The University of Texas at Arlington
School of Social Work

SOCW 6373-001
Theory Modeling Building
Fall 2019

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Office Hours: Tuesdays, 12:00-2:00 pm,
Course Number, Section Number, and Course Title: SOCW 6373 001 Theory and Model Building in Social Work Research
Time and Place of Class Meetings: Tuesdays, 2:00PM-4:50 pm, FA 409

COURSE DESCRIPTION: This is a core doctoral-level course on theory and model building in social work which supports other courses in the core curriculum including those on quantitative and qualitative research methods, the research practicum and dissertation seminars. We will examine the naturalist and anti-naturalist views of ontology, epistemology, theory, and method and deconstruct a third tradition based on “critical realist” of “historical” approaches to studying theory. Students will become familiar with the historical context of different theories covered and research on their effectiveness within the social work field. A selection of theories from different perspectives have been chosen based on their importance to social work practice. Students will also be provided opportunities to learn about theories unique to their interest areas.

Student Learning Outcomes:

1. Critically analyze social work practice theories based on their philosophical and epistemological orientation.

2. Understand the reciprocal and dynamic links among theory, research, and practice.

3. Understand how theory is used in social work practice and research and be able to relate that knowledge to a research interest.

4. Critically analyze the scientific merit and the professional utility of different social work theories, including an analysis of studies on their efficacy and effectiveness.

5. Understand the standpoint and application of theories in the context of power, gender, ethnicity, race, age, ability, socioeconomic status, spatiality, culture, and history.

6. Understand the moral and ethical premises inherent in different theories, including how various premises may relate to social justice and the values of the social work profession.
7. Acquire knowledge and skills in the relevant and appropriate use of theory to prepare and defend a dissertation proposal and dissertation.

Expanded Description:
This course instructs students in the critical analysis and application of behavioral and social science theories for understanding variations in the incidence and prevalence of social problems. It is designed to be highly pragmatic; it is not designed to provide a forum to debate the merits of different approaches to science or epistemologies. Positivist, postpositivist, and postmodern views are embraced. The aim is to gain experience in identifying critical explanatory factors associated with the occurrence of social problems—factors that function as leverage points (central mediators) in the design of social interventions.

Primary attention is directed to two levels of theory: conceptual frameworks and substantive models (causal models, middle-range theories, formal propositional theories, analytical typologies). In the context of HBSE preparation in the MSW curriculum, limited focus is directed to grand or universal theories of development, such as Freud’s theory of psychosexual development or Piaget’s stage-developmental theory of cognitive theory (See Newman & Newman, 2015). In addition, the course addresses explanatory theory rather than practice theory (solution-focused therapy, narrative theory, motivational interviewing). Practice theories provide perspectives on the implementation of strategies to promote change and development (Walsh, 2006).

A conceptual framework is defined as a set of concepts, most often with interrelated assumptions (declarative propositions), that provide “perspectives” or “orientations” to understanding behavioral and social phenomena, including human development (e.g., systems theory, exchange theory, symbolic interactionism, life course theory). As compared to substantive models, conceptual frameworks are more abstract and broader in scope. Substantive models are conceptually similar to what Jeanne Marsh (2004) calls “theories of the problem” (p. 27), although, where possible, we reframe social problems from a strength’s perspective (e.g., school success versus school failure). According to Marsh, “Problem theories are concerned with typography or characteristics of problems, the factors and conditions that shape and constrain them, and the ways that they change in response to those factors and conditions” (p. 29). Marsh distinguishes “theories of the problem” from “theories of the treatment or service” and “theories of problem-service matching,” which are not the focus of this class. In most cases, substantive models are logically deducted from larger conceptual frameworks (or grand theories of development), which may be more or less explicit in the specification of the substantive model. At times, we may be tempted to overstate this linkage for purposes of our learning.

The conceptualization of social problems is a necessary first step in developing logic or program models that inform the design, implementation, and evaluation of social interventions. As stated by Marsh (2004), “Problem theory is relevant to designing interventions in that it puts a problem in context and identifies specific aspects or dimensions of the problem that might be amendable to change or intervention” (p. 27-28). This course addresses this first step—conceptualizing social problems.
At the beginning of the course, students will be introduced to concepts related to the process of theorizing, including a discussion of evidence-based practice in social work.

**Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

…..the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al. (2005).

