

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 563 Systematic Planning and Evaluation for Interpersonal Practice
(3 Credit Hours)**

Fall 2009

Instructor: Dr. Cindy Davis

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Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

Instructor information

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Course Description

This is a required concentration course. This course focuses on the development of knowledge, attitudes and skills necessary to systematically plan and evaluate interpersonal practice for the purpose of informing clinical decision-making. Building upon the foundation research, human behavior, and practice courses, this course examines evidence-based methods for: conducting assessments; identifying and implementing evidence-based interventions; and measuring and monitoring outcomes for individuals, couples, families, and small groups.

Course Rationale

Social workers face complex human situations presented by clients that come from diverse backgrounds, and the interventions social workers have at their disposal vary in the degree of effectiveness with any given individual, couple, family, or small group. In

order to provide the most effective interpersonal practice for particular clients, social workers must be able to locate, critically appraise, and implement evidence-based interventions, measure and monitor client outcomes in a sensitive, practical, and accurate manner, and determine the extent of client change in a timely fashion in order to modify or terminate interventions as needed.

Course Competencies: By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Select appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice. (Values & Ethics 1,2,3; Diversity 2,3; Critical Thinking/Evidence-Based Practice 1; Research 2) (*Content: conducting an assessment of client needs; goal setting, short and long term goal identification; measurement plan; cultural relevance of measurement tools; validity and reliability of measurement tools; standardized recording plan; importance of client values, preferences, and expectations; practitioner's individual expertise; and clinical characteristics and circumstance*)
2. Locate, critically appraise, and apply appropriate evidence-based interpersonal practice interventions for a given client system. (Values & Ethics 1,2,3; Diversity 1,2,3; Critical Thinking/Evidenced-Based Practice 1,3,4; Field 2) (*Content: steps of evidence based practice; systematic reviews; development of evidence based treatment plan; cultural relevance of evidence; connection between evidence based practice, social justice and the code of ethics; evidence based practice; importance of client values, preferences, and expectations; practitioner's individual expertise; and clinical characteristics and circumstance; using research to inform practice and practice experience to inform research*)
3. Select and use the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice. (Values & Ethics 1,2,3; Diversity 1,2,3; Critical Thinking/Evidenced-Based Practice 2; Research 2) (*Content: purpose and uses of baselines; circumstances under which different single-system designs are useful, practical, and ethical; purposes of different single-system designs; considerations in selecting different single-system designs*)
4. Select and use the most appropriate evidence-based methods to analyze and interpret client change in interpersonal practice. (Values & Ethics 1,2,3; Diversity 2,3; Critical Thinking/Evidenced-Based Practice 2,3; Research 2) (*Content: practical, statistical, and theoretical significance; methods for graphing single-system design data; visual analysis of single-system design data; considerations in selecting different methods for analyzing data from single-system designs*)
5. Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. (Values & Ethics 1,2,3; Diversity 2; Critical Thinking/Evidenced-Based Practice 2,3; Research 2) (*Content: direct measures (i.e. behavioral observations), and indirect measures*)

(individualized rating scales standardized instruments); logs; rating scales; influence of ‘bias’; characteristics and benefits of standardized scales; methods of measuring behavior; benefits/limits of scales; cultural competence in planning and constructing measures; search terms for choosing a scale; measurement databases such as HAPPI and Mental Measurements Yearbook; administering a scale; standardized measures.

6. Effectively communicate results obtained from the evaluation of interpersonal practice. (Values & Ethics 1,2,3; Diversity 2,3; Critical Thinking/Evidenced-Based Practice 1,2,3; Research 2) (*Content: visual and descriptive analysis; presentation techniques; creating line and bar graphs; techniques for describing and interpreting data*)
7. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. (Values & Ethics 1,2,3; SJ 1) (*Content: NASW Code of Ethics; connection between evidence based practice, social justice and the code of ethics; role of client informed consent in implementing measures and interventions*)
8. Critically evaluate the strengths and limitations of the evaluation of interpersonal practice in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion. (Diversity 1,2,3) (*Content: cultural relevance of evidence; importance of client values, preferences, and expectations; importance of self-reflection and awareness of clinician’s values, preferences, and expectations; culturally sensitive assessment; culturally sensitive treatment plan; culturally sensitive methods of measurement; locating culturally sensitive measures; culturally sensitive goal setting; culturally sensitive evaluation of client progress*)

Required Textbook

Patterson, D.A. & Basham, R.E. (2006). *Data Analysis with Spreadsheets*. Boston: Pearson.

