Instruments, and Validity

Spring 2026
SOWK 460w
Week 08

Jacob Campbell, Ph.D. LICSW
at Heritage University

Week Eight Plan

Agenda

Logic model peer review

Validity and threats to validity

Searching for sources

Time to work on projects

Learning Objectives

Conduct a peer review of a program logic model using established criteria to provide constructive feedback to peers.

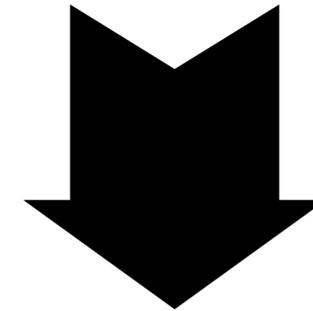Define validity and distinguish among types of validity used in program evaluation.

Identify and explain classic threats to internal validity and describe strategies for mitigating those threats in a program evaluation design.

Recognize and correct common item-writing problems in survey and instrument development.

Consider

Logic Model Rubric for SOWK 460w

| Description	Initial	Emerging	Developed	Highly Developed
Visual/Clarity	Unable to identify the components.	Able to identify 3 of the components.	Able to identify 4 of the components.	Able to identify all of the components. The chart is easy to read and visually appealing.
Resources	No identification of resources.	Limited or unclear identification of resources.	The majority of resources were identified.	Complete understanding of resources identified.
Staff Activities	Minimal to no description of staff services provided by the agency.	Seldom description of the staff services provided by the agency.	Partial description of most of the staff services provided by the agency.	A clear description of all staff services provided by the agency.
Program Processes	Minimal to no description of the intended service(s) of the agency.	Seldom a description of half of the intended service(s) of the agency.	Partial description of most of the intended service(s) of the agency.	Clear description of the intended service(s) of the agency.
Short-Term Outcomes	Limited or no data collected. Brief and unclear statements.	Some data was collected, but it is very brief with little detail.	Defines the expected change in the program.	Specifies the target audience, timeframe, and desired level of change.
Immediate Term Outcomes	Did not develop data collection or incomplete.	It shows some connection to activities but needs clarification.	Explains how the changes were implemented to the program's goals.	Identifies relevant data collection methods to track the progress of program evaluation.
Long-Term Outcomes	Vague or no data and outcomes identified.	The outcome has been identified but it is brief and unclear. The data is somewhat relevant to the outcome.	Describes new implementations and long-term outcome goals. Minor additions are needed to develop the logic model's long-term outcomes	Implementations and Long-term outcomes are identified and specified in depth under each category based on program needed change(s) at the agency.

