

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

**SW 563 Systematic Planning and Evaluation for Interpersonal Practice  
(3 Credit Hours)  
Spring 2009**

**Instructor: Dr. Samuel MacMaster**

Phone – 782-6155 / E-mail— [smacmast@utk.edu](mailto:smacmast@utk.edu)

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](http://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 Texts**

Bloom, M., Fischer, J., & Orme, J. (2007). *Evaluating practice: Guidelines for the accountable professional*, Fourth Edition. Boston: Allyn and Bacon.

### **Course Requirements**

This is a web supported class using Blackboard technology to supplement classroom learning. Face-to face class sessions will be used to clarify and expand on assigned course readings. Students are expected to come to class prepared to discuss the assigned readings. Students are expected to complete ten modules online and assignments associated with each module. Class participation is expected and will be determined by your participation in online discussions and attendance in class. Students are also expected to attend all class meetings. 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.

### **Evaluation Procedures and Grades**

The following scale will be used for the final course grade:

- 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.

Assignments:

Quizzes (8 quizzes at 3% each)	24%
Synopsis of Client System	1%
Psych-Social Assessment	10%
Literature Review	10%
Measurement Plan	10%
Data Analysis Plan	10%
Formal Presentation	10%
Final Paper	<u>25%</u>
Total:	100%

*Quizzes:* Students will have a quiz for each module in the class for a total of 10 quizzes. 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. Each quiz will cover all readings, lecture materials, handouts, and websites for that particular module. 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. *Topics of quizzes are as follows:*

Quiz 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*)

Quiz 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)*

Quiz 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)*

Quiz 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)*

Quiz 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.*

Quiz 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)*

Quiz 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)*

Quiz 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)*

*Papers:* Students are required to complete a case study utilizing evaluation techniques. A final paper and presentation are due the final week of class and will be the cumulative work of five smaller papers developed during the course of the semester. Students will bring drafts in for each smaller paper for peer review groups at the times provided on the outline. A more extensive description of the paper and presentation are provided on the blackboard website and are presented below:

### Assignment One Synopsis of Client System

The purpose of this paper is for you to identify a real or imaginary client system for use in the remaining assignments.

#### I. Before beginning this assignment:

- Read through all of the assignment sheets to understand what the assignment entails.
- Talk with your field supervisor about the assignment.
- Ask your supervisor about the agency process for: 1) using clients for class assignments, 2) informing the client of what you would like to do and 3) getting the client permission.
- If this assignment is at odds with agency policy or is not feasible due to the nature of the work you will be involved in, discuss with your supervisor how you might carry out a case study based on your work this semester.
- If the assignment is completely inappropriate for your agency either due to agency policy and/or the nature of the work you will do, develop an imaginary client that you will use in your study.
- Discuss your experiences with your group.

#### II. This is a very brief two paragraph, no more than one page double spaced, assignment

- Write a summary paragraph describing your discussions with your supervisor and indicating on what basis you decided to conduct the study.

- Write a very brief synopsis of the client and why you selected this individual for the study.

III. Paper is due **week 3**

Assignment Two  
Psych-Social Assessment

The purpose of this paper is for you to demonstrate proficiency in a basic social work clinical practice skill, the psych-social assessment, and to think of this process in an evaluative manner. The assessment should be a write-up of the individual or system identified in the first assignment.

Provided is an outline of the assignment. This is not a suggested outline; all of the areas listed in the outline must be addressed in your paper. If you are using a real person, please do not include any information that would identify that individual to the reader. Before beginning this assignment, please review the readings related to assessment, with specific attention given to the Jordan and Franklin chapter.

III. Identifying/Demographic Information

IV. Presenting Problem

- a. List all identified problems, include the clients own words if possible
- b. Specification of each problem, include history, duration, frequency, magnitude, antecedents, consequences, reason for seeking help, prior efforts to solve problem, client motivation regarding problem, client resources for solving the problem, include the results of any assessment tools and an interpretation of these results related to cut-off scores or categories.

