

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 563 - Systematic Planning and Evaluation for Interpersonal Practice
3 credit hours
Spring 2018**

Course number: SW 563-014
Semester: Spring 2018
Office Hours: by appointment
Credit hours: 3 hours

Instructor: Dr. Denise R. Black
Email: dblack16@vols.utk.edu
Meeting Time: Wednesdays 5:30-6:30
Jan 10th, Feb 7th, March 7th, April 4th, Apr 11th,
& April 18th.

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This is a required concentration course. This course focuses on the development of knowledge, attitudes and skills necessary to systematically plan and evaluate interpersonal practice for the purpose of informing clinical decision-making. Building upon the foundation research, human behavior, and practice courses, this course examines evidence-based methods for: conducting assessments; identifying and implementing evidence-based interventions; and measuring and monitoring outcomes for individuals, couples, families, and small groups.

Course Rationale

Social workers face complex human situations presented by clients that come from diverse backgrounds, and the interventions social workers have at their disposal vary in the degree of effectiveness with any given individual, couple, family, or small group. In order to provide the most effective interpersonal practice for particular clients, social workers must be able to locate, critically appraise, and implement evidence-based interventions, measure and monitor client outcomes in a sensitive, practical, and accurate manner, and determine the extent of client change in a timely fashion in order to modify or terminate interventions as needed.

Course Competencies

By the completion of this course, the students are expected to be able to:

1. Select appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice. *EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6 (Content: conducting an assessment of client needs; goal setting, short and long term goal identification; measurement plan; cultural relevance of measurement tools; validity and reliability of measurement tools; standardized recording plan; importance of client values, preferences, and expectations; practitioner's individual expertise; and clinical characteristics and circumstance)*

Assessed by the following assignments: Quiz 1, Quiz 2, Quiz 3, Presentation, Discussion Board

2. Locate, critically appraise, and apply appropriate evidence-based interpersonal practice interventions for a given client system. *EBIP/MLCP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6, 4.8, 4.9*

(Content: steps of evidence based practice; systematic reviews; development of evidence based treatment plan; cultural relevance of evidence; connection between evidence based practice, social justice and the code of ethics; evidence based practice; importance of client values, preferences, and expectations; practitioner's individual expertise; and clinical characteristics and circumstance; using research to inform practice and practice experience to inform research)

Assessed by the following assignments: Quiz 1, Quiz 2, Quiz 3, Presentation, Article Critique

3. Select and use the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice. *EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.7 (Content: purpose and uses of baselines; circumstances under which different single-system designs are useful, practical, and ethical; purposes of different single-system designs; considerations in selecting different single-system designs)*

Assessed by the following assignments: Quiz 3, Presentation, Article Critique

4. Select and use the most appropriate evidence-based methods to analyze and interpret client change in interpersonal practice. *EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.7, 4.8 (Content: practical, statistical, and theoretical significance; methods for graphing single-system design data; visual analysis of single-system design data; considerations in selecting different methods for analyzing data from single-system designs)*

Assessed by the following assignments: Quiz 3, Presentation, Article Critique

5. Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. *EBIP 1.5, 1.6, 1.7, 3.7, 4.7, 4.8 (Content: direct measures (i.e. behavioral observations), and indirect measures (individualized rating scales standardized instruments); logs; rating scales; influence of 'bias'; characteristics and benefits of standardized scales; methods of measuring behavior; benefits/limits of scales; cultural competence in planning and constructing measures; search terms for choosing a scale; measurement databases such as HAPPI and Mental Measurements Yearbook; administering a scale; standardized measures.*

Assessed by the following assignments: Quiz 2, Discussion Board, Presentation

6. Effectively communicate results obtained from the evaluation of interpersonal practice. *EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6, 4.7, 4.8 (Content: visual and descriptive analysis; presentation techniques; creating line and bar graphs; techniques for describing and interpreting data)*

Assessed by the following assignments: Article critique, Presentation

7. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. *EBIP 1.5, 1.6, 1.7, 2.7 (Content: NASW Code of Ethics; connection between evidence based practice, social justice and the code of ethics; role of client informed consent in implementing measures and interventions)*

Assessed by the following assignments: Quiz 1, Quiz 2, Quiz 3, Paper

8. Critically evaluate the strengths and limitations of the evaluation of interpersonal practice in reference to race/ethnicity, class, gender, sexual orientation, disability status, family

structure, relational status, national origin, age, and religion. *EBIP 3.7, 3.8 (Content: cultural relevance of evidence; importance of client values, preferences, and expectations; importance of self-reflection and awareness of clinician's values, preferences, and expectations; culturally sensitive assessment; culturally sensitive treatment plan; culturally sensitive methods of measurement; locating culturally sensitive measures; culturally sensitive goal setting; culturally sensitive evaluation of client progress)*
Assessed by the following assignments: *Quiz 1, Article Critique*

Eastern Time versus Central Time

Canvas shows two times—your time as you have set it and system time, which is Eastern Time. Please know that you are ultimately responsible for ensuring you adhere to the time designations in Canvas and within this syllabus. An assignment due at midnight Central time will show in the Canvas calendar as due the next day at 12:59am.