Logic Model
Peer Review

- Review as a group and submit notes in the MyHeritage Forum

Methods for Evaluation
Basics for Every Method

- Sample selection

- Data collection

- Analysis

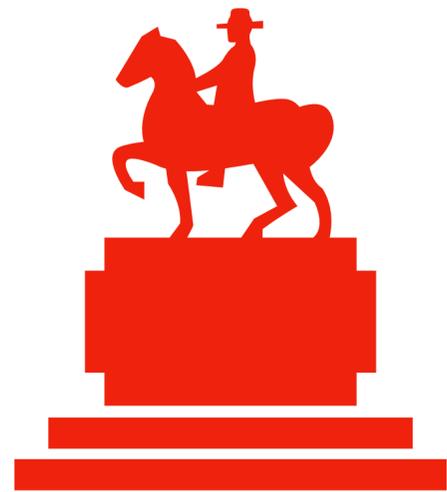- Reporting
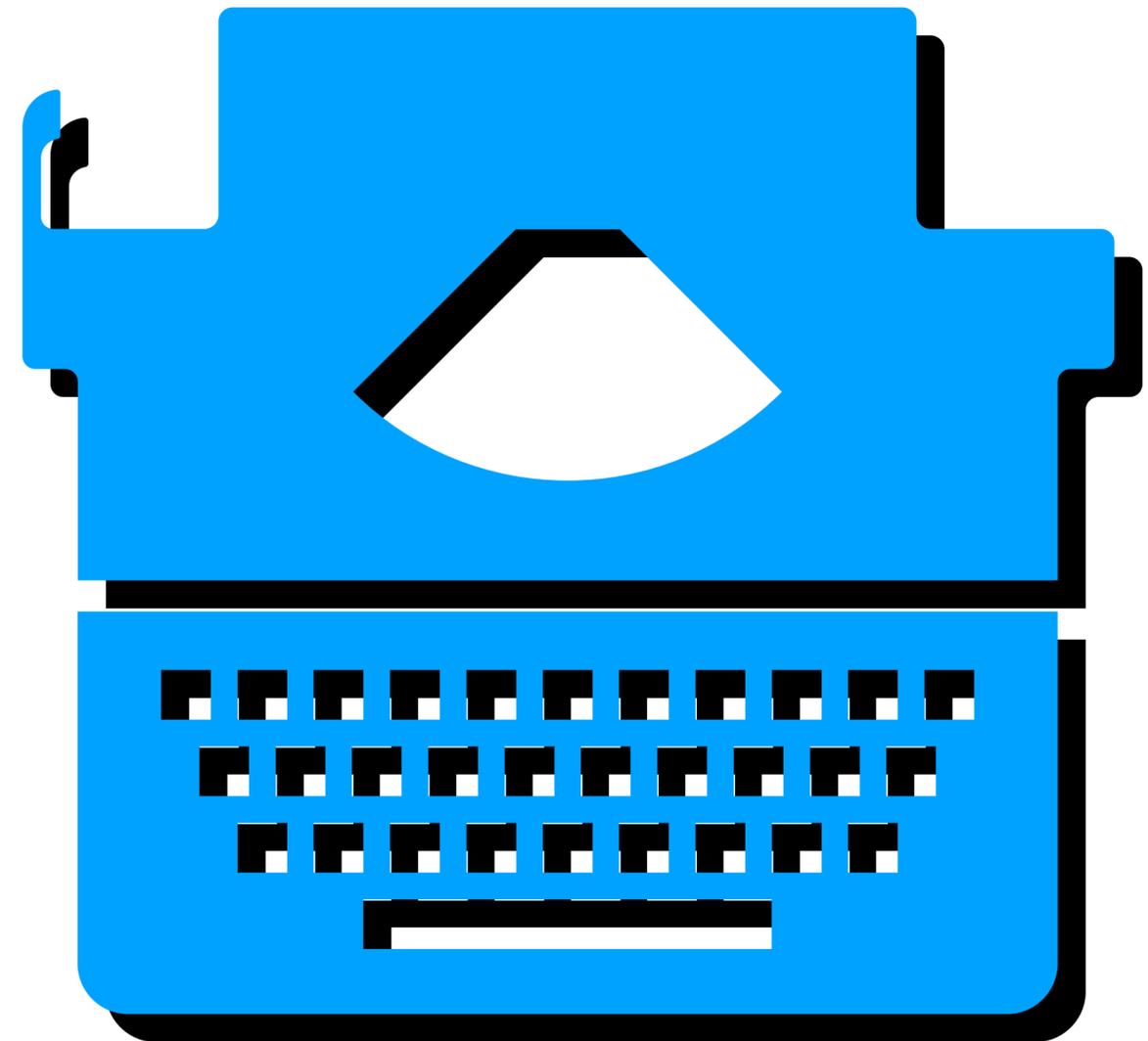
(Kapp & Anderson, 2010)
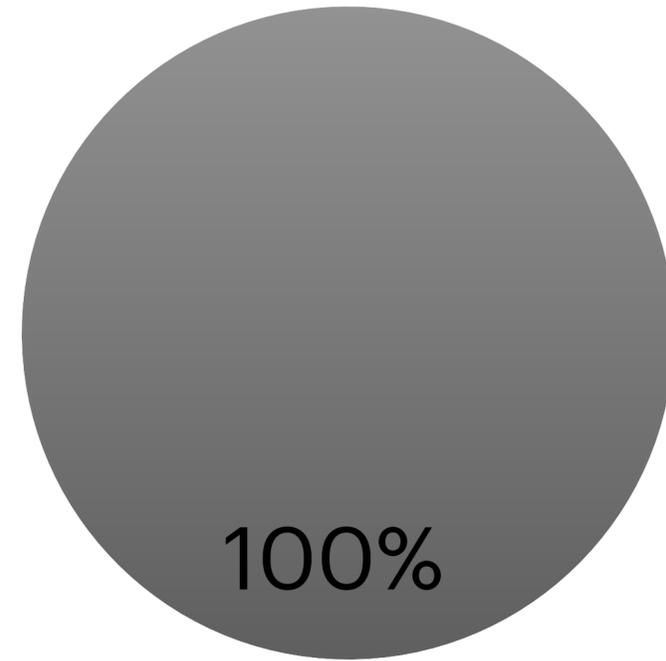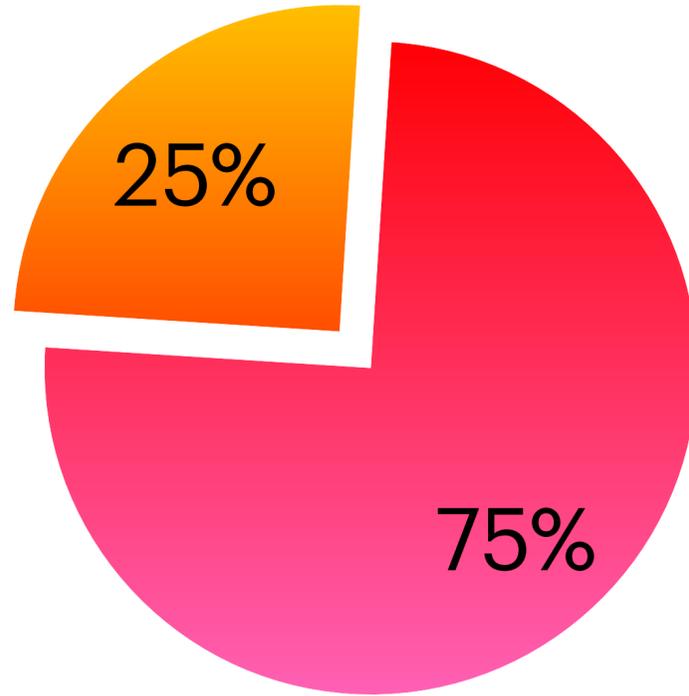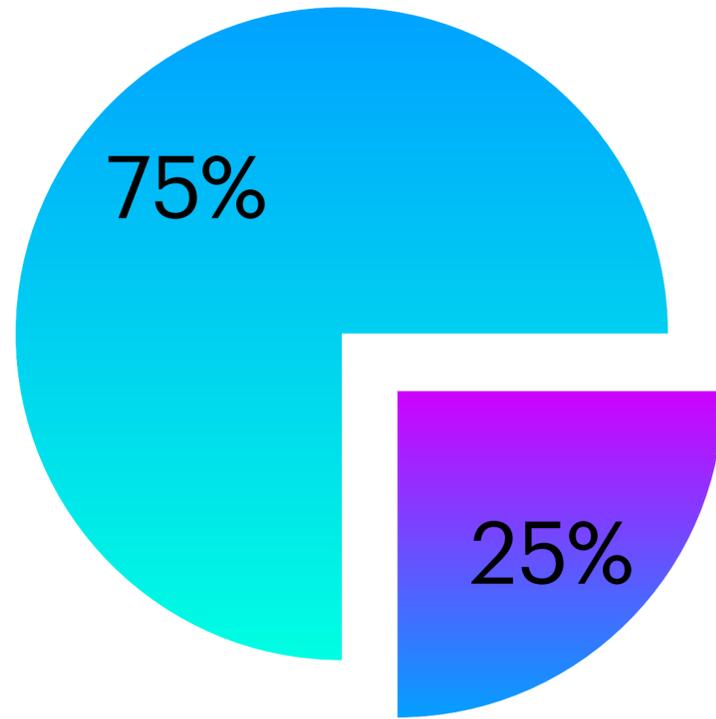
Sampling

