

80-83 %	(288-301 points)	C+
75-79%	(270-287 points)	C
70-74 %	(252-269 points)	D+
65-69 %	(234-251 points)	D
64% and below	(233 points and below)	F

Course Outline:

Session 1: January 12, 2006

on

The importance of evaluation in direct social work practice will be discussed. The ways in which evaluation can contribute to treatment planning, to decisions about termination and the revision of treatment plans, worker accumulation of practice wisdom, and to improvement and refinement of worker skills, will be discussed. We will re-visit the purpose of assessment and how the process of assessment leads to the formulation of desired outcomes. We will discuss the meaning of evidence-based practice.

Students will be asked to talk about their placement setting, the types of presenting problems they see, and how their agencies undertake evaluation activities.

Reading:

Gambrill, E. (2004). Contributions of critical thinking and evidence-based practice to the fulfillment of the ethical obligations of professionals. In Briggs, H. E. & Rzepnicki, T. L. (Eds.), *Using Evidence in Social Work Practice: Behavioral Perspectives* (pp. 3-19). Chicago: Lyceum.

Session 2: January 19, 2006

Practice evaluation is a way of thinking about your practice. In this session we will consider the whole of treatment planning--formulating problems, interventions, outcomes and the rationales provided for decision-making. We will do this by examining protocols and research on "systematic planned practice." Single system designs will be introduced.

Readings:

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).

Session 3: January 26, 2006

Students will present their preliminary treatment plans, using the SPP framework.

Deciding what to measure; moving from conceptualization to measurement. Review of validity, reliability, and other measurement properties. Sources of measures. How can client willingness to participate in data collection be facilitated? What instructions, assistance, guidelines, should be provided to clients?

Readings:

Berlin, S. B. & Marsh, J. C. (1993) Guidelines and strategies for data collection. In Berlin and Marsh, *Informing Practice Decisions* (pp. 92-110).

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.

Session 4: Feb. 2, 2006

The instructor will present information on specific measurement strategies.

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).

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).

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

Session 5: February 9, 2006

Student presenters will present and lead a discussion on the target behaviors, how they are operationalized and measured.

Session 6: February 16, 2006 PAPER 1 DUE

Single system designs: baselining, evaluation and experimental designs

Readings:

Blythe, B. J. (2005). Evaluating the treatment of a sexually abused child. In C. W. LeCroy & J. M. Daley (Eds.), *Case studies in child, adolescent, and family treatment* (pp. 293-300). Belmont, CA: Thomson Brooks/Cole.

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

Thyer, B. A. & Myers, L. L. (2003). Linking assessment outcome evaluation using single system and group research designs. In C. Jordan & C. Franklin (Eds.), Clinical assessment for social workers: Quantitative and qualitative methods (pp. 385-405).

Session 7: February 23, 2006 QUIZ 1

Goal attainment scaling and strategies for short-term practice.

Problem-solving your evaluation challenges: Time for informal group discussion and individual consultation.

Readings:

Nurius, P. (1992). Practice evaluation methods: Practical variations on a theme. In CW LeCroy (Ed.) Case studies in social work practice (pp. 268-277). Belmont, CA: Wadsworth.

Session 8: March 2, 2006

Reading and understanding intervention research.

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 Briggs, H. E. & Rzepnicki, T. L. (Eds.), *Using Evidence in Social Work Practice: Behavioral Perspectives* (pp. 257-272). Chicago: Lyceum.

Session 9: March 9, 2006

Measuring the treatment.

To what will change be attributed? What is the independent variable in your design?
This requires specifying and monitoring the intervention.

Readings:

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.

Session 10: March 16, 2006 PAPER 2 DUE

Students will present the interventive technique and will discuss how this strategy was chosen among others, and to what degree it met the selection criteria. The monitoring plan should also be discussed. Students should prepare hand-outs and/or use power point. Role plays and video presentations are encouraged.

SPRING BREAK: MARCH 23--No Class

Session 11: March 30, 2006 PAPER 3 DUE

Instructor will present information on engagement and process variables important to consider in practice evaluation.

Readings:

Prochaska, J. O. & Norcross, J. C. (2002). Stages of change. In *Psychotherapy Relationships that Work*. J. C. Norcross (Ed.), (pp. 303-313). Oxford.

