



UNIVERSITY OF KENTUCKY

SW 774


TRANSMITTAL

JAN 12 2003

**The Graduate School**  
351 Patterson Office Tower  
Lexington, KY 40506-0027  
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**DATE:** January 7, 2004

**TO:** Rebecca Scott  
Senate Council

**FROM:** Lissa Holland   
Graduate Council

The Graduate Council met on November 20, 2003 and approved the following:

COLLEGE OF SOCIAL WORK

**NEW COURSES**

**SW 627 Collaborative Practice: Substance Abuse, Mental Health, & Social Service (3 credits)**

This course provides students with critical knowledge about substance abuse and mental health problems experienced by families. A variety of subjects related to substance use disorders and mental health problems will be discussed such as screening, assessment, case management, and referral services. Collaborative practice with substance abuse, mental health service providers, social services, and other providers is addressed.

*Prerequisites:* Completion of a baccalaureate degree.

**SW 774 Mental Health Research Methods (3 credits)**

This course will explore the principles and procedures that govern mental health research by examining the different ways researchers study mental health phenomenon. In this course, students will learn the skills to engage in the scientific investigation of significant mental health problems, and dissemination strategies utilized to transfer empirical findings into mental health practice and policy development. This course emphasizes aspects of methodological design essential for conducting meta-analysis, treatment, prevention and epidemiological research that may be outside the scope of a general research course.

*Prerequisites:* SW 770 and SW 771 (SW 771 may be taken concurrently).

**CHANGED COURSES**

**SW 741 Family and Community Practicum (4 credits)**

*Change to:*

**SW 741 Family and Community Practicum II (4 credits)**

*Prerequisites:* Admission into the MSW program with Advanced Standing of SW 741-I.

**SW 505 Child Welfare Services (2-3 credits)**

A study of community and national programs for child care and protection, including aid for dependent children and other social security services.

***Change to:***

**SW 505 Child Welfare Services (2-3 credits)**

This course provides a comprehensive introduction to child abuse and neglect, including historical perspectives, indicators of maltreatment, theories about its etiology, and effective interventions on the micro and macro levels. Students will learn about child protective policies and services, and the social worker's roles and responsibilities.

C 066

### APPLICATION FOR NEW COURSE

1. Submitted by College of College of Social Work Date 10/15/03

Department/Division offering course \_\_\_\_\_

2. Proposed designation and Bulletin description of this course

a. Prefix and Number SW 774 b. Title\* Mental Health Research Methods

\*NOTE: If the title is longer than 24 characters (including spaces), write  
A sensible title (not exceeding 24 characters) for use on transcripts \_\_\_\_\_

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week \_\_\_\_\_

e. Studio hours per week \_\_\_\_\_ f. Credits 3

g. Course description

This course will explore the principles and procedures that govern mental health research by examining the different ways researchers study mental health phenomenon. In this course, students will learn the skills to engage in the scientific investigation of significant mental health problems, and dissemination strategies utilized to transfer empirical findings into mental health practice and policy development. This course emphasizes aspects of methodological design essential for conducting meta-analysis, treatment, prevention and epidemiological research that may be outside the scope of a general research course.

h. Prerequisites (if any) \_\_\_\_\_  
Admission to the doctoral program or consent of the instructor

4. To be cross-listed as

\_\_\_\_\_ Prefix and Number \_\_\_\_\_ Signature, Chairman, cross-listing department

5. Effective Date \_\_\_\_\_ (semester and year)

6. Course to be offered  Fall  Spring  Summer

7. Will the course be offered each year?  Yes  No  
(Explain if not annually)

8. Why is this course needed?

This course is one of only two advanced research courses being offered in the doctoral program, and the only one that focuses on methodological issues and strategies in clinical research. Ginny Sprang, Ph.D.

9. a. By whom will the course be taught? \_\_\_\_\_

b. Are facilities for teaching the course now available?  Yes  No  
If not, what plans have been made for providing them?

ORIGINAL

## APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 10

11. Will this course serve students in the Department primarily?  Yes  No

Will it be of service to a significant number of students outside the Department?  
If so, explain.  Yes  No

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Will the course serve as a University Studies Program course?  Yes  No

If yes, under what Area? \_\_\_\_\_

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  Yes  No

14. Is this course part of a proposed new program:  
If yes, which?  Yes  No

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15. Will adding this course change the degree requirements in one or more programs? \*  
If yes, explain the change(s) below  Yes  No

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16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

**\*See Attachment Sheet**

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. N/A

18. Within the Department, who should be contacted for further information about the proposed course?

Name Ginny Sprang, Ph.D. Phone Extension 257-2743

\*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Print Form

Clear Form

16.

