

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW526 – Evaluating Clinical Practice

Course Outline

Spring 2006

Evaluating Clinical Practice	Instructor: John G. Orme, Ph.D., M.S.W.
Social Work 526	Office: 309
Spring, 2006	
Room 206	Phone: 974-7503 (Orme)
Tuesday, 12:40 – 3:25	Email: jorme@utk.edu
Web pages: http://www.csw.utk.edu/faculty/orme/ http://utcmhsrc.csw.utk.edu/evaluatingpractice/ http://utcmhsrc.csw.utk.edu/caseyproject/default.htm	

Required Text

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

Optional Texts

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

Patterson, D. A., & Basham, R. E. (2006). *Data analysis with spreadsheets*. Boston: Allyn & Bacon.

Required Reading

Articles marked with * can be read throughout the semester—i.e., they don't need to be read for any particular week.

Baer, D. M., Harrison, R., Fradenburg, L., Petersen, D., Milla, S. (2005). Some pragmatics in the valid and reliable recording of directly observed behavior. *Research on Social Work Practice, 15*, 440-451.

*Barrett, M. D., & Wolfer, T. A. (2001). Reducing anxiety through a structured writing intervention: A single-system evaluation. *Families in Society, 82*, 355-362.

*Bradshaw, W., & Roseborough, D. (2004). Evaluating the effectiveness of cognitive-behavioral treatment of residual symptoms and impairment in schizophrenia. *Research on Social Work Practice, 14*, 112-120.

*Briggs, H. E., Leary, J. D., Briggs, A. C., Cox, W. H., & Shibano, M. (2005). Group treatment of separated parent and child interaction. *Research on Social Work Practice, 15*, 452-461.

Carr, J. E., & Burkholder, E. O. (1998). Creating single-subject design graphs with Microsoft Excel. *Journal of Applied Behavior Analysis, 31*, 245-251.

Corcoran, K. (2001). Locating instruments. In Thyer, B. A. (Ed.) (2001). *The handbook of social work research methods* (pp. 69-79). Thousand Oaks, CA: Sage.

- Jordan, C., & Franklin, C. (2003). Linking assessment and intervention. In Jordan, C., & Franklin, C. (Eds.) (2003). *Clinical assessment for social workers: Quantitative and qualitative methods* (2nd ed.) (pp. 53-70). Chicago, IL: Lyceum.
- *Korn, D. L., & Leeds, A. M. (2002). Preliminary evidence of efficacy for EMDR resource development and installation in the stabilization phase of treatment of complex posttraumatic stress disorder. *Journal of Clinical Psychology, 58*, 1465-1487.
- Rosen, A., Proctor, E. K., & Staudt, M. (2003). Targets of change and interventions in social work: An empirically based prototype for developing practice guidelines. *Research on Social Work Practice, 13*, 208-233.
- Staudt, M. Pseudoissues in practice evaluation: Impediments to responsible practice. *Social Work, 42*, 99-106.

CD-ROM

At the beginning of class you will be given a CD-ROM. This contains each week's Power Point presentation, and you are responsible for printing these each week and bringing them to class. The CD-ROM also contains all required readings in pdf format (other than Bloom et al.) and other materials that will be used in class. In particular, note that the CD contains a bibliography of single-system design studies.

Readings and Outline

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|------|--|
| 1/17 | Course overview
Basic principles of single-system designs
Readings: Bloom et al. (2006), Prologue, Chapter 1 |
| 1/24 | Basic principles of measurement
Readings: Bloom et al. (2006), Chapter 2
Carr & Burkholder, 1998 (Read in advance for next week's lab exercise)
FIRST QUIZ |
| 1/31 | Specifying problems and goals
Developing a measurement and recording plan
Readings: Bloom et al. (2006), Chapters 3 & 4
Jordan & Franklin (2003), Chapter 2 |
| 2/7 | Behavioral observation
Readings: Bloom et al. (2006), Chapter 5
Baer et al. (2005) |
| 2/14 | Individualized rating scales
Client and practitioner logs
Readings: Bloom et al. (2006), Chapters 6 & 8 |
| 2/21 | Standardized questionnaires
Readings: Bloom et al. (2006), Chapter 7
Corcoran (2001) |
| 2/28 | Non-reactive measures
Selecting a measure
Readings: Bloom et al. (2006), Chapters 9 & 10
Rosen et al. (2003) |
| 3/7 | Basic principles of single-system designs
Readings: Bloom et al. (2006), Chapter 11 |