Use of People First language

In this class I want to strive to use people first language. For example, say “people with disabilities”, not “the handicapped or disabled,” Say “She has a developmental delay” not “She’s developmentally delayed.” Say “My client has a mental health diagnosis” not “mentally ill client” or “depressed client.”

Required Texts

Orme, J. G., & Combs-Orme, T. C. (2012). *Outcome-informed evidence-based practice*. Boston: Pearson. <http://ormebook.com>

Required Readings (All are in the Canvas Course Site)

Anker, M. G., Duncan, B. L., & Sparks, J. A. (2009). Using client feedback to improve couple therapy outcomes: A randomized clinical trial in a naturalistic setting. *Journal of Consulting and Clinical Psychology, 77*, 693-704.

Barkham, M., Mellor-Clark, J., Connell, J., Evans, C., Evans, R., & Margison, F. (2010).

Clinical Outcomes in Routine Evaluation (CORE)—The CORE measures and system: Measuring, monitoring, and managing quality evaluation in the psychological therapies. In Barkham, M., Hardy, G. E., & Mellor-Clark, J. (Eds.), *Developing and delivering practice-based evidence* (pp. 175-220). Oxford, UK: John Wiley & Sons.

Barrera, M., Jr., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2012, January 30).

Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology*. Advance online publication.

Borckardt, J. J., Nash, M. R., Murphy, M. D., Moore, M., Shaw, D., & O’Neil, P. (2008).

Clinical practice as natural laboratory for psychotherapy research: A guide to case-based time series analysis. *American Psychologist, 63*, 77-95.

Briggs, H. E., Miller, K. M., Orellana, E.R., Briggs, A. C. & Cox, W. H. (2013). Effective

- single-parent training group program: Three system studies. *Research on Social Work Practice*, 23, 680-693.
- Cormier, W.H., & Cormier, L.S. (1991). Selecting helping strategies. In Cormier & Cormier (Eds.), *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions* (3rd ed.) (pp. 292-306). Pacific Grove, CA: Brooks/Cole
- Duncan, B. L. (2012). The Partners for Change Outcome Management System (PCOMS): The Heart and Soul of Change Project. *Canadian Psychology*, 53, 93-104.
- Jensen, D. R., Abbott, M. K., Beecher, M. E., Griner, D., Golightly, T. R., & Cannon, J. A. N. (2012). Taking the pulse of the group: The utilization of practice-based evidence in group psychotherapy. *Professional Psychology: Research and Practice*, 43, 388-394.
- Jones, LV & Warner, LA (2011). Evaluating culturally responsive group work with Black women. *Research on Social Work Practice*, 21,737-746.
- Lambert, M. J. (2010). "Yes, it is time for clinicians to routinely monitor treatment outcome." In Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (Eds.), *The heart & soul of change* (2nd ed.) (pp. 239-266). Washington, DC: American Psychological Association
- Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science*, 2, 53-70.
- Nurius, P. (1992). Practice evaluation methods: Practical variations on a theme. In CW LeCroy (Ed.) *Case studies in social work practice* (pp. 268-277). Belmont, CA: Wadsworth.
- Ridley, C. R., Tracy, M. L., Pruitt-Stephens, L., Wimsatt, M. K., & Beard, J. (2008). Multicultural assessment validity: The preeminent ethical issue in psychological assessment. In Suzuki, L. A., & Ponterotto, J. G. (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (3rd ed.) (pp. 22-33). San Francisco: Jossey-Bass.
- Rogers, A. Y., & Potocky, M. (1997). Evaluating culturally sensitive practice through single-system design: Methodological issues and strategies. *Research on Social Work Practice*, 7, 391-400.
- Rubin, A. (2010). Teaching EBP in social work: Retrospective and prospective. *Journal of Social Work*, 11, 64-79.
- Rubin, A., & Bellamy, J. (2012). *Practitioner's guide to using research for evidence-based practice* (2nd ed.). New York: Wiley. (Chapter 1: *Introduction to Evidence-Based Practice*) (Chapter 2: *Steps in the EBP Process*)
- Thyer, BA & Myers, LL (2007). Group evaluation designs (chp 4, pp 81-111). In *A Social Worker's Guide to Evaluating Practice Outcomes*.
- Walfish, S., McAlister, B., O'Donnell, P., Lambert, M. J. (2012). An investigation of self-assessment bias in mental health providers. *Psychological Reports*, 110, 639-644.
- Westbury, E. & Tutty, LM. (1999). The efficacy of group treatment for survivors of childhood abuse. *Child Abuse and Neglect*, 23, 31-44.
- Whipple, J. L., & Lambert, M. J. (2011). Outcome measures for practice. *Annual Review of Clinical Psychology*, 7, 87-111.