Safran, J. D., Muran, J. C., Samstag, L. W., & Stevens, C. (2002). Repairing alliance ruptures. In *Psychotherapy Relationships that Work*. J. C. Norcross (Ed.), (pp. 235-254). Oxford.

Session 12: April 6, 2006 QUIZ 2

Analyzing single system design data. Gathering and presenting the facts.

What do you do with the data? Data summary, ordering, presentation. Clinical and statistical significance, visual analysis.

Readings:

Bloom, M., Fischer, J., & Orme, J. G. (2006). *Evaluating Practice: Guidelines for the Accountable Professional*. Chapter 20 through Chapter 22.

Chapter 20: Visual analysis of single-system design data.

Chapter 21: Descriptive statistics.

Chapter 22: Tests of statistical significance for single-system designs.

Session 13: April 13

Computer Lab.

Readings:

Bloom, M., Fischer, J., & Orme, J. G. (2006). *Evaluating Practice: Guidelines for the Accountable Professional*. Chapter 23: Computer analysis of single-system design data: SINGWIN user's guide.

Session 14: April 20

Begin student presentations on final practice evaluation effort. In addition to the evaluation project, reflect on how the evaluation was helpful as well as the challenges you experienced. Students should use power point and provide hand-outs to enhance their presentation.

Session 15: April 27 FINAL PAPER DUE

Course evaluations. Finish student presentations on final practice evaluation effort.

Course at a Glance

January 12: First class session --introduction to the course

January 19: Lecture on systematic planned.

January 26: Students present treatment plans. Lecture on operationalization and measurement of target behaviors.

Feb 2: Lecture on specific measurement strategies.

February 9: Student presentations on measurement of target behaviors.

February 16: Lecture on single system designs. **Paper one is due.**

February 23: Lecture on GAS and time for informal discussion on your evaluation efforts. **Quiz 1**

March 2: Lecture on intervention research.

March 9: Lecture on specifying and monitoring the intervention.

March 16: Students will present the operationalization of their intervention. **Paper two is due.**

March 23: Spring Break

March 30: Lecture on engagement interventions and treatment processes. **Paper three is due.**

April 6: Lecture on data analysis. **Quiz 2**

April 13: Computer lab session.

April 20: Begin student presentations of final treatment plan and evaluation efforts

April 27: Course evaluations. Finish student presentations of final treatment plan and evaluation efforts. Say good-bye and congratulate the spring graduates!!

Final paper is due on April 27.

Paper One is due on February 16. It should be brief and concise, 4 to 6 pages.

The purpose of the paper is to think about the client's desired outcomes and how you could measure them. The paper should lead to the development of a measurement plan.

1. Briefly describe the client situation with a focus on presenting problems and desired outcomes. Decide upon some dimension of client behavior as an outcome for assessment and monitoring over time. Defend (in terms of its relevance to the client's problem situation and your treatment plan) the importance and relevance of the outcome you have chosen to focus upon. (10 points)

2. Develop operational definitions of the outcome(s) you plan to assess. (10 points)
3. Describe three different ways you could measure the outcome (even though you may not implement each of them). Choose a standardized measure, an in-session measure, and an in-vivo measure.

For each measure, describe:

- a) How, when, and where will data be collected? What are the procedures for observing and recording the data? Be specific.
- b) The reliability and validity of each measure. (30 points)

Paper 2 is due March 16. The paper is a modified annotated bibliography and should be five to nine pages.

The purpose of this paper is to learn to critique and think critically about intervention research in your area. As a result of this paper you should become more versed in what is known about effective interventions for your client(s) and gaps in research.

Select and review at least five intervention research articles related to the client problem you intend to treat or the client outcomes you hope to attain. The articles should specifically address the way in which the chosen problem can be treated and present empirical information about the effectiveness of the interventions.

1. Begin with a brief overview of the client situation, focusing on problems and outcomes. (5 points)
2. Critique each article, one by one, providing
 - a) the citation
 - b) a brief overview of the study, for example, study site and purpose
 - c) a brief description of the intervention(s), with attention to whether the authors referenced a treatment manual and described how the treatment was monitored
 - d) a description of the sample, including size and information about demographics. Did the authors address inclusion/exclusionary criteria? Did the authors address attrition?
 - e) a description of the design, including modifications from the stated design and whether design was clearly described.
 - f) the type of outcomes, how they were measured, when measurement occurred (follow-up period)
 - g) a summary of the findings
 - h) a summary of the strengths and limitations of the article, especially as they apply to your client(s)

Section 2 is worth 30 points.

