

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

**SW 526 Evaluating Clinical Practice  
Spring 2009  
(3 credit hours)**

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**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 (<http://www.csw.utk.edu/mssw/>)

**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 course focuses on the development of knowledge and skills necessary to evaluate clinical practice with individuals, families, and small groups. Building upon the foundation research and practice courses, this course examines methods for measuring clinical outcomes for individuals, families, and small groups using multiple measurement methods, and determining change in client outcomes using single-system designs.

**Course Rationale:** Clinical 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, family, or small group client/client system. In order to provide the most effective intervention for particular clients, clinical social workers must be able to 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 Objectives:**

Upon successful completion of this course, students are expected to be able to:

1. Use a single system research design to evaluate clinical practice;
2. Gain access to and critically read research literature;
3. Describe the strengths and limitations of the various measurement concepts and tools for evaluating the outcomes and processes of interventions;
4. Identify the obstacles that may be encountered in outcome and process evaluation for various interventions and to identify the steps necessary to overcome these obstacles;
5. Identify the probable short- and long-term benefits and costs of systematic outcome and process evaluation to the practitioner, the client(s), the employing agency, the community, and to the profession of social work;
6. Describe the connection between systematic evaluation of one's own practice using a single system design and knowledge pursued through experimental, quasiexperimental, and qualitative designs;
7. Use computer based resources for the assessment, monitoring, and analysis of intervention research;
8. Report and disseminate intervention research;
9. Conduct practice evaluation within the ethical guidelines of the profession of social work;
10. Avoid potential biases in direct intervention research with clients with varying racial ethnic, age, gender, sexual orientation, socio-economic, physical and/or mental ability characteristics, and/or from high-risk, vulnerable and other disadvantaged groups.

## Course Outline

The following material is applicable to all sections of SW563 and SW526 taught by Dr. Neely-Barnes Spring 2009

### Required Textbook

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

Other reading materials about *Systematic Planning and Evaluation for Interpersonal Practice* are available on the library course reserves.

**Grade Distribution:** The course grade is based on a combination of quizzes, papers and projects which will be computed on the following parts.

25 points	Quizzes
40 points	Discussion boards
30 points	Final paper
5 points	Presentations

**Grade Distribution** (continued): The grading scale is as follows:

A 94-100 pts	C+ 77-81 pts
B+ 88-93 pts	C 70-76 pts
B 82-87 pts	D 60-69 points

### Course Requirements

**Quizzes (25%):** Five quizzes (**each worth 5 points**) will be posted on Blackboard. Quiz content will correspond with the course competencies and unit material as outlined below. These quizzes will provide both the instructor and students with ongoing feedback concerning knowledge acquisition. Students will be able to log on any time during the two weeks before the quiz due date. However, once the quiz has been closed, no make-up will be available.

**Quiz 1: Due February 9<sup>th</sup>:** Developing a plan, selecting an evidence based practice, and data management

Specific course competencies measured with this quiz include (but are not limited to) competency #1 selecting appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice, and competency #2 locating, critically appraising, and applying appropriate evidence-based interpersonal practice interventions.

**Quiz 2: Due February 16<sup>th</sup>:** Measurement

This quiz will measure competency #5, “Selecting and using the most appropriate Evidence based methods for the assessment, monitoring, and analysis of client change.”

**Quiz 3: Due March 2<sup>nd</sup>: Design**

This quiz will measure competency #3, “Select and use the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice.”

**Quiz 4: Due March 23<sup>rd</sup>: Data analysis 1**

Specific course competencies measured with this quiz include (but are not limited to) part of competency #5 - analysis and interpretation of client change in interpersonal practice and competency # 6 - effectively communicating results obtained from the evaluation of interpersonal practice.

**Quiz 5: Due March 30<sup>th</sup>: Data analysis 2**

Specific course competencies measured with this quiz include (but are not limited to) part of competency #5 - analysis and interpretation of client change in interpersonal practice and competency # 6 - effectively communicating results obtained from the evaluation of interpersonal practice.

