utilization in the social services: Innovations for practice and administration. New York: The Haworth Press.
- Greist, J. H., Carroll, J. A., Eerdman, H. P., Klein, M. H., Wurster, C. R. (Eds.) (1988). Research in mental health computing: The next five years. New York, NY: The Haworth Press.
- Hadley, R. & Mitchell, L. (1995). Counseling research and program evaluation. Pacific Grove, CA: Brooks/Cole Publishing Company. 0-534-25650-3
- Keyser, D. & Sweetland, R. (1994). Test Critiques Volume X. Austin, TX: PRO-ED, Inc.
- L'Abate, L. (1994). Family evaluation. Thousand Oaks, CA: Sage Publications.
- Lee, R. (1993). Doing research on sensitive topics. Newbury Park, CA: Sage Publications.
- Miller, D. C. (1991). Handbook of research design and social measurement. Newbury Park, CA: Sage Publications.
- Mohr, L. B. (1995). Impact analysis of program evaluation. Thousand Oaks, CA: Sage.
- Moustakas, C. E. (1993). Phenomenological research methods. Thousand Oaks, CA: Sage.
- Newman, D. (1996). Applied ethics for program evaluation. Thousand Oaks, CA: Sage.
- Orlandi, M. A., Weston, R., & Epstein, L. (1992). Cultural competence for evaluators: A guide for alcohol & other drug abuse prevention practitioners working with ethnic/racial communities. Rockville, MD: Office for Substance Abuse Prevention, Division of Community Prevention & Training.
- Phileo, J., & Epstein, L. G. (Eds.) (1995). Cultural competence for evaluators: A guide for alcohol and other drug abuse prevention professionals working with ethnic/racial communities. Rockville, MD: Office of Substance Abuse Prevention, Division of Community Prevention & Training.
- Sawin, K. & Harrifan, M. (1995). Measures of family functioning for research and practice. New York, NY: Springer Publishing Company.
- Silverman, D. (1993). Interpreting qualitative data: Methods for analyzing talk, text and interaction. Thousand Oaks, CA: Sage.
- Wiseman, R. L. (1995). Intercultural communication theory. Thousand Oaks, CA: Sage.
- Wolcott, H. F. (1994). Transforming qualitative data: Description, analysis and interpretation. Thousand Oaks, CA: Sage.