V. Assessment of Client

- a. Physical Description
- b. History of Prior Treatment
- c. Educational Background
- d. Military History
- e. Legal History
- f. Vocational History
- g. Financial Resources

- h. Collateral Contacts
  - i. Mental Status Exam (see attached)
  - j. Family History-including ethnic/cultural issues
  - k. Relationship History
  - l. Recreation/Leisure Activities
  - m. Alcohol and Other Drug Abuse History
  - n. History of Abuse
  - o. Physical Care
  - p. Physical Health Status
  - q. Problems Identified and Prioritized by the Client
  - r. Strengths/Resources Identified by the Client
  - s. Limitations/Barriers Identified by the Client
- VI. Clinical Formulation, including impressions of client motivation, client resources, and problem areas
- VII. Initial Diagnostic Impression and DSM IV codes, including the specific criteria for diagnosis that are met by the client and presented in the assessment.
- VIII. Recommendations
- a. Initial recommendations for services
  - b. Initial recommendations for prioritization of problem areas
  - c. Initial recommendations for treatment goals
  - d. Initial recommendations for treatment objectives

#### Mechanics

1. Papers should be no more than eight (8) typed pages. You will need to be concise in addressing the assignment.

2. This assignment will be grade, in part, on mechanics. You must follow the given outline. Your ability to analyze and synthesize the material in sections 4-6 is of particular importance.
3. This paper does not need to be in APA style. The paper does need to be clear , concise and succinct.
4. A draft of this paper is due week 4. You will be asked to discuss a draft of your paper in your group the week before class week 6.
5. Attach the grading sheet to your assessment.

### Assignment Three Literature Review

The purpose of this paper is to put your study in the context of what we know and what we do not know about the treatment method(s) you have chosen to evaluate.

- I. An introduction that includes a statement of the problem to be addressed (e.g., increasing social skills, reducing depression or child neglect)
- II. A brief discussion of the empirical research concerning the prevalence (i.e., the number of people in a population who have the problem) and incidence (e.g., the number of new cases over a period of time) of the problem.
- III. A discussion of the importance of the problem(s) you are attempting to alleviate
- IV. The focus of this paper should be this section: a rationale for the intervention you propose
  - a. How/why does the existing research supports one type of intervention for this problem rather than another
  - b. Previous empirical research pertaining to relevant interventions and outcomes should be reviewed concisely and critically in this section.
  - c. The importance and implications of your study for social work practice should be noted.
- V. A concluding section with the explicit statement of your hypotheses or research question(s).
- VI. Additional Information
  - a. This paper should be no longer four (4) typed double spaced pages. You will need to be concise in addressing the assignment. As always the focus should be on synthesis and critical thinking, not on simply reporting the results of previous studies.
  - b. You should use APA style in writing this paper.

1. Use headings to differentiate sections of the paper
  2. Cite sources
  3. Develop a reference list
- C. This paper is due **week 7**.

#### Assignment Four Measurement Plan

The purpose of this paper is to identify and describe your measurement plan and study design.

- I. State your client system's presenting problems, goals, objectives and planned interventions.
- II. Measurement plan
  - A. Describe a measurement plan for each goal by responding to the following:
    1. Develop a conceptual definition for each goal.
    2. Develop operational definitions based on the conceptual definitions.
    3. What method(s) will you use to measure change in the targeted behavior, if you are using a standardized instrument(s) briefly describe the instrument(s).
    4. Who will collect data on the targeted change
    5. When, where and how often will data be collected
    6. This information may be presented in a table
  - B. Provide a rationale (give a justification) for your measurement plan. Discuss the factors that were considered in developing the operational and conceptual definitions. Describe your reasoning in choosing both the methods you will use and manner in which you chose to apply those methods. If you are using standardized instruments, are these appropriate for your client? If you choose to use other measures, why did you choose to use these methods? Cite literature, if necessary to buttress your claims.
  - C. Discuss the strengths and weaknesses of your measurement plan. What problems do you anticipate in implementing your measurement plan?
- III. Design

- A. State which single-system design you anticipate using. Discuss how this design relates to your intervention and measurement plan.
- B. Address issues of design validity. Discuss factors that may make it difficult for you to say that your intervention caused the changes seen in the case.
- C. Given the strengths and weaknesses of your design, what information can you expect to obtain? How will you benefit from the information?