Validity
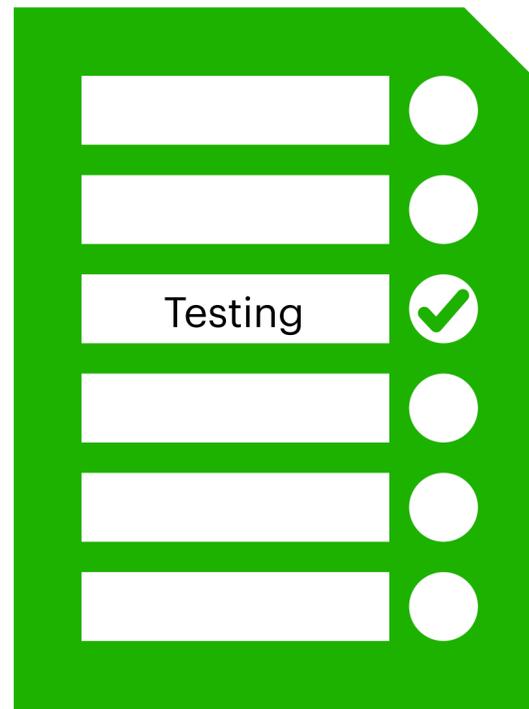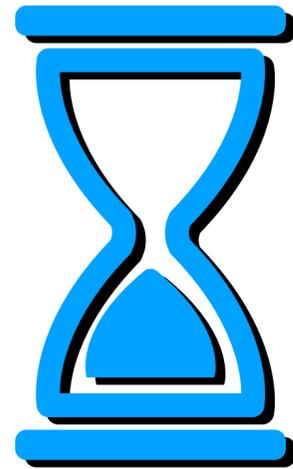
What is it and how do we address it?

