

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

**SW 563 - Systematic Planning and Evaluation for Interpersonal Practice
Section 012
3 credit hours
Spring 2018**

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

Instructor: Matthew Moore, PhD

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Office Hours: by appointment

Live Online Dates: 1/18/18, 2/08/18, 3/01/18, and 4/05/18, from 6:30-8:30 CST

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 demonstrate (through course activities, assignments, and/or exams):

1. Select appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice. (*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*) EBIP 4.2, 9.1
2. Locate, critically appraise, and apply appropriate evidence-based interpersonal

practice interventions for a given client system. (*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*) EBIP 6.1, 7.1, 8.1

3. Select and use the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice. (*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*) EBIP 4.1, 9.1

4. Select and use the most appropriate evidence-based methods to analyze and interpret client change in interpersonal practice. (*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*) EBIP 4.2, 9.1

5. Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. (*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*). EBIP 4.2, 7.1, 8.1, 9.1

6. Effectively communicate results obtained from the evaluation of interpersonal practice in print and electronic formats. (*Content: visual and descriptive analysis; presentation techniques; creating line and bar graphs; techniques for describing and interpreting data*) EBIP 1.1, 9.1

7. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. (*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*) EBIP 1.1

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. (*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*) EBIP 2.1, 9.1

Required Text

- Orme, J. G., & Combs-Orme, T. C. (2012). *Outcome-informed evidence-based practice*. Boston: Pearson. <http://ormebook.com>
- Walls, J. (2005). *The glass castle*. New York: Scribner

Required Software

Microsoft Office, version 2010 or later

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.

Recommended Text

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN: 978-1433805615

Additional Materials

The instructor will provide supplemental materials, including optional readings and study materials. These materials will be posted to the Canvas course site.

The Grading Scale

- 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.

Assignments

Participation and Engagement	10%
Quizzes	25%
Article Critique	10%
Evaluation Paper	10%
Single Subjects Assignment	15%
Final Paper	30%

*Assignments should be submitted via Canvas (and email, where appropriate). All files should be named as follows: YOURNAME_NAME OF ASSIGNMENT (as listed on the syllabus). **Failure to follow these naming conventions may result in a reduction in your score.**

*All written assignments should adhere to APA (6th ed.) style and formatting guidelines. **Failure to follow these guidelines will result in a reduction in your score.**

A. Participation and Engagement (10%)

In addition to the assignments listed below, you are expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer relevant questions) the reading material.

All class meetings will take place online and will not happen weekly. Therefore, it is your responsibility to regularly review and adhere to all stated deadlines. Please plan ahead and give yourself plenty of time to complete your assignments. 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.

B. Quizzes (25%) **This assignment assesses competencies 1, 2, 3, 4, 5, 6, 7, & 8. (Dimensions measured: knowledge and cognitive and affective processing)*

Online quizzes will be administered throughout the semester and will cover reading material from all preceding weeks. Although the primary emphasis will be upon information from the most recent readings, quizzes may include any material covered to that point. The quizzes will provide both you and the instructor with ongoing feedback, and provide information necessary to take any corrective measures needed to assure adequate learning.

C. Article Critique (10%) **This assignment assesses competencies 1, 2, 4, & 6. (Dimensions measured: knowledge, values, and cognitive and affective processing)*

Students provide a written evaluation of an assigned single subjects design article. Critiques will be limited to four double-spaced pages, but should provide a thorough summary and an assessment of the article.

**Due 2/11/18 by 11:59 pm CST*

D. Evaluation Paper (10%) **This assignment assesses competencies 1, 2, 3, 4, 5, 6, 7, & 8. (Dimensions measured: knowledge, values, and cognitive and affective processing)*

Students will write a brief paper (no more than four pages) that describes the planning and evaluative practices used in their field placement. This paper will include information about how intervention strategies are planned, how progress is assessed, and how results from those assessments are used to improve practice outcomes. Furthermore, students should provide a personal reflection on their perceived effectiveness of the placement's current procedures and suggestions on how they could be improved.

**Due 3/04/18 by 11:59 pm CST*

E. Single Subjects Assignment (15%) **This assignment assesses competencies 3, 4, & 6. (Dimensions measured: knowledge, skill, values, and cognitive and affective processing)*

Students will use Microsoft Excel to manage fictitious client information and evaluate practice outcomes. A short (approximately 2 double-spaced pages) written summary should describe the findings and students will provide both numerical and visual representations of the outcome data. Additional information will be available on the Canvas site.

