625 EVALUATION IN MENTAL HEALTH SETTINGS

3 Units

Fall 2016

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:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>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.”</td>
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<tr>
<td>2</td>
<td>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.</td>
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<td>3</td>
<td>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.</td>
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<td>4</td>
<td>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.</td>
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<td>5</td>
<td>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.</td>
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<td>6</td>
<td>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.</td>
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Course Overview

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Overview of Course &amp; Review of Concepts from SOWK 562</strong></td>
<td>Session 1</td>
</tr>
</tbody>
</table>
| 2    | **Evidence Based Practice** | Session 2 Introduction to Evidence Based Practice  
Session 3 Choice and Implementation of Empirically Supported Interventions |
| 3    | **Critical Reading of Research Articles and Application to Mental Health Settings** | 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    | **Understanding Evaluation in Practice** | 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    | **Understanding Evaluation in Programs** | Session 11 Designs for Program Evaluation  
Session 12 Measurement, Analyzing Data, and Interpreting Results in Program Evaluation  
Session 13 “Putting it All together” |
| 6    | **Student Presentations and Course Wrap-up** | Session 13  
Session 14 |

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:

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

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.
<table>
<thead>
<tr>
<th>Competencies/Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td><strong>Demonstrate Ethical and Professional Behavior:</strong></td>
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<tr>
<td>- 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</td>
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<tr>
<td>- Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</td>
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<td>- 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</td>
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<tr>
<td>- Understand the profession’s history, its mission, and the roles and responsibilities of the profession</td>
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<td>- Understand the role of other professions when engaged in interprofessional teams</td>
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<td>- Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</td>
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<td>- Understand emerging forms of technology and the ethical use of technology in social work practice</td>
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<tr>
<td><strong>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</strong></td>
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<tr>
<td><strong>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</strong></td>
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<td><strong>Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication;</strong></td>
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<tr>
<td><strong>Use technology ethically and appropriately to facilitate practice outcomes;</strong></td>
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<tr>
<td><strong>Use supervision and consultation to guide professional judgment and behavior.</strong></td>
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</tbody>
</table>
Engage in Diversity and Difference in Practice:

- 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.
- 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.
- 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.

<table>
<thead>
<tr>
<th>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;</th>
<th>Class discussions and exercises (e.g. case vignettes) Assignments 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences;</td>
<td>Class discussions and exercises (e.g. case vignettes) Assignments 1-3</td>
</tr>
<tr>
<td>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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</table>

Advance Human Rights and Social, Economic, and Environmental Justice:

- 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.
- 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.

<table>
<thead>
<tr>
<th>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</th>
<th>Engage in practices that advance social, economic, and environmental justice</th>
</tr>
</thead>
</table>
## Engage In Practice-informed Research and Research-informed Practice:
- Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.
- Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.
- Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.
- Understand the processes for translating research findings into effective practice.

Use practice experience and theory to inform scientific inquiry and research.

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Use and translate research evidence to inform and improve practice, policy, and service delivery.

## Engage In Policy Practice:
- 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.
- 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.
- 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.
- Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.
- Knowledgeable about policy formulation, analysis, implementation, and evaluation.

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Assess how social welfare and economic policies impact the delivery of and access to social services.

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<table>
<thead>
<tr>
<th>Engage with Individuals, Families, Groups, Organizations, and Communities:</th>
<th>a. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</th>
<th>Class discussions and exercises (e.g. case vignettes) Assignments 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>Class discussions and exercises (e.g. case vignettes) Assignments 1-3</td>
</tr>
<tr>
<td>• Value the importance of human relationships.</td>
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<tr>
<td>• 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.</td>
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<tr>
<td>• Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</td>
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<tr>
<td>• Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</td>
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<tr>
<td>• Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</td>
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</tbody>
</table>
**Assess Individuals, Families, Groups, Organizations, and Communities:**

- 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.
- 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.
- Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.
- Recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process.
- Understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</th>
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<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<tr>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
</tr>
<tr>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities:</td>
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<tr>
<td>---------------------------------------------------</td>
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<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>• Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</td>
</tr>
<tr>
<td>• Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</td>
</tr>
<tr>
<td>• Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
</tr>
<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
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<tr>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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</table>
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:

- 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.
- Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.
- Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.
- Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Select and use appropriate methods for evaluation of outcomes.

Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Critical Evaluation of an Intervention Research article (due session 7)</td>
<td>Session 7</td>
<td>30%</td>
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<tr>
<td>Assignment 2: Evaluation Paper (Practice or Program) (due session 13)</td>
<td>Session 13</td>
<td>30%</td>
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</tbody>
</table>
### Assignment Details

- **Assignment 3: Evidence Based Practice Group Presentation**
  - Due Date: Sessions 13, 14, & 15
  - % of Final Grade: 30%

- **Class Participation**
  - (Ongoing)
  - % of Final Grade: 10%

Details of the assignments follow the detailed course description.

