

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW526- Evaluating Clinical Practice

Course Outline
Spring 2005

ONLINE COURSE

Tuesdays 1:00 –4:00

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 and online. This course is a web-based course so students are expected to attend **all** scheduled classes and participate fully in online classes, 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.

Assignments & Grading

Online quizzes (5 at 10% each)	(50%)
Class participation	(5%)
Discussion Board	(20%)
<u>Group Project</u>	<u>(25%)</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:	Date:	Topic:	Assignments:
Week 1	Jan. 18 th	Course overview, assignments, student expectations *MEET IN THE CLASSROOM	<ul style="list-style-type: none"> • Home Page
Week 2-3	Jan. 25 th & Feb. 2 nd	Evidence-based practice	<ul style="list-style-type: none"> • Discussion Board • Quiz # 1
		<ul style="list-style-type: none"> • Bloom et al. (2003), Chapters 1 & 11 • Slovin-Nevo, V. (1997). Evaluating practice: The dual roles of clinician and evaluator. <u>Families in Society</u>, 3, 228-239. • Gibbs, L. & Gambrill, E. (2002). Evidence based practice: Counterarguments to objections. <u>Research on Social Work Practice</u>, 12,3, 452-476. • Zlotnik, J.L. & Galambos, C. (2004). Evidence-based practices in health care: Social work possibilities. <u>Health and Social Work</u>, 29,4, 259-261. • Proctor, E. (2002). Social work, school violence, mental health, and drug abuse: A call for evidence-based practices. <u>Social Work Research</u>, 26,2, 67-69. 	
Week 4-5	Feb. 8 th & 15 th	Defining the Problem & Target Behaviors	<ul style="list-style-type: none"> • Discussion Board • Quiz # 2
		<ul style="list-style-type: none"> • Bloom et al. (2003), Chapters 2 & 3 	

		<ul style="list-style-type: none"> • Collins, P.M., Kayser, K. & Platt, S. (1994). Conjoint marital therapy: A practitioner's approach to single-system evaluation. <u>Families in Society, March</u>, 131-141. • Needham, P.R. & Newbury, J. (2004). Goal setting as a measure of outcome in palliative care. <u>Palliative Medicine, 18</u>, 444-451. 	
Week 6-7	Feb. 22 nd & March 1 st	<p>Developing a Measurement Plan</p> <ul style="list-style-type: none"> • Bloom et al. (2003), Chapters 4 – 10 • Barrett, M.D. & Wolfer, T.A. (2001). Reducing anxiety through a structured writing intervention: A single system evaluation. <u>Families in Society, 82,4</u>, 355-362. • Gilgun, J.F. (2004). Qualitative methods and the development of clinical assessment tools. <u>Qualitative Health Research, 14,7</u>, 1008-1019. 	<ul style="list-style-type: none"> • Discussion Board • Quiz # 3
Week 8-9	March 8 th & 15 th	<p>Selecting a Research Design</p> <ul style="list-style-type: none"> • Bloom et al. (2003), Chapters 12 – 15 & 18 • Mudge, S., Rochester, L. & Recordon, A. (2003). The effect of treadmill training on gait, balance and trunk control in a hemiplegic subject: A single system design. <u>Disability and Rehabilitation, 25,17</u>, 1000-1007. 	<ul style="list-style-type: none"> • Discussion Board • Quiz # 4
Week 10	March 22 nd	SPRING BREAK	
Week 11-12	March 29 th & April 5 th	<p>Data analysis</p> <ul style="list-style-type: none"> • Bloom et al. (2003), Chapters 19 – 24 <p>*MEET IN THE COMPUTER LAB</p>	
Week 13-14	April 12 th & 19 th	Beyond Single-System Design	<ul style="list-style-type: none"> • Discussion Board

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- TCSW Conference in Nashville, April 12 -13 (OPTIONAL)
 - Gira, E.C., Kessler, M.L. & Poertner, J. (2004). Influencing social workers to use research evidence in practice: Lessons from medicine and the allied health professionals. Research on Social Work Practice, 14,2, 68-79.
 - Proctor, E.K. (2003). Evidence for practice: Challenges, opportunities, and access. Social Work Research, 27,4, 195-196.
 - Humphries, B. (2003). What else counts as evidence in evidence-based social work? Social Work Education, 22,1, 81-91.
 - Taylor, I., Thomas, J. & Sage, H. (1999). Portfolios for learning and assessment: Laying the foundations for continuing professional development. Social Work Education, 18,2, 147-160.
- Quiz # 5

Week 15

April 26th

Course Review

***MEET IN THE CLASSROOM**

- Group Project Due
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