**Discussion boards**

There are five discussion board assignments each worth 5-10 points. The discussion boards serve two purposes in this class: 1) Assessment of the competencies on ethics and cultural competency, and 2) Providing an opportunity for you to begin your final project and discuss aspects of it with your colleagues. Detailed grading rubrics for these discussion boards will be given at a later time.

**Discussion Board 1 (5 points) Due: January 26<sup>th</sup>**

In this discussion board, you will reflect on ethics and cultural competency in practice evaluation. To get full credit, your first post to this discussion forum should be no later than January 23<sup>rd</sup> at 8:00 am. All posts made before January 26<sup>th</sup> at 8:00 will be read for a grade.

**Discussion Board 2 (10 points) Due: February 2<sup>nd</sup>**

In this discussion board, you will complete the first part of your final project: description of the client and the evidence based intervention. Each participant should “start a new thread” on the discussion forum with a posting of their client and intervention description. In addition, each discussion group participant should read the other group members posts. Please reply with any helpful suggestions to your group members. Use the following guidelines when starting your new thread:

Description of Client(s): The client can be an individual, a couple, a family, a group, or an organization. Information included in this section includes (a) relevant client characteristics (e.g., age, gender, history) described; (b) target(s) of intervention and

client's goals, (c) how/why these targets/goals were selected; (d) information suggesting that the target warrants intervention, and (e) agreement/disagreement from people knowledgeable about the client, concerning intervention target(s) and goals. Your client should be fictitious. You can use a composite of one or more clients you have worked with in the past.

Client Intervention: Specify intervention selected including (a) clear link between intervention and specified target(s); (b) the reason(s) for selecting this(these) intervention(s) 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?), and (c) critical review of empirical research supporting relevant interventions and outcomes included.

### **Discussion Board 3 (10 points) Due: February 23<sup>rd</sup>**

In this discussion board, you will complete the second part of your final project: selecting appropriate measures. Each participant should "start a new thread" on the discussion forum with a posting of a description of their measures chosen. In addition, each discussion group participant should read the other group members posts. Please reply with any helpful suggestions to your group members. Use the following guidelines when starting your new thread:

Measures: Description of measures selected and reasons for selection including (a) how measurement information will be collected from multiple sources, or explanation about 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.); (b) whether multiple measurement methods used. If not, why this was not possible or practical?; (c) specify when, where, how, and by whom measurement information was collected; (d) a summary about what is known about the reliability and validity of each measure included; (e) specify how the measure is scored and what different scores mean, if such information is available; (f) cite any literature on the reliability and validity of your chosen measures

### **Discussion Board 4 (10 points) Due: March 9<sup>th</sup>**

In this discussion board, you will complete the third part of your final project: selecting an appropriate design. Each participant should "start a new thread" on the discussion forum with a posting of a description of their measures chosen. In addition, each discussion group participant should read the other group members posts. Please reply with any helpful suggestions to your group members. Use the following guidelines when starting your new thread:

Evaluation Design: Specify the evaluation design including (a) evaluation design used; (b) the length of the phases and the rationale for phase lengths; (c) consideration of prospective and retrospective baselines (if applicable and practical); and (d) evidence of appropriate planning and modification (if needed)

### **Discussion Board 5 (5 points) Due: April 6<sup>th</sup>**

This final discussion board with address ethics in evaluation and applying what you have learned to practice. To get full credit, your first post to this discussion forum should be no

later than April 3rd at 8:00 am. All posts made before April 6th at 8:00 will be read for a grade.

### **Presentation (5 points)**

Students will complete class presentations during sessions 12 and 13 of the course. This presentation will be over the content of the final paper and will be used to evaluate the integration of the eight course competencies. Students will be given the choice of completing their final presentations on Centra or by posting narrated Power Point presentations to a discussion group. Keep it short! No more than 8-12 Power Point slides.

### **Final paper (30 points)**

#### **1. Specification of client system (2 point)**

Revise and resubmit your original discussion board 2 entry on your choice of the client or client system. Remember, your chosen client will be fictitious.

