

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

SW526 – EVALUATING CLINICAL PRACTICE

Course Outline  
Fall 2005

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Room 311  
Thursdays 9:40 – 12:25

Office hours: Tuesdays 12: to 2:00 and Thursdays 1:00 to 2:30 or by appointment

**REQUIRED TEXTS**

Bloom, M., Fischer, J., & Orme, J. G. (2006). *Evaluating practice. Guidelines for the accountable professional* (5<sup>th</sup> ed.). Boston, MA: Pearson. (BFO)

Jordan, C., & Franklin, C. (Eds.). (2003). *Clinical assessment for social workers. Quantitative and qualitative methods* (2<sup>nd</sup> ed.). Chicago, IL: Lyceum. (JF)

The first text by Drs. Bloom, Fisher, and Orme has multiple editions. Please feel free to use a previous edition if you have access to one.

**Recommended Textbooks**

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**

Students are expected to:

1. Arrive on time and attend all classes.
2. Come prepared to class and participate in class discussion and exercises.
3. Complete all assignments and examinations on time.
4. Notify the instructor in a timely manner if extraordinary circumstances interfere with the completion of course requirements.

**EVALUATION**

Participation	40 points	
Assessment paper: draft	0 points	September 8
Assessment paper: final	40 points	November 11
Measurement paper	30 points	September 22
Intervention paper	30 points	October 6
Evaluation paper	20 points	October 13 or 20
Group presentation	40 points	November 18

**Grading Scale**

94% to 100%	282 – 300 points	A
89% to 93%	267 – 281 points	B+
84% to 88%	252 – 266 points	B
80% to 83%	240 – 265 points	C+
75% to 79%	225 – 239 points	C
70% to 74%	221 – 224 points	D+
65% to 69%	195 – 209 points	D
< 64%	<195 points	F

**ASSIGNMENT SUMMARY**

**Participation:** This component of the grade will be based upon:

**Attendance** (-3 points for each absence, with a maximum of three absences allowed)

**Participating in class discussions** (9 total points): This means that those who are more quiet will have to work to participate or forfeit points. Social workers are advocates for the disenfranchised and must be able to find their voices to be able to do so.

**Coming to class having read the readings and discussing them** (9 total points): Practitioners in the 21<sup>st</sup> century *must* engage in evidence-based practice. These readings are preparing you to do that so are critical to your training for 21<sup>st</sup> practice. For the more technical aspects of the readings, I will act as your interpreter. For the more clinical aspects, especially in the Jordan and Franklin text, I will expect you to have absorbed them and to be able to integrate them into the discussion

**Participating in additional exercises** (15 points): Throughout the semester there will be additional small exercises, including small group presentations, and reviews of case studies that you will be asked to do. Each exercise will be awarded a set number of points.

**Assessment Papers:** Students will be required to hand in a draft, and later a final page paper that assesses an individual client. Preferably, it will be the client with whom you are doing the intervention, but it does not have to be that person. The purpose of this paper is to help you to develop your assessment skills so that you are more capable of conceptualizing the problem behaviors and indeed, the client, within orienting theoretical models that are sensitive to race/ethnicity, gender, sexual orientation, and class. It is my expectation that students will be able to assess students within a development, ecological, and transactional (risk/resilience) framework. It is my bias that clinicians who understand their clients within this more complex framework better understand the origins of problem behaviors, thus are more likely to work with clients to set realistic goals for their treatment, to develop realistic treatment plans, to be able to use evidence-based interventions that are more appropriately oriented to the problem and its origin, to more appropriately measure and evaluate the client, and to be more capable for advocating for the client when services extend beyond that for which managed care has contracted. In sum, these more prepared clinicians are more insightful clinicians and better clinicians. For this reason, one focus of our work will be how to think about our clients and how that influences not only clinical decisions, but also our evaluation decisions. Because this may be a more difficult assignment for those of you who have not been required to do these full assessments in your internships, students will first hand in a draft that I will review. Additional drafts may be required as a way to help students address areas of concern especially for clients with complex histories or concerns. Please use this assignment as an exercise to synthesize your human behavior and practice knowledge.

**Measurement, Intervention, and Evaluation Papers:** You will be learning a new skill in this class, that of single-subject design. Over the semester you will be asked to implement a single subject design on one of your clients. Because this is your first exposure to this skill (and please tell me if it is not), the easiest way to learn it is to learn it in pieces. As such, you will be required to hand in three small papers (and to implement your single-subject design) in segments. The first paper will describe the client behavior you are going to monitor, will develop operational definitions of the outcome you plan to assess, and will determine how to measure it. The second paper will be a chance to think about the role of evidence-based practice. You will be asked to describe the problem and then to use the empirical literature to review interventions for the problem, from which you will select an intervention that suits the parameters of your practice with this client. These two papers will be 3 – 5 pages, double spaced. The last paper may be briefer, and will identify and operationalize the design strategy for your study. More information about each of these will be provided throughout the semester.