**Due 4/01/18 by 11:59 pm CST*

F. Final Paper (30%) *This assignment assesses competencies 1, 3, 4, 5, 6, 7, & 8.
(Dimensions measured: knowledge, skill, values, and cognitive and affective processing)

Students will write a practice evaluation that uses a single-case design, and are encouraged to use the evaluative procedures outlined in the earlier “Evaluation Paper”, along with their suggested improvements. The evaluation will be fictitious, but the report should be written as if the practice evaluation actually was conducted, and the "data" should be realistic. The paper should include the organization and sections outlined below.

***Due 4/22/18 by 11:59 pm CST**

Projects will be graded according to the following criteria, and a number grade from 0 - 100 will be assigned:

- Mechanics (grammar, spelling, style, typing, APA formatting)
- Organization
- Logic
- Content
- Adequacy of the literature reviewed
- Ability to summarize and draw conclusions

I. Title (1 page)

II. Client(s) (1-2 pages)—Select a character from the *Glass Castle* by Jeanette Walls. You can intervene with the character(s) at any point in the book, and then develop a scenario of why that character(s) came to see you, the social worker. The client can be an individual, a couple, or a family. Describe the relevant client characteristics (e.g., age, gender, history). Specify the problem(s) selected for intervention. For each identified problem specify the goal and the associated objective. Select problems, goals and objectives in a

III. way that can be measured and monitored using the most appropriate evidence-based methods given the client’s attributes, values, preferences, and circumstances; your expertise; and the ethical standards of the social work profession.

IV. Intervention (1-4 pages)—Locate, critically appraise, and use the most appropriate evidence-based intervention for the identified problems given the client’s attributes, values, preferences, and circumstances; your expertise, and the ethical standards of the social work profession. Make sure that the intervention is linked clearly to the specified problem(s). Detail the reason(s) why this intervention(s) was selected in terms of previous research and in comparison to other available alternative interventions for the specified target(s)—i.e., why is the intervention you selected the one most likely to meet client needs? Previous empirical research pertaining to relevant interventions and outcomes should be reviewed concisely and critically in this

section. If you are unsure how to do this, I strongly suggest that you complete this online training and/or consult Chapters 1 and 2 in Rubin & Bellamy (2012): <http://www.ebbp.org/training.html>

- V. Measurement Package** (2-4 pages)—Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change given the client's given the client's attributes, values, preferences, and circumstances; your expertise; and the ethical standards of the social work profession. Describe your measurement package, including the reasons for selecting the particular measures. Collect measurement information from multiple sources, or explain why this was not possible or practical. (Don't forget that you can rate and/or observe the client, if no other way than by developing and using an individualized rating scale.) Use multiple measurement methods, or explain why this was not possible or practical. Specify when, where, how, and by whom measurement information was collected. Summarize what is known about the reliability and validity of each measure selected. Specify how the measure is scored and what different scores mean, if such information is available (e.g., scores above a certain value indicate a clinically significant problem).
- VI. Single-Case Design** (1-2 pages)—Select and use the most appropriate single-case design given the client's characteristics and circumstances. Specify the length of the phases and the rationale for phase lengths. Consider prospective and retrospective baselines, if applicable and practical. However, remember that although single-case designs and the length of phases should be planned tentatively in advance, they can and should be modified dynamically depending on the pattern of change or lack of change in the client's target(s).
- VII. Results** (1-3 pages)—Graph and interpret the results using the most appropriate evidence-based methods as described in Chapters 5 through 7 in Orme and Combs-Orme (2012). Be sure to apply logical principles, rigorous standards of evidence, and careful reasoning to the analysis and discussion of your data, claims, and interpretations.
- VIII. Discussion** (2-4 pages)—Critically evaluate the strengths and limitations of the evaluation in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion (as relevant to your particular client). Start this section with a paragraph summary of your results. If no change occurred, speculate about the possible reasons for this lack of change. If change occurred, speculate about what you think caused the change. In either case, speculate about the generalizability of your results. Review Chapter 7 in Orme and Combs-Orme (2012) for possible ideas concerning plausible alternative explanations for your obtained results. Search for disconfirming evidence with the same determination as for confirming evidence. Carefully craft this section—don't treat it as an afterthought.

