

Applied Outcomes Analysis and Dissemination
Course work related to a Certificate in
Program Evaluation in Child and Family Welfare
Summer 2003

Instructor:

Ruth A. Huebner, PhD.

Director of Program Evaluation: Kentucky Cabinet for Families and Children.

Graduate Faculty: Eastern Kentucky University.

Associate Graduate Faculty: University of Kentucky.

Course Numbers: All 3 credit courses

SW 455: Program Evaluation (Eastern Kentucky University)

RHB 789: Research Apprenticeship in Rehabilitation Science (Univ. of Kentucky)

SW 580: Topical Seminar (University of Kentucky)

Class Meets: University of Kentucky **Rooms:** 9am – noon: Classroom Building.
12:30-4:00: King Library. Rooms TBA

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Enrollment Limit: 20 students. Open to **graduate and undergraduate students** in social work, rehabilitation science, **and foster parents** with consent of the instructor. Students enrolled in this course may also be eligible to conduct the Kentucky Foster Care Census.

Location:

Classes will meet at the University of Kentucky; students will conduct focus groups at sites throughout Kentucky.

Description:

This course focuses on learning through active participation in ongoing outcome research conducted within and for the Kentucky Cabinet for Families and Children. Students will learn research design, fundamentals of database management, applied statistics and dissemination of results through presentations, focus groups, and publication. Graduate students will design and conduct research and co-teach undergraduates who will participate and assist in the research. Specific topics change each year.

Additional Explanation for Summer 2003:

This course provides an opportunity to participate in analysis of data from the Kentucky Foster Care Census that included nearly 3,000 children and 1,200 foster parent interviews. Students will examine the psychometric properties of the measures and

conduct focus groups with consumers (foster parents, staff, and others). They will be engaged in database management, adding indicators to the database for predictive analysis, conduct a statewide analysis of the data, and perform more sophisticated analysis such as factor analysis, discriminate analysis or logistic and linear regression. Based on the results, students will participate in publishing the results, and presenting the findings to groups within the Cabinet for Families and Children.

Course Schedule:

Class will meet for 6 Fridays for 6 hours each day: June 13, 20, 27; July 18, 25; and Aug. 1. Between these dates, students will be engaged in conducting 1 or 2 focus groups in the State. Students will also work with the instructor individually or in small groups to do one of the following tasks: database management, psychometric analysis of the data, adding indicators to the database, or additional statewide analysis.

Undergraduate Student Course Objectives: At the conclusion of this course, undergraduate students will be able to:

1. Understand the fundamentals of research design and test construction.
2. List basic principles of the scientific literature on children in out of home care and foster parenting.
3. Add data to a database and perform and understand descriptive statistics.
4. Value collaborative research between State agencies and universities.
5. Apply principles of disseminating research results in ways that foster understanding and use of data.

Graduate Student Course Objectives: At the conclusion of this course, graduate students will be able to:

1. Apply the principles of research design and test construction.
2. Use the scientific literature to support the interpretation of the results of this research.
3. Perform database management and statistics related to test construction (e.g., internal consistency, factor analysis) and statewide analysis of the data (e.g., descriptive, correlation, and multiple regression).
4. Participate in collaborative research between State agencies and universities.
5. Value partnerships that create research relevant to evidence-based practice and policy formation.
6. Design methods to disseminate research results in ways that foster understanding and use of data.

Disability Accommodations:

If there is a student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with disabilities, please make an appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus will be made available in alternative forms. If any student, who is not registered with the Office of Services for Students with Disabilities, has a need of academic accommodations, please contact the office on your campus.

Readings and Text:

Williams, F., & Monge, P. R. (2000). Reasoning with statistics: How to read quantitative research. Fort Worth, TX: Harcourt College. ISBN: 0155068156

This books explains complex data operations and analysis, when to use these statistical techniques, and how to interpret the results.

Thorton, A. (2001). The well-being of children and families: Research and data needs. Ann Arbor: University of Michigan Press. ISBN: 0472067583

This volume grew out of the work of the Family and Child Well-Being Research Network of the National Institute of Health. It views child and family life as complex and multifaceted that it requires the concerted expertise of multiple disciplines.

Selected Readings: Graduate students in social work and rehabilitation science will read the literature from their field on child well-being and foster parenting. Other readings are included in the syllabus.

Graduate Students: Are expected to have access to the APA Publication Manual (2001).

Graded Learning Opportunities with Relative Weight:

1. Assigned readings and related discussion (20%)
2. Contribution to the publishable paper/s (50%).
3. Contribution to the focus or work group (15%)
4. Contribution to presentations (15%).