#### **2. Choice of intervention (2 point)**

Revise and resubmit your original discussion board 2 entry on your choice of intervention.

#### **3. Measures (2 point)**

Revise and resubmit your original discussion board 3 entry on your choice of measures.

#### **4. Design (2 point)**

Revise and resubmit your original discussion board 4 entry on your choice of design.

#### **5. Evaluation Results (10 points):** Since your client is fictitious, your data will also be fictitious. Graph & interpret the results including (a) visual representation and interpretation of the results; (b) how the target(s) deteriorated, remained unchanged, or improved; (c) if the target(s) improved, was the improvement sufficient (i.e., was the goal(s) achieved)?; and (d) bases for conclusions (e.g., visual analyses, descriptive statistics, practical significance, statistical significance, and/or theoretical significance. Please place emphasis on practical significance)

#### **6. Discussion (5 points):** Discuss the results including (a) a paragraph summary of the practice evaluation results, (b) discussion about what happened (i.e., 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); (c) generalizability; and (c) evidence the section was carefully crafted, not simply an afterthought.

#### **7. Ethical and Multicultural Considerations (4 points):** address ethical and multicultural considerations relevant to the client evaluation including (a) how the design and implementation gave special attention to the ethical considerations discussed in the reading material and class lectures and (b) multicultural issues relevant to the evaluation including appropriateness of instrument and design to client population.

#### **8. Professionalism (3 points):** Paper and Presentation professionally delivered and including appropriate references (no less than 5). Considerations include (a) the assignment written in a creative, engaging, and professional manner, (b) evidence of research and critical thinking, (c) APA style, Spelling, Grammar, Headings, Page Numbers, (d) good utilization of space (e.g. correct number of pages), and (e) the paper is submitted on time.

**Professionalism:** All written assignments are to be turned in APA style (latest edition). Take care with your writing. REWRITE and PROOFREAD your work. Make sure your paper is organized (headings are recommended). Turn your paper in on time. Be concerned with the professional impression of what you turn in.

**Attendance, participation and class rules:** Participation in the Centra sessions is not graded, but it is an important part of the class. Please plan to attend all sessions and participate regularly. Your involvement in the discussion boards is graded and considered an important part of class participation. I will put other course resources such as short videos or narrated Power Point slides on Blackboard from time to time. Reviewing these resources is an important part of class participation.

**Dropping the class:** If you chose to drop the class, you have the responsibility to complete the paperwork according to the University's schedule. Not doing so may result in a failing grade.

**Student retention:** The University of Tennessee supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Student Academic Support Services in the General Education Building Room BB9, 448-5056 for more information and referrals.

**Email Inquiries:** Please do NOT wait until the last minute to forward a course relevant question or concern (e.g., the day prior to an assignment due date). Although, I usually check my e-mail several times a day, but there may be times when it's not possible.

## **Weekly Readings and Lecture Content**

### **Unit 1: Conceptualizing Targets, Objectives and Goals**

**Unit 1 content includes competency 1** content including (a) conducting an assessment of client needs, (b) goal setting, short and long term goal identification, (c) standardized recording plan, (d) importance of client values, preferences, and expectations, (e) practitioner's individual expertise; and (f) clinical characteristics and circumstance; and **competency 2** content including (a) steps of evidence based practice, (b) systematic reviews, (c) development of evidence based treatment plan, (d) cultural relevance of evidence, (e) connection between evidence based practice, social justice and the code of ethics, (f) evidence based practice, (g) importance of client values, preferences, and expectations, (h) practitioner's individual expertise, clinical characteristics and circumstance and (i) using research to inform practice and practice experience to inform research); **competency 7** content including (a) NASW Code of Ethics, (b) connection between evidence based practice, social justice and the code of ethics, and (c) role of client informed consent in implementing measures and interventions; and **competency 8** content including (a) cultural relevance of evidence, (b) importance of client values, preferences, and expectations, (c) importance of self-reflection and awareness of clinician's values, preferences, and expectations, (d) culturally sensitive assessment;

culturally sensitive treatment plan, (e) culturally sensitive methods of measurement, (f) locating culturally sensitive measures, (g) culturally sensitive goal setting and (h) culturally sensitive evaluation of client progress

**Week 1**  
**Jan 12**      **Course Overview**  
**Basic Principles of Single-System Design & Measurement**  
**Ethics of Evaluation**

**Required Reading:**

Artlet, T., Shek, D. T. L., & Thyer, B. A. (2003). Using single-system research designs to evaluate practice: Potential applications for social work in Chinese contexts. *International Social Work, 46*, 163-176.

