

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW526 – EVALUATING CLINICAL PRACTICE

Course Outline
Fall 2006

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Office hours: Thursday 12:30 – 1:30 and by appointment

Room 311
Thursdays 9:05 – 12:05

REQUIRED TEXTS

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

This text by Drs. Bloom, Fisher, and Orme has multiple editions. Please feel free to use a previous edition. Alternatively, you may wish to use the copy on reserve at the library.

Recommended Textbooks

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

ASSIGNED READINGS

Assigned readings are made available on the course's Blackboard site.

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	5% of grade	
Paper 1	25% of grade	September 21
Presentation 1	5% of grade	September 21
Paper 2	10% of grade	October 26
Presentation 2	5% of grade	October 26
Paper 3	10% of grade	November 16
Presentation 3	5% of grade	November 16
Final paper	35% of grade	November 30

Grading Scale

93% to 100%	A
88% to 92%	B+
83% to 87%	B
78% to 82%	C+
73% to 76%	C
68% to 72%	D+
63% to 67%	D
< 63	F

ASSIGNMENT SUMMARY

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

Attendance 1% of final grade for each absence; After 3 absences, student will be asked to drop the class

Participating in class discussions Social workers are advocates for the disenfranchised and must be able to find their voices to be able to do so. I expect that you will also do so in class.

Coming to class having read the readings and discussing them: Practitioners in the 21st century *must* engage in evidence-based practice. These readings are preparing you to do that. For the more technical aspects of the readings, I will act as your interpreter. For the more clinical papers, I will expect you to have absorbed them and to be able to integrate them into the discussion

Participating in additional exercises: Throughout the semester there will be additional small exercises.

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 be more comprehensive than the other two because it will be a complete assessment of the client—a very complex human being, will comprehensively review presenting problems, will explain this client and the presenting problems by drawing on theories of human behavior, including those that explain how factors in one's environment complexly affect individuals, will provide the rationale for targeting the specific client behavior, will develop operational definitions of the behavior you plan to assess, will report the instruments used to capture the target behavior, and will support their use as the appropriate measures based upon the instrument's validity and reliability, its support in the empirical literature, and its appropriateness for use in a single subject design.

The second paper will continue the opportunity to think about the role of evidence-based practice. You will be asked to describe the target problem and then to use the empirical literature to review interventions for that problem, from which you will select an intervention that suits the parameters of your practice with this client. This paper will be 3 - 5 pages, double spaced.

The third paper may be shorter than the second 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 present of the findings from your single-subject design. It will include the assessment of the client, presenting problems, and rationalization for targeting the specific target behavior. The next section will be a brief literature review about the problem addressed (i.e., information about the problem, its risk factors, and why experts believes it occurs), 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 problem literature review 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.

Student Presentations: On the day that each paper is handed in, students will discuss their client and justify choices made and included in that paper. Presentation length and format are dependent upon the number of students in the class. This is an opportunity for students to share ideas and learn from their peers.

COURSE OUTLINE: OVERVIEW

Date	Topic	Due
Aug. 24	Introduction to Clinical Evaluation and Evidence-Based Practice	
Aug. 31	Planful assessment, intervention, and evaluation	
Sept. 7	Measurement	
Sept. 14	Measurement Strategies to Specify and Measure Goals	
Sept. 21	Student presentations 1	Student Presentations; Paper 1 Due
Sept. 28	Single-System Designs; Baselines	
Oct. 5	Evidence-based Interventions	
Oct. 12	NO CLASS – FALL BREAK	
Oct. 19	Design Strategies; Monitoring the Treatment	
Oct. 26	Student Presentations 2	Student Presentations 2; Paper 2 Due
Nov. 2	Analyzing Your Results	
Nov. 9	Analyzing Your Results, cont.	
Nov. 16	Student Presentations 3	Student Presentations 3; Paper 3 Due
Nov. 23	NO CLASS – HAPPY THANKSGIVING!	
Nov. 30	Class Wrap-up	Final Paper

COURSE OUTLINE

Aug. 24 Introduction to Clinical Evaluation and Evidence-Based Practice

Readings:

Gambrill, E. (2005). Chapter 10. Evidence-based practice: a philosophy and process for thinking ethically and critically about decisions. In *Critical thinking in clinical practice: Improving the quality of judgments and decisions* (pp. 253 – 285) (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Gibbs, L., & Gambrill, E. (1999). Introduction. The role of critical thinking in the helping professions. In *Critical thinking for social workers: Exercises for the helping profession* (pp. 1 – 25) (revised ed.). Thousand Oaks, CA: Pine Forge.

