



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## SWK 5093-101: Social Work Research Methods II

### Course Description:

An introduction to applied data analysis methods appropriate to research in social work practice evaluation and human services program evaluation. Prerequisite: SWK 5083 and graduate standing in social work.

### Class Dates, Location and Hours:

Dates: January 19-20, February 2-3, 16-17, and March 2-3, 2018  
Location: Zarrow Hall, Room 120, 700 Elm Avenue, Norman OK  
Hours: Fri 5:00-9:00 p.m.; Sat 9:00 a.m.-5:00 p.m.  
Last day to enroll or drop without penalty: January 18, 2018

**Campus Map:** A map of the campus can be found on the OU website at: <http://www.ou.edu/map/>.

### Site Director:

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

### Professor Contact Information:

Course Professor: David Wright, Ph.D.  
Mailing Address: Decision Support Services  
Oklahoma Department of Mental Health and Substance Abuse Services  
1200 NE 13<sup>th</sup>  
PO Box 53277  
OKC, OK 73152  
Telephone Number: 405-522-6169  
E-mail Address: [David.E.Wright.III-1@ou.edu](mailto:David.E.Wright.III-1@ou.edu)  
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at [www.oklahoma.bkstr.com](http://www.oklahoma.bkstr.com) is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m.

Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

**No new texts are needed.** All texts and most class materials are the same as for last semester's course.

All class texts are listed below, but **you will not need to purchase any new materials**; materials are listed as a formality.

1. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: Author. ISBN 9781433805615.
2. Rosenthal, J. (2012). *Statistics and data interpretation for social work*. New York: Springer. ISBN 9780826107206.
3. Rubin, A., & Babbie, E. (2009). *Essential research methods for social work* (3<sup>rd</sup> ed.). Florence, KY: Brooks/Cole. ISBN 9780840029133.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

### **Course Purpose:**

This course develops the graduate students' knowledge and skills in quantitative and qualitative analysis and in the reporting of social work research and evaluation data. Statistical concepts and methods are overviewed. The use of data analysis software is a central feature of this course. The course develops sensitivity to ethical issues and human diversity in the research process. Students carry out an applied research or evaluation project over the course of the semester.

### **Course Objectives:**

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

- A. Organize quantitative and qualitative observations into a data base
- B. Possess basic skills in descriptive and inferential statistics and in the use of a statistical software program to analyze research data and develop charts and tables
- C. Possess knowledge of different types of program evaluation and be able to carry out a basic program evaluation
- D. Understand the different types of needs assessments and be able to carry out a basic needs assessment
- E. Perform a thematic or content analysis of a qualitative dataset
- F. Be able to carry out a presentation of research findings using multi-media materials
- G. Be able to write a research paper with appropriate attention to the theory, method, results, and informed discussion

### **Social Work Competencies and Practice Behaviors Assessed:**

- FY 3 - Competency: Students are knowledgeable about scientific inquiry, and the importance of critical reading of research. Associated Behaviors:
  - FY 3.1-Identify and critique multidimensional assessment, prevention, intervention, and practice evaluation tools (Assessed in Assignments #1 and 2)
- FY 6 - Competency: Students understand quantitative and qualitative research along with scientific and ethical approaches to building knowledge. Associated Behaviors.
  - FY6.1- Understand the importance of evidence-based practice (Assessed in Assignments #1 and 2)
  - FY 6.3- Use research evidence to inform practice (Assessed in Assignments #1 and 2)

- FY 10 Competency: Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Associated Behaviors: Evaluation
  - FY 10.4-Monitor and evaluate interventions (Assignments #1 and 2)

**Teaching / Learning Methods**

Lecture, class exercise, group assignment, paper, research project, journal critique, video, test, statistics software applications

**Major Course Divisions:**

**Review of statistics**

- Descriptive statistics
- Univariate statistics
- Introduction to multivariate statistics
- Data interpretation and research design

**Qualitative research methods**

- Defining characteristics
- Field research
- In depth interview
- Content analysis

**Program evaluation and needs assessment**

- Types of program evaluation
- Types of needs assessment
- Evaluation and practice