3. Based on the review, which intervention seems most likely to be effective with your client(s)? Provide a rationale for your conclusions. Can you apply the intervention? If not, why not, and what intervention will you use? (5 points)
4. End the paper with a clearly stated hypothesis, linking an intervention (independent variable) to a change in a specified behavior (outcome or dependent variable). (10 points)

Paper 3 is due March 30. The paper should be brief and concise, 3 to 6 pages. The operationalization of the intervention is best presented in bulleted or numbered format. If you have a lengthy intervention you may want to operationalize a treatment phase or session.

The purpose of this paper is to think critically about what you do with your client, and to monitor and pay close attention to whether you are actually implementing what you intend to implement.

1. Identify and operationally define the interventive technique or strategy and their components. (30 points)
2. Identify the criteria by which this interventive strategy was selected from the range of other possible interventions. (10 points)
3. Develop and describe a plan for monitoring the actual implementation and integrity of the intervention. (10 points)

Guidelines for Final Paper

Introduction/Background (3-4 pages) (10 points)

The introduction should include a statement of the problem you addressed and the significance of the problem (non-client specific). Include, as appropriate, information on the prevalence (number of people in a population who have the problem) and incidence (number of new cases in a specified time period) of the problem.

Provide a summary of the research on treatments for the problem. In light of the empirical evidence, and given your practice context, provide a rationale for the intervention you implemented.

Conclude this section with the purpose of your practice evaluation effort, including a practice hypothesis or question.

Methods (3-4 pages) (40 points)

This section contains four subsections. Provide separate headings for each section.

Client: Provide relevant client information (age, gender, prior treatment, etc.) What is (are) the problem(s) as stated by the client, significant others, or referral source? Provide your formulation of the problem and, if it differs from the client, how you arrived at this formulation (what assessment information did you collect to lead you to formulate the problem differently). What are the priority problems for treatment and what is the rationale for these priorities?

Outcomes: State the desired outcomes. Discuss how these were operationalized and measured. For each measure, describe the procedures for collecting the data (who, when, where, how, how often). For each measure, discuss its reliability and validity.

Intervention: Describe in detail the independent variable, including the amount, duration, and frequency of client contact hours. Report changes from the original intervention plan and the reasons for these changes. Describe how you monitored the intervention.

Design: Discuss the type of design and reason for its use. (how did you “put the data together” to make sense of and “track” the outcomes).

Results/Findings (2-3 pages) (40 points)

This section should describe the findings of your practice evaluation effort (did the problem improve, remain stable, deteriorate?), Use graphs, tables, or figures to present the findings. Clearly label these and refer to them in the text as you discuss the findings. Discuss the findings in term of visual and/or statistical analysis. Describe the clinical and practical significance of the findings and how you assessed this.

Discussion (3-4 pages) (10 points)

Describe the strengths and limitations of the practice evaluation effort. Include alternative explanations for the findings. Include probable reasons for the relative success or failure of the intervention and suggestions for increasing its effectiveness. Discuss the findings in relation to previous research.

What are the implications of your practice evaluation effort for social work practice and for the treatment of clients with similar problems? What’s the feasibility of implementing the intervention and using similar measures in the future?

Identify questions for future research.

References

Use APA style.

Appendix/Appendices

You may include here the operationalization of the intervention and copies of the measures.

(Up to ten points will be deducted if references and appendices, as appropriate, are not included, or if references are not in APA style).

Your paper should be 12 to 15 pages, not including references and appendix. Be explicit and succinct. Grading criteria include showing a grasp of content, as well as mechanics, organization, and readability of the paper.