READINGS AND COURSE OUTLINE

Live Class Sessions will be held on the following dates:

- January 10th, 5:30-6:30: Course Introduction and Overview
- February 7th, 5:30-6:30: Measurement
- March 7th, 5:30-6:30: Intervention Research
- April 4th, 5:30-6:30: Presentations
- April 11th, 5:30-6:30: Presentations
- April 18th, 5:30-6:30: Presentations

January 10th: Week 1: Course Introduction and Overview

January 17th WEEK 2: Overview of Evidence-based Practice

Readings:

- Orme & Combs-Orme (2012), Preface; Chapter 1 (*Outcome-Informed Practice in Practice: Two Case Examples*); Chapter 2 (*Introduction to Outcome-Informed Practice*)
 - Rubin & Bellamy (2012)
 - Rubin (2010)
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January 24th WEEK 3: Why Evaluate Your Evidence-Based Practice?

Readings:

- Orme & Combs-Orme (2012), Chapter 3 (*Why Evaluate Your Evidence-Based Practice?*)
 - Barrera et al. (2012)
 - Lilienfeld (2007)
 - Walfish et al. (2012)
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January 31st WEEK 4: Assessment: The Early Stages of Outcome-Informed Practice

Readings:

- Orme & Combs-Orme (2012), Chapter 4 (*Assessment: The Early Stages of Outcome-Informed Practice*);
- Orme & Combs-Orme (2012), Chapter 8 (*Foundations of Evidence-Based Outcome Measurement*)

- Anker et al. (2009)
- Duncan (2012)
- Lambert (2010)
- Ridley et al. (2008)

Quiz 1 opens January 31st and is due February 7th at 11:59pm CT (covers content through week 4).

February 7th & 14th WEEKS 5/6: Measurement of Target Behaviors : Standardized

Scales **Live Class Session via Zoom from 5:30-6:30 pm CT on February 7th*

Readings:

- Orme & Combs-Orme (2012), Chapter 9 (*Standardized Scales*, from *Using Standardized Scales to Determine Clinically Significant Change* to the end of the chapter); 10 (*Individualized Rating Scales*)
- Orme & Combs-Orme (2012): Appendix B (*Online and Published Resources for Standardized Scales*—just spend 10 minutes looking through this)
- Barkham et al. (2010)
- Whipple & Lambert (2011)

Discussion Board 1 opens February 13th at 5:00 pm CT and ends February 20th at 5:00 pm CT

February 21st WEEK 7: Measurement of Target Behavior: Observations and Self-Monitoring

Readings:

- Orme & Combs-Orme (2012), Chapter 11 (*Behavioral Observation*)
- Orme & Combs-Orme (2012), Chapter 12 (*Self-Monitoring*)

Quiz 2 opens on February 21st and is due on February 28th at 5:00 pm CT (covers weeks 5-7 content).

February 28th WEEK 8: Intervention Research

***Live Class Session via Zoom from 5:30-6:30 pm CT**

Readings:

- Cormier, W.H., & Cormier, L.S. (1991)
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March 7th: WEEK 9: Single-Case Designs

Readings:

- Orme & Combs-Orme (2012), Chapter 5 (*Charting Your Client's Progress*)
- Orme & Combs-Orme (2012), Chapter 7 (*Single-Case Design*)
- Briggs et al. (2013)
- Nurius, P. (1992)
- Rogers & Potocky (1997)

Assignment: Article critiques of a research study containing a single-case design are due March 21st.

March 14th: Week 10: Spring Break

March 21st: WEEK 11: Specifying and Monitoring the Intervention

Readings:

- Orme & Combs-Orme (2012), Chapter 6 (*Visually Interpreting Your Client's Progress*)
 - Borckardt et al. (2008)
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March 28th: WEEK 12: Group Designs

Readings:

- Jenson et al. (2012)
- Jones et al. (2011)
- Thyer & Myers (2007)
- Westbury & Tutty (1999)

Quiz 3 opens on March 28th and is due by April 4th at 5 pm CT (covers weeks 8-12 content).

