SW 563 - Systematic Planning and Evaluation for Interpersonal Practice
Section 016
3 credit hours
Spring 2019

Course number: SW 563
Instructor: Dr. Mary Lehman Held
Semester: Spring 2019
Email: mheld@utk.edu
Office Location: Nashville Campus
Meeting Time: Thursday 9-12:00

Office Hours: Tuesdays 12-1:00; Thursdays 12-1:00

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, Knoxville Student Disability Services office 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. *(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*

*Assessed by the following assignments: Quiz 1, Quiz 2*
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
Assessed by the following assignments: Quiz 1, Quiz 2

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

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
Assessed by the following assignments: Quiz 2, Paper 2, Presentation

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

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
Assessed by the following assignments: Quiz 2, Presentation

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

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

Assessed by the following assignments: Quiz 2, Presentation

Classroom Courtesy
You may bring your laptops to class for taking notes and doing appropriate classroom work. It is not appropriate to cruise the Internet, check your email, etc., during class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g. instant messaging, typing emails, or web surfing). All cell phones and smart phones should be silenced and put away during class and text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

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

Required Readings (All are in the BB Course Site)


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


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Items Due</th>
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</table>
| Week 1 (1/10) | **Course Introduction**  
**Review/Overview of Evidence-based Practice** | Orme & Combs-Orme  
- Chapter 1  
- Chapter 2  
Rubin & Bellamy (2012)  
Rubin (2010) |                                                                 |
| 1/17      | **NO CLASS**                               | **Professor will be at the Society for Social Work and Research Conference** |                                                                 |
| Week 2 (1/24) | **Treatment Planning, using Systematic Planned Practice Framework**  
**Ensuring Cultural Competence in Practice Evaluation** | Orme & Combs-Orme  
- Chapter 3  
- Chapter 4  
Barrera et al. (2012)  
Rosen (1993)  
Walfish et al. (2012) |                                                                 |
| Week 3 (1/31) | **Why Evaluate your Evidence-based Practice?**  
**Evaluation of Treatment with Individuals, Couples, and Families** | Orme & Combs-Orme  
- Chapter 8  
Anker et al. (2009)  
Duncan (2012)  
Lambert (2010)  
Lilienfeld (2007) | **Quiz 1 due Sunday, 2/3/19 at 11:59 pm CT**  
(covers content through 1/29/19) |
| Week 4 (2/7)   | **NO In-person Class: Watch Guest Lecture**   | No readings this week                                                   |                                                                 |
| Week 5 (2/14) | **Measurement of Target Behaviors**         | Orme & Combs-Orme  
- Chapter 9  
- Chapter 10  
- Chapter 11  
- Chapter 12  
- Appendix B – just review briefly  
Faurholt-Jepsen et al. (2016)  
Whipple & Lambert (2011) | **Paper #1 due Sunday, 2/17/19 at 11:59 pm CT**  
Submit via canvas |
| Week 6  
(2/21) | **Single-system Designs: Baseline, evaluation, and experimental designs**  
*Goal attainment scaling and strategies for short-term practice* | Orme & Combs-Orme  
- Chapter 5  
- Chapter 6  
- Chapter 7  
Briggs et al. (2013) | **Come to class prepared to discuss the process of finding and developing measurement tools** |
| --- | --- | --- | --- |
| Week 7  
(2/28) | **Group-based Interventions**  
*Review of Internal and External Validity*  
*Conducting a Needs Assessment*  
*Community and Organization-based Interventions*  
*Program Evaluation Strategies* | Aparna et al. (2013)  
Davey et al. (2011)  
Jensen et al. (2012)  
Nicolaidis et al. (2013)  
Thyer, BA & Myers, LL (2007)  
Weaver et al. (2013)  
Westbury & Tutty (1999) | |
| Week 8  
(3/5) | **Comps Exam Week**  
Library day – I will be available in my office to meet this day | Library day – NO CLASS; I will be available to meet in my office this day | Quiz #2 – due 3/10/19 at 11:59 pm CT  
(covers content through 2/26/19)  
Paper #2 due Sunday, 3/17/19 at 11:59 pm CT  
Submit via Canvas |
| Week 9  
(3/12) | **No In-person Class: Watch Zoom session on single-system graphing**  
*The Helping Relationship*  
*Understanding Intervention Research*  
*Analyzing Single-system Design Data*  
*Data Summary, Ordering Presentation, Clinical Significance, Visual Analysis* | Submit class activity (due 2/26/19 by 11:59 pm CT)  
*No face-to-face class session; I will be available to meet in my office this day*  
Boettcher et al. (2014)  
Williams (2006) | |
<table>
<thead>
<tr>
<th>3/21</th>
<th>SPRING BREAK</th>
<th>ENJOY &amp; BE SAFE!!</th>
<th><strong>Come to class prepared to discuss the process of finding evidence-supported interventions</strong></th>
</tr>
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<tbody>
<tr>
<td>Week 10 (3/28)</td>
<td><em>Catch-up and Discussion of Group Assignment</em></td>
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<td>Week 11 (4/4)</td>
<td><em>Group Work Time</em></td>
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</table>
| Week 12 (4/11) | *Student Group Presentations*  
- Community needs assessment | | Paper #3 (submit via Canvas) – Due 4/12/19 at 11:59 pm CT |
| Week 13 (4/18) | *Student Group Presentations*  
- Community-based intervention | | |
| Week 14 (4/25) | *Student Group Presentations*  
- Program evaluation | | |
COURSE REQUIREMENTS:

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.