Note: Weekly self-selected goals and commitments to contributing will be used to judge performance.

Publishable Quality Paper -

All students will participate in the publishing process. Data from the census will form the foundation for the research paper.

Graduate students:

Publishable quality paper at the end of the course written by a group of researchers. Design and analyze data, conduct inferential statistics.

Undergraduate students: Participate in the production of a publishable paper. Analyze descriptive statistics.

At the end of the summer all students will have been involved in the production of papers, with multiple authors, ready to submit for review in a peer-reviewed journal or other publication. During the first class, we will decide on topics, identify initial authorship, and outline the process. Each paper, except as dictated by publication guidelines, will be 20-22 pages (including references) produced using either APA or Medical Manual of Style, or another style as dictated by the journal for submission..

Possible Group Paper Topics:

1. Statewide analysis of census results
2. Psychometric analysis of measures used in the Kentucky Foster Care Census
3. Comparison of children with and without disabilities on measures of well-being (e.g., education, emotional, developmental disability).
4. Conducting a census: Process and outcomes.
5. The effects of age and time in care on health and well-being.

Work Groups and Presentation:

Students will participate in sharing the results of the census with work groups in the state. To do this, students must prepare the data in a user-friendly format, share the results, and develop questions that will spur discussion and use of the results to improve practice.

Graduate Students: Plan for and implement dissemination of results.

Undergraduate Students: Participate in disseminating results.

Topical Outline and Readings

Week #1 – Class June 13, 2003

Morning Class: Introduction and course expectations
Introduction to the Cabinet for Families and Children
Introduction to the Kentucky Foster Care Census

Afternoon Lab: Introduction to using SPSS
Data clean up and computation
Descriptive statistics and display in graphic format.
Explore the data.
Group time for:

- Formation of teams for focus groups.
- Formation of teams for paper preparation

Self-determined contract for week

Readings: Thornton: Chapter 1 (Introduction and Overview)
Chapter 2 (A few cautionary tales form longitudinal research in America)

Williams and Monge: Part 1 (On conducting quantitative research).

Week #2 – Class June 20, 2002

Morning Class: The Measures of the Kentucky Foster Care Census
Writing Questions
Constructing a Questionnaire – what are good outcomes?
Sample versus Population Research – large versus small

Afternoon Lab: Reliability Analysis
Factor Analysis and meaning
Run statistics for papers
Group work to explore data and begin papers

Readings: Thornton: Chapter 3 (What are Good Child Outcomes),
Chapter 4 (Monitoring child well-being in large population surveys)

Williams and Monge: Part II – Descriptive Statistics

Week #3 – June 27, 2003

Morning Class: Categorical and Continuous Data
Display of data
Reports on chapters from Thornton
Chapter 6 on African American Families and Children
Chapter 7 on Genetics
Chapter 10 on Cultural Influences
Research Questions of Importance to People

Afternoon Lab: Display of data in tables, graphs, and unique visual displays
Run statistics for papers
Group work to explore data and begin papers

Readings: Thornton: Readings as above

Williams and Monge: Chapter 8 (Analysis of Variance)
Chapter 10 (Nonparametric tests)

Week #4 and #5 – No class – July 4 or July 11

To do during this week: Work on your portion of the paper and write
 Run the focus/work group
 Literature Search/Table creation
 Add indicators to the database
 Fulfill self-determined contract

Week #6 – Class July 18

Morning Class: Share paper topics
 Design a statewide research project – guided work.
 The child in the family

Afternoon Lab: Statewide analysis of the survey results
 Display of results by Service Region or other group
 Adding indicators to a data base (poverty, case load, education)
 Self-determined contract

Reading: Thorton: Chapter 5: (Compelling Family Processes)
 Chapter 9: (Values and Beliefs in the lives of children and families)

Williams and Monge: Chapter 11: Correlation

Week #7 – Class July 25

Morning Class: Analysis of results and focus group
 Team writing on manuscripts
 Using community indicators to improve analysis of child well-being

Afternoon Lab: Analysis of the effects of indicators
 Complete all analysis
 Develop power point displays of data results
 Self-determined contract

Reading: Thorton: Chapter 16 (Public policy and family and child well-being)
 Chapter 17 (Using community data to improve analysis)
 Williams and Monge: Chapter 12 (Regression), 13 (Multiple regression)

Week #8 – Class August 1

Morning Class: Presentation of results to CFC groups

Afternoon Lab: Finish analysis as needed to complete papers
Complete papers in teams and devise plan for submission
Wrap-up and course evaluation

Reading: Thornton: Chapter 8 (Stress Physiology, health, and behavioral development).