**Developing the research report and presenting findings**

**Course Schedule:**

Date	Readings	Class activities and due dates
Jan 19 night	Rubin and Babbie, Chapter 14: Qualitative methods Rosenthal, Chapter 1: Data Presentation	N/A
Jan 20 a.m.	Rubin and Babbie, Chapter 19: Qualitative data analysis Rosenthal, Chapters 2 - 4: Data presentation, Central tendency, Variability	N/A
Jan 20 p.m.	Rubin and Babbie, Chapter 15: Available records Rosenthal, Chapters 5 – 7: Distributions, Relationship, Odds ratio	Groups discuss quantitative research article (read article prior to group meeting)
Feb 2 night	Rubin and Babbie, Chapter 13: Program evaluation Rosenthal, Chapters 8 - 9, review of 10 and 11, 12: Correlation and regression, Differences in means, Intro to inferential	Quantitative critique #1 due
Feb 3 a.m.	Rosenthal, Chapters 13 (thru 13.3) – 15: Confidence intervals, Significance tests	N/A

Date	Readings	Class activities and due dates
Feb 3 p.m.	Rosenthal, Chapter 16: Power; 17 - 21 only need to learn when to use tests	Groups discuss qualitative research article (read article prior to group meeting)
Feb 16 night	Rosenthal, Chapter 22 - 23 (thru 23.3): More tests, Reasoning	Qualitative critique #2 due
Feb 17 a.m.	Rosenthal, Chapter 24: Data interpretation	N/A
Feb 17 p.m.	N/A	Final exam
Mar 2 night	N/A	Student research presentations on research projects
Mar 3	N/A	Tentative plan will be not to meet; may need to meet if we are behind
Mar 5 9 a.m.	N/A	Professor will give comments for rewrite if complete high-quality draft of research paper is handed in.
Mar 12 9 a.m.	N/A	Final research papers due.
Mar 19 9 a.m.	N/A	No work accepted after this date.

### Course Assignments:

#### Assignment # 1: Quantitative Methods Journal Critique Assignment

Select a quantitative research article related to social work practice and answer the following questions. Please respond "by the numbers".

1. Classify the research study as using quantitative methods or qualitative method (or, occasionally a mixed methods approach combines both of these methods).
2. State the key study research question(s) or hypotheses.
3. If a theory(s) is examined or tested, state this theory and its major concepts. If no theory per se is examined, identify the overarching ideas that guide the study.
4. In just one or two sentences, summarize the reviewed literature. Is this literature grounded in social work (and human services) practice?
5. Identify the method of sampling as probability or non-probability. Also, indicate what particular type of probability (simple random, systematic, stratified, cluster, PPS, etc) or non-probability (convenience/availability, purposive, snowball, etc) is utilized. (Be sure not to mix up the process of *sampling* – how persons are chosen to participate in study with that of *assignment* – how (if at all) participants are assigned to groups/treatment conditions.)
6. Describe the specific criteria and rules used to select the sample.
7. Describe some key characteristics of the study sample (age, gender, ethnicity, key identifying features not mentioned in replying to prior question, etc.)
8. Identify the study's major variables, classifying these as independent or dependent. If there is an intervention (treatment/stimulus), identify this. You may classify some independent variables as control variables. A control variable is an independent variable that is extraneous to the key research question(s) but which, if not controlled for, could bias study results.
9. State the operational definition of two variables in the study. This definition is one and the same as the specific way in which the variable is measured.
10. Indicate and assess the reliability of two measures. Assess the reliability of these measures (high/good versus "medium/marginal" versus low/poor). Note that the reliability of a multi-item

scale is often indicated by coefficient alpha. When a variable is “hard data” (e.g., birth weight, height), it is self-evident that its reliability is extremely high. Do not choose such variables for this question.