Students will also review examples of theory driven research and perform a content analysis of selected social work journals and journals from areas related to social work to identify recent examples of theory-informed research. Students will subsequently review examples in the use of conceptual frameworks and substantive models for understanding social problems, which reflect “storylines of research,” from a broad range of interdisciplinary research (Greenhalgh et al., 2005). It is important to underscore that these topics were selected as examples; many other topics lend themselves to the same type of review and discussion. In addition, it is usually possible to identify multiple “storylines of research” in any topical area. Our focus is on the process of conceptualizing rather than on the content per se. Yet, it is hoped that students will gain valuable insights from a review of this research—insights that can be applied to thinking about their own specialized area of study. And, who knows, one of these topics may fuel the fires of future scientific inquiry for a class member.

In this class, we will work inductively; we will first define the social problem, including a discussion of its incidence and prevalence and its significance (its epidemiology). We will subsequently identify a substantive model from the literature that provides a “perspective” or “lens” to view this problem. In most cases, this is one of several substantive models that could be reviewed and discussed. Next, we will review the results from theory-driven research that has examined hypotheses or expectations from this model. Finally, we will consider the conceptual frameworks from which this substantive model was derived. For example, students will review how ecological theory (conceptual framework of Bronfenbrenner), and general systems theory (conceptual framework of von Bertalanffy) frame the study of school success (social problem) via a risk and resilience perspective on
educational persistence (substantive model). In this context, students will review theory-driven research that examines research questions from the substantive model. From each social problem review, students will identify research questions to advance knowledge of the issue, problem, or phenomenon and to inform the design of social interventions. Special attention will be given to the deductive and inductive cycle of theory building and empirical research, as well as to quantitative and qualitative research and evaluation strategies.

After gaining an appreciation for the use of theory to conceptualize social problems, students will have the opportunity to identify a particular social problem for advanced study, including a review of its incidence and prevalence, its significance, and its relevance/implications for social welfare and social intervention. To develop a broad understanding of this problem, students will be introduced to the method of meta-narrative review, and they will identify and apply theories or conceptual perspectives (grand theories, conceptual frameworks, or substantive models) to the study of the social problem. Students will conclude their review by noting limitations in the application of theory in the content area and offering suggestions for better use of theory.

Required Textbooks:

**Main Texts:**


**Textbooks, Suggested:**


This course has been designed as a doctoral seminar course. Accordingly, student involvement is critical. The course will be facilitated using a transformative and team-based learning model. From this model, students work with the instructor and one another as full partners in assuming responsibility for the success of the course. Students are expected to attend class on a regular basis and be prepared to engage in constructive intellectual dialogue. It requires students to be prepared to individually present information on readings and their prospective practice theory(s). *This means that students must complete readings and background research on their topic so that they are prepared to discuss practice theories.* Respect and professional behavior toward other students and the professor is expected.

**COURSE REQUIREMENTS**

There are **five assignments** for this course. All written assignments should follow the APA 6th edition manual and be carefully edited for appropriate grammar and writing technique. If you need help with any aspects of writing, **I strongly encourage you** to consider utilizing the school of Social Work Writing Resources Office, which provides superlative writing-related assistance at:

[https://www.uta.edu/ssw/student-resources/writing-resources/index.php](https://www.uta.edu/ssw/student-resources/writing-resources/index.php)


**Assignments:**

**Assignment 1 : Chapter Review** (Due Week 4: September 17) [15%].

Two students will pair up to select **two chapters** from Ravitch, S.M. & Riggan, M. (2017). *Reason & Rigor: How Conceptual Frameworks Guide Research*. The chapters explain why conceptual frameworks matter in the context of research. Students will agree a priori on who to pair with and what chapters to discuss, i.e. Chapters 1, 2, 3, etc. They will post their answers on Canvas where every class member is expected to post a round of questions to the presenters. For example:

(a) *Reason and Rigor* presents conceptual frameworks as a mechanism for aligning literature review, research design, and methodology. How does the chapter (s) fulfill this objective? A round of questions must be specific. An example of a round of question for number (a) can be: “I don’t understand why the authors argue that research should take on this role:___, because from my experience as a qualitative researcher, conceptual framework is developed by summarizing the themes and patterns that emerge from the data___?” , etc.