Walls, Jeanette (2006). *The Glass Castle*. Simon & Schuster. (This is a non-fiction novel that can be found at any bookstore or Target store.)

Recommended Textbooks

Thyer, B.A. & Myers, L.L. (2007). *A Social Worker’s Guide to Evaluating Practice Outcomes*. Alexandria, Virginia: CSWE Press.

Bloom, M., Fischer, J., & Orme, J. (2006). *Evaluating practice: Guidelines for the accountable Professional, Fifth Edition*. Boston: Allyn and Bacon.

Course Requirements

This is an online class using Centra technology to meet in an online class environment. Students are expected to complete six modules online and the assignments associated with each module. Class participation is expected and will be determined by your participation in online discussions. Students are expected to attend all online classes. A student who wishes an extension of time for

an assignment due to medical or personal emergency should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty.

Assignments & Grading

Online quizzes (6 at 9% each)	54%
Discussion Board (6 at 4% each)	24%
Article Critiques (4 @ 2% each)	8%
Community Learning Event	4%
<u>Final Group Project</u>	<u>10%</u>
Total	100%

- **Quizzes:** Students will have a quiz for each module in the class for a total of 6 quizzes. The quizzes will cover all reading materials and course materials for that module. All quizzes are located under the modules in "Course Documents". The quizzes are open book and open note, but you are not permitted to share answers or discuss the quiz with other students. Sharing answers or helping each other constitutes cheating and will result in disciplinary action. The quiz will be timed and you have 5 hours to complete the each quiz. Once you open a quiz, you must complete the quiz within 5 hours. Do not open the quiz until you have reviewed the material for that module and you are ready to take the quiz. If you fail to take the quiz during the designated time, you will receive a penalty of two points for a make-up quiz. Please do not wait until the last minute to submit your answers for the quiz.
 - *Quiz 1: Introduction to single-system design & applying EBP*
 - *Quiz 2: Assessment and goal setting*
 - *Quiz 3: Measuring Behaviors*
 - *Quiz 4: Monitoring Change*
 - *Quiz 5: Understanding and communicating results*
 - *Quiz 6: Beyond single-systems design (ethical issues and future challenges)*
- **Discussion Boards:** Students are expected to participate in a discussion board with their classmates for each module covered in this course in a timely fashion. All discussion boards are located under the modules in "Course Documents". You are required to actively engaging in thoughtful discussions with your classmates. Your comment(s) can either be a new thread or a detailed response to other students' comments. A simply "Yes, I agree" or "No, I don't agree" is not an acceptable comment. Your grade for the discussion board will be dependent on the quality and appropriateness of your comments. It is important to remember that this is a classroom environment. Therefore, your language and tone on the discussion board should reflect this environment. You are strongly encouraged to challenge and disagree with each other, but this must be done in a respectful manner. The discussion boards will cover the following topics:
 - *Module 1: Using EBP in practice: Understanding barriers in your current field placement*
 - *Module 2: Locating evidence for a clinical intervention -How does this intervention fit with the client system factors, your own practitioner factors, and the organizational/system factors?*
 - *Module 3: Selecting a measurement tool for evaluating behavior change in clients and assessing this tool for cultural relevance*
 - *Module 4: Selecting and using the most appropriate single-system designs to evaluate client change: Assessing the strengths and weaknesses*

