

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

**Social Work 526- Evaluating Clinical Practice
Course Outline**

Fall 2003: Tuesdays 1:00 –4:00 and 5:30-8:30

**Instructor: Dr. Cindy Davis
Phone – 256-1885 / E-mail— cdavis3@utk.edu**

Required Textbook

Bloom, M., Fischer, J., & Orme, J. (2003). Evaluating practice: Guidelines for the accountable Professional, Fourth Edition. Boston: Allyn and Bacon.

Recommended Textbooks

Patterson, D. (2000). Personal computer applications in the social services. Boston: Allyn and Bacon.

Fischer, J., & Corcoran, K. (2000). Measures for clinical practice: Couples, families and children. Boston: Free Press.

Fischer, J., & Corcoran, K. (2000). Measures for clinical practice: Adults. Boston: Free Press.

Course Requirements

The instructor strongly encourages active student participation in class. Students are expected to attend **all** classes, to prepare fully before each class, and to complete all assignments as scheduled. This is a participatory class; participation will count toward the course grade. Students will be expected to be prepared for class and bring to class for discussion examples of concepts and materials from their own practice experience.

There are four assignments as follows:

Assignments & Grading

Class participation	(5%)
In-class assignments	(10%)
Article Critique	(15%)
Formal Presentation	(10%)
<u>Final Paper</u>	<u>(60%)</u>
Total	100%

The Grading Scale:

A (95-100) Outstanding/Superior.

Exceptional performance. Consistently exceed expectations.

B+ (90-94) Very Good.

Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (80-89) Good.

Student consistently meets normal expectations for the course.

C+ (77-79) Average

There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-76) Poor

There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor

There is a lack of attendance or incomplete assignments. Course expectations are not met.

COURSE OUTLINE

WEEK 1, August 26: Course overview & Introduction to Evaluation in Clinical Practice

WEEK 2, September 2: Evaluating the Clinical Process & Single Systems Design

Readings:

Bloom et al. (2003), Chapters 1, 11, 25

Slovin-Nevo, V. (1997). Evaluating practice: The dual roles of clinician and evaluator. Families in Society, 3, 228-239.

Edmands, M.S. (1986). Overcoming eating disorders. Journal of Psychosocial Nursing, 24,8, 19-25.

Schneider, J.A. & Agras, W.S. (1985). A cognitive behavioral group treatment for bulimia. British Journal of Psychiatry, 146, 66-69.

WEEK 3, September 9: The Psych-Social Assessment

Readings:

Jordan, C. & Franklin, C. (1995). Assessment models. In C. Jordan & C. Franklin (Eds.), Clinical assessment for social workers (pp 14-35). Chicago: Lyceum.

American Psychiatric Association (1994). Multiaxial assessment In Diagnostic and statistical manual of mental disorders (DSM-IV) (pp 25-37). Washington, D.C.: APA

WEEK 4, September 16: Specifying Problems and Goals & Developing a Measurement Plan

IN-CLASS PSYCH-SOCIAL ASSESSMENT DUE AT THE BEGINNING OF CLASS

Readings:

Bloom et al. (2003), Chapters 2, 3, & 4

WEEK 5, September 23: Methods of Measurement

IN-CLASS TREATMENT PLAN DUE AT THE BEGINNING OF CLASS

Readings:

Bloom et al. (2003), Chapters 5 – 10

Slonim-Nevo, V. & Vosler, N.R. (1991). The use of single-system design with systemic brief problem-solving therapy. Families in Society, 72, 38-44.

WEEK 6, September 30: Designs

IN-CLASS MEASUREMENT PLAN DUE AT THE BEGINNING OF CLASS

Readings:

Bloom et al. (2003), Chapters 12 – 15, 18

WEEK 7, October 7: Statistical Analysis

IN-CLASS DESIGN PLAN DUE AT THE BEGINNING OF CLASS

Readings:

Bloom et al. (2003), Chapters 19 – 22, 24

WEEK 8, October 14: Statistical Analysis – Computer Lab

IN-CLASS ANALYSIS PLAN DUE AT THE BEGINNING OF CLASS

Readings:

Bloom et al. (2003), Chapter 23

WEEK 9, October 21: Making Sense of findings

IN-CLASS FINDINGS DUE AT THE BEGINNING OF CLASS

WEEK 9, October 28: Student Presentations

WEEK 10, November 4: Student Presentations

WEEK 11, November 11: Student Presentations

WEEK 12, November 18: Evidence Based Practice

RESEARCH PAPERS DUE AT THE BEGINNING OF CLASS

Readings:

Gibbs, L. & Gambrill, E. (2002). Evidence based practice: Counterarguments to objections. Research on Social Work Practice, 12,3, 452-476.

Morton, M., Nelson, L., Walsh, C., Zimmerman, S. & Coe, R.M. (1996). Evaluation of a HIV/AIDS education program for adolescents. Journal of Community Health, 21,1, 23-35.

WEEK 13, November 25: Evidence Based Practice

RESEARCH CRITIQUE DUE AT THE BEGINNING OF CLASS

Readings:

Article to be reviewed – to be announced.

WEEK 14, December 2: Course Review