11. Assess the validity of some of the study’s key measures. Point out any problems in validity. Pay particular attention to social desirability and to other factors that could lead to bias in the measurement process. (Note: the focus here is on the validity of the study’s *measures* not on the validity (internal or external) of the *research design*.)
12. Classify the research design. Major choices among quantitative methodologies include: randomized trial (same as true experiment), quasi-experiment, pre-experiment, single-subject/single-case, and time series. Among qualitative methods major choices include: field study, in depth interview, case study, and content analysis of written records.
13. If there is an intervention (treatment), describe it in two or three sentences.
14. If this is an experimental design (one testing an intervention), assess the treatment fidelity that is the degree to which the planned for treatment/intervention was actually delivered as planned and in accordance with plans and treatment protocol (if one).
15. What are the key study results? (Don’t interpret results here; instead describe them in straightforward, reasonably detailed fashion).
16. Assess the limitations of and/or strengths of the study design with a specific focus on the drawing of *causal* conclusions. If the study is an experiment, discuss the threats to internal validity that are most relevant. For instance, which key threats cause problems? Which do not? What aspects of research design (i.e., random assignment to groups?) prevent and/or facilitate the drawing of causal conclusions. If the study is not an experiment then, rather than discussing the threats to internal validity, use more general language, that is, speak in terms of possible confounding variables and related issues that may affect the drawing of causal conclusions.
17. Identify the population to which statistical inferences can be made. Hint: statistical inferences can only be made to the population, if any, from which the study sample was randomly selected -- otherwise, statistically-based conclusions are limited to the study sample itself.
18. Presume that this study is replicated. Identify key populations, groups, and/or settings in which you think results quite similar to this study’s results would be obtained. (Hint: the greater the similarity of a population/ group/ setting to that of study sample, the greater the expected similarity of results.)
19. Identify key practice or policy recommendations made by the author and/or that you would make based on the study.
20. Identify recommendations for future research made by author and/or that you think flow from the study.
21. Your comments. What caught your attention? Did the study results turn out as you expected? How could the study be improved? Is the study an important one?
22. What is an additional research question with implications for practice that you thought of based on this research study.

**Criteria for Assignment:**

- 4–6 double-spaced pages, typed
- Any paper longer than 7 double-spaced pages will not be accepted.
- You may use direct quotes four or five times in this paper, but beyond that, responses should be in your own words. When you put in your own words (paraphrase), state ideas in a genuinely different way rather than only changing one or several words.
- Except for direct quotes (in which case, please reference page number and put in quotes) you need not cite any material that is cited from the article that you review.

## Assignment #2: Qualitative Methods Journal Critique Assignment

Select a qualitative research article related to social work practice and answer the following questions. Please respond “by the numbers”.

1. Classify the research study as using quantitative methods or qualitative methods (or, occasionally a mixed methods approach combines both of these methods).
2. What is the purpose of the study, that is, the key research question(s)?
3. In just one or two sentences, summarize the reviewed literature. Is this literature grounded in social work (and human services) practice?
4. How were the participants selected for the study (convenience, purposive, snowball, etc.)?
5. How did the researcher(s) describe the participants in this qualitative study?
6. What approach did the researcher(s) use to identify the relevant themes and categories in the qualitative data collected? Discuss methods used (if any) to establish reliability, and describe validation strategies (if any) used to deal with issues of validity.
7. Researcher subjectivity and/or researcher bias can be issues in qualitative research – sometimes, for instance, researchers see what they “want to see”. Describe methods (if any) that the researcher(s) used to reduce subjectivity and/or bias. Do you think that subjectivity and/or bias are important issues in this research study?
8. What are the key study results? (Don’t interpret results here; instead describe them in straightforward, reasonably detailed fashion).
9. Qualitative research often generates new ideas, insights, and ways of viewing a topic or issue – sometimes qualitative research generates new theory. Describe new ideas, conceptualizations, and/or theory (if any) that this research study generated. For instance, did it help you gain new insights regarding the research question?
10. Depth of inquiry and/or observation is often a feature of qualitative research. Did this research study help you gain an intuitive, “in depth” understanding of the research question(s). Explain. How did study methods facilitate (or hinder) this?
11. One criticism of qualitative research is that replication can be difficult, sometimes because insufficient detail about study methods is presented. Do you think that this study can be replicated? Discuss.
12. To what populations, groups, and/or settings (if any?) do you think this study’s findings can be generalized, that is, in what populations, groups, and/or settings would you strongly expect to find similar results? Discuss cautions and/or limitations regarding generalization.
13. Assess strengths and limitations of the study design that have not been addressed in your responses to prior questions? For instance, what kinds of conclusions can and cannot be drawn?
14. Identify key practice or policy recommendations made by the author and/or that you would make based on the study.
15. Identify recommendations for future research made by author and/or that you think flow from the study.
16. Your comments. Did the study’s methods effectively address the research question(s)? What caught your attention? Did the study results turn out as you expected? How could the study be improved? Is the study an important one?

### Criteria for Assignment:

- 4–6 double-spaced pages, typed
- Any paper longer than 7 double-spaced pages will not be accepted.

- You may use direct quotes four or five times in this paper, but beyond that, responses should be in your own words. When you put in your own words (paraphrase), state ideas in a genuinely different way rather than only changing one or several words.
- Except for direct quotes (in which case, please reference page number and put in quotes) you need not cite any material that is cited from the article that you review.

### **Research project assignment:**

This assignment is described in class. In addition to the paper, students will do a presentation on their project on the final day of class.