- *Module 5: Effectively communicating the results obtained from the evaluation of interpersonal practice*
- *Module 6: Conducting the evaluation of interpersonal practice within the ethical standards of the social work profession after graduation – challenges and strategies to overcome these barriers.*
- *Article Critiques:* In order to assist students in selecting and using the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice, students are required to complete four article critiques on the following studies using single-system designs:
 - Tanner, B. (2004). Multimodal Behavioral Treatment of nonrepetitive, treatment-resistant nightmares: A case report. Perceptual and Motor Skills, 99, 1139-1146
 - Forquer, L.M. & Johnson, C.M. (2005). Continuous white noise to reduce resistance going to sleep and night wakings in toddlers. Child and Family Behavior Therapy, 27, 1-10.
 - Joseph, L.M. & Orlins, A. (2005). Multiple uses of a work study technique. Reading Improvement, 42, 73-79.
 - Luiselli, J.K., Schmidt, S. Ricciardi, J.N. & Tarr, M. (2004). Brief functional analysis and intervention evaluation for treatment of saliva-play. Child & Family Behavior Therapy, 26, 53-61.
- *Community Learning Project:* In order to assist in the locating, critically appraising, and applying appropriate evidence-based interpersonal practice interventions for a given client system, each student is required to attend some type of learning event outside of the College of Social Work or as part of your field placement. This learning event could be a conferences/workshops or community lecture. You must report on your community learning event on this discussion board, and engage in any questions, comments or discussions on blackboard about this event. In your discussion, you should include if the knowledge learned was evidence based, was culturally relevant to all clients (i.e., in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion), and how this knowledge would assist you in working with your clients. Also, include any links or additional information which would be useful to share with your classmates. The goal of this assignment is for you to experience some additional learning, critique that learning experience, and to be able to share that outside knowledge with your classmates.
- *Group Projects:* Students will be divided into small groups to develop a single-system case study based on a character selected from the book *The Glass Castle* by Jeanette Walls. This project will require you to demonstrate content from all of the course competencies. You can intervene with a character(s) at any point of the book or the end of the book, and then develop a scenario of why that character(s) was referred to see a social worker. The project should be developed on Blackboard using WIKI and include the following:
 - assessment of the client;
 - selection of appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice;
 - location, critical appraisal, and application of appropriate evidence-based interpersonal practice interventions for your selected client system;
 - documentation of each session with the client;
 - selection and usage of the most appropriate single-system design to evaluate client change;

- selection and usage of the most appropriate evidence-based methods to analyze and interpret client change;
- selection and usage of the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change;
- communication of the results obtained from the evaluation;
- discussion of the strengths and limitations of the evaluation of interpersonal practice in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion.

Further information about all assignments is located under “Assignments” in Blackboard.

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 beginning of Module:	Topic:
Week 1 & 2	Aug. 24 th	<p><i>MODULE #1: Introduction to Single-Systems Design & Evidence Based Practice</i></p> <p><i>MEET ONLINE WITH CENTRA ON Aug. 24th from 7:00-8:00pm (CST)</i></p> <ul style="list-style-type: none"> • Thyer & Myers: <ul style="list-style-type: none"> ○ Chapter 1, “Brief overview of evaluation research” ○ Chapter 6, “Some myths, misconceptions, and practical considerations in evaluation” • Rubin, A. (2008). Monitoring Client Progress (Chapter 12). In <u>Practitioner’s Guide to Using Research for Evidence-Based Practice</u>. New Jersey: John Wiley & Sons Inc. • Rubin, A. & Babbie, E. (2008). Single-Case Evaluation Designs (Chapter 12 pp. 280 - 285). <u>Research Methods for Social Work (6th Ed.)</u>. Pacific Grove, CA: Brooks/Cole. • Rubin, A. & Babbie, E. (2008). Culturally Competent Research (Chapter 5). <u>Research Methods for Social Work (6th Ed.)</u>. Pacific Grove, CA: Brooks/Cole.

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- Slovin-Nevo, V. (1997). Evaluating practice: The dual roles of clinician and evaluator. Families in Society, 3, 228-239.
 - Proctor, E. (2002). Social work, school violence, mental health, and drug abuse: A call for evidence-based practices. Social Work Research, 26,2, 67-69.

Week 3 & 4 Sept. 14th

MODULE #2: Assessment & Goal Setting

MEET ONLINE WITH CENTRA, Sept. 14th from 7:00-8:00pm (CST)

- Patterson & Basham:
 - Chp. #2: Data Collection Ways and Means
- Bloom, M., Fischer, J., & Orme, J. (2006). Specifying Problems and Goals (Chapter 3). In Evaluating practice: Guidelines for the accountable Professional, Fifth Edition. Boston: Allyn and Bacon.
- Rubin, A. & Babbie, E. (2008). Single-Case Evaluation Designs (Chapter 12 pp. 285 - 287). Research Methods for Social Work (6th Ed.). Pacific Grove, CA: Brooks/Cole.
- Collins, P.M., Kayser, K. & Platt, S. (1994). Conjoint marital therapy: A practitioner's approach to single-system evaluation. Families in Society, March, 131-141.
- Needham, P.R. & Newbury, J. (2004). Goal setting as a measure of outcome in palliative care. Palliative Medicine, 18, 444-451.

