

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

**SW 520 FOUNDATIONS OF EVIDENCE-BASED PRACTICE
(1 credit hour)**

Wednesdays 2:10-4:10 PM (Second Session)

Instructor: David R. Dupper, M.S.W., Ph.D.
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Pre-requisites: 510, 512, 513, 517, 519, 522, 538.

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*, 2007).

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 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This is a required Advanced curriculum course. Examines how to (1) convert information needs related to practice decisions into well-structured answerable questions; (2) efficiently locate the best evidence with which to answer such questions; (3) critically appraise such evidence; (4) apply results to practice and policy decisions; and (5) evaluate the effectiveness and efficiency of the application of such results to practice and policy decisions.

Course Rationale

In order to maximize services to client systems that are effective in achieving valued outcomes, and to minimize ineffective and harmful services, social workers must have the knowledge and skills to formulate well-structured answerable questions about practice and policy decisions, and locate, critically appraise, apply, and evaluate the best

evidence for making practice and policy decisions within a culturally affirming generalist social work context.

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. Define, articulate, and apply principles of critical thinking, by learning how to recognize, define, and avoid practice fallacies, to improve care given and care received with diverse clients/client systems. (*content: assertions and assumptions of practice; common logical fallacies when examining evidence; common errors in reasoning that violate principles of science called “practitioners’ fallacies”; steps in evidence based practice; controversies and misconceptions about evidence based practice*).
2. Formulate well-structured answerable questions about practice and policy decisions through engagement with the client, a mutual understanding of expectations, and a careful assessment of service needs and availability, the client/client system's culture, context, and motivation. (*content: Client Oriented Practical Evidence Search” (COPES) questions; evaluation, prevention, assessment, description, and risk questions*).
3. Employ a scientific analytic approach using qualitative and/or quantitative methods to rigorously, critically and open-mindedly investigate, analyze, synthesize, and interpret available primary and secondary data and research findings, evaluation outcomes and other information toward formulation of professional judgments and conclusions (*content: steps in evidence based practice; utilizing electronic searches and information technology using methodological filters; quality of study rating forms and frameworks for evaluating research studies; meta-analysis*).
4. Analyze the influence and implications of cultural, geographic, community, gender-based, religious, political, ideological and other identities and orientations on thinking about social issues, concerns, ethics and values. (*content: identity formation; experiences of individuals in these contexts; formation of multiple identities; case studies of life experiences in identity formation and their relationships with the thoughts on contemporary social issues; critical analysis of self with respect to the above identity designations; history of cultural insensitivity in research; generalization of research findings to other groups; recruitment and retention of minority and oppressed populations in research studies; problematic issues in making research more culturally competent*).

Course Requirements/Evaluation Procedures:

Students are expected to attend every class session. Students are expected to read all required assignments prior to each class session. Students are also expected to complete all other class assignments on time. It is essential that students notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course requirements.

Course Requirements/Plan for Evaluation:

Weekly on-line quizzes (5 @ 5 points each)..... 25% (25 points)

Assignment #1.....	10%	(10 points)
Assignment #2	10%	(10 points)
Assignment #3	10%	(10 points)
Assignment #4	10%	(10 points)
Assignment #5	10%	(10 points)
Final paper assignment.....	25%	(25 points)

Assignment of Final Grades

The final course grade will be based on the following point totals:

- 94-100 points = A (Superior performance, exceeds expectations)
- 87- 93 points = B+ (Better than satisfactory performance)
- 82- 86 points = B (Satisfactory performance, meets expectations)
- 77- 81 points = C+ (Less than satisfactory performance)
- 70-76 points = C (Performance well below the standard expected of graduate students)

Required Texts:

Gibbs, L.E. (2003). *Evidenced-based practice for the helping professions: A practical guide with integrated multimedia*. Pacific Grove, CA: Brooks/Cole-Thompson Learning.

Other readings may be found @ Hodges on-line library reserve and our Blackboard site

Course Content Outline:

<u>Date</u>	<u>Topics/Readings</u>
3/5/08	<p><u>Session 1-</u> Course overview; principles, overview, steps of EBP, principles of critical thinking about practice and practice fallacies; can interventions harm? iatrogenic interventions; exercise 1-2 “Ethics and standards worksheet”(pp. 22-23)</p> <p><u>Readings for session 1:</u></p> <p>Gibbs text – Chapter 1 “Evidence-based practice: Definition and what it offers to you and to your clients” and Chapter 2 “Become motivated to apply the current best evidence to practice”.</p> <p>Thyer, B.A. (2006). What is evidence-based practice? In A.R. Roberts & K. R. Yeager (Eds.) (pp. 35-46). <i>Foundations of Evidenced-Based Social Work Practice</i>. New York, N.Y.:Oxford University Press.</p> <p>Dishion, T.J., McCord, J. & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. <i>American Psychologist</i>, 54, 755-764.</p> <p>Mullen, E.J. & Streiner, D. L. (2006). The evidence for and against evidenced-based practice. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 21-34). <i>Foundations of Evidenced-Based Social Work Practice</i>. New York, N.Y.: Oxford University Press.</p> <p>Gambrill, E.D. (2003). Evidence-based practice: Sea change or the Emperor’s new clothes? <i>Journal of Social Work Education</i>, 39, 3-23.</p> <p>Gambrill, E. (1999). Evidence based practice: An alternative to authority-based practice. <i>Families in Society: The Journal of Contemporary Human Services</i>, 80, 341</p>

Before next class:

- Take quiz #1
- Complete assignment #1- Complete the Hospital Interactive Team Thinking Test

(HITTT), Courtroom Interactive Testimony Thinking Test (CITTT), or Multidisciplinary Interactive Team Thinking Test (MITTT).

