

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW526 - Evaluating Clinical Practice
Course Outline
Spring 2006

ONLINE COURSE
Tuesdays 9:00 – 12:00 & 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 incorporate concepts and materials from their own practice experience into the learning environment.

Assignments & Grading

Online quizzes (5 at 10% each)	(50%)
Class participation	(5%)
Discussion Board	(20%)
Group Project	(25%)
Total	100%

The Grading Scale:

A (95-100) Outstanding/Superior. Student consistently exceed expectations.

B+ (90-94) Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Average. Student consistently meets normal expectations for the course.

C+ (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor. There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

COURSE OUTLINE

Week:	Date:	Topic:	Assignments:
Week 1	Jan. 17 th	Course overview, assignments, student expectations *MEET IN THE CLASSROOM	<ul style="list-style-type: none"> • Home Page
Week 2-3	Jan. 24 th & 31 st	Evidence-based practice <ul style="list-style-type: none"> • Bloom et al. (2003), Chapters 1 & 11 	<ul style="list-style-type: none"> • Discussion Board
		<ul style="list-style-type: none"> • Bloom et al. (2003), Chapter 25 • 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. 	<ul style="list-style-type: none"> • Quiz # 1
Week 4-5	Feb. 7 th & 14 th	Defining the Problem & Target Behaviors	<ul style="list-style-type: none"> • Discussion Board
		<ul style="list-style-type: none"> • Bloom et al. (2003), Chapters 2 & 3 • Collins, P.M., Kayser, K. & Platt, S. (1994). Conjoint marital therapy: A practitioner's approach to single-system evaluation. <u>Families in Society</u>, March, 131-141. • Needham, P.R. & Newbury, J. (2004). Goal setting as a measure of outcome in palliative care. <u>Palliative Medicine</u>, 18, 444-451. 	<ul style="list-style-type: none"> • Quiz # 2

Week 6-7	Feb. 21 st & 28 th	Developing a Measurement Plan	<ul style="list-style-type: none"> • Discussion Board • Quiz # 3
		<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. <i>Families in Society</i>, 82,4, 355-362. • Gilgun, J.F. (2004). Qualitative methods and the development of clinical assessment tools. <u>Qualitative Health Research</u>, 14,7, 1008-1019. 	
Week 8	March 7 th	Group Project Development *MEET IN THE CLASSROOM	
Week 9	March 14 th	NO CLASS – COMPS WEEK	
Week 10	March 21 st	SPRING BREAK	
Week 11-12	March 28 th & April 4 th	Selecting a Research Design	<ul style="list-style-type: none"> • Discussion Board • Quiz # 4
		<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</u>, 25,17, 1000-1007. 	
Week 13 - 14	April 11 th & 18 th	Data analysis & Beyond Single-System Design *MEET IN THE COMPUTER LAB ON APRIL 11th !	<ul style="list-style-type: none"> • Discussion Board • Quiz # 5
		<ul style="list-style-type: none"> • Bloom et al. (2003), Chapters 19 – 24 • 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. <u>Research on Social Work Practice</u>, 14,2, 68-79. 	

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- 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.

Week 15 April 25th

Course Review

***MEET IN THE CLASSROOM ON APRIL 25TH !**

- Group Projects
Due – April 25th