1. Assist the student in achieving terminological, conceptual and methodological clarity in the study of mental health problems of adults and children.
2. Provide the student with a model for critically analyzing and evaluating the major mental health research studies of the past decade.
3. Increase the student's familiarity with significant empirical accomplishments in the field of mental health, and the methodological and practice implications of these works.
4. Explore the sources of artifact and bias that threaten the validity and utility of a study and provide students with the opportunity to develop methodological solutions to address these issues.
5. Compare and contrast methodological models used in mental health research.
6. Provide an overview of the ethical guidelines and codes that govern mental health research conduct, including a discussion of special topics such as scientific misconduct, competency and authorship.
7. Challenge the student to develop dissemination protocols that facilitate the integration of practice, policy-making and research.

APPLICATION FOR NEW COURSE

Signatures of Approval:

_____	_____
Department Chair	Date
<i>Kay Hoff</i>	10/26/03
Dean of the College	Date
_____	_____
	Date of Notice to the Faculty
_____	_____
*Undergraduate Council	Date
_____	_____
*University Studies	Date
_____	_____
*Graduate Council	Date
_____	_____
*Academic Council for the Medical Center	Date
_____	_____
*Senate Council (Chair)	Date of Notice to University Senate

\*If applicable, as provided by the Rules of the University Senate

\_\_\_\_\_ ACTION OTHER THAN APPROVAL

## **SW774 Mental Health Research**

Ginny Sprang, Ph.D.  
Associate Professor  
College of Social Work  
College of Medicine, Department of Psychiatry  
657 Patterson Office Tower

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Clinic phone- 543-0078  
Home phone- 272-0297  
Email sprang@uky.edu

### **Course Description**

This course will explore the principles and procedures that govern mental health research by examining the different ways researchers study mental health phenomenon. In this course, students will learn the skills to engage in the scientific investigation of significant mental health problems, and dissemination strategies utilized to transfer empirical findings into mental health practice and policy development. This course emphasizes aspects of methodological design essential for conducting meta-analysis, treatment, prevention and epidemiological research that may be outside the scope of a general research course.

### **Course Objectives**

**This course is designed to:**

1. Assist the student in achieving terminological, conceptual and methodological clarity in the study of mental health problems of adults and children.
2. Provide the student with a model for critically analyzing and evaluating the major mental health research studies of the past decade.
3. Increase the student's familiarity with significant empirical accomplishments in the field of mental health, and the methodological and practice implications of these works.
4. Explore the sources of artifact and bias that threaten the validity and utility of a study and provide students with the opportunity to develop methodological solutions to address these issues.
5. Compare and contrast methodological models used in mental health research.
6. Provide an overview of the ethical guidelines and codes that govern mental health research conduct, including a discussion of special topics such as scientific misconduct, competency and authorship.
7. Challenge the student to develop dissemination protocols that facilitate the integration of practice, policy-making and research.

## **Outline of Course Content**

- I. Basic Concepts and Underpinnings of Mental Health Research**
- II. Methodological Principles and Practices of specific types of Mental Health Research**
- III. Methodological Development – Part 1 & 2**
- IV. Critically Analyzing Mental Health Research**
- V. Ethical Principles and Practice**
- VI. Developing Dissemination Protocols**

### **Text :**

Kazdin, Alan E. (1998). Methodological Issues and Strategies in Clinical Research Second Edition American Psychological Association Washington DC ISBN 1-55798-482-4 (paperback)1-55798-481-6 Hardcover 825pp

### **Additional Readings**

Additional topic related readings will be made available to students prior to each session for use in class and for outside readings and assignments.

### **Course Work**

There are three major assignments in this course; an Analysis Paper, a Model Development Exercise and a Dissemination Project. Each assignment is due on the date specified in class, unless other arrangements are made. Late papers are accepted, but subject to a 3% per day point reduction, unless a waiver has been granted. Students accrue points, which are summed to obtain the final course grade. The point value of each assignment is listed below, along with the point distribution for each letter grade.

Meta-Analysis Paper-	80 points
Model Development Exercise-	100 points
Dissemination Project-	100 points
Participation	20 points

### **Point Distribution**

270 –300 points = A  
240 –269 points = B  
210- 239 points = C  
< 210 points = E