3/12/08

Session 2 - Posing a well-structured and answerable question; exercise 3-1 “Classifying a client-oriented, practical, evidence-search question and posing a well-built question”, exercise 3-2 “Asking a human service worker for a client-oriented, practical, evidence-search question” exercise 3-3 “Posing a well-built, client-oriented, practical, evidence-search question from your own practice” & exercise 3-4 “Should this question be asked?”(pp. 77-87)

Readings for session 2:

Gibbs text – Chapter 3 “Pose a specific question of importance to your client’s welfare”.

Yeager, K.R. (2006). A practical approach to formulating evidence-based questions in social work. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 47-58). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.: Oxford University Press.

Before next class (2 weeks):

-Take quiz #2

-Complete assignment #2- Develop a question using the COPES question types

3/19/08

SPRING BREAK!

3/26/08

Session 3- Strategies for locating external evidence; exercise 4-1 “Experience conducting a search regarding a treatment program for delinquency” (pp. 139-144).

Readings for session 3:

Gibbs text– Chapter 4 “Locate the best external evidence to answer your question”

Directory of internet resources on evidence-based practice and research in health care and human services. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 349-360). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.: Oxford University Press.

Shlonsky, A. & Gibbs, L. (2006). Will the real evidence-based practice please stand up? In A.R. Roberts & K. R. Yeager (Eds.) (pp. 103-121).

Foundations of Evidenced-Based Social Work Practice. New York, N.Y.:Oxford University Press.

Before next class:

-Take quiz #3

-Complete assignment #3: Select search terms related to your question and search databases (e.g. Medline, PsycInfo, Social Work Abstracts, ERIC, Google Scholar), systematic review sites (Campbell and Corcoran Collaborations), and other databases. Turn in a report documenting your search strategies. Which terms and Boolean operators did you use? Which databases and search engines did you use?

4/2/08

Session 4- Evaluating treatment effectiveness research, randomized controlled trials; systematic reviews and meta-analyses; exercise 5-1 “Effectiveness of a

program to reduce Alzheimer's Disease caregiver's depression and burden" (pp. 170-172) & exercise 5-2 "Effectiveness of cognitive-behavioral training in job-finding for long-term unemployed people" (pp. 173-174).

Readings for session 4:

Gibbs text – Chapter 5 "Treatment effectiveness research: Evaluating study quality and applying results to practice" & chapter 6 "Meta-analysis: Evaluating review quality and applying findings to practice".

Corcoran, K. & Vandiver, V. L. (2006). Implementing best practice and expert consensus procedures. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 59-66). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.: Oxford University Press.

Okamoto, S.K. & LeCroy, C.W. (2006). Evidence-based practice and manualized treatment with children. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 204-213). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.: Oxford University Press.

Gone, J. P. & Alcantara, C. (2007). Identifying effective mental health interventions for American Indians and Alaska Natives: A review of the literature. *Cultural Diversity and Ethnic Minority Psychology*, 13, 356-363.

Durlack, J.A. & Wells, A.M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology (Special issue: Meta-analysis of primary prevention programs)*, 25, 115-152.

Before next class:

-Take quiz #4

-Complete assignment #4 -Exercise 6-1- using the META from to rate the over-all quality and drawing practice implications from a meta-analysis (pp. 192-195).

4/09/08

Session 5- Evaluating descriptive and qualitative research; collecting data in practice; exercise 8-2 "A qualitative study of life after stroke" (pp. 234-236) & exercise 9-1 "Collecting data in practice" (pp. 248-249).

Readings for session 5:

Gibbs text – Chapter 8 "Descriptive and qualitative studies: Evaluating study quality and applying results to practice" & chapter 9 "Collecting data in practice"

Before next class:

-Take quiz #5

-Complete assignment #5 -Exercise 9-1- Collecting data in practice (pp. 248-249).

4/16/08

Session 6- Applying evidence-based practice to your client population; exercise 10-2 "A decision regarding whether to apply recovered-memory therapy" (pp. 265-266).

Readings for session 6

Gibbs text– Chapter 10 "Teaching others"

Mullen, E. J. (2006). Facilitating practitioner use of evidence-based practice. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 152-159). *Foundations of*

Evidenced-Based Social Work Practice.. New York, N.Y.: Oxford University Press.

Mullen, E. J., & Bacon, W. (2006). Implementation of practice guidelines and evidence-based treatment: A survey of psychiatrists, psychologists and social workers. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 81-92). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.:Oxford University Press.

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 professions. *Research on Social Work Practice, 14*(2), 68-79.

4/23/08

Work on final paper assignment (*Due no later than 5 PM Friday April 25*)