PAPERS DUE AT THE BEGINNING OF CLASS

3/14	Baselines The A-B design Experimental single-system designs Multiple baseline designs Multiple target designs Readings: Bloom et al. (2006), Chapters 12, 13, 14 & 15
3/21	SPRING BREAK
3/28	Basic principles of analysis Readings: Bloom et al. (2006), Chapter 19 & 23
4/4	Visual analysis Descriptive statistics Readings: Bloom et al. (2006), Chapters 20 & 21
4/11	Inferential statistics Selecting a procedure for analysis Readings: Bloom et al. (2006), Chapters 22 & 24
4/18	Ethical considerations and controversial issues Readings: Bloom et al. (2006), Chapter 25 Staudt (1997)
4/25	Practice evaluation starter kit PAPERS DUE AT THE BEGINNING OF CLASS LAST QUIZ

Course Requirements:

In addition to the assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer relevant questions) the reading material.

Evaluation

Weekly Quizzes	40%
Practice Evaluation Paper	
First Part	25%
Second Part	35%
	100%

Here's an Excel worksheet that will calculate your final grade. Just double click on it and enter your

<u>SW 526 Grade</u>	
Quiz	90.25
Paper--1st Part	90.25
Paper--2nd Part	90.25
Final	90.25

grades.

A. Quizzes

Each week at the beginning of class the student will be given a short (i.e., approximately 10 questions) quiz. Each quiz will cover both class and reading material from all preceding weeks, although the primary emphasis will be upon information from the previous week. These quizzes will provide both the instructor and students with ongoing feedback concerning knowledge acquisition. This feedback will provide information necessary to take corrective measures by both the instructor and students to assure adequate learning. The lowest quiz grade will be dropped. Quizzes will count for 50% of the grade.

Quizzes will be discussed after their completion, and graded quizzes will be returned the next day. The quiz grades will be averaged and a final quiz grade will be assigned based on this average.

B. Paper

Each student must write a practice evaluation that uses a single-system design. The evaluation is to be fictitious, but the report should be written as if the practice evaluation actually was conducted, and the "data" should be realistic. The paper should include the organization and sections described below.

In the design and implementation of your practice evaluation give special attention to the ethical considerations discussed in Chapter 25 (pp. 659 – 664), and keep in mind the distinctions between practice research and practice evaluation discussed in Lecture 13 (i.e., the design and duration of practice evaluations should be dynamic and driven by practice considerations, and the targets of intervention and the intervention itself should be driven by client needs). Finally, in designing your practice evaluation you might consider the "practice evaluation starter kit" outlined in the last lecture.

The paper must be typed, and references **MUST** be in the most recent APA format (See http://owl.english.purdue.edu/handouts/research/r_apa.html and/or the Publication manual of the American Psychological Association, 5th ed., 2001, Washington, DC: American Psychological Association). ***The failure to use correct APA style will result in a reduction of 5 points on your paper.***

The paper is due in two parts. The first should include all but sections 5, 6, and 7 described below. The second should include all sections listed below, along with my suggested revisions on the first part of the paper.

The first part of the paper is due at the beginning of class on 3/7. The final paper is due at the beginning of class on 4/25. The grade on any late papers will be reduced by 10 points.

Papers will be graded according to the following criteria, and a number grade from 0 - 100 will be assigned:

- Mechanics (grammar, spelling, style, typing)
- Organization
- Logic
- Content
- Adequacy of the literature reviewed
- Ability to summarize and draw conclusions

1. Title (1 page)—Title of the paper and your name.

2. Client(s) (1-2 pages)—The client can be an individual, a couple, a family, a group, or an organization. Describe the relevant client characteristics (e.g., age, gender, history). Specify the target(s) of intervention and the client's goals, and how and why these targets and goals were

selected. What information suggests that the target warrants intervention? Do different people knowledgeable about the client, including you, agree or disagree about the target(s) for intervention and the goals of the intervention?