### **Exam on Course Content**

This assignment (exam) covers the content presented in the course.

### **Grading:**

This is a letter-graded course: A, B, C, D, or F.

- A = 90% - 100% of total points possible
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F < 60%

### **Methods of Evaluation**

Tests, papers, research projects, group and individual presentations, class participation, attendance, class participation.

Students are advised that plagiarism checking software is used in evaluating assignments. This places an electronic copy of your work on the web.

Academic Misconduct: Students should acquaint themselves with University guidelines regarding academic misconduct. These may be found at: <http://www.ou.edu/provost/integrity/>. (see also, last page of syllabus)

### **Breakdown of Class Grading**

- Quantitative Methods Journal Critique (15%)
- Qualitative Methods Journal Critique (20%)
- Exam on Course Content (30%)
- Research project (35%)

Good attendance and/or class participation can raise a borderline grade upwards. Poor attendance and/or participation can move a borderline grade downwards.

Assignments up to 24 hours late lose 5 points. Assignments more than 24 hours late but less than 1 week late lose 10 points. Assignments lose 10 additional points (additional letter grade) for each additional week late or part of a week late. Assignments are due at the beginning of class session unless otherwise specified. No assignments will be accepted after March 19th.

Where student misses more than two classes (evening, morning, afternoon times counted as separate classes) professor reserves right to have student withdraw from the class.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## Class Policies:

### Academic Conduct

Each student should acquaint him or herself with the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at [www.ou.edu/studentcode](http://www.ou.edu/studentcode). Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.

Electronic devices may only be used for purposes directly related to class.

### Statement of Reasonable Accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

Norman	Tulsa
Disability Resource Center 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 405- 325-3852 (voice) 405-325-4173 (voice) Email: <a href="mailto:drc@ou.edu">drc@ou.edu</a>	Office of Disability Resources Schusterman Center 4502 East 41st Street Tulsa, OK 74135-2512 (918) 660-3100

### Provost-Approved University Activities and Religious Observances

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

### Bibliography:

- Abu-Bader, S. H. (2010). Advanced & multivariate statistical methods for social science research. Chicago: IL: Lyceum.
- Bloom, M., Fischer, J., & Orme, J. G. (2009). Evaluating practice: Guidelines for the accountable professional (6<sup>th</sup> ed.) Boston, MA: Pearson Higher Education.
- Lofland, J. (2006). Analyzing social settings: A guide to qualitative observation and analysis (4<sup>th</sup> ed.). Thousand Oaks, CA: Wadsworth.
- Norusis, M. J. (2012). IBM Statistics 19. Guide to data analysis. Upper Saddle River, NJ: Prentice Hall.
- Norusis, M. J. (2012). IBM SPSS Statistics 19: Statistical procedures companion.
- Upper Saddle River, NJ: Prentice Hall.
- Rosenthal, J. A. (2012). Statistics and data interpretation for social work. New York: Springer, 2012.
- Rossi, P. H., Lipsey, M. W. & Freeman, H. W. (2004). Evaluation: A systematic approach. Thousand Oaks, CA: Sage.
- Royse, D. Thyer, B. & Padgett, D. (2010). Program evaluation: An introduction (5<sup>th</sup> ed.) Belmont, CA: Wadsworth, Cengage Learning.
- Thyer, B. (ed; 2010). The handbook of social work research methods. Thousand Oaks, CA: Sage.



## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

David Wright, Ph.D.

### Education

- 1996 Ph.D. University of Houston
- 1992 M.A. Oklahoma State University
- 1990 B.A. Southwestern Oklahoma State University

### Current Position

Evaluation Projects Manager, Decision Support Services Oklahoma Department of Mental Health and Substance Abuse Services

### Frequently Taught Advanced Programs Courses

- SWK 5083 Social Work Research Methods I
- SWK 5093 Social Work Research Methods II
- HR 5023 Research in Human Relations

### Major Areas of Teaching and Research Interest

- Applied Research Methods and Evaluation
- Advanced Research Methods
- Policy Analysis and Evaluation
- Social Policy Analysis