In addition to the readings, the following books are on reserve 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.
- 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.
- Corcoran, K., & Fischer, J. (2000). *Measures for clinical practice: A sourcebook. Vol. 1. Couples, families and children* (3rd ed). New York: Free Press.
- Corcoran, K., & Fischer, J. (2000). *Measures for clinical practice: A sourcebook. Vol. 2. Adults* (3rd ed). New York: Free Press.
- Haynes, S. N., & Heiby, E. M. (Eds.). *Comprehensive handbook of psychological assessment. Vol. 3: Behavioral assessment*. New York: Wiley.
- Hersen, M. (Eds.) (2006). *Clinician's handbook of child behavioral assessment*. St. Louis, MO: Academic Press.
- Hersen, M. (2006). *Clinician's handbook of adult behavioral assessment*. St. Louis, MO: Academic Press.
- 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.
- Lopez, S. J., & Snyder, C. R. (2003). *Positive psychological assessment: A handbook of models and measures*. Washington, D.C.: American Psychological Association.
- 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.
- Rush, A. J. et al. (2000). *Handbook of psychiatric measures*. Washington, DC: American Psychiatric Association.
- Suzuki, I. A., Meller, P. J., & Ponterotto, J. G. (2000). *Handbook of multicultural assessment: Clinical, psychological and educational applications*. San Francisco, CA: Jossey-Bass.
- Tripodi, T. (1994). *A primer on single-subject design for clinical social workers*. Annapolis Jct., MD: NASW Press.
- 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.

- 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.
- 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.

Some additional resources for locating standardized measures

- Collett, B. R., Ohan, J. L., & Myers, K. M. (2003). Ten-year review of rating scales. V: Scales assessing attention-deficit/hyperactivity disorder. *Journal American Academy of Child and Adolescent Psychiatry*, 42, 1015-1037.
- Edleson, J. (1985). Rapid-assessment instruments for evaluating practice with children and youth. *Journal of Social Service Research*, 8, 17-31.
- Fredman, N., & Sherman, R. (1987). *Handbook of measurement for marriage and family therapy*. New York: Brunner/Mazel. (available in Hodges reference: RC488.5.F73)
- Harrison, D. F., & Westhuis, D. J. (1990). Rating scales for sexual adjustment. *Journal of Social Service Research*, 13, 85-100.
- Holroyd, S. & Clayton, A. H. (2000). Measuring depression in the elderly: Which scale is best?
<http://www.medscape.com/Medscape/psychiatry/journal/2000/v05.n05/mh3033.holr/mh3033.holr-01.htm>
- Hudson, W. W., & Harrison, D. F. (1986). Conceptual issues in measuring and assessing family problems. *Family*

Therapy, 13, 85-94.

Levitt, J., & Reid, W. R. (1981). Rapid assessment instruments for practice. *Social Work Research and Abstracts, 17, 13-19.*

Myers, K. & Winters, N. C. (2002). Ten-year review of rating scales. II: Scales for internalizing disorders. *Journal American Academy of Child and Adolescent Psychiatry, 41, 634-659.*

Ohan, J. L., Myers, K., & Collett, B. R. (2002). Ten-year review of rating scales. IV: Scales assessing trauma and its effects. *Journal American Academy of Child and Adolescent Psychiatry, 41, 1401-1422.*

Streeter, C. L. & Franklin, C. (1992). Defining and measuring social support: Guidelines for social work practitioners. *Research on Social Work Practice, 2, 81-98.*

Winters, N. C., Myers, K., & Proud L. (2002). Ten-year review of rating scales. III. Scales assessing suicidality, cognitive style, and self-esteem. *Journal American Academy of Child and Adolescent Psychiatry, 41, 1150-1181.*

The following eight chapters in Roberts, A. R. & Yeager, K. R. (2004). *Evidence-Based Practice Manual: Research and Outcome Measures in Health and Human Services.* New York: Oxford University Press.

1. Corcoran, K. Locating measurement tools and instruments for individuals and groups. (pp. 463-470).
2. Streiner, D. L. Overview of health scales and measures. (pp. 470-476).
3. Yoshioka, M. R. & Shibusawa, T. Psychosocial measures for Asian Pacific Americans. (pp. 488-496).
4. Roberts, A. R. Crisis assessment measures and tools. (pp. 496-503).
5. Solomon, P. & Draine, J. Outcome measurement scale with families of the seriously mentally ill. (pp. 503-508).
6. Bordnick, P., Graap, K., & Vonk, M. E. Post-traumatic stress disorder and trauma assessment scales. (pp. 517-523).
7. Mitchell, G. & Koontz, D. Diagnosis and assessment of comorbid oppositional defiant disorder and obsessive-compulsive disorder. (pp. 524-530).
8. Glancy, G. & Regehr, C. Assessment measures for sexual predators. (pp. 531-539).