Bloom et al., (2006) Chapter 1: Integrating Evaluation and Practice (p. 35-56)

Bloom et al., (2006) Chapter 2 Basic Principles of Conceptualization and Measurement (pp. 59-89)

Soliman, H. H. (1999) Post-traumatic stress disorder: Treatment outcomes for a Kuwaiti child. *International Social Work, 42*, 163-175.

**Jan 19**      **MLK Holiday**  
**No Class**

**Week 2**  
**Jan 26**      **Problems and Goals**  
**Developing a Plan**  
**Due: Discussion Board 1: Ethics and Cultural Competency in Evaluation**

**Required Reading:**

Bloom et al., (2006) Chapter 3: Specifying Problems and Goals (pp. 91-113)

Bloom et al., (2006) Chapter 4: Developing a Measurement and Recording Plan (pp. 122-143)

Rosen, A., Proctor, E. KI., & 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.

**Unit 2: Measuring Targets, Objectives and Goals**

**Unit 2 content includes competency 1** content including (a) measurement plan, (b) cultural relevance of measurement tools, (c) validity and reliability of measurement tools, and (d) importance of client values, preferences, and expectations; **competency 2** content including (a) importance of client values, preferences, and expectations; **competency 4** content including (a) considerations in selecting different methods for analyzing data from single-system designs; and competency 6 content including (a) visual and descriptive analysis; **competency 5** content including (a) direct measures (i.e. behavioral observations), and indirect measures (individualized rating scales standardized instruments) (b) logs, (c) rating scales, (d) influence of ‘bias,’ (e) characteristics and benefits of standardized scales, (f) methods of measuring behavior, (g) benefits/limits of scales, (h) cultural competence in planning and constructing measures, (i) search terms

for choosing a scale, and (j) measurement databases such as HAPPI and Mental Measurements Yearbook; administering a scale; standardized measures;

**Week 3**      **Data Management**  
**Feb 2**        **Introduction to Spreadsheets**  
                 **Data Collection**  
**Due: Discussion Board 2: Specifying your client targets and goals**

**Required Reading:**

Patterson, D.A., & Basham, R.E. (2006). An introduction to spreadsheets. In D.A. Patterson & R.E. Basham *Data Analysis with Spreadsheets*, (pp. 1-13). New York: Pearson Education Inc.

Patterson, D.A., & Basham, R.E. (2006). Data collection ways and means. In D.A. Patterson & R.E. Basham *Data Analysis with Spreadsheets*. (pp. 14-28). New York: Pearson Education Inc.

**Week 4**      **Overview of Selecting Measures**  
**Feb 9**        **Observation and Scales**  
**Due: Quiz 1: Developing a plan and data management**

**Required Reading:**

Bloom et al., (2006) Chapter 5: Behavioral Observation (pp. 169-199)

Bloom et al., (2006) Chapter 6: Individualized Rating Scales (pp. 201-217)

Bloom et al., (2006) Chapter 7: Standardized Scales (pp. 218-253)

**Week 5**      **Reactivity & Unobtrusive Measures**  
**Feb 16**      **Due: Quiz 2: Measures**

**Required Reading:**

Bloom et al., (2006) Chapter 9: Reactivity and Nonreactive Measures (pp. 286-285)

Bloom et al., (2006) Chapter 10: Selecting a Measure (pp. 302-312)

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.

