

## **BRIDGING THE GAP BETWEEN RESEARCH AND ACTION**

HDFS 230-872

Fall 2003

Thursdays, 2-4:30 P.M.

Professor Stephen Small

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This graduate seminar reviews the critical skills and strategies needed to gather, translate, communicate and apply research-based knowledge and theory to social policy, programs, practice, and public concerns regarding human development and families. Methods for conducting research that has relevance for social policy, programs, and the general public are also addressed.

This course can be counted towards the requirements for the Prevention and Intervention Science Ph.D. minor and Certificate programs.

### **COURSE OBJECTIVES:**

1. Students will gain a better understanding of the strengths and limitations of research-based knowledge and will develop critical skills to evaluate the contributions and limitations of such knowledge.
2. Students will learn strategies for conducting research that has practical utility to practitioners, policy makers and the public.
3. Students will learn to identify implications of research and theory for practice, programs and policy.
4. Students will learn how to translate and communicate theory and research on human development and social issues to practitioners, policy makers and the public.

### **PREREQUISITES:**

Graduate level standing and at least one course in research methods.

## **COURSE REQUIREMENTS:**

1) Readings. Each week students will be assigned readings from the course packet and course texts. These chapters and articles should be read prior to class and will be the focus of our class discussion and activities. The course reading packet is available at the L&S Copy Center located at 6120 Social Science Building (M-F 7:45-4:10). Several readings are available on-line at the specified web address. The course texts are available at the University Bookstore. *Optional readings* will be available from the instructor.

### Required Texts.

Fox, J. & Levin, J. (1993). How to work with the media. Newbury Park, CA: Sage

Strand, K, Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). Community-based research and higher education. San Francisco: Jossey-Bass

2) Class discussion. Students come to class with a variety of personal experiences, outlooks and talents. The class will be more stimulating and enjoyable if everyone participates in the class discussion and shares their ideas, observations and viewpoints.

3) Homework assignments. Periodically, homework assignments related to the week's topic will be assigned.

4) Short Papers. Several short papers will be assigned throughout the course. Because these papers will usually be related to a particular week's topic, it is essential that they be turned in on time. Papers should be typed.

5) Action Research/Evaluation Project. In teams, students will work with a local agency to help them develop an evaluation project or plan appropriate to the organization's needs. The exact project will be determined in conjunction with students, the instructor and the partnering agency. If continued beyond this class, the project has the potential to serve as the basis for the practicum project that is required for the Prevention Science Ph.D. Minor and Certificate programs.

6) Small group projects. From time to time students may be required to form, small work groups. These groups will be responsible for completing a given activity or assignment.

**CLASS ASSIGNMENTS AND EVALUATION:**

	<u>Due date</u>	<u>class grade</u>	Percent of
1. Short papers/homework assignments			60%
-Using your BS detector	9/18		
-1 <sup>st</sup> reflection on action research/eval project	10/23		
-Program theory/logic model	10/30		
-Press release	11/6		
-2 <sup>nd</sup> reflection of action research project	11/24		
-Policy briefing paper	12/4		
-Final reflection & personal evaluation of action research project & experience	12/18		
-Additional assignments as required			
2. Action research/evaluation project	12/11		20%
3. <u>Class participation</u>	<u>20%</u>		
<b>TOTAL</b>			100%

**COURSE OUTLINE AND READING ASSIGNMENTS**

**Week 1. September 4: Course overview/The making of a well-rounded scholar**

*Agenda:*

- ...Provide an overview of the course aims and content
- ...Clarify expectations of students and instructor
- ...Discuss what it means to be a well-rounded scholar
- ...Explore the relationship between research and action in the social/behavioral sciences

*Class readings:*

Shonkoff, J. (2000). Science, policy and practice: Three cultures in search of a shared mission. Child Development, 71, 181-187.

Small, S.A. & Bogenschneider, K. (1998). Toward a scholarship of relevance: Lessons from a land-grant university. In R. Lerner & L. Simon (Eds.), University-community collaborations for the 21st century: Outreach scholarship for youth and families, (pp. 255-274). New York: Garland.