- IX. References**—This should include an accurate listing of all of the sources cited in your paper. You should reference primary, not secondary sources whenever possible.
- X. Appendix**—This should include a listing of the sources and databases you searched and the keywords used in your literature search.

Course Outline

*This schedule is meant to serve as a basic outline for the course. The instructor reserves the right to alter content, as necessary. Any changes will be clearly communicated in class and via email and Canvas.

1/15-1/21 Lecture 1	LIVE ONLINE CLASS – 1/18/18 (6:30PM-8:30PM CST) Course Overview/Syllabus Review Overview of Evidence-Based 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>)
1/22-1/28 Lecture 2	Overview of Outcome-Informed Practice Readings: Orme & Combs-Orme (2012), Chapter 2 (<i>Introduction to Outcome-Informed Practice</i>) Barrera et al. (2012) Walfish et al. (2012)
	Quiz #1 *Due 1/28/18 by 11:59 pm CST
1/29-2/04 Lecture 3	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)
2/05-2/11 Lecture 4	LIVE ONLINE CLASS – 2/08/18 (6:30PM-8:30PM CST) 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)
	Quiz #2 *Due 2/11/18 by 11:59 pm CST Article Critique *Due 2/11/18 by 11:59 pm CST
2/12-2/18 Lecture 5/6	Charting Your Client’s Progress Readings: Orme & Combs-Orme (2012), Chapter 5 (<i>Charting Your Client’s Progress</i>) and Chapter 6 (<i>Visually Interpreting Your Client’s Progress</i>) Quiz #3 *Due 2/18/18 by 11:59 pm CST

2/19-2/25 Lecture 7	Single-Case Designs Readings: Orme & Combs-Orme (2012), Chapter 7 (<i>Single-Case Designs</i>) Rogers & Potocky (1997)
	Quiz #4 *Due 2/25/18 by 11:59 pm CST
2/26-3/04 Lecture 8	LIVE ONLINE CLASS – 3/01/18 (6:30PM-8:30PM CST) Foundations of Evidence-Based Outcome Measurement Readings: Orme & Combs-Orme (2012), Chapter 8 (<i>Foundations of Evidence-Based Outcome Measurement</i>)
	Evaluation Paper *Due 3/04/18 by 11:59 pm CST
3/05-3/11 Lecture 9	Standardized Scales: Part 1 Readings: Orme & Combs-Orme (2012), Chapter 9 (<i>Standardized Scales</i> , page 1-183), Appendix A (<i>Selected Standardized Scales</i>); Jensen et al. (2012)
	Quiz #5 *Due 3/11/18 by 11:59 pm CST
3/12-3/18	SPRING BREAK
3/19-3/25 Lecture 10	Standardized Scales: Part 2 Readings: Orme & Combs-Orme (2012), Chapter 9 (<i>page 183-193</i>), Appendix B (<i>Online and Published Resources for Standardized Scales</i> —just spend 10 minutes looking through this); Anker et al. (2009) Duncan (2012)
3/26-4/01 Lecture 11	Standardized Scales: Part 3 Readings: Barkham et al. (2010); Lambert (2010) Whipple & Lambert (2011)
	Single Subjects Assignment *Due 4/01/18 by 11:59 pm CST
4/02-4/08 Lecture 12/13	LIVE ONLINE CLASS – 4/05/18 (6:30PM-8:30PM CST) Individualized Rating Scales Readings: Orme & Combs-Orme (2012), Chapter 10 (<i>Individualized Rating Scales</i>) Behavioral Observation Readings: Orme & Combs-Orme (2012), Chapter 11 (<i>Behavioral Observation</i>)
	Quiz #6 *Due 4/08/18 by 11:59 pm CST
4/09-4/15 Lecture 14	Individualized Rating Scales Self-Monitoring and Summing Up Readings: Orme & Combs-Orme (2012), Chapter 12 (<i>Self-Monitoring</i>), Chapter 13 (<i>Summing Up</i>)
	Quiz #7 *Due 4/15/18 by 11:59 pm CST
4/16-4/22	Wrap-up/Work on Final Paper
	Final Paper *Due 4/22/18 by 11:59 pm CST