3. Intervention (2-4 pages)—Specify the intervention. Make sure that the intervention is linked clearly to the specified target(s). Detail the reason(s) why this intervention(s) was selected in terms of previous research and in comparison to other available alternative interventions for the specified target(s)—i.e., why is the intervention you selected the one most likely to meet client needs? Previous empirical research pertaining to relevant interventions and outcomes should be reviewed concisely and critically in this section.

4. Measurement Package (2-4 pages)—Describe your measurement package, including the reasons for selecting the particular measures. Collect measurement information from multiple sources, or explain why this was not possible or practical. (Don't forget that you can rate and/or observe the client, if no other way than by developing and using an individualized rating scale.) Use multiple measurement methods, or explain why this was not possible or practical. Specify when, where, how, and by whom measurement information was collected. Summarize what is known about the reliability and validity of each measure selected. Specify how the measure is scored and what different scores mean, if such information is available (e.g., scores above a certain value indicate a clinically significant problem). Use the guidelines in Chapter 10 to develop your measurement plan.

5. Evaluation Design (1-2 pages)—Specify the evaluation design. Specify the length of the phases and the rationale for phase lengths. Consider prospective and retrospective baselines, if applicable and practical. However, remember that although evaluation designs and the length of phases should be planned tentatively in advance, they can and should be modified dynamically depending on the pattern of change or lack of change in the client's target(s).

6. Evaluation Results (2-3 pages)—Graph and interpret the results. Did the target(s) deteriorate, remain unchanged, or improve? If the target(s) improved, was the improvement sufficient (i.e., was the goal(s) achieved)? What are the bases for your conclusions (e.g., visual analyses, with or without the use of descriptive statistics, practical significance, statistical significance, theoretical significance, but place your emphasis on practical significance)? Review Chapters 19 and 24, and Table 20.5 in Chapter 20, for ideas about the interpretation of your results.

7. Discussion (3-4 pages)—Start this section with a paragraph summary of the practice evaluation results. If no change occurred, speculate about the possible reasons for this lack of change. If change occurred, speculate about what you think caused the change. In either case, speculate about the generalizability of your results. Review Chapter 10 for possible ideas concerning plausible alternative explanations for your obtained results and issues concerning generalizability. Carefully craft this section—don't treat it as an afterthought.

8. References—This should include an accurate list of all of the sources cited in your paper. Throughout the paper carefully reference your assertions, but reference primary, not secondary sources whenever possible, and minimize referencing web sites.

9. Appendix—This should include a listing of the sources and databases you searched and the keywords used in your literature search.

Assignment of Final Grades

The mean quiz score and the score on the paper will be averaged, and the final course grade assigned as follows:

A = 94 - 100
B+ = 89 - 93
B = 84 - 88
C+ = 79 - 83
C = 72 - 78
D = 64 - 71

Appendix I

Starting Your Practice Evaluation Paper

Following are some suggestions you might consider to get started on your practice evaluation paper:

- Read Chapters 11 through 13 in Bloom et al. (2006) for a basic understanding of single-system designs.
- Read several of the selected single-system design articles cited throughout the text or listed under required readings.
- Review the journal *Research on Social Work Practice* for recent examples of single-system designs.
- In addition to Bloom et al. (2006), you might peruse one or more of the following books in preparation for your practice evaluation paper (**Some of these and other books are on reserve for this class in Hodges library**):

Barlow, D. H., Hayes, S. C. & Nelson, R. O. (1984). *The scientist practitioner: Research and accountability in clinical and educational settings*. New York: Pergamon Press.

Barlow, D. H. & Hersen, M. (1984). *Single case experimental designs: Strategies for studying behavior change* (2nd ed.). New York: Pergamon.

Blythe, B. J. & Tripodi, T. (1989). *Measurement in direct practice*. Newbury Park, CA: Sage.

