

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

COLLEGE OF SOCIAL WORK

DSW 619 Individual/Group Practice with Diverse Populations in Complex Systems
Summer 2018

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Time: Thursday 6:30-8:30
Location: Zoom Online
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Office hours: By appointment, via Zoom

The contents of this syllabus remain provisional until the first class session.

Code of Conduct

It is the student's responsibility to have read and to adhere to the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work DSW Handbook (www.csw.utk.edu).

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 [http://hilltopics.utk.edu/](http://hilltopics.utk.edu)

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 wellbeing 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, please contact the University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087.

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 Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability and the 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.

Right to Privacy

We acknowledge students’ right to privacy. Therefore, when dealing with personal information either in class or in an assignment, share only to the level at which you are comfortable.

Course Rationale

An emergent reality of advanced clinical practice and leadership is the implementation of evidence-based practices in complex service delivery systems. Clinical leaders and advanced practitioners need to understand the multifaceted challenges of: (1) apprehending the social ecological framework of their practice, (2) identifying appropriate evidence-based practices for diverse and multi-problem populations, and (3) assessing and managing organization/community-specific climate and culture to facilitate EBP implementation. This mezzo-systemic level of social work practice requires knowledge and skills in the science of innovation diffusion and the continuous evaluation of outcomes.

Course Description

This course examines strategies and processes for adaptive evidence-based practice with individuals and groups in service delivery for complex, diverse, and multi-problem populations.

Student Learning Objectives

By the completion of this course, students are expected to be able to demonstrate (through course activities, assignments, and/or exams) the ability to:

1. Identify and describe resources for selection of population, organization/ community appropriate EBPs
2. Critically analyze the social ecological framework of their organization/community of practice in preparation for the implementation of selected EBPs.
3. Critically analyze the role of organizational climate and culture organization/community implementation of selected EBPs.
4. Select appropriate strategies to adapt EBPs to diverse and multi-problem populations in their organization or community of practice
5. Conceptualize and describe the attributes of an ideal organization/community in their domain of practice and the interventions necessary to implement a selected EBP in that environment.
6. Articulate a strategy for EBP implementation outcomes evaluation and continuous process improvement

Learning Environment

This class is a hybrid online class which combines synchronous and asynchronous sessions with a face-to-face intensive week. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course will include synchronous interactive sessions, discussion boards, reading assignments, development of an organization/community case study, online activities, and group presentations during the week on campus.

Course Requirements and Instructional Policies

This is an online class supported by the Canvas Learning Management System platform and Zoom videoconferencing technology. Students are expected to attend classes, participate (discussions, classroom exercises, group work) and to complete all assignments. Please note that the course is outlined in the syllabus, but the instructor may assign additional readings and other activities as the course progresses over the semester.

The Zoom link will be posted on the Canvas homepage and available 15 minutes before the listed start time. Class will begin promptly 6:30 p.m., Eastern. Zoom sessions will be recorded and accessible on a YouTube playlist link in the Modules section of Canvas. Plan to be available for Zoom sessions from a quiet location. Attempting to attend class while driving, in an airport or other public setting creates a distracting environment for the student and for the other members of the class.

Late Discussion Boards will not be accepted. The **final paper is due July 8 but may be turned in 1 calendar day late with a 10% penalty.** Extensions of time for the final paper due to medical or personal emergencies are made at the discretion of the instructor. A student seeking an extension should consult with the instructor *in advance*. Technical difficulties are not an acceptable excuse for turning late assignments. **Technical inquiries should be directed to the OIT helpdesk.**

ASSIGNMENTS

Discussion Boards (3 X 10%): Discussion boards are posted for online sessions 1 through 3. Learners are expected to create a primary post in response to the discussion board question, and then read and reply to at least three of their peers' posts. Draw from the course readings to support Discussion Board posts. The intent of the assignment is to conduct a dialogue and making an initial post very late in the cycle allows little time for classmates to respond. This is especially important due to the abbreviated Summer session schedule of one week per topic. Discussion Boards will be evaluated based on depth of analysis for the initial post, quality of responses to colleagues and timeliness of participation.