The instructor will present material on practice evaluation and the students will integrate it with their readings and apply the information in their practice experience and field settings. Students will present these applications on a regular basis. Students are expected to read assigned materials, discuss assigned readings in class, attend class and participate in discussions, and present case applications.

If you need an extension of time for an assignment due to a medical or personal emergency you must consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty.

Grades will be assessed on the following assignments:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINT VALUE</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>15 points</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>20 points</td>
</tr>
<tr>
<td>Paper 1</td>
<td>20 points</td>
</tr>
<tr>
<td>Paper 2</td>
<td>15 points</td>
</tr>
<tr>
<td>Paper 3</td>
<td>15 points</td>
</tr>
<tr>
<td>Presentation</td>
<td>10 points</td>
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<tr>
<td>Attendance and Participation</td>
<td>5 points</td>
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<td></td>
<td><strong>100 possible points</strong></td>
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A. QUIZZES

You will have 2 quizzes. These quizzes will provide both you and the instructor with ongoing feedback concerning knowledge acquisition.

<table>
<thead>
<tr>
<th>QUIZ</th>
<th>DUE DATE</th>
<th>COMPETENCIES/DIMENSIONS COVERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1</td>
<td>2/3/19 @ 11:59 pm CT</td>
<td>competencies 1, 2, 4, and 5 (Dimensions covered include knowledge, values, and cognitive and affective processing)</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>3/10/19 @ 11:59 pm CT</td>
<td>competencies 3, 6, and 8 (Dimensions covered include knowledge, values, and cognitive and affective processing)</td>
</tr>
</tbody>
</table>

You will have **20 minutes** to complete each quiz. The quiz will close at the end of this time.

**LATE QUIZZES WILL NOT BE ACCEPTED.**

B. PAPERS

You will be assigned a case scenario at the beginning of the semester and will use this same case scenario throughout the semester for all paper assignments.

The information below is only a broad overview of each paper. The full description and the required content for each presentation/paper is on the Canvas course site.

Late submission of a paper or presentation will result in a grade reduction of 10% each day that the paper is late, through day 2. On day 3, the late assignment will not be accepted and the grade will be a 0.

<table>
<thead>
<tr>
<th>PAPER</th>
<th>BROAD OVERVIEW</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Paper #1</td>
<td>Describe client scenario clinically; develop a treatment plan with clearly outlined goals and specific, measurable objectives; identify evidence-based measurement tools to evaluate symptoms/behaviors/progress for each goal; provide rationale for measurement tools based on client goals, demographic data, and body of research evidence.</td>
<td>Sunday 2/17/19 at 11:59pm CT</td>
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C. PRESENTATION

The presentation assignment provides the opportunity for you to (1) teach one of three macro-level evaluation approaches (community-based needs assessment, community-based intervention, or program evaluation) to your fellow classmates through a group presentation and (2) learn from your fellow classmates through watching their group presentations.

During class, you will sign up to present on one of the following macro-level evaluation approaches listed below. Sign-up will be on a first-come basis at the beginning of the 3rd class period, so that once 1/3 of the class has signed up for an approach, students must select one of the remaining approaches.

1. Community-based needs assessment
2. Community-based intervention
3. Program evaluation

Within each of these evaluation approaches, groups of 3-4 students will be created (based on the number of students in the class). Each student group will be given a case scenario that fits with the macro-level evaluation approach assigned to that group.

<table>
<thead>
<tr>
<th>Paper #2</th>
<th>Utilize the research literature to determine the best intervention for your client; provide your rationale for selecting this intervention for your specific client, describe this evidence-based intervention in detail to include specific steps for implementation. *See Canvas for detailed assignment explanation and rubric (Competencies 2 and 8; Dimensions covered include knowledge, values, and cognitive and affective processing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #3</td>
<td>Develop a single-case design graph of client progress using Excel; provide qualitative description of results and discussion of client's progress and outcomes. *See Canvas for detailed assignment explanation and rubric (Competencies 1-8; Dimensions covered include knowledge, and cognitive and affective processing)</td>
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<tr>
<td>Sunday 4/12/19 at 11:59pm CT</td>
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A set of instructions will be provided for each evaluation approach. Each group using the same evaluation approach will have a different case scenario. Detailed instructions and a rubric are available on the Canvas site.

Your presentation must include a PPT and be of professional nature. You will be graded on the content and presentation of the content.

The following items will be submitted and graded:

1. PPT presentation
2. A statement of your contribution to the group project
   a. You and your group members must decide before beginning work on the project which group members are responsible for which tasks.
3. A statement (4-5 sentences) about what you learned about each of the two macro-level evaluation approaches that your group DID NOT cover in your presentation.

ASSIGNMENT OF FINAL GRADES

The final course grade will be assigned as follows:

<table>
<thead>
<tr>
<th>NUMERIC GRADE</th>
<th>LETTER GRADE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>Outstanding/Superior. Student consistently exceed expectations.</td>
</tr>
<tr>
<td>90-94</td>
<td>B+</td>
<td>Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.</td>
</tr>
<tr>
<td>85-89</td>
<td>B</td>
<td>Average. Student consistently meets normal expectations for the course.</td>
</tr>
<tr>
<td>80-84</td>
<td>C+</td>
<td>Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Poor. There is a lack of understanding of course content. Student does not meet course expectations.</td>
</tr>
<tr>
<td>60 or below</td>
<td>F</td>
<td>Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.</td>
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