#### IV. Mechanics

- A. The paper should be eight (8) typed double spaced pages, including any tables or appendixes. You will need to be concise in addressing the assignment.
- B. Analysis and description of your rationale is much more important than simply reviewing information about validity issues. Your ability to think critically, analyze and synthesize the material is most important.
- C. You must use APA style in writing this paper.
  - 1. The body of the paper must be in APA format, use headings to differentiate sections of the paper
  - 2. Cite sources in the body of the paper using APA format
  - 3. Develop a reference list using APA format
- D. This paper is due **November 1**. You will be asked to discuss your paper in your group the week before, October 25.

#### Assignment Five Analysis Plan

The purpose of this paper is to succinctly present the results of your analyses.

Present the data in graphic form and accompany them with a brief discussion of the observed changes or lack thereof. It is very important that your graph has all of the necessary labels and is carefully drawn according to the relevant conventions (e.g., the vertical axis represents the outcome measure). Report relevant descriptive and inferential statistics, and note the rationale for the techniques used.

- I. **Briefly** state your client system's presenting problems, goals, objectives and planned interventions.
- II. **Briefly** state your client system's measurement plan, specifying the technique you used to measure each goal and/or objective and the single system design that you employed.

III. Provide a description of your results (e.g., did the "client's" problem improve, deteriorate, or remain stable? If there was change, was it of a magnitude to be clinically important?).

A. Present a graph with a brief description of the observed change, or lack thereof, for each measured goal or objective. It is very important that your graph has all of the necessary labels and is carefully drawn according to the relevant conventions (e.g., the vertical axis represents the outcome measure).

B. Report relevant descriptive and inferential statistics, and note the rationale for the techniques used.

#### IV. Mechanics

C. The paper should be eight (8) typed double spaced pages, including any tables or appendixes. You will need to be concise in addressing the assignment.

D. As always, analysis and description of your rationale is much more important than simply reviewing information about validity issues. **Your ability to think critically, analyze and synthesize the material is deemed to be most important.**

C. You must use APA style in writing this paper.

1. The body of the paper, including table format, must be in APA format, use headings to differentiate sections of the paper
2. Cite sources in the body of the paper using APA format
3. Develop a reference list using APA format

D. This paper is due **week 12**. You will be asked to discuss your paper in your group the week before, **week 11**.

### Assignment Six Presentation

The purpose of this assignment is to coherently synthesize the results of your study into a form that can be presented in meaningful manner to your peers.

The presentation and the poster should follow the outline for your final paper and include the following:

#### II. Introduction

Your introduction should include the problem to be addressed and empirical research concerning the prevalence and incidence of the problem. It should include a

discussion of the importance of the problem and a rationale for the intervention you propose. Previous empirical research pertaining to relevant interventions and outcomes should be **briefly** reviewed in this section. The importance and implications of your study for social work practice should be noted. This section should conclude with the explicit statement of your hypotheses or research question(s).

### III. Methods

This section has four subsections. Please provide separate subheadings for each of these four subsections (i.e., Client, Design, Outcome Variables, Intervention).

#### A. Client

Provide a brief discussion of the characteristics that you believe to be related to the intervention or to the outcome.

#### B. Design

The type of design (e.g., AB, Multiple-Baseline, etc.) and the reason for its use should be noted.

#### C. Outcome Variables

Provide a concise description of the "client's" problems and how and why the particular problems were selected for intervention, as well as the outcome measures used.

#### D. Intervention

Provide a description of the intervention(s).

### IV. Results

This section should describe your results. Present the data in graphic form. Report relevant descriptive and inferential statistics, and note the rationale for the techniques used.