**Unit 3: Evaluation Designs**

**Unit 3 content includes competency 3** content including (a) purpose and uses of baselines, (b) circumstances under which different single-system designs are useful, practical, and ethical, (c) purposes of different single-system designs, (d) considerations in selecting different single-system designs

**Week 6**      **What is Single System Design?**  
**Feb 23**      **Base Line**

## **DUE: Discussion Board 3: Measurement selection and discussion**

### **Required Reading:**

- Bloom et al., (2006) Chapter 11: Basic Principles of Single System Designs (pp. 317-354)
- Bloom et al., (2006) Chapter 12: Baseline (pp. 355-365)
- Bloom et al., (2006) Chapter 14: Multiple Designs for Single Systems (pp. 420-450)
- Cooper, M. G. (2006). Integrating single-system design research into the clinical practice class. *Journal of Teaching in Social Work*, 26, 91-102.

**Week 7**  
**Mar 2**            **Single-System Designs**  
**DUE: Quiz 3: Single-System Design**

### **Required Reading:**

- Bloom et al., (2006) Chapter 15: Changing Intensity Designs and Successive Intervention Designs (pp.451-476)
- Bloom et al., (2006) Chapter 17: Designs for Comparing Intervention (pp. 477-490)
- Bloom et al., (2006) Chapter 18: Selecting a Design (pp.492-510)

## **Unit 4: Data Analysis**

**Unit 4 content includes competency 4 content (a)** practical, statistical, and theoretical significance, (b) methods for graphing single-system design data, (c) visual analysis of single-system design data, (d) considerations in selecting different methods for analyzing data from single-system designs; **competency 6 content (a)** visual and descriptive analysis, (b) presentation techniques, (c) creating line and bar graphs, (d) techniques for describing and interpreting data

**Week 8**  
**Mar 9**            **Basic Principles of Data Analysis**  
**Or, what do I do with this data?**  
**DUE: Discussion Board 4: Choosing a design**

### **Required Reading:**

- Bloom et al., (2006) Chapter 19: Basic Principles of Analysis (pp. 513-538)
- Bloom et al., (2006) Chapter 20: Visual Analysis of Single System Design Data (pp. 539-553)

**Mar 16**            **Spring Break**  
**No Class**

**Week 9**  
**Mar 23**            **Frequency, Distribution, & Descriptive Stats**  
**DUE: Quiz 4: Data Analysis part 1**

### **Required Reading:**

Bloom et al., (2006) Chapter 21: Descriptive Statistics (pp. 554-574)  
Rubin, A., & Babbie, E.R. (2008). Analysis of Quantitative Data. In A. Ruben & E.R. Babbie *Research Methods for Social Work* (6th ed.) (477-503). Belmont, CA: Thompson, Brooks & Cole.

**Week 10**      **Statistical Inference**  
**Mar 30**      **Bivariate Statistics**  
**DUE: Quiz 5: Data Analysis part 2**

**Required Reading:**

Bloom et al., (2006) Chapter 22: Tests of statistical Significance for Single System Designs (pp. 576-595 )

Rubin, A., & Babbie, E.R. (2008). Inferential Data Analysis Part 1. In A. Ruben & E.R. Babbie *Research Methods for Social Work* (6th ed.) (504-523). Belmont, CA: Thompson, Brooks & Cole.

**Unit 5**      **Putting it into Practice...**

**Unit 5 content** includes content from **competency 7** (a) NASW Code of Ethics; (b) connection between evidence based practice, social justice and the code of ethics; (c) role of client informed consent in implementing measures and interventions. It also includes all content from **competency 8**: (a) selecting appropriate targets of client change and goals in a way that can be measured and monitored, (b) locating, critically appraising, and applying appropriate evidence-based interpersonal practice interventions, (c) selecting and using the most appropriate single-system designs (defined broadly) to evaluate client change, (d) selecting and using the most appropriate evidence-based methods to analyze and interpret client change, (e) selecting and using the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change, (f) effectively communicating results obtained from the evaluation of interpersonal practice, (g) conducting the evaluation of interpersonal practice within the ethical standards of the social work profession, and (h) critically evaluating 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.