April 4th: Week 13: Group Presentations

** Live Class Session via Zoom from 5:30-6:30 pm CT*

Readings

- Orme & Combs-Orme (2012), Chapter 13 (*Summing Up*)
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April 11th: WEEK 14: Group Presentations

** Live Class Session via Zoom from 5:30-6:30 pm CT*

April 18th WEEK 15: Group Presentations

**Live Class Session via Zoom from 5:30-6:30 pm CT*

COURSE REQUIREMENTS:

This class is an online class. Students are expected to complete modules online and the assignments associated with each module. Class participation is expected and will be determined by your attendance in zoom session and online discussion. No late submissions of your assignments will be accepted. A student who wishes an extension of time for an assignment due to medical or personal emergency should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty. Please note that technical difficulties are not an acceptable excuse for turning in an assignment late or submitting a quiz late. All technical inquiries should be directed to the OIT helpdesk.

Assignments & Grading

Assignment	Value
Quizzes (3 x 15 points each)	45 points
Group Presentation (25 points)	25 points
Discussion Board (10 points)	10 points
Article Critique (15 points)	15 points
Attendance/Participation (5 points)	5 points

Total: 100 points

ASSIGNMENT OF FINAL GRADES

The final course grade will be assigned as follows:

A (95-100) Outstanding/Superior. Student consistently exceed expectations.

B+ (90-94) Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Average. Student consistently meets normal expectations for the course.

C+ (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor. There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

A. Participation and Engagement (5 %)

The experience and feedback during sessions is a crucial piece of learning and will be a portion of your overall grade. All absences are equal and affect the participation grade in this course. Participation and attendance will also be measured by the quality of participation in the sessions. Being visible by video, asking and answering questions, and treating the time as a regular face to face class is all part of active participation.

B. Quizzes (45%)

(Dimensions covered include knowledge, values, and cognitive and affective processes)

Students will have 3 quizzes over the course of the semester. The quizzes will cover the assigned reading materials. The quizzes are open book/note, but you are not permitted to share answers or discuss the quiz with other students. Sharing answers or helping each other constitutes cheating and will result in disciplinary action. Each quiz is timed and you have 1 hour to complete the quiz. Once you open a quiz, you must complete the quiz within the time limit. Do not open the quiz until you have reviewed the material for that module and you are ready to take the quiz. Please do not wait until the last minute to submit your answers for the quiz.

C. Article Critique (15%)

(Dimensions covered include knowledge, values, and cognitive and affective processes)

Students will provide a written evaluation of a single case design article. Critiques will be limited to four double-spaced pages. The critique will describe the client(s), problem(s), goals/objectives, rationale and description of the intervention, measure, design, and results. Students will critically evaluate the strengths and limitations of the study.

D. Discussion Board (10%)

(Dimensions covered include knowledge and cognitive and affective processes)

Students are expected to participate in a discussion board with their classmates in a timely fashion. You are required to actively engage in thoughtful discussions with your classmates. Your grade for the discussion board will be dependent on the quality and appropriateness of your comments. It is important to remember that this is a classroom environment. Therefore, your language and tone on the discussion board should reflect this environment. You are strongly encouraged to challenge and disagree with each other, but this must be done in a respectful manner. The discussion board will cover the following topic: Identifying and evaluating Standardized Measures.

E. Group Presentation (25%)

(Dimensions covered include knowledge, values, and cognitive and affective processes)

Students will work in groups to provide a 15 minute practice evaluation presentation on an assigned case scenario. Presentations will cover the following:

- i. Client: Describe the relevant client information (age, gender, identified problem, etc.). Specify the problem(s) selected for intervention and rationale for prioritizing this problem(s).
- ii. Goals and objectives: Identify the goals and objectives that can be measured using the most appropriate evidence based methods given the clients attributes, values, preferences, and circumstances. Discuss how you will know when the objectives are met.

- iii. **Intervention:** Identify the intervention(s) that you considered and rationale for your selected intervention for this specific client (e.g., demographic data/client characteristics), the identified problem or diagnosis, and your skill set. Briefly describe the intervention (specifics of the intervention, theory, number of sessions). What is the effectiveness of this intervention for this client population and the identified problem/diagnosis? Be sure to cite research on the reference page to justify your rationale for the intervention.
- iv. **Measurement:** Identify constructs to be measured and evidence-based methods for assessment, monitoring, and analysis of the clients change. Provide a clear rationale for selection of the constructs and measures used (you must include at least one standardized scale). Include data on the reliability and validity of the measure. Provide detailed information on any measurements that you design. State how data will be collected, when it will be collected, and where it will be collected.
- v. **Single-Case Design:** Select and use the most appropriate single-case design given the client's characteristics and circumstances. Specify the length of the phases and rational for phase lengths.
- vi. **Results:** Outline how you will graph and interpret the results. Provide a sample graph(s) for each of the identified measures.
- vii. **Discussion:** Discuss how you will determine whether the client has made progress and what progress is expected. How will the results drive your treatment decision with this client? Discuss the strengths and limitations of this practice evaluation approach. Discuss how feasible you believe it will be for you to implement these approaches in the future.