Week 5 & 6 Sept. 28th

MODULE #3: Measuring Behaviors

MEET ONLINE WITH CENTRA, Sept. 28th from 7:00-8:00pm (CST)

- Patterson & Basham:
 - Chp. #10: Single Systems Designs
 - Thyer & Myers:
 - Chapter 2, "Selecting and locating outcome measures useful in the evaluation of practice"
 - Rubin, A. (2008). Critically Appraising and Selecting Assessment Instruments (Chapter 11). In Practitioner's Guide to Using Research for Evidence-Based Practice. New Jersey: John Wiley & Sons Inc.
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- Rubin, A. & Babbie, E. (2008). Single-Case Evaluation Designs (Chapter 12 pp. 287 - 293). Research Methods for Social Work (6th Ed.). Pacific Grove, CA: Brooks/Cole.
 - Barrett, M.D. & Wolfer, T.A. (2001). Reducing anxiety through a structured writing intervention: A single system evaluation. *Families in Society*, 82,4, 355-362.
 - Gilgun, J.F. (2004). Qualitative methods and the development of clinical assessment tools. Qualitative Health Research, 14,7, 1008-1019.

Week 7 & 8 Oct. 12th

MODULE #4: Monitoring Change

MEET ONLINE WITH CENTRA on Oct. 12th from 7:00-8:00pm (CST)

- Thyer & Myers:
 - Chapter 4, “Group evaluation designs”
- Rubin, A. & Babbie, E. (2008). Single-Case Evaluation Designs (Chapter 12 pp. 293- 300). Research Methods for Social Work (6th Ed.). Pacific Grove, CA: Brooks/Cole.
- 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. Disability and Rehabilitation, 25,17, 1000-1007.

Week 9 & 10 Oct. 26th

MODULE #5: Understanding and Communicating Results

MEET ONLINE WITH CENTRA ON Oct. 26th from 7:00-8:00PM (CST)

- Patterson & Basham:
 - Chp. #4: Data Cleaning
 - Chp. #6: Descriptive Statistics
 - Chp. #10: Single System Design
 - Chp. #12: Graphical Presentation of Practice Information
 - Rubin, A. & Babbie, E. (2008). Single-Case Evaluation Designs (Chapter 12 pp. 300 - 304). Research Methods for Social Work (6th Ed.). Pacific Grove, CA: Brooks/Cole.
 - Richards, S.B., Taylor, R.L., Ramasamy, R. & Richards, R.Y. (1999). Methods for analyzing data (Chapter 13). In *Single Subject Research*. Belmont, CA: Wadsworth.
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- Bloom, M., Fischer, J., & Orme, J. (2006). Basic Principles of analysis (Chapter 19). In Evaluating practice: Guidelines for the accountable Professional, Fifth Edition. Boston: Allyn and Bacon.
 - Bloom, M., Fischer, J., & Orme, J. (2006). Visual analysis of single-system design data (Chapter 20). In Evaluating practice: Guidelines for the accountable Professional, Fifth Edition. Boston: Allyn and Bacon.
 - Lo, Y.Y. & Konrad, M. (2007). A field-tested task analysis for creating single-subject graphs using Microsoft Office Excel. Journal of Behavioral Education, 16, 155-189.
 - Hillman, H.L. & Miller, L.K. (2004). Designing multiple baseline graphs using Microsoft Excel. The Behavior Analyst Today, 5,4, 372-380.
 - Grehan, P. & Moran, D.J. (2005). Constructing single-subject reversal design graphs using Microsoft Word: A comprehensive tutorial. The Behavior Analyst Today, 6,4, 235-251.
 - Carr, J.E. & Burkholder, E.O. (1998). Creating single-subject design graphs with Microsoft Excel. Journal of Behavior Analysis, 31, 245-251.

Week 11 & 12 Nov. 9th

MODULE #6: Beyond Single-System Design

MEET ONLINE WITH CENTRA ON Nov. 9th from 7:00-8:00pm (CST)

- Patterson & Basham:
 - Chp. #12: Graphical Presentation of Practice Information
 - Thyer & Myers:
 - Chapter 5, “Ethical issues in the design and conduct of evaluation research”
 - 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.
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- 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 13 - 15 Nov. 23rd

Clinical Evaluation Projects & Course Review

MEET ONLINE WITH CENTRA ON Nov. 23rd from 7:00-8:00pm (CST)