**Week 11**      **Putting it into practice**  
**Apr 6**      **Discussion Board 5: Ethics and putting it in to practice**

**Required Reading:**

Bloom et al., (2006) Chapter 25: Not for practitioners alone: Evaluation for clients, administrators, educators, and students

Neuman, K. (2002). From practice evaluation to agency evaluation: Demonstrating outcomes to the United Way. *Social Work in Mental Health, 1*, 1-14.

Thyer, B. A. & Myers, L. L. (2007). Ethical issues in the design and conduct of evaluation research. In *A Social Worker's Guide to Evaluating Practice*

*Outcomes*, pp. 113-125. Alexandria, VA: Council on Social Work Education Press.

**Week 12**      **Student Presentations**  
**Apr 15**      **DUE: Final paper**

**Week 13**      **Student Presentations**  
**Apr 22**

## Bibliography

Many reading materials about *Systematic Planning and Evaluation for Interpersonal Practice* are available in the library, in social work journals, and online. Students are encouraged to read extensively from professional journals and texts on this topic. To aid in your quest for lifelong learning, this bibliography includes some of these many resources available.

- 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.
- 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.
- Barlow, D. H., Nock, M., & Hersen, M. (2008). *Single case experimental designs* (3rd ed.). Boston: Allyn & Bacon.
- Barrett, M. D., & Wolfer, T. A. (2001). Reducing anxiety through a structured writing intervention: A single-system evaluation. *Families in Society*, 82, 355-362.
- 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.
- 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.
- 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.
- Cone, J. D. (2001). *Evaluating outcomes: Empirical tools for effective practice*. Washington, D.C.: American Psychological Association.

- DiNoia, J., & Tripodi, T. (2007). *A primer on single-case design for clinical social workers* (2nd ed.). Washington, DC: NASW Press.
- Fischer, J., & Corcoran, K. (2006). *Measures for clinical practice and research: A sourcebook* (4th ed.). *Volume I: Couples, families, and children*. Oxford: Oxford University Press.
- Fischer, J., & Corcoran, K. (2006). *Measures for clinical practice and research: A sourcebook* (4th ed.). *Volume II: Adults*. Oxford: Oxford University Press.
- Gibbs, L. & Gambrill, E. (2002). Evidence based practice: Counterarguments to objections. *Research on Social Work Practice*, 12,3, 452-476.
- 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.
- Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Allyn & Bacon.
- 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.
- Needham, P.R. & Newbury, J. (2004). Goal setting as a measure of outcome in palliative care. *Palliative Medicine*, 18, 444-451.
- Nugent, W. R., Sieppert, J. D., & Hudson, W. W. (2001). *Practice evaluation for the 21st century*. Belmont, CA: Wadsworth/Thomson Learning.
- Patterson, D. A., & Basham, R. E. (2006). *Data analysis with spreadsheets*. Boston: Allyn & Bacon.
- 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.
- Rock, B. D., & Cooper, M. (2000). Social work in primary care: A demonstration student unit utilizing practice research. *Social Work in Health Care*, 31, 1-17.
- Satake, E., Jagaroo, V., & Maxwell, D. L. (2008). *Handbook of statistical methods: Single subject design*. San Diego, CA: Plural.
- Skinner, C. H. (2005). *Single-subject designs for school psychologists*. Binghamton, NY: Haworth.
- Slovin-Nevo, V. (1997). Evaluating practice: The dual roles of clinician and evaluator. *Families in Society*, 3, 228-239.

- Thyer, B. A., & Myers, L. L. (2007). *A social worker's guide to evaluating practice outcomes*. Alexandria, VA: Council on Social Work Education.
- Tripodi, T. (1994). *A primer on single-subject design for clinical social workers*. Annapolis Jct., MD: NASW Press.
- Vonk, M. E., Tripodi, T., & Epstein, I. (2006). *Research techniques for clinical social workers*. NY: Columbia University Press.
- Zlotnik, J.L. & Galambos, C. (2004). Evidence-based practices in health care: Social work possibilities. *Health and Social Work*, 29,4, 259-261.