## **Week 2. September 11: Critically evaluating evidence for action**

### *Agenda:*

- ...Develop critical skills for evaluating sources of knowledge (*Developing your BS detector*)
- ...Develop a set of criteria for evaluating the quality and usefulness of various sources of knowledge
- ...Examine the strengths and weaknesses of various sources of knowledge used in science and practice

### *Class readings:*

Engle, M.. Evaluating Web Sites: Criteria and Tools. IRIS Information Services, Cornell University Library. <http://www.library.cornell.edu/okuref/research/webeval.html>

Friedland, D, Shlipak, M., Subak, L. Bent, S. & Mendelson, T. (1998). Evaluating integrative literature. In D. Friedland (Ed.), Evidence-based medicine: A framework for clinical practice (pp. 221-246). Stamford, CT: Appleton & Lange.

Harris, Robert. "Evaluating Internet Research Sources." VirtualSalt. 17 Oct 2000. <http://www.virtualsalt.com/evalu8it.htm>

\_\_\_\_\_. Miser, W.F. (2000). Critical appraisal of the literature: How to assess and article and still enjoy life. In J.P Geyman, R. Dyo & S. Ramsey (Eds.), Evidence-based clinical practice, (pp. 41-56). Boston: Butterworth-Heinemann.

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## **Week 3. September 18: Consulting and collaborating with others. (Guest: Linda Camino)**

*Assignment 1 due: Applying your BS detector*

### *Agenda:*

- ...Learn how to identify and involve key stakeholders in the research process
- ...Develop skills for working collaboratively with others
- ...Begin to plan for your initial meeting with your agency partner

### *Class readings:*

Barrington, G. (1992). Evaluation skills nobody taught me. In A. Vaux, M. Stockdale & M.Schwerin (Eds.), Independent consulting for evaluators, (pp. 69-84). Newbury

Park, CA: Sage.

Cristiani, M.. (1992). Creating challenging client-consultant relationships. In A. Vaux, M. Stockdale & M. Schwerin (Eds.), Independent consulting for evaluators, (pp. 51-68). Newbury Park, CA: Sage.

Strand, K, Marullo, S. Cutforth, N. Stoecker, R. & Donohue, P. (2003). Chapters 1-3. In Community-based research and higher education, (pp. 1-42). San Francisco: Jossey-Bass.

*Optional readings:*

Chernis, C. (2002). Preentry issues in consultation. In T. Revenson, et. al. (Eds), A quarter century of community psychology: Readings from the American Journal of Community Psychology, pp.88-101. New York: Academic/Plenum.

Denner, J. Cooper, C., Lopez, E. & Dunbar, N. (1999). Beyond giving science away: How university-community partnerships inform youth programs, research and policy. SRCD Social Policy Report, 13 (1).

Greene, J. (1987). Stakeholder participation in evaluation design: Is it worth the effort? Evaluation and program planning, 10, 379-394.

Patton, M. (1982). Collaborative evaluation practice with groups. Chapter 3. In Practical evaluation, (pp. 55-98). Newbury Park, CA: Sage.

**Week 4. September 25: Conducting relevant research, Part 1**

*Agenda:*

- Explore the history and principles underlying action-oriented research approaches
- Develop an understanding of some of the principles of research for action
- Examine the advantages and disadvantages of conducting collaborative/action research
- Learn how to identify relevant, useful research questions

*Class readings:*

Jensen, P., Hoagwood, K., & Trickett, E. (1999). Ivory towers or earthen trenches? Community collaborations to foster real-world research. Applied Developmental Science, 3, 206-212.

Small, S. (1995). Action-oriented research: Models and methods. Journal of Marriage and the Family, 57, 941-955.

Rappaport, J. (1990). Research methods and the empowerment social agenda. In P. Tolan, C. Keys, F. Chertok & L. Jason (Eds.), Researching community psychology: Issues of theory and methods. Washington, D.C.: American Psychological Association.

**Week 5, October 2: Consultation with collaborating agency and evaluation workshop (At Dane County Extension Office)** (Students are invited to attend the entire evaluation workshop on both October 1 and 2)

*Agenda:*

- Meet with community agency
- Explore methods of community-based, action research and evaluation

*Class readings:*

Strand, K, Marullo, S. Cutforth, N. Stoecker, R. & Donohue, P. (2003)., Chapters 4 & 5. In Community-based research and higher education, (pp. 71-118). San Francisco: Jossey-Bass.

*Optional Readings:*

Patton, M. (1997). Chapter, 11: Evaluations worth using: Utilization -focused methods decisions. In M. Patton, Utilization-focused evaluation, (pp. 241-264). Thousand Oaks, CA: Sage.