**Final Paper:** The final paper will research paper of the findings from your single-subject design. It will include an introductory section that is a brief literature review about the problem addressed, a methods section, results section, and discussion, along with references and appendices. Much of which was written in the previous papers will be integrated into this paper, but your results and discussions sections will be new, and you may need to supplement other sections as well. More information about this paper will be provided during the semester.

**Group Presentations:** The class will be divided into small groups that will work together around a chosen client case. The group will present a developmental, ecological, transactional assessment of the client. The presentation of the assessment should not feel constrained by the framework chosen for the assessment, but instead should be experienced by the audience as an insightful grasp of a very complex human being.

## **COURSE OUTLINE: OVERVIEW**

<b>Date</b>	<b>Topic</b>	<b>Due</b>
<b>Aug. 25</b>	<b>Introduction to Clinical Evaluation and Evidence-Based Practice</b>	
<b>Sept. 1</b>	<b>Basics of Assessment, Measurement of Problem Targets, and Evaluation of Interventions</b>	
<b>Sept. 8</b>	<b>Using Quantitative Methods to Specify and Measure Goals</b>	<b>Assessment Draft</b>
<b>Sept. 15</b>	<b>Methods of Measurement</b>	
<b>Sept. 22</b>	<b>Other Issues in Measurement and Assessment</b>	<b>Measurement Paper</b>
<b>Sept. 29</b>	<b>Basic Principles of Evaluation; Special Issues with Children and Adolescents</b>	
<b>Oct. 6</b>	<b>Single Systems Designs; Special Issues with Adults</b>	<b>Intervention Paper</b>
<b>Oct. 13</b>	<b>NO CLASS – FALL BREAK</b>	<b>Evaluation Paper (optional)</b>
<b>Oct. 20</b>	<b>Single-System Designs, cont.; Special Issues with Multistressed Families</b>	<b>Evaluation Paper</b>
<b>Oct. 27</b>	<b>Analyzing Your Results; Multiculturally Sensitive Evidence-Based Evaluation</b>	
<b>Nov. 4</b>	<b>Analyzing Your Results, cont.; Gender-Sensitive Evidence-Based Evaluation</b>	
<b>Nov. 11</b>	<b>Analyzing Your Results, cont.; Evidence-Based Evaluation with Trauma Survivors</b>	<b>Assessment Final</b>
<b>Nov. 18</b>	<b>Group Presentations</b>	
<b>Nov. 25</b>	<b>NO CLASS – HAPPY THANKSGIVING!</b>	
<b>Dec. 1</b>	<b>Evaluation in a Broader Social Work Context</b>	<b>Final Paper</b>

## COURSE OUTLINE

### **Aug. 25 Introduction to Clinical Evaluation and Evidence-Based Practice**

#### **Readings:**

BFO, Prologue

### **Sept. 1 Basics of Assessment, Measurement of Problem Targets, and Evaluation of Interventions**

#### **Readings:**

BFO, Chapters 1 – 2

JF, Chapter 2

Scannapieco, M., & Connell-Carrick, K. (2005). Chapter 2. Theoretical overview of understanding child maltreatment. In *Understanding child maltreatment. An ecological and developmental perspective* (pp. 22-43). New York, NY: Oxford University Press.

### **Sept. 8 Using Quantitative Methods to Specify and Measure Goals**

#### **Readings:**

BFO, Chapters 3 – 4

JF, Chapter 3

### **Sept. 15 Using Quantitative Methods to Specify and Measure Goals**

#### **Readings:**

BFO, Chapters 5 – 8

JF, Chapter 4

### **Sept. 22 Other Issues in Measurement**

#### **Readings:**

BFO, Chapters 9 – 10

JF, Chapter 5

### **Sept. 29 Basic Principles of Evaluation; Special Issues with Children and Adolescents**

#### **Readings:**

BFO, Chapters 11 – 12

JF, Chapter 6

### **Oct. 6 Single-System Designs; Special Issues with Adults**

**Readings:**

BFO, Chapters 13 – 14, 18

JF, Chapter 7

**Oct. 20      Single-System Designs, cont.; Special Issues with Multistressed Families**

**Readings:**

BFO, Chapters 15 – 17

JF, Chapter 9

**Oct. 27      Analyzing Your Results; Multiculturally Sensitive Evidence-Based Practice**

**Readings:**

BFO, Chapters 19 – 20

JF, Chapter 10

**Nov. 4      Analyzing Your Results, cont.; Gender-Sensitive Evidence-Based Practice**

**Readings:**

BFO, Chapter 21

**Nov. 11      Analyzing Your Results, cont.; Case Presentations**

**Readings:**

BFO, Chapter 23

**CLASS WILL BE HELD IN THE COMPUTER LAB**

**Nov. 18      Group Presentations**

**Dec. 1      Evaluation in a Broader Social Work Context**

**Readings:**

BFO, Chapter 25