### V. Discussion

This section should summarize the results of the study; and include probable reasons for the relative success or failure of the intervention program, suggestions for increasing the program's effectiveness, suggestions for other practitioners or involved individuals, and your plans, if any, for additional future work with this "client." It also should include a discussion of the limitations of the methods employed (e.g., measurement and design procedures), possible alternative explanations for the findings, and the implications and importance of your results (especially for practice). Finally, it should include a discussion of your results in relation to previous research (e.g., studies discussed in your introduction), and a discussion of future research that should be undertaken.

### Mechanics and Other Issues

E. The presentation must be in PowerPoint. There are no exceptions.

- F. Presentations must include all of the information included in the outline.
- G. Presentations will be timed, and should be no less than ten (10) and no more than twenty (20) minutes, including time for questions. You will need to be concise and succinct in addressing the assignment.
- H. Analysis and description of your study is much more important than simply reviewing your results. As with all other assignments, your ability to think critically, to analyze, and to synthesize the material remains of utmost importance.
- I. These are formal presentations, however, presentations should be entertaining as well as informative. Please remember that you and your classmates will be involved in six hours of presentations.
- J. You must make a presentation. There are no exceptions.
- K. Grading:
  - 1. Presentations will, in part, be peer reviewed
  - 2. Grades will be based on the following criteria
    - i. Mechanics
    - ii. Organization
    - iii. Logic
    - iv. Content
    - v. Ability to Summarize and Draw Conclusions
  - 3. Presentations are worth 10 points, or 10% of your grade.

**Presentations will be made by random assignment during weeks 13 and 14.**

Assignment Seven  
Final Paper

The purpose of this paper is to coherently synthesize the previous assignments and present the results of your study.

The paper should include the following:

VI. Introduction

Your introduction should include a statement of the problem to be addressed (e.g., increasing social skills, reducing depression or child neglect), and empirical research concerning the prevalence (i.e., the number of people in a population who have the problem) and incidence (e.g., the number of new cases over a period of time) of the problem. It should include a discussion of the importance of the problem(s) you are attempting to alleviate, as well as a rationale for the intervention you propose (e.g.,

why the existing research supports one type of intervention for this problem rather than another). Previous empirical research pertaining to relevant interventions and outcomes should be reviewed concisely and critically in this section. The importance and implications of your study for social work practice should be noted. This section should conclude with the explicit statement of your hypotheses or research question(s).

## VII. Methods

This section has four subsections. Please provide separate subheadings for each of these four subsections (i.e., Client, Design, Outcome Variables, Intervention).

### A. Client

Provide a brief discussion of the characteristics that you believe to be related to the intervention or to the outcome.

### B. Design

The type of design (e.g., AB, Multiple-Baseline, etc.) and the reason for its use should be noted.

### C. Outcome Variables

Provide a concise description of the "client's" problems and how and why the particular problems were selected for intervention, as well as the outcome measures used (i.e., the dependent variables). The reason for using the particular measures should be noted, procedures for administering and scoring the measures should be described, and the reliability and validity of the measures should be reviewed.

### D. Intervention

Provide a description of the intervention(s) as actually implemented (i.e., the independent variable). The intervention(s) should be sufficiently detailed to allow another person to replicate your intervention.

## VIII. Results

This section should describe your results (e.g., Did the "client's" problem improve, deteriorate, or remain stable? If there was change, was it of a magnitude to be clinically important?). Present the data in graphic form and accompany them with a brief discussion of the observed changes or lack thereof. It is very important that your graph has all of the necessary labels and is carefully drawn according to the relevant conventions (e.g., the vertical axis represents the outcome measure). Report relevant descriptive and inferential statistics, and note the rationale for the techniques used.

## IX. Discussion

This section should start with a paragraph summary of the results; i.e., the results show that (this intervention) had (this much) effect on this "client(s)." This section also should include probable reasons for the relative success or failure of the

intervention program, suggestions for increasing the program's effectiveness, suggestions for other practitioners or involved individuals, and your plans, if any, for additional future work with this "client." It also should include a discussion of the limitations of the methods employed (e.g., measurement and design procedures), possible alternative explanations for the findings, and the implications and importance of your results (especially for practice). Finally, it should include a discussion of your results in relation to previous research (e.g., studies discussed in your introduction), and a discussion of future research that should be undertaken.