**Week 6, October 9: Conducting relevant research, Part 2 (if needed)**  
**Models of Change, Part 1**

*Agenda:*

- Learn strategies and methods of community-based action research
- Examine models of individual, organizational and community change

*Class readings:*

Prilleltensky, I.. (1997). Values, assumptions and practices: Assessing the moral implications of psychological discourse and action. American Psychologist, 52, 517-535.

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. American Journal of Community Psychology, 9, 1-26.

Tseng, V. Chesir-Teran, D., Becker-Klein, R., Chan, M., Duran, V., Roberts, A., &

Bardoliwalla, N. (2002). Promotion of social change: A conceptual framework. American Journal of Community Psychology, 30, 401-427.

*Optional Readings:*

Mayer, J. & Davidson, W. (2000). Dissemination of innovation as social change. In J. Rappaport & E. Seidman (Eds.), Handbook of community psychology, (pp. 421-438). New York: Kluwer/Plenum.

**Week 7. October 16: Using research and theory to guide change: Models of change, Part 2**

*Agenda:*

- Examine models of individual, organizational and community change
- Learn how models of change can guide program design

Glanz, K. & Riemer, B. (1997). Theory at a glance: A guide for health promotion practice. National Institutes of Health, National Cancer Institute. Available online at: [http://oc.nci.nih.gov/services/Theory\\_at\\_glance/HOME.html](http://oc.nci.nih.gov/services/Theory_at_glance/HOME.html)

*Optional Readings:*

Kelly, J. , Ryan, A., Altman, B. & Stelzner, S. (2000). Understanding and changing social systems. In J. Rappaport & E. Seidman (Eds.), Handbook of community psychology, (pp. 133-157). New York: Kluwer/Plenum.

Oldenburg, B., Hardcastle, D. & Kok, G. (1997). Diffusion of innovations, In K. Glanz, F. Lewis, & B. Rines (Eds.), Health Behavior and Health Education: Theory Research and Practice, (pp. 270-286). San Francisco: Jossey-Bass.

Prochaska, J., DiClemente, C., & Norcross, J. (1992). In search of how people change. American Psychologist, 47, 1102-1114.

**Week 8. October 23: Program development**

*(1<sup>st</sup> reflection piece on action research/evaluation project due)*

*Agenda:*

- Learn the steps involved in designing and implementing effective programs
- Gain an understanding of the role of logic models and program theory in program design

*Class Readings:*

McKenzie, J. & Smeltzer, J. (1997). Starting the planning process (chapter 3). In Planning, implementing and evaluating health promotion programs: A primer, (pp. 25-37). Boston: Allyn and Bacon.

McKenzie, J. & Smeltzer, J. (1997). Interventions (chapter 8). In Planning, implementing and evaluating health promotion programs: A primer, (pp. 129-156). Boston: Allyn and Bacon

Powell-Taylor, E., Jones, L., & Henert, E. (2002). Enhancing Program Performance with Logic Models. Online course. University of Wisconsin Cooperative Extension.

<http://www1.uwex.edu/ces/lmcourse/#>

*Optional Readings:*

Dumka, L. E, Roosa, M. W., Michaels, M. L. & Suh, K. W. (1995). Using research and theory to develop prevention programs for high risk families. Family Relations, 44, 78-86.

Petosa, R. (2001). Identifying and overcoming barriers to empirically based health behavior program planning. In S. Sussman, (Ed.), Handbook of program development for health research and practice (pp. 48-67). Beverly Hills, CA: Sage.

Sussman, S. & Wills, T. (2001). Rationale for program development methods. In S. Sussman, (Ed.), Handbook of program development for health behavior research and practice, (pp. 3-23). Beverly Hills, CA: Sage Publications.

**Week 9. October 30: From Research to Practice: Evidence-based practice and programs**  
(*Program theory assignment due*)

*Agenda:*

- Develop an understanding of the principles of evidence-based practice and programs
- Learn about where and when it is appropriate to apply evidence based practices

*Class Readings:*

Howard, M., McMillen, C. & Pollio, D. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. Research on Social Work practice, 13, 234-259.

Klein, W. & Bloom, M. (1995). Practice wisdom. Social Work, 40, 799-807.