(b) How will the ideas suggested in the chapter guide your own approach to addressing the social problem of your interest. Round of question might involve: “I can see how the chapter is excellent in the interventions that address the problems facing this population--------, for my population of interest however,--------, I don’t see how it can work for the following reasons--------" 

Upload your responses on Canvas by **Monday before class, latest by 10:00 am.**
Also, read the assigned readings for this week and provide “a round of questions for any reading assignment.”

Assignment 2: Article Review (Due Week 6: October 1) [15%]

In consultation with this Professor, two students will select an article that represents an exemplary example of theory-driven research (see articles below). All articles include data and analysis that tests an underlying “theory of the problem.” Our main focus is on the intentional and intelligent use of theory to frame and inform the social problem. Please prepare a 5-8 page double spaced paper with the following headings:

(a) Statement and significance of the problem, including a statement of the central research question.
(b) Theoretical perspective(s), including major assumptions and concepts. Substantive/theoretical model derived for testing in the form of a figure.
(c) Definitions of key variables in the substantive/theoretical model. Summary results or discussion.
(d) Discussion of results in the context of theoretical perspectives(s), and
(e) Implications for informing social interventions.

Upload your paper in Canvas in the discussion section to share with the rest of the class by Monday before class, latest by 10:00 am. Classmembers have the responsibility to constructively critique the paper following the guidelines provided in Canvas.

Theory-driven Research: Exemplary Examples

Required Readings


Assignment 3: Journal Review (Due Week 8: October 15) [20%]

Social Work Journals
In a past issue of Research on Social Work Practice (Vol. 15, July 2005, pp. 310-311), Bruce Thyer identified more than 70 journals, which he labeled as “disciplinary social work journals published primarily in English.” He excluded “interdisciplinary” and “field of practice”
journals that may have affiliations other than social work, such as *Family Relations*, *Child Welfare* and *Journal of Community Practice*. Working, in part, from his list, students will be assigned a journal for review. Four social work journals have been selected for purposes of this exercise:

*Research on Social Work Practice* (review one year: 2019)
*Social Work Research* (review two years: 2018, 2019)
*Children and Schools* (review two years: 2018, 2019)

Please note that the number of volumes to cover varies by the journal assigned. Two of the journals, *Research on Social Work Practice* and *Journal of the Society for Social Work and Research*, include more articles per issue than the other two.

**Two individuals will partner to do the assignment.** First, count the number of empirical articles in the journal for the reference year(s)—an empirical article manipulates data (quantitative or qualitative) in its analysis. Do not include book reviews, theoretical essays, or articles that pertain to a review of a particular method (e.g., randomized experiments) or analysis procedure (structural equation modeling). What proportion of these articles use quantitative methodologies exclusively, what proportion use qualitative methodologies exclusively, and what proportion use a combination of both quantitative and qualitative methodologies?

Second, of the empirical articles identified, count the number of articles that identify an explicit underlying theoretical base (middle-range theory, formal propositional theory, analytical typology, or conceptual framework). Which of the articles make intelligent use of the theory or theories to frame the research question, to inform the data collection and analysis, and to interpret the results? Please list the reported theoretical frameworks in a summary table, including the number of articles that reference each theory. In the table, identify the number of empirical articles that made no mention of an explicit theory.

Third, what patterns, if any, do you see between the use of explicit theories and the type of methodology primarily employed: quantitative, qualitative, and both quantitative and qualitative.

Fourth, identify what you consider to be an “exemplary theory-based empirical research article” from your journal review. We are particularly interested in empirical investigations examining hypotheses from two or more competing theoretical perspectives.

Please prepare a report of no more than 5-7 pages that summarizes your findings. Include the following subheadings: Introduction (purpose), description of the Journal (sponsorship and overall focus), methods (your procedures for conducting the review), results (include summary table), discussion (what do you make of the results, including your conclusions), limitations, and implications for further review. (See Walsh, et al. 2014, for a model, see reference below.) Please upload your paper in Canvas in the discussion section to be reviewed by your classmates Monday before class, latest by 10:00 am.
Please review Walsh, et al. (2014) article and model this assignment exactly in the same manner the authors have approached their reporting.  


**Assignment 4: Conceptual Presentation** (Due Week 11, November 5) [20%]  

Working in pairs, students will provide an overview of four family theories (conceptual frameworks) from the main text by Smith and Hamon. Please discuss the history and development of the conceptual framework, including its principal founders/developers, basic assumptions, core concepts, and sub theories. What is the interface between the assigned family theory and family stress theory (Chapter 4). In what areas of scholarship has this conceptual framework most often been applied? Please apply the conceptual framework as a “lens” to understanding and examining teenage pregnancy/parenthood. In relationship to teenage pregnancy/parenthood, what aspect becomes the central focus of your attention from the perspective of the conceptual framework?  