### Representative Publications and Presentations

- Wright, D. (July, 2011). *What are Performance Measures and Why Should Anyone Care About Them?* Presented at the 1<sup>st</sup> Annual Oklahoma Rural Drug Court Conference.
- Hornik, J., Carpenter, J., Wright, D., Hanna, J., and Byrum, L. (November, 2010). *Workforce Challenges in Behavioral Healthcare: A Model Approach to Gathering Systematic Information About Staffing Problems Faced by State Agencies, Programs, and Staff.* Presented at the 24th Annual Conference of the American Evaluation Association.
- Wright, D. (October, 2010). *The Effectiveness of the Oklahoma Mental Health Reentry Program.* Presented at the Bureau of Justice Statistics/Justice Research Statistics Association National Conference.
- Wright, D. (March, 2010). *Utilizing Reentry Intensive Care Coordination Teams for Justice-Involved People.* Presented at the 2010 CMHS National GAINS Center Conference.
- Wright, D., Mann, B., May, R. and Holland, F. (March, 2010). *Innovative Consumer-Driven Mental Health Reentry Program: The Oklahoma Model.* Presented at the 2010 CMHS National GAINS Center Conference.
- Hornik, J., Carpenter, J., Wright, D., Hanna, J., and Byrum, L. (November, 2009). *Workforce Challenges in the Public Mental Health System: A Study of Program Managers and Direct Care Staff in Oklahoma.* Presented at the American Public Health Association (APHA) 137th Annual Meeting and Expo.
- Wright, D. (October, 2009). *Outcome and Performance Measure Reporting System for Drug Courts and Mental Health Courts.* Presented at the Bureau of Justice Statistics/Justice Research Statistics Association National Conference.
- Wright, D. (2008). *An Overview of Oklahoma's Drug Court Program.* In *Criminal Justice in Oklahoma: Can We Be Just as Tough...But Twice as Smart?* (pp. 131-133). The Oklahoma Academy, Oklahoma City, OK.
- Wright, D., Davis, S., & Leeper, T. (Eds.). (2008). *Child & Family Disaster Research Training & Education Curriculum for State Mental Health Authorities.* Oklahoma City, OK: Terrorism Disaster Center, University of Oklahoma Health Sciences Center.

- Wright, D. (2005). *Female Incarceration and Crime in Oklahoma*. In *Oklahoma Women's Almanac* (pp. 61-77). Winner of the 2006 Outstanding Achievement Award by the National Association of Commissions for Women. R. Darcy and Jennifer F. Paustenbaugh (Eds.) with a forward by Governor Brad Henry. Oklahoma Commission on the Status of Women and the Women's Archives at Oklahoma State University, Stillwater and Edmond, OK: Oklahoma Political Science Association Press.
- Wright, D., and Howry, S. (2003). *Analysis of Gun Violence Patterns: Hot Spot Mapping*. In *Project Safe Neighborhoods America's Network Against Gun Violence: Innovative Practices Report* (pp. 4, 32-35). Office of Justice Programs, US Department of Justice.
- Wright, D. (October, 2003). *Evaluating Drug Courts: Outcome Differences by Gender*. Presented at the Bureau of Justice Statistics/Justice Research Statistics Association National Conference.
- Wright, D., Stiefmiller, T., and Clymer, R. (1999). Assessment of School Violence in Oklahoma and the Nation. *Justice Research and Statistics Association: The Forum 17(4): 1-2, 11-13*.
- Wright, D., Hirlinger, M., and England, R. (1998). *The Politics of Second Generation Discrimination In American Indian Education: Incidence, Explanation, and Mitigating Strategies*. Westport, CT: Greenwood Publishing Group, Inc.
- Wright, D., Ellinger, K., and Hirlinger, M. (1995). Brains For The Bucks? School Revenue and Student Achievement in Oklahoma. *Social Science Journal 32(3): 299-308*.
- Kirksey, J., and Wright, D. (1992). Black Women In State Legislatures: The View From Oklahoma. *Oklahoma Politics 1: 67-79*.

### **Representative Honors and Awards Received**

- Governor's Commendation Award, 2012 Oklahoma Quality Team Day for *Outcomes Based Funding for Drug Courts: Saving Lives, Saving Money*.
- Governor's Commendation Award, 2012 Oklahoma Quality Team Day for *Justice Reinvestment in Oklahoma: ODMHSAS Impacting Futures*.
- 2003 Justice Research and Statistics Association's Phillip Hoke National Publication Award for Excellence in Statistical Reporting. Publication: *A Report to the Oklahoma Legislature of Felony Sentencing in 2001*.
- Governor's Commendation Award, 2001 for Outstanding Publication: *An Assessment of School Violence in Oklahoma Public Schools*.
- 2000 American Library Association Notable Document. Publication: *An Assessment of School Violence in Oklahoma Public Schools*.