Group Project Presentation (25%): Students will be organized into presentation groups. The task of each group is to conceptualize, describe, and present an "ideal" organization (Hemmelgarn et al., 2006) and the organizational interventions that the group would use to implement a selected EBP within that ideal organization. Groups will develop a flow chart or other graphical representation of the implementation process and will present on June 28 and 29. Presentations and level of contribution to the Group Project will be graded by peer review and instructor evaluation.

Three-Minute EBP Implementation Case Study Proposal (5%): In the final Zoom class meeting (June 21) each student will make an oral presentation to propose the EBP selected for their individual Implementation Case Study paper. Students may have one slide that uses graphics and/or text to support their proposal. Details of this assignment will be discussed during the initial class meeting.

EBP Implementation Case Study Paper (40%): Learners will write a case study analyzing how an evidence-based practice would be selected, implemented, and sustained in one’s practice organization or community. This assignment is intended as a learning and thought exercise in which the learner systematically works through the elements of one of the implementation models (described below) in order to become versed in this complex process.

The individual case study paper requires:

1. Application of one of the implementation models covered in the readings, e.g. Greenhalgh et al., 2004 as presented by Cook et al., (2012), Aarons, Hurlburt, & Horwitz, (2011), or the ACR model (Hemmelgarn, Glisson, & James, 2006).
2. Development of a graphical representation of the social ecological context of the organization or community that is the object of the case study.
3. Discussion of how the EBP might be adapted to a diverse and multi--problem population served by or hypothetically served by one’s practice organization or community,
4. Utilization of available data and information to address the elements of the selected implementation model when possible. Learners may provide best possible conjectures to address elements of the model for which data and information are not available. Learners will note in the paper when conjecture is used and what it is based upon.
5. **Submission due on Sunday, July 8, 2018 (11:59 p.m., EDT).**

Papers will be graded on adherence to and application of the selected model as well as the quality of the thought, insight, and writing.

Alternative Option: A student may elect to write a *post-mortem* analysis of a failed attempt to implement an EBP within one’s practice. Each of the four elements of the paper described above would be adapted and applied to the *post-mortem* analysis.

Assignments	Points Allocation
Discussion Boards (3 X10 %)	30
3-Minute EBP Implementation Case Study Proposal	5
Group Project Presentation	25
Individual EBP Implementation Case Study Papers	40

Grading

Points	Grade
97 to 100	A
94 to 96.9	A-
91 to 93.9	B+
88 to 90.9	B
85 to 87.9	B-
80 to 84.9	C+
70 to 79.9	C

SW619, Summer 2018: Class Meetings, Readings and Assignments

<p>Zoom Class #1</p> <ul style="list-style-type: none"> ▪ May 31, 2018, 6:30--8:30 PM <p>Session Topics:</p> <ul style="list-style-type: none"> ▪ Course Rationale and Structure ▪ Implementation Science and EBPs 	<p style="text-align: center;"><u>Readings</u></p> <p>Advancing a conceptual model of evidence-based practice implementation in public service sectors (Aarons, Hurlburt & Horowitz, 2011)</p> <p>Measurement of a model of implementation for healthcare: Towards a testable theory (Cook et al., 2012)</p> <p>Summary of diffusion theory (Robinson, 2009)</p> <p>Diffusion of innovations in service organizations (Greenhalph et al., 2004)</p> <p>Research on translation and implementation of EBPs (Palinkas & Soydan, 2012, Chapter 3)</p> <p>When Bambi meets Godzilla... (Vandiver & Corcoran, 2013)</p> <p>Oh, how I try to use evidence in my social work practice (Williams & Sherr, 2013)</p> <p style="text-align: center;"><i>Supplemental materials available on Canvas site</i></p> <p style="text-align: center;"><u>Assignment</u></p> <p><i>Discussion Board 1 - Experiences and challenges to EBP implementation</i></p> <p style="text-align: center;">Open: May 31, 8:00 a.m. EDT Due June 6, 11:59 p.m., EDT</p>
<p>Zoom Class #2</p> <ul style="list-style-type: none"> ▪ June 7, 2018, 6:30--8:30 PM <p>Session Topic:</p> <ul style="list-style-type: none"> ▪ Understanding organizational climate and culture 	<p style="text-align: center;"><u>Readings</u></p> <p>Randomized trial of MST and ARC (Glisson et al., 2010)</p> <p>Organizational climate and culture (Hemmelgarn, 2006)</p> <p>The organizational social context of mental health services and clinician attitudes toward evidence-based practice (Aarons et al., 2012)</p> <p>Quality indicators for family support services and their relationship to organizational social context (Olin et al., 2014)</p> <p>Clinicians' perspectives on cognitive therapy (Stirman et al., 2012)</p> <p style="text-align: center;"><u>Assignment</u></p> <p><i>Discussion Board 2 - Applied understanding of organizational climate and culture</i></p> <p style="text-align: center;">Open: June 7, 8:00 a.m. EDT Due June 13, 11:59 p.m., EDT</p>