Please see additional instructions in Canvas. After the instructions, please write a 5-8 for paper showing various subheadings as indicated in the syllabus (e.g. overview of the theory, history, assumptions, etc.) Using the guidelines for reviewing an article in a previous module, please provide your review on Canvas discussion board. Monday before class, latest by 10:00 am.  

All students will need to carefully review the assigned readings before class.  

**Assignment 5: Social Problem Systematic Review Paper** [30%]  

Final Paper due in Canvas on December 3, 2019:  

**Instructions for the Final Paper**
The major deliverable for the course is the preparation of a theory-based systematic review to answer a specific research question in your specific area of interest. The Cochrane Collaboration defines a systematic review as a comprehensive high-level summary of primary research on a specific research question that attempts to identify, select, synthesize, and appraise all high-quality evidence relevant to that question to answer it. Two students will work on this paper during the course of the semester. The paper will be approximately 15 double-spaced pages, excluding references, diagrams, and appendices. Beginning in mid-October, time will be set aside at the end of classes to discuss progress on this assignment. The essence of a systematic review lies in being systematic. A systematic review involves detailed scrutiny and analysis of a huge mass of literature. To ensure efficiency, you should follow a clear process:

**Title:** The *Title* should accurately reflect the topic under review. Typically, the words “a systematic review” are a part of the title to make the nature of the study clear.

**Abstract:** A systematic review usually has a structured *Abstract*, with a short paragraph devoted to each of the following: background, methods, results, and conclusion.

**Introduction.** The *Introduction* summarizes the topic and explains why the systematic review was conducted. There might have been gaps in the existing knowledge or a disagreement in the literature that necessitated a review. The introduction should also state the purpose and aims of the review.

**Methods:** The *Methods* section is the most crucial part of a systematic review article. The methodology followed should be explained clearly and logically. The following components should be discussed in detail:

I. Develop a research question. For example, is there a use of theory in intervention studies that address intimate partner violence? What three theories are predominantly used in this area? What is the evidence of rigor in the use of these theories?

II. Define inclusion and exclusion criteria.

III. Locate studies by *identifying your key search strategy* including terms and planned electronic data searches that you will you use to initially search (I recommended that you consult with a librarian to improve search terms and strategy).

IV. Select Studies.

V. Assess study quality.

VI. Extract data.

VII. Analyze and present results.

VIII. Interpret results

**Results:** The *Results* section should also be explained logically. You can begin by describing the search results, and then move on to the study range and characteristics, study quality, and finally discuss the effect of the intervention on the outcome.

**Discussion:** The *Discussion* should summarize the main findings from the review and then move on to discuss the limitations of the study and the reliability of the results. Finally, the
strengths and weaknesses of the review should be discussed, and implications for current practice suggested.

**References:** The *References* section of a systematic review article usually contains an extensive number of references. You have to be very careful and ensure that you do not miss out on a single one. You can consider using reference management software to help you tackle the references effectively. Format all references using APA guidelines.

See example:


**GRADING SYSTEM:**

The core assignments and their relative weights in the grading system are listed below:

1. Chapter Review 15.0%
2. Article Review 15.0%
3. Journal Review 20.0%
4. Conceptual Framework Presentation 20.0%
5. Systematic Review Paper 30.0%

Each assignment/requirement will be graded using the following numeric system:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

**Course Outline/Topics and Readings**

**Week 1: August 27**

**Introductions and Syllabus Review**
Getting Started. What will I learn in this class? How to Approach and Get Started with Assignments.

Please describe your perspective toward conceptualizing social problems to inform interventions. What particular theories, models, empirical findings, and personal
experiences have most influenced your perspective? The same for people—what theorists, researchers, practitioners, or significant others have had a particular impact on your perspective? What assumptions and concepts anchor your perspective and provide coherence to your presentation of self and ideas in professional exchanges?

