

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

**SW 563 Systematic Planning and Evaluation for Interpersonal Practice
(3 Credit Hours)
Spring 2017
Dr. Matthew J. Cuellar**

SOWK 563 (Sections 010, 011, 013)	Office: By Appointment
Spring 2018	Office Hours: By Appointment (Online)
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Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 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: Participation (Discussions/Quizzes), Assignments 1-3

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: Participation (Discussions/Quizzes), Assignments 2 & 3

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: Participation (Discussions/Quizzes), Assignments 2 & 3

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: Participation (Discussions/Quizzes), Assignments 2 & 3

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: Participation (Discussions/Quizzes), Assignment 3

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: Assignment 3

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: Assignments 1, 2, & 3

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: Participation (Discussions/Quizzes), Assignments 3

Required Textbooks

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

Auerbach, C. & Zeitlin, W. (2015) *SSD for R: An R Package for Analyzing Single-Subject Data*. New York: Oxford University Press. (ISBN-13: 978-0199343591)

Required Readings

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.

- 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.
- 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.
- 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*)
- 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.
- Watkins, D. C., Hudson, D. L., Caldwell, C. H., Siefert, K., & Jackson, J. S. (2011). Discrimination, mastery, and depressive symptoms among African American men. *Research on Social Work Practice, 21*, 269-277.
- Whipple, J. L., & Lambert, M. J. (2011). Outcome measures for practice. *Annual Review of Clinical Psychology, 7*, 87-111.

Course Materials

All course materials, including course readings, assignments, and information on course assignments can be found on the Canvas course website (utk.instructure.com). Please email the instructor if you have any troubles accessing materials on the Canvas course website. If you have trouble accessing Canvas, you may contact OIT at <http://help.utk.edu/footprints/contact/>.

Flashcards

Ornebook.com contains Power Point flashcards for Chapters 2 through 12. They are a great way to study for your comprehensive exam

Readings and Course Outline

Module 1	<p>Course Overview Overview of Evidence-Based Practice/Integrating Evaluation and Practice Readings: Orme & Combs-Orme (2012), Preface & Chapter 1 (<i>Outcome-Informed Practice in Practice: Two Case Examples</i>); Rubin & Bellamy (2012), Chapters 1 (<i>Introduction to Evidence-Based Practice</i>) & 2 (<i>Steps in the EBP Process</i>) Install R/RStudio and SSDforR</p>
Module 2	<p>Overview of Outcome-Informed Practice Research Ethics Readings: Orme & Combs-Orme (2012), Chapter 2 (<i>Introduction to Outcome-Informed Practice</i>) Barrera et al. (2012) Walfish et al. (2012)</p>
Module 3	<p>Why Evaluate Your Evidence-Based Practice? Readings: Orme & Combs-Orme (2012), Chapter 3 (<i>Why Evaluate Your Evidence-Based Practice?</i>); Lilienfeld (2007) Rubin (2010) Assignment 1 Due</p>
Module 4	<p>Assessment: The Early Stages of Outcome-Informed Practice Readings: Orme & Combs-Orme (2012), Chapter 4 (<i>Assessment: The Early Stages of Outcome-Informed Practice</i>) Ridley et al. (2008) Watkins et al. (2011)</p>
Module 5	<p>Charting Your Client's Progress Readings: Orme & Combs-Orme (2012), Chapter 5 (<i>Charting Your Client's Progress</i>) Applications for Evaluating Practice: SSD using R – Charting Baseline Data Readings: Auerbach & Zeiten (2015). SSD for R. (Chapters to be assigned)</p>
Module 6	<p>Visually Interpreting Your Client's Progress Readings: Orme & Combs-Orme (2012), Chapter 6 (<i>Visually Interpreting Your Client's Progress</i>)</p>

Module 7	<p>Single-Case Designs</p> <p>Readings: Orme & Combs-Orme (2012), Chapter 7 (<i>Single-Case Designs</i>) Rogers & Potocky (1997)</p>
Module 8	<p>Foundations of Evidence-Based Outcome Measurement</p> <p>Readings: Orme & Combs-Orme (2012), Chapter 8 (<i>Foundations of Evidence-Based Outcome Measurement</i>)</p> <p>Assignment 2 Due</p>
Module 9	<p>Standardized Scales: Part 1 & 2</p> <p>Readings: Orme & Combs-Orme (2012), Chapter 9 (<i>Standardized Scales</i>, p. 1 to <i>Using Standardized Scales to Determine Clinically Significant Change</i>), Appendix A (<i>Selected Standardized Scales</i>); Jensen et al. (2012) Orme & Combs-Orme (2012), Chapter 9 (<i>Standardized Scales</i>, from <i>Using Standardized Scales to Determine Clinically Significant Change</i> to the end of the chapter), Appendix B (<i>Online and Published Resources for Standardized Scales</i>—just spend 10 minutes looking through this); Anker et al. (2009) Duncan (2012)</p>
Break	Enjoy Your Spring Break! (March 13 th – 17 th)
Break	Tentative Break for Comps – March 24 th (Instructor will be available for assistance if needed)
Module 10	<p>Standardized Scales: Part 3 & Individualized Rating Scales</p> <p>Readings: Barkham et al. (2010); Lambert (2010); Whipple & Lambert (2011) Orme & Combs-Orme (2012), Chapter 10 (<i>Individualized Rating Scales</i>)</p> <p>Behavioral Observation Orme & Combs-Orme (2012), Chapter 11 (<i>Behavioral Observation</i>)</p>
Modules 11/12	<p>Applications for Evaluating Practice: SSD using R – Intervention Data Analyses, Trends in Intervention vs. Baseline Data</p> <p>Readings: Auerbach & Zeiten (2015). SSD for R. (Chapters to be assigned)</p>
Module 13	<p>Preparing the Report</p> <p>Discussion of Final Paper</p> <p>Instructor will be available to meet for assistance</p>