Neal, J., Altman, K. & Burritt, N. (2003). South Carolina toolkit for evidenced-based prevention programs and strategies. <http://www.daodas.state.sc.us/web/toolkit.htm> (Sections 1,2 & 5).

*Optional readings:*

Rosen, A. (1996). The scientific practitioner revisited: Some obstacles and prerequisites for fuller implementation in practice. Social Work Research, 20, 105, 7p.

Scott, D. (1990). Practice wisdom: The neglected source of practice research. Social Work, 35, 564-568.

Webb, S. (2001). Some considerations on the validity of evidence-based practice in social work. British Journal of Social Work, 31, 57-79.

**Week 10. November 6: Working with the media**

Press conference (*press release due*) (Guest: local newspaper reporter TBA)

*Agenda:*

- Learn how to write a press release
- Learn how to present at a press conference
- Develop skills for working with the media

*Class Readings:*

Fox, J. & Levin, J. (1993). How to work with the media. Newbury Park, CA: Sage

Boyer, P. (1997). Dealing with the media circus: Confessions of a 'cult expert.' The Chronicle of Higher Education, April 18, 1997, pp. B4-B6.

*Optional readings:*

McCall, R. B. (1985). Special report: Being your best for the media. University of Pittsburgh Office of Child Development.

Myers-Wall, J. A. & Piercy, F. P. (1984). Mass media and prevention: Guidelines for family life professionals. Journal of Primary Prevention, 5, 124-133.

Taplin, S. (1990). Holding press conferences: Why, when and how. Palo Alto, CA: Health Promotion Resource Center, Stanford Center for Research in Disease Prevention.

Weiner, L. (1990). Working with media gatekeepers Palo Alto, CA: Health Promotion Resource Center, Stanford Center for Research in Disease Prevention.

## **Week 11. November 13: The relationship between research and policy, Part 1.**

### *Agenda:*

- Learn about the relationship between research and policy
- Gain an understanding of the difference between public policy education and advocacy
- Reflect on the role that scholars might play in policy development

### *Class Readings:*

Barrows, R. (1994). Public policy education-Key concepts and methods. Ames, Iowa: North Central Regional Extension.

4 Cooper, H. (1996). Speaking power to truth: Reflections of an educational researcher after years of school board service. Educational Researcher, 25, 29-34.

Phillips, D. (2000). Social policy and community psychology. In J. Rappaport & E. Seidman (Eds.), Handbook of community psychology, (pp. 397-419). New York: Kluwer/Plenum.

## **Week 12. November 20: No formal class–meeting time for work teams**

### *Agenda:*

- Work with team on community project

### *Class Readings:*

Stricker, G. & Trierweiler, S. J. (1995). The local clinical scientist: A bridge between science and practice. American Psychologist, 50, 995-1002.

Wandersman, A. (2003). Community science: Bridging the gap between science and practice with community-centered models. American Journal of Community Psychology, 31, 227-242.

## **Week 13. November 27: Thanksgiving–NO CLASS**

*(2<sup>nd</sup> reflection piece on action research/evaluation project due on November 24)*

**Week 14. December 4: The relationship between research and policy, Part 2.**  
*POLICY HEARING (Policy briefing paper due) (Guest: State Rep. Mark Miller)*

*Agenda:*

- Develop the skills to be an effective public policy educator or an effective advocate
- Learn how to prepare and present testimony for a legislative hearing or other policy group

*Class Readings:*

Susman-Stillman, A. R., Brown, J. L., Adam, E. K., et. al. (1996). Building research and policy connections: Training and career options for developmental scientists. Social Policy Report, X(4).

U.S. General Services Administration. (1988). Communicator's sourcebook: Tips and tools for speeches, interviews and press conferences. Washington, D.C.: U.S. General Services Administration, Office of Public Affairs.

Zigler, E. (1993a). Communicating effectively before members of congress. In K. McCartney & D. Phillips (Eds.), An insiders guide to providing expert testimony before Congress, (pp. 11-15). Chicago: Society for Research in Child Development.

Zigler, E. (1993b). Testimony for the Senate Committee on Labor and Human Resources Subcommittee on Children, Family, Drugs and Alcoholism. In K. McCartney & D. Phillips (Eds.), An insiders guide to providing expert testimony before Congress, (pp. 35-36). Chicago: Society for Research in Child Development.

**Week 15. December 11. (Last class): Presentations of Action Research/Evaluation Projects**