- Content validity

- Face validity

- Concurrent validity

- Predictive validity

- Known groups validity

- Discriminant or divergent validity

- Convergent validity

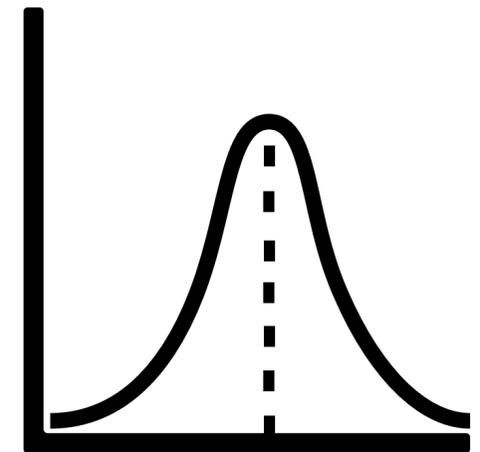(Royse, 2023)
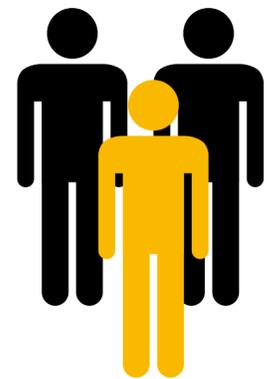
Classic Threats
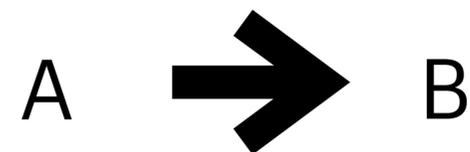## to internal validity

Maturation and time

Testing

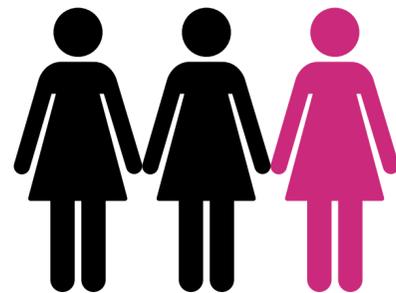Instrumentation

History

Statistical regression

(Kapp & Anderson, 2010)