Aug. 31 Planful assessment, intervention, and evaluation

Readings:

BFO, Prologue

Rosen, A. (1993). Systematic planned practice. *Social Service Review*, March, 84-100.

Gilbert, D. J. (2003). Multicultural assessment. In C. Jordan & C. Franklin (Eds.), *Clinical assessment for social workers: Quantitative and qualitative methods* (pp. 351-383) (2nd ed.). Chicago, IL: Lyceum.

Sept. 7 Measurement

Readings:

BFO, Chapter 2

Rzepnicki, T. L. (2004). Informed consent and practice evaluation: Making the decision to participate meaningful. In Briggs, H. E. & Rzepnicki, T. L. (Eds.), *Using Evidence in social work practice: Behavioral perspectives* (pp. 273-290). Chicago: Lyceum.

Sept. 14 Measurement Strategies to Specify and Measure Goals

Readings:

Franklin, C. & Corcoran, K. (2003). Quantitative clinical assessment methods. In C. Jordan & C. Franklin (Eds.), *Clinical assessment for social workers: Quantitative and qualitative methods* (pp. 71-96) (2nd ed.). Chicago, IL: Lyceum.

Gilbert, D. J. & Franklin, C. (2003). Qualitative assessment methods. In C. Jordan & C. Franklin (Eds.), *Clinical assessment for social workers: Quantitative and qualitative methods* (pp. 139-178) (2nd ed.). Chicago, IL: Lyceum.

Myers, K. & Winters, N. C. (2002). Ten-year review of rating scales. I. Overview of scale functioning psychometric properties and selection. *Journal of the American Academy of Child and Adolescent Psychiatry*, 41, 114-122.

Sept. 21 Student presentations 1

Sept. 28 Single-System Designs; Baselines

Readings:

BFO, Chapter 11, pgs. 317 – 337

BFO, Chapter 12

Teall, B. (2000). Using solution-oriented interventions in an ecological frame: A case illustration. *Social Work in Education, 22*, 54-61.

Oct. 5 Evidence-based Interventions

Littell, J. H. (2006). The Campbell Collaboration: A reliable source of evidence for practice. *APSAC Advisor, 18*(1), 7 – 10.

Edmond, T., Sloan, L., & McCarty, D. (2004). Sexual abuse survivors' perceptions of the effectiveness of EMDR and eclectic therapy. *Research on Social Work Practice, 14* (4),259-272.

Kuhn, D. R. & Mendes De Leon, C. F. (2001). Evaluating an educational intervention with relatives of persons in the early stages of Alzheimer's Disease. *Research on Social Work Practice, 11* (5),531-548.

Marlow C. (2004). The evidence-based practitioner: Assessing the cultural responsiveness of research. In In Briggs, H. E. & Rzepnicki, T. L. (Eds.), *Using Evidence in Social Work Practice: Behavioral Perspectives* (pp. 257-272). Chicago: Lyceum.

Oct. 19 Design Strategies; Monitoring the Treatment

Readings:

BFO, Chapter 13, 377 - 385

BFO, Chapter 14, 391 – 402

Cormier, W. H. & Cormier, L. S. (1991). Selecting helping strategies. In Cormier & Cormier (Eds.), *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions* (3rd ed.) (pp. 292-306). Pacific Grove, CA: Brooks/Cole.

Oct. 26 Student Presentations 2

Nov. 2 Analyzing Your Results

Readings:

BFO, Chapter 20

BFO, Chapter 21, pgs. 554 - 566

BFO, Chapter 22, pgs. 576 – 584, 588 – 591, 592 - 595

Nov. 9 Analyzing Your Results, cont.

Readings:

BFO, Chapter 23

CLASS WILL BE HELD IN THE COMPUTER LAB

Nov. 16 Student Presentations 3

Nov. 30 Class Wrap-up