#### X. References

Provide an accurate list of all of the sources cited in your paper.

#### XI. Appendix

Include a listing of the sources and data bases you searched and the keywords used in your literature search. Include any graphs or tables not included in the body of your paper. Include any information that may be pertinent to the paper.

#### Mechanics

- L. The paper should be no more than ten (10) typed double spaced pages, including any tables. You will need to be concise and succinct in addressing the assignment.
- M. Analysis and description of your study is much more important than simply reviewing information that was presented in earlier assignments. As with all other assignments, your ability to think critically, to analyze, and to synthesize the material remains as being most important.
- C. You must use APA style in writing this paper.
  - 1. The body of the paper must be in APA format, use headings to differentiate sections of the paper
  - 2. Cite sources in the body of the paper using APA format
  - 3. Develop a reference list using APA format

This paper is due **the last day of class**. Late papers, for any reason, will be reduced one letter grade, unless prior arrangements have been made.

The paper will be grading using the following criteria:

1. Mechanics (grammar, spelling, style, typing)
2. Organization
3. Logic
4. Content
5. Adequacy of the literature reviewed
6. Ability to summarize and draw conclusions

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

### **Course Outline**

---

Date	Topic/Readings
Week 1	Introduction to Evaluation in Clinical Practice Introduction to Class and Expectations Review of Syllabus and Assignments; & Selection of Small Groups Brief introduction to Single Systems Design Discussion of Evaluation and the Clinical Process as it relates to Ethical Practice
Week 2	Evaluating the Clinical Process, or Single Systems Design Demystified Bloom, Fischer and Orme Text: Chapters: 1, Integrating Evaluation and Practice; 11, Basic Principles of Single System Design; & 25, Not for Practitioners alone Fortune, A., & Reid, W. (1999). Single system experiments. In A. Fortune & W. Reid (Eds.), <i>Research in social work</i> (pp. 123-162). New York: Columbia. Slonim-Nevo, V. (1997). Evaluating practice: The dual roles of clinician and evaluator. <i>Families in society</i> , 3, 228-239
Week 3	Reviewing Basic Skills: The Psych-Social Assessment Problem Assessment and Identification Jordan, C. & Franklin, C. (1995). Assessment models. In C. Jordan & C. Franklin (Eds.), <i>Clinical assessment for social workers</i> (pp 14-35). Chicago: Lyceum. Kaplan, H., & Sadock, B. (1992). The doctor-patient relationship. In H. Kaplan & B. Sadock (Eds.), <i>Synopsis of psychiatry</i> (pp 1-13). Baltimore: Williams and Wilkins. American Psychiatric Association (1994). <i>Multi-axial assessment</i> In <i>Diagnostic and statistical manual of mental disorders (DSM-IV)</i> (pp 25-37). Washington, D.C.: APA <b>BRIEF SYNOPSIS OF CLIENT OR CLIENT SYSTEM DUE AT BEGINNING OF CLASS</b>
Week 4	Evaluation and Assessment, Continued <b>DRAFT OF PSYCH-SOCIAL ASSESSMENT DUE AT THE BEGINNING OF CLASS</b>
Week 5	Specifying Problems and Goals; and Developing a Measurement Plan Bloom, Fischer and Orme Text: Chapters: 2, Basic principles of conceptualization and measurement; 3 Specifying problems and goals, 4 Developing a measurement and recording plan
Week 6	Empirically Based Practice: An Introduction to Using Literature in Clinical Practice & Selecting Empirically Supported Interventions Problem Intervention Tripodi, T. (1994). Phase 2: Intervention. In T. Tripodi (Ed.), <i>A primer on single-</i>

---

---

subject design for clinical social workers (pp. 64-85). Washington DC: NASW Press.

Nelson, J. (1978). Use of communication theory. *Social work research and abstracts*, 14, 12-19.