Classic Threats
to internal validity

Selection Bias

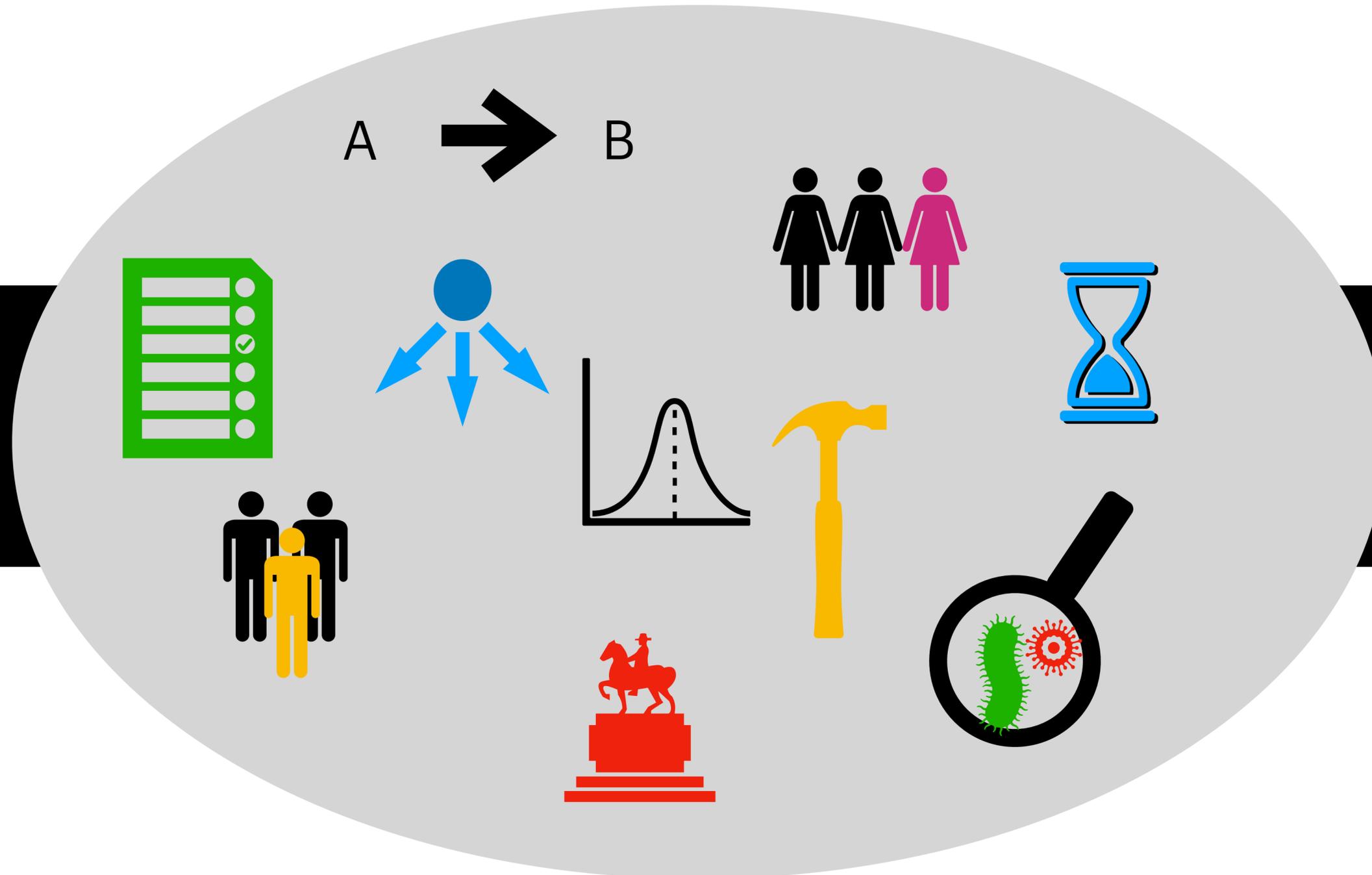Experimental Mortality and Attrition

A → B
Ambiguity About Direction of Casal Influences

Design Contaminatio
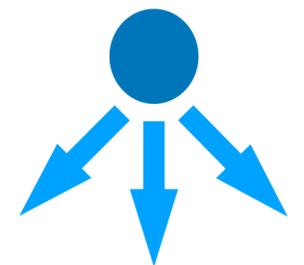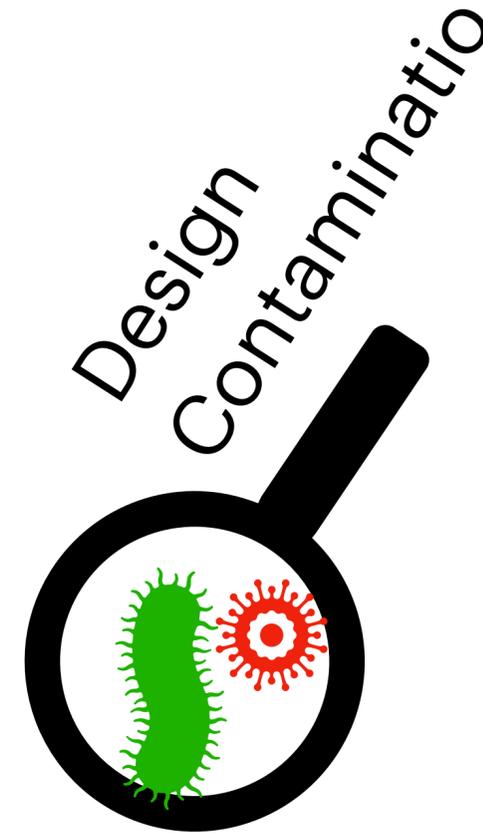
Diffusion or Imitation of Treatments

Classic Threats to internal validity

Interaction Effects

(Kapp & Anderson, 2010)

Tips for Searching for Sources
Finding Scholarly Sources

(Royse, 2023)

TIP 1. Start with a Broad Social Science Database.

TIP 2. Start by Searching Key Words in the Title Boxes.

TIP 3. Use as Few Words as Possible.

TIP 4. If the Title Search Is Unproductive, Broaden the Search by Changing the Secondary Search Term to an All-Text Search.

TIP 5. If You Get Too Many Hits, Add Another (Third) Search Term.

TIP 7. Use Synonyms and Then Repeat Your Searches.

TIP 8. Use Quotation Marks for a Two-Term Phrase.

TIP 9. Look for Systematic Literature Reviews, Systematic Reviews, or Reviews of the Literature.

DEMO

Burnout and Child Welfare Workers

Problems to Avoid
in Item Writing

- Double-barreled questions

- Leading questions

- Unavailable information

- Use of jargon, acronyms, abbreviations, and technical terms

- Insensitive language

- Loaded questions

- Response choices that are not mutually exclusive

- Vague and ambiguous terms

- All-inclusive terms

- Negatively construction items

Time to work on questionaires or litatature review