### Expectations for Written Work:

All written assignments must be doubled-spaced, typed with a 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (6th Ed.) format. All sentences must be written in the student’s own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments should be carefully proofed for spelling and grammar.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>3.85 – 4</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.89</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.59</td>
<td>C+</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
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<td>3. – 72</td>
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### 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**


**Recommended Textbooks**


**Recommended Guidebook for APA Style Formatting**

**Recommended Websites**
Agency for Healthcare Research and Quality  

American Association of Suicidology  
[http://www.suicidology.org/index.cfm](http://www.suicidology.org/index.cfm)

American Evaluation Association  

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  
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:

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.


Suggested Readings:


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:


Suggested Readings:


### 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:

- 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:

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:


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

Session 6: Qualitative, Mixed Methods, and Narrative Evaluations


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:

Chapter 5 Choice of Outcome Measures and Means for Assessment

Suggested Readings:


Session 8 Designs for Evaluating Practice
- Types of Design
- Implementing practice evaluation with clients
- Qualitative vs. Quantitative Methods

Required Readings:

Chapter 7 Designs for Daily Practice Evaluation

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

Chapter 8 Application of Statistical Techniques in the Evaluation of Practice

Session 10: Analyzing Data and Interpreting Results
- Understanding Tables, Figures, and Graphs

Unit 5  Program Evaluation

Session 11  Designs for Program Evaluation
- What Does Program Evaluation Look Like

Required Readings:


Session 12: Measurement, Analyzing Data, and Interpreting Results in Program Evaluation

Session 13: Putting it All together

Unit 6  Class Presentations on Evidence Based Practice

Sessions 14 & 15  Class presentations and Emerging Trends in MH Evaluation
- Adaptation vs. Fidelity
- Modular Approaches to using Empirically Supported Interventions

Required Readings:


Suggested Readings:

Critique of a Research Article Assignment

Your first assignment for the course is to summarize and critically evaluate a research article. You may pick any one of the 3 articles that we have posted on Blackboard to use for your evaluation. The paper should use the following outline presented in class. The paper should be from 3-4 pages long and will be evaluated on your ability to accurately summarize the article, your ability to critically analyze the article finding both its strengths and weaknesses, your ability to use critical thinking, and your ability to express your ideas effectively. This assignment will count for 30% of your grade. This assignment will allow you to evaluate your own ability to understand a research article and thus allow you to know where to put your efforts in enhancing your knowledge. The first part of the outline is where you summarize the article and its meaning (approximately 2 pages). The critique is where you present the strengths and weaknesses of the article (1-2 pages).

Outline
Summarizing and Critiquing a Research Article

1. Citation in APA
2. [Key points from Abstract]
3. Introduction
   a. Significance of Problem
   b. Theoretical Perspective(s)
   c. Review of Existing Research/Gaps
   d. Research Question/Hypothesis
4. Method
   a. Research design and variables
      i. Research Design
      ii. Independent Variable(s)
      iii. Dependent Variable(s)
   b. Description of Sample
      i. Sampling Procedure
      ii. Sample Size
      iii. Attrition
   c. Measures
      i. Rationale for Selection
      ii. Evidence of Reliability/Validity
      iii. Description of Measure(s)
   d. Procedure/Description of Intervention
5. Results
   a. Types of Statistical Analyses
   b. Tables/Graphs Used
c. Summary of Findings

6. Discussion
   a. Significance of Findings for Theory/Scientific Knowledge
   b. Significance of Findings for Practice/Policy
   c. Study Limitations

7. Your critique of this study – strengths, weaknesses, any design flaws, usefulness for practice.
USC School of Social Work
Evaluation of Research: Mental Health

Evaluation Assignment
(Based on students placement this should be an evaluation of their practice with clients they are working with or of the program they are placed within)

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

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

2. **Problem Formulation/Theoretical Orientation/Literature Review**: This is where you will discuss your formulation of the client’s problem(s) or the focus of the program. What does your diagnostic impression tell you about how to conceptualize the problem and how to intervene? Provide a brief literature summary relevant to your client’s problem that contains at least 2 empirical articles on the problem and 2 empirical articles on the intervention. For those evaluating programs, find 2 empirical articles on the clientele served and 2 empirical articles on the service or program being offered (or a close match to your agency). (About ½ 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)? (Approximately 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. (Approximately 1 page)

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

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

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?)
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 analysis 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**: Attach a Word document to your power point slides that includes an APA reference section organized using the following headings: practice guidelines, meta-analyses, research articles and general references (references that do not fit under the other headings e.g., treatment manual, book chapter, clinical case study).

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