**Required Reading:**

See assignment in Canvas

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**Week 2: September 3**

**Social Work Knowledge and the Philosophy of Science: Frameworks for Theory Analysis**


*Read the following articles: See downloads in Canvas*


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**Week 3: September 10**

**Introduction to Theory**

**Required Readings**

**Systems and Conflict Theories: A study in contrasts**


Lemert, Charles, Editor (2016). *Social Theory: The multicultural and classic readings*
Read the following articles

Bowen, G. L., & Martin, J. A. (2011). The resiliency model of role performance for service members, veterans, and their families: A focus on social connections and individual assets. *Journal of Human Behavior in the Social Environment, 21*, 162-178. This is Example of an integrated perspective to inform social work interventions.


**Week 4: September 17 Assignment 1 due**

How Theories and Epistemologies Guide Practice and Research Methods

Systems and Conflict Theories, continued


[Parts 1-5]-DuBois, Gilman, Cooper, Simmel, Woolf, Perkins Gilman, Gandhi, Mao, de Beauvoir, MLK, SDS, Friedan, Habermas, Smith, Chodorow, Foucault, James, Hartsock, Collins, Anzaldua, Butler, Allen.


Read the following articles


Read a debate about the use of theory in Social Work:


Week 5: September 24

What Conceptual Frameworks and Theories Are Used in Social Work


Read the following articles


Week 6: October 1 Assignment 2 due

Causal Models and Why They are Important in Social Work Research

Positivism and Constructivism with Implications for Qualitative, Quantitative, and Mixed Methods Research in Social Work


Read the following articles.


### Week 7: October 8

**Ecological and Family Systems Theories**

*Read the following articles*


*Read a debate about the use of Ecological Systems theory in social work*


### Week 8: October 15 Assignment 3

**Change Process Research and Theories of Change: Comparative Theoretical Perspectives**

**Stage Theories**

**Psychodynamic theory and practice models**

**Transtheoretical Model and Motivational Interviewing**

**Macro Change Process practice theories**


[Parts 1-3]-Freud, Fromm, Erikson

### Week 9: October 22

**Strengths, Solution-focused and Narrative Theories**
Read the articles:

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<th>Week 10: October 29</th>
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<td><strong>Intervention Research</strong></td>
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<td><strong>Transpersonal Theory</strong></td>
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Please access SAMHSA’s (Substance Abuse and Mental Health Services Administration) National Registry of Evidence-based Programs and Practices([http://nrepp.samhsa.gov/](http://nrepp.samhsa.gov/)) From the [Find an Intervention] link, please identify an evidence-based program/practice for review in class (3-5 minutes). Note that you may click on [View All Interventions]. Why did you choose this particular program? How intuitive is the suggested approach to intervention in the context of your own natural inclinations?

From an earlier website (CSAP’S Western Center for the Application of Prevention Technologies), the following statement was made:

“Published literature on the program should provide a description of its theoretical underpinnings; if not, an inquiry to the program developer may yield this information. This may or may not include a logic model that describes in linear fashion how the program works. The theory and logic model are not in themselves core components of a program, but they can help identify what the core components are and how to measure them. This step also identifies core values or assumptions about the program that can be used to help persuade community stakeholders of the program's fit and importance for their environment.”

In the context of the program/practice that you selected above, how explicit is this underlying theory or logic model? If not provided, please review a few of the original sources for this particular intervention to see if you can discover the underlying theory or logic model.

| Week 11: November 5 Assignment 4 due |

Conceptualizing Social Problems to Inform Interventions
Application of Conceptual Frameworks
Chapter 1: Symbolic Interactionism Theory
Chapter 3: Family Development Theory
Chapter 7: Conflict Theory

Read the articles:
Take any of these three theories and apply to the understanding of some aspect of teenage parenthood.
Focus attention on The Ecological Perspective and Dynamic Systems Theory. Provide major focus of Deep Ecology and Ecofeminism.

Recommended:

Week 12: November 12
Continued Discussion from October 08
Applications of Family Theories
Chapter 6: Social Exchange Theory
Chapter 9: Feminist Family Theory
Chapter 10: Biosocial Theory

Week 13: November 20
Critical Race or Feminist Theories

Week 14: November 27
Systematic Review
Two students will work on this paper during the course of the semester. The paper will be approximately 15 double-spaced pages, excluding references, diagrams, and appendices. They will conduct a systematic review on a topic of their choice (after consulting the professor). Please see a detailed outline above.

Week 15: December 3 Final Paper due in Canvas

A final paper will be assigned a primary reviewer. This primary reviewer and professor will give the owner extensive feedback to make the paper better. The primary reviewer will present his/her critique in a NIH like grant review setting and give the owner constructive feedback.