## **SW 795 Supplemental Readings**

- Atkinson, L., Paglia, A., Coolbear, J., Niccols, A., Parker, K. C. H., & Guger, S. (2000). Attachment security: A meta-analysis of maternal mental health correlates. *Clinical Psychology Review*, 20(8), 1019-1040.
- Bausell, R. B. (1994). *Conducting meaningful experiments: 40 steps to becoming a scientist*. Thousand Oaks, CA. Sage.
- Barlow, D.H. (1996). The effects of psychotherapy: Science and policy. *Clinical Psychology: Science and Practice*, 3, 236-240.
- Bersoff, D.M., & Bersoff, D.N. (1999). Ethical principles in clinical research. In P.C. Kendall, J.N. Butcher, & G.N. Holmbeck (eds), *Handbook of research methods in clinical psychology* (2<sup>nd</sup> ed., [1.31-53]). New York. John Wiley.
- Bickman, L., Heflinger, C.A., Lambert, E.W., & Summerfelt, W. T. (1996). The Fort Bragg managed care experiment: Short term impact on psychopathology. *Journal of Child and Family Studies*, 5(2), 137-160.
- Breda, C.S. (1996). Methodological issues in evaluating mental health outcomes of a children's mental health managed care demonstration. *The Journal of Mental Health Administration*, 23(1), 40-50.
- Costello, E.J., Burns, B., Angold, A., & Leaf, P.J. (1993). How can epidemiology improve mental health services for children and adolescents? *Journal of American Academy of Child and Adolescent Psychiatry*, 32(6), 1106-1114.
- Costello, E.J., Angold, A., Burns, B.J., Stangl, D.K., Tweed, D.L., Erkanli, A., et al. (1996). The Great Smoky Mountains study of youth: Goals, design, methods, and the prevalence of DSM-III-R disorders. *Archives of General Psychiatry*, 53, 1129-1136.
- Costello, E.J., Farmer, E.M.Z., Angold, A., Burns, B., & Erkanli, A. (1997). Psychiatric disorders among American Indian and white youth in Appalachia: The Great Smoky Mountains study. *American Journal of Public Health*, 87(5), 827-832.
- Davidson, J.R.T., Rothbaum, B.O., Kolk, B.A. van der, Sikes, C.R., & Farfel, G.M. (2001). Multicenter, double-blind comparison of Sertraline placebo in the treatment of posttraumatic stress disorder. *Archives of General Psychiatry*, 58, 485-492.
- Eisenberg, L. (1977). The social imperatives of medical research. *Science*, 198, 1105-1110.

- Goldbeck-Wood, S. (1999). Evidence on peer-review: Scientific quality control or smoke-screen? *British Medical Journal*, 318, 44-45.
- Greenwald, A.G., Gonzales, R., Harris, R.J. & Guthrie, D. (1996). Effect size and p-values: What should be reported and what should be replicated? *Psychophysiology*, 33, 175-183.
- Grimm, L.G. (1993). *Statistical applications for behavioral sciences*. New York: John Wiley.
- Hadjistravropoulos, T., & Beiling, P.J. (2000). When reviews attack: Ethics, free speech, and the peer review process. *Canadian Psychology*, 41, 152-159.
- Hyman, S. (1999). Protecting patients, preserving progress: Ethics in mental illness research. *Academic Medicine*, 74, 258-259.
- Kinard, E.M. (2001). Recruiting participants for child abuse research: What does it take? *Journal of Family Violence*, 16(3), 2001.
- Link, B., & Phelan, J. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*, (extra issue), 80-94.
- Lipsey, M.W., & Wilson, D.B. (1993). The efficacy of psychological, educational, and behavioral treatment: Confirmation from meta-analysis. *American Psychologist*, 48(12), 1181-1209.
- Mann, T. (1994). Informed consent for psychological research: Do subjects comprehend consent forms and understand their legal rights? *Psychological Science*, 5, 140-143.
- Maltby, J., Lewis, C.A., & Hill, A.P. (2000). *Commissioned reviews on 250 psychological tests*. Wales, UK: Edwin Mellen Press.
- McGrew, J.H., Bond, G., Dietzen, L. & Salyers, M. (1994). Measuring the fidelity of implementation of a mental health program model. *Journal of Consulting and Clinical Psychology*, 62(4), 670-678.
- Mueller, R.O. (1996). *Principles and practices of structural equation modeling: An introduction to LISREL and EQS* (S. Fienberg & I. Olkin, Eds.) New York, Springer Texts in Statistics.
- Norton, P.J., Asmundson, G.J., Cox, B.J., Norton, G. (1999). Future Directions in anxiety disorders: Profiles and perspectives of leading contributors. *Journal of Anxiety Disorders*, 14, 69-95.
- Pearson, F.S., & Lipton, D.S. (1999). A meta-analytic review of the effectiveness of corrections-based treatments for drug abuse. *The Prison Journal*, 79(4), 384-410.

Regier, D.A. (1994). ECA contributions to national policy and further research. *International Journal of Methods in Psychiatric Research*, 4, 73-80.

Sidman, M. (1960). *Tactics of scientific research*. New York. Basic Books.

Wolf, F.M. (19 ). *Meta-Analysis: Quantitative methods for research synthesis*. Beverly Hills. Sage Publications.



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October 15, 2003

Dr. Jeannine Blackwell  
Dean, Graduate School  
University of Kentucky  
Campus 0027

Dear Dr. Blackwell,

I am enclosing an application along with a syllabus for a new course, SW 774. This proposed course will be an elective for students in our Ph.D. program. Kindly take the necessary steps to have it approved by the Graduate Council and the University Senate. I will be glad to provide more information, if needed.

Thanking you,

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Dhooper'.

(Surjit Singh. Dhooper) Ph.D.  
Professor & Director of Graduate Studies

Enclosures: As above

OCT 17 2003

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