Blythe, B., Tripodi, T., Briar, S. (1995). *Direct practice research in human service agencies*. Columbia University. New York: Columbia University Press.

Cone, J. D. (2001). *Evaluating outcomes: Empirical tools for effective practice*. Washington, D.C.: American Psychological Association.

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

Kazi, M. A. F. (1998). *Single-case evaluation by social workers*. Aldershot, England: Asgate.

Patterson, D. A., & Basham, R. E. (2006). *Data analysis with spreadsheets*. Boston: Allyn & Bacon.

Nugent, W. R., Sieppert, J. D., & Hudson, W. W. (2001). *Practice evaluation for the 21st century*. Belmont, CA: Wadsworth/Thomson Learning.

Tripodi, T. (1994). *A primer on single-subject design for clinical social workers*. Annapolis Jct., MD: NASW Press.

- Peruse the appendix in Chapter 7 of Bloom et al. (2006). This appendix provides a rich source of references for available standardized scales. Also, review the web sites in this chapter for available measures.

- You might peruse one or more of the following books for evidence-based practice interventions **(Some of these and other books are on reserve for this class in Hodges library)**:

Bilson, A. (Ed.) (2004). *Evidence-based practice and social work*. London: Whiting & Birch.

Briggs, H. E., & Rzepnicki, T. (2004). *Using evidence in social work practice: Behavioral perspectives*. Chicago, IL: Lyceum.

Corcoran, J. (2003). *Clinical applications of evidence-based family interventions*. Oxford: Oxford University Press.

Corcoran, J. (2000). *Evidence-based social work practice with families: A lifespan Approach*. New York: Springer Publishing.

Cournoyer, B. (2003). *Evidence-based practice: Skills book*. Boston: Allyn & Bacon.

Gibbs, L.E., (2002). *Evidence-based practice for the helping professions: A practical guide with integrated multimedia*. Belmont, CA: Wadsworth.

Glicken, M. D. (2004). *Improving the effectiveness of the helping profession: An evidence-based approach to practice*. Thousand Oaks, CA: Sage.

Janzen, C., Harris, O., Jordan, C. & Franklin, C. (2005). *Family treatment: Evidence-based practice with populations at risk*. Belmont, CA: Wadsworth.

Nutley, S. M. (Ed.) (2000). *What works? Evidence based policy and practice in public services*. Bristol, UK: Policy Press.

O'hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chicago: Lyceum Books, Inc.

Roberts, A.R. & Yeager, K. R. (Eds.), (2003). *Evidence-based practice manual: Research and outcome measures in health and human services*. Oxford: Oxford University Press.

Roberts, A. R. & Yeager, K. (Eds.), (2006). *Foundations of evidence-based social work practice*. Oxford: Oxford University Press.

Smith, D. (Ed.) (2004). *Social work and evidence-based practice*. London: Jessica Kingsley Publishers.

Sommerfield, P. (Ed.) (2005). *Evidence-based social work: Towards a new professionalism?* New York: Peter Lang.

Thyer, B. A. & Wodarski, J. S. (Eds.) (1998). *Handbook of empirical social work practice: Mental disorders*. Hoboken, NJ: Wiley.

Wodarski, J. S. & Thyer, B. A. (Eds.) (1998). *Handbook of empirical social work practice, Social problems and practice issues*. Hoboken, NJ: Wiley.

Wodarski, J. S., Wodarski, L. A., & Dulmus, C. N. (2003). *Adolescent depression and suicide: A comprehensive empirical intervention for prevention and treatment*. Springfield, IL: Charles C. Thomas.
- You might peruse one or more of the following web sites for evidence-based practice interventions:

<http://www.campbellcollaboration.org/>

<http://www.cochrane.org/index0.htm>

<http://www.tripdatabase.com/>

<http://www.ahrq.gov/clinic/epcix.htm>

<http://www.ngc.gov/>

<http://www.evidence.brookscoll.com/index.html>

<http://eppi.ioe.ac.uk/EPPIWeb/home.aspx>

Also, you might review recent issues of the *Journal of Evidence-Based Social Work*.