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:
Unless negotiated in advance with the professor, assignments are due on the date specified in the syllabus. All assignments must be completed to receive a Passing Grade for the course. Students will receive 0 credit for assignments submitted past the due date unless approved for late delivery in advance of the due date.

Theory Reviews

Family Development Theory


Life Course Theory


Substantive Models: Classics

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**Qualifying Paper Examples from the Published Literature**


**Examples of Theoretically-informed Literature Reviews**


**Role of Theory in Social Work Research: Debates**


**Examples of Theoretically-informed Published Empirical Articles in**
Social Work Journals

Acculturation Theory


Contact Theory


Ecological Theory


Democratic Responsiveness Theory


Situated Cognition


Examples of Theoretically-informed Published Empirical Articles in Other Journals

Developmental Theory


Ecological Theory


**Feminist Theory**


**Human Capital Theory**


**Social Capital Theory**


**Institutional Perspective**

Han, C-K., & Sherraden, M. (2009). Do institutions really matter for savings among low-

**Possible Selves Theory**


**Social Exchange Theory**


**Life Course Theory**


**Social and Cultural Capital Theories**


**Structural Effects (Radical Structuralist Paradigm)**


**Symbolic Interactionism**


**Examples of Theoretically-informed Social Intervention Models**

**Communities that Care**


**Career Start**

MAP: A Corporate Support Program for Couples


Taking Charge


Suicide Prevention


Special Issues of Journals: Methodology


Special Issues in Journals: Contextual Effects


Websites: Award Winning Empirical Articles

Research on Social Work Practice Research Awards

51-56.

Reuben Hill Award Winners: National Council on Family Relations

The Rosabeth Moss Kanter Award for Excellence in Work-Family Research
http://www.cfs.purdue.edu/cff/pages/kanter/index.html

“The Kanter award is given to the authors of the best piece of work-family research published during a calendar year (note that "family" is defined broadly). No external nominations are accepted for the award. Instead, every article published in a large number of scientific journals is scrutinized by a large committee of esteemed scholars who generate a list of candidates for the award.” (Description from website)

Evidence-Based Practice

Critical Thinking


Science and Social Work Practice


Evidence-Based Practice Readings


**Action-Oriented Research**


**Evidence-Based Research Web Sites**

Evidence Based Practice Annotated Bibliography and Resource Guide

See:


from which the descriptions below of the Campbell Collaboration were copied.

*Campbell Collaboration (C2): The Campbell Collaboration Library and Database*

Philidelphia, USA [http://www.campbellcollaboration.org/](http://www.campbellcollaboration.org/)

“The C2 website posts a searchable database of randomized controlled clinical trials and systematic reviews of social, psychological, education, and criminological research. All research presented on the website has met rigorous methodological standards and are designed to provide researchers, policy makers, and practitioners with critical reviews of current research. Currently twenty one full reviews are available to download from the website and several more are currently in progress.”

*Substance Abuse and Mental Health Services Administration (SAMHSA) and Center for Substance Abuse Prevention (CSAP): Model Programs and National Registry of Effective Programs.* Maryland, USA.


“The website provides information about substance abuse and mental health programs tested in communities, schools, social service organizations, and workplaces in the United States.
Nominated programs are reviewed by research teams who rate the programs primarily on methodological quality, but also consider other factors such as theoretical development and community involvement. Programs are rated in increasing order of quality as either: promising, effective, or model. Information briefs are provided regarding each of the programs including an overview description, estimated costs, background, target areas, references, and creator or developer contact information. The website also includes information about funding, helpful topic-specific links, and technical assistance information. Also available for download from this site is the “Comparison Matrix for Science Based Prevention Programs,” an outline of research-based programs and their comparative ratings by five different U.S. federal agencies as well as their rating standards.” (Description from website)

The Cochrane Collaboration
http://www.cochrane.org/

“The Cochrane Collaboration is an international non-profit and independent organisation, dedicated to making up-to-date, accurate information about the effects of healthcare readily available worldwide. It produces and disseminates systematic reviews of healthcare interventions and promotes the search for evidence in the form of clinical trials and other studies of interventions. The Cochrane Collaboration was founded in 1993 and named for the British epidemiologist, Archie Cochrane.” (This description was copied from the web site.)