	Readings: Orme & Combs-Orme (2012), Chapter 12 (<i>Self-Monitoring</i>), Chapter 13 (<i>Summing Up</i>)
Module 14	Self-Monitoring and Summing Up Readings: Orme & Combs-Orme (2012), Chapter 12 (<i>Self-Monitoring</i>), Chapter 13 (<i>Summing Up</i>) Assignment 3 Due

Assignment of Final Grades

The final course grade will be assigned as follows:

A = 94 - 100

B+ = 89 - 93

B = 84 - 88

C+ = 79 - 83

C = 70 - 78

F = < 70

Course Requirements:

Modules are posted weekly (i.e., there will be a module each week, due seven days after it is posted). In addition to the assignments listed below, you are expected to read 100% of the assigned reading material, watch all weekly recorded lectures, and be prepared to discuss as assigned (e.g., ask and answer relevant questions) the course materials.

This course is 100% online, so you are expected to review all deadlines at the beginning of the course and plan accordingly to complete all assignments and activities by their respective due dates. I will not send individual reminders to complete assignments; you are responsible for planning ahead of time to complete all assignments and activities. It is a good idea to look at due dates at the beginning of the semester and plan when/how you will submit them.

You are responsible for reviewing the recordings for each week at your own pace. Failure to do so will make completing assignments and staying on task throughout the course unnecessarily difficult. If you need an extension of time for an assignment due to a medical or personal emergency, you should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty. Extensions WILL NOT be considered if they are requested after the fact.

How to Succeed in SOWK 563:

Keep up with the material, give yourself ample time to review the recorded lectures and synthesize the material, and engage in discussion with your classmates and complete the required assignments each week. Most importantly, stay in touch with me! I can't help you if you don't communicate with me what you are dealing with. Feel free to email me ANY TIME if you are having trouble with the material, if you are unable to complete the work, or if you have general comments on the course. Teaching is a two-way street and I cannot effectively teach you this material if you do not tell me what is working and what is now. I will periodically seek anonymous feedback from you throughout the course to improve my course delivery.

Assignments

There are 3 required assignments and a participation grade for weekly discussions and/or quizzes. The assignments follow the content areas and are designed to reinforce the topic areas covered. Papers must conform to APA academic style when including citations and bibliography. Plagiarism will not be tolerated. Please refer to your student handbook on school policies regarding this matter.

Participation (20% of Grade) **WEEKLY**

There will be discussions/quizzes EVERY WEEK (except for weeks when assignments are due) on the readings and course materials. Each week, the discussion or quizzes will prompt you with questions about the weeks readings, or it might ask that you submit something from your use of SSDforR. To receive full credit for participation, you are required to answer each question and respond to another student's response as assigned and where appropriate. Quizzes are pass/fail (missing more than 3 items will require you to retake the quiz: If you choose not to do so you will receive a failing grade for that week's participation). All quizzes/discussions are open-book and open-note.

Competencies 1-5, 8; Dimensions of Competencies: Knowledge, Values

Assignment 1 – Problem Formulation (15% of Grade) **DUE 3rd MODULE**

Read the required readings and bring in excerpts of process recordings and/or minutes or other documentation during your field work that reflects a client system's behavior you wanted to change, examples: crying, fund raising dollars, marital arguments, number of hours volunteering per week, truancy, attendance at group meeting, screaming, lateness, etc. Describe your behavior and your desired change clearly and then make a list of ten aspects of the overall behavior. Examples of depression: crying, sleeplessness, and lack of appetite, use of sad words, lack of humor, hair uncombed. **IF YOU ARE NOT IN FIELD, PLEASE CONTACT THE INSTRUCTOR FOR ADDITIONAL INSTRUCTION.**

Competency 1, 7; Dimensions of Competencies: Knowledge, Values, Cognitive and Affective Processing

Assignment 2 – Description of Baseline (15% of Grade) **DUE 8th MODULE**

Describe your baseline data. Be sure to include each of the following in your analysis:

- Present descriptive statistics for your baseline. Be sure to include the sample size, range of values, mean, standard deviation, and median
- Create a line graph and describe the stability of your data based on visual analysis.
- Create a one and two standard deviation band graph. Do there appear to be outliers in your data?

- Using regression, do you detect a trend in your baseline data? Report your findings.
- Is your baseline data autocorrelated? Report your findings.

Competencies 1-4, 7; Dimensions of Competencies: Knowledge, Values, Cognitive and Affective Processing

Assignment 3 – Comparing Baseline/Intervention (50% of Grade) DUE 14th MODULE

Describe the methods you used to evaluate your practice: what research design did you use? What indicators did you measure and how did you measure them? Be specific and include copies of scales or other instruments you may have used.

Define your intervention. Why did you select this? Use scholarly literature to support your decision. Continue by describing your intervention data. Be sure to include all the elements required for Assignment 2. Then, compare your baseline data to your intervention data. Based on whether data trends or has issues of autocorrelation in either phase, choose an appropriate statistical test to conduct your analysis. Be sure to explain the rationale for conducting this test along with your findings.

For the final report, weave together into a final document the results of the previous assignments and the data analyses conducted by you in the class labs using SSDforR. Your final assignment must have these elements:

- Abstract
- Purpose
- Methodology
- Results (descriptive and inferential statistics)
- Discussions of findings
- Implications for Practice
- Limitations of the study and recommendations for further research
- References

Competencies 1-8; Dimensions of Competencies: Knowledge, Values, Cognitive and Affective Processing

Final Grading

20%	Class Participation
15%	Assignment 1
15%	Assignment 2
50%	Assignment 3