<p>Zoom Class #3</p> <ul style="list-style-type: none"> ▪ June 14, 2018, 6:30--8:30 PM <p>Session Topic:</p> <ul style="list-style-type: none"> ▪ Adapting EBPs to diverse and multi-problem populations 	<p style="text-align: center;"><u>Readings</u></p> <p>Self-determination theory applied to health contexts: A meta-analysis (Ng et al., 2012)</p> <p>A meta-systems approach to evidence-based practice for children and adolescents (Kazak et al., 2010)</p> <p>Testing standard and modular designs for psychotherapy treating depression, anxiety, and conduct problems in youth (Weisz et al., 2012)</p> <p>Prioritizing cultural competence in the implementation of an evidence-based practice model (Bridge et al., 2008)</p> <p>Rethinking cultural competence (Wendt & Gone, 2012)</p> <p>The integrated prevention and early intervention model: A guide to evaluation at the Bridge Project (Jensen, 2013)</p> <p style="text-align: center;"><u>Assignment</u></p> <p><i>Discussion Board 3 - Adaptive strategies for implementation and evaluation of EBPs with diverse and multi-problem populations</i></p> <p style="text-align: center;">Open: June 14, 8:00 a.m. EDT Due June 20, 11:59 p.m., EDT</p>
<p>Zoom Class # 4</p> <ul style="list-style-type: none"> ▪ June 21, 2018, 6:30 - 8:30 PM 	<ul style="list-style-type: none"> ▪ Individual 3-minute EBP Implementation Case Study Proposal Presentations
<p>Residency Week, Monday, June 25</p> <ul style="list-style-type: none"> ▪ Baker Center (UTK campus) 	<ul style="list-style-type: none"> ▪ Interactive classroom discussion ▪ Group formation ▪ Group project work (breakout rooms TBA)
<p>Residency, Tuesday, June 26</p> <ul style="list-style-type: none"> ▪ Baker Center; breakout rooms 	<ul style="list-style-type: none"> ▪ Group project work ▪ <i>Instructor available for consultation</i>
<p>Residency, Wednesday, June 27</p> <ul style="list-style-type: none"> ▪ Baker Center; breakout rooms 	<ul style="list-style-type: none"> ▪ Group project work (breakout rooms TBA) ▪ <i>Instructor available for consultation</i>
<p>Residency, Thursday, June 28</p> <ul style="list-style-type: none"> ▪ Baker Center 	<ul style="list-style-type: none"> ▪ Group presentations ▪ Discussion and evaluation ▪ One group member will submit PPT via Canvas
<p>Residency, Friday, June 29</p> <ul style="list-style-type: none"> ▪ Baker Center 	<ul style="list-style-type: none"> ▪ Group presentations ▪ Discussion and evaluation ▪ One group member will submit PPT via Canvas
<p>Individual EBP Implementation Case Study Papers</p>	<ul style="list-style-type: none"> ▪ Due Sunday, July 8, 2018 @ 11:59 p.m. EDT