Greene, G. (1989). Using the written contract for evaluating and enhancing practice effectiveness. *Journal of independent social work*, 4, 135-55.

Also available on-line at

**PSYCH-SOCIAL ASSESSMENT DUE AT THE BEGINNING OF CLASS**

Week 7 Methods of Measurement

Discussion of Behavioral Observation, Individualized Rating Scales, Standardized Questionnaires, Logs, Reactivity and Nonreactive Measures, & Selecting a Measure

Bloom, Fischer and Orme Text: Chapters:

5 Behavioral Observation;

6, Individualized rating scales;

8, logs;

9, reactivity and non-reactive measures;

10, selecting a measure

Introduction to using Spreadsheets in Clinical Practice

**LITERATURE REVIEW DUE AT THE BEGINNING OF CLASS**

Week 8 Methods of Measurement: Standardized Scales

Selecting and Using Standardized Questionnaires

Bloom, Fischer and Orme Text: 7, standardized questionnaires;

Week 9 Designs

Baselines, A-B Designs, Experimental Designs, & Other Designs

Bloom, Fischer and Orme Text Chapters:

12, Baselineing;

13, From the case study to the basic single-system design: A-B;

14, The experimental single system designs;

15, Multiple designs for single systems

Reid, W. (1993). Fitting the single-system design to family treatment. *Journal of social service research*, 18, 83-99.

Slonim-Nevo, V., & Vosler, N. R. (1991). The use of single-system design with systemic brief problem-solving therapy. *Families in society*, 72, 38-44.

Friman, P., Hoff, K., Schones, C., Freeman, K., Woods, D., & Blum, N. (1999). The bedtime pass: An approach to bedtime crying and leaving the room. *Archives of pediatric adolescent medicine*, 153, 1027-1029.

Thyer, B., & Curtis, G. (1983). The repeated pretest-posttest single subject experiment. *Journal of behavior therapy and experimental psychiatry*, 14, 311-315.

Blythe, B. Evaluating the treatment of a sexually assaulted child.

Fortune, A., & Reid, W. (1999). Qualitative research. In A. Fortune & W. Reid (Eds.), *Research in social work* (pp. 342-357). New York: Columbia.

MacEachron A., & Gutavsson, N. (1997). Reframing practitioner research. *Families in society*, 651-656.

Alter C., & Evens, (1990). Qualitative designs. In Alter, C. & Evens, W. (1990).

Evaluating your practice: A guide to self-assessment (pp. 52-84). New York:

---

---

Springer Publishing Co.

Reid, W., & Davis, I. (1987). Qualitative Methods in Single-Case Research. In Naomi Gottlieb (Ed.) Perspectives on practice evaluation (pp. 56-72). Seattle: Center for Social Welfare research, University of Washington.

Simeonsson, R., Bailey, D., Huntington, G., & Brandon, L. (1991). Scaling and Goal Attainment of Goals in Family-Focused Early Intervention. Community mental health journal, 27, 77-83.

**DRAFT OF MEASUREMENT PLAN DUE AT THE BEGINNING OF CLASS**

Week 10 Analysis  
Basic Principles, Visual Analysis, & Clinical Significance  
Bloom, Fischer and Orme Text Chapters:  
19, Basic principles of analysis;  
20, Visual analysis of single systems design data

**MEASUREMENT PLAN DUE AT THE BEGINNING OF CLASS**

Week 11 Statistical Analysis  
Descriptive Statistics, Tests of Statistical Significance for Single-System Design, & Selecting a Procedure for Analyzing Data  
Bloom, Fischer and Orme Text Chapters  
21, Descriptive statistics;  
22, Tests of statistical significance;  
23, Computer analysis;  
24, Selecting a procedure for analyzing data

**DRAFT OF ANALYSIS PLAN DUE AT THE BEGINNING OF CLASS**

Week 12 Statistical Analysis Continued  
**ANALYSIS PLAN DUE AT THE BEGINNING OF CLASS**

Week 13 Student Presentations

Week 14 Student Presentations

**FINAL PAPERS DUE AT THE BEGINNING OF CLASS**

---