

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

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

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

Systematic Planning and Evaluation for Interpersonal Practice	Instructor: John G. Orme, Ph.D., M.S.W.
Social Work 563	Office: 309
Spring, 2009	
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Web pages: <a href="http://www.csw.utk.edu/faculty/orme/">http://www.csw.utk.edu/faculty/orme/</a> <a href="http://utcmhsrsrc.csw.utk.edu/caseyproject/default.htm">http://utcmhsrsrc.csw.utk.edu/caseyproject/default.htm</a>	

**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 Text**

Bloom, M., Fischer, J., & Orme, J. G. (2009). *Evaluating practice: Guidelines for the accountable professional* (6<sup>th</sup> ed). Boston: Allyn & Bacon.

### **Required Readings**

- Carr, J. E., & Burkholder, E. O. (1998). Creating single-subject design graphs with Microsoft Excel. *Journal of Applied Behavior Analysis*, 31, 245–251.
- Nelsen, J.C. (1994). Ethics, gender, and ethnicity in single-case research and evaluation. *Journal of Social Service Research*, 18, 139-152.
- Ridley, C. R., Tracy, M. L., Pruitt-Stephens, L., Wimsatt, M. K., & Beard, J. (2008). Multicultural assessment validity: The preeminent ethical issue in psychological assessment. In Suzuki, L. A., & Ponterotto, J. G. (Eds.), *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (3rd ed.) (pp. 22-33). San Francisco: Jossey-Bass.
- Rogers, A. Y., & Potocky, M. (1997). Evaluating culturally sensitive practice through single-system design: Methodological issues and strategies. *Research on Social Work Practice*, 7, 391-400.

Rubin, A. (2008). *Practitioner's guide to using research for evidence-based practice*. New York: Wiley. (Chapter 1: *Introduction to Evidence-Based Practice*) (Chapter 2: *Steps in the EBP Process*)

Read one article per week from the SSD Bibliography on your CD (most, but not all of which are on your CD).

Read two of the recent meta-analysis articles from the collection of meta-analysis articles on your CD.

## **CD-ROM**

At the beginning of class you will be given a CD-ROM. This contains each week's Power Point presentation, and you are responsible for printing these each week and bringing them to class. The CD-ROM also contains all required readings in pdf format (other than Bloom et al.) and other materials that will be used in class. In particular, note that the CD contains a bibliography of single-system design studies (most, but not all of which are on your CD), and a folder containing recent meta-analysis articles. Please bring this CD with you to class as we will use it from time-to-time.

## **Readings and Outline**

1/13            Course overview  
                  Integrating evaluation and practice  
                  Computer lab  
                  Readings: Bloom et al. (2009), Prologue, Chapter 1 (*Integrating Evaluation and Practice*)  
                  Rubin (2008), Chapters 1 (*Introduction to Evidence-Based Practice*) & 2 (*Steps in the EBP Process*)

1/20            Basic principles of measurement  
                  Readings: Bloom et al. (2009), Chapter 2 (*Basic Principles of Conceptualization and Measurement*)  
                  Carr & Burkholder, 1998 (Read in advance for next week's lab exercise)

### **FIRST QUIZ**

**Quiz (Lecture and readings from 1/13):** Role of evaluation-informed interpersonal practice in evidence-based interpersonal practice. Role of evaluation-informed practice within the context of the ethical standards of the social work profession.

1/27            Specifying problems and goals  
                  Developing a measurement and recording plan  
                  Computer lab  
                  Readings: Bloom et al. (2009), Chapters 3 (*Specifying Problems and Goals: Targets of Intervention*) & 4 (*Developing a Measurement and Recording Plan*)  
                  Ridley et al. (2008)

**Quiz (Lecture and readings from 1/20):** Considerations in selecting the most appropriate evidence-based methods for measuring, monitoring, evaluating,

and communicating client change over time in interpersonal practice, including considerations of race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion.

2/3

Behavioral observation

Readings: Bloom et al. (2009), Chapter 5 (*Behavioral Observation*)

**Quiz (Lecture and readings from 1/27):** Selecting appropriate targets of client change and goals in interpersonal practice, with due consideration of race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion. Measuring, monitoring, evaluating, and communicating client change over time.

2/10

Individualized rating scales

Client and practitioner logs

Readings: Bloom et al. (2009), Chapters 6 (*Individualized Rating Scales*) & 8 (*Logs*)

**Quiz (Lecture and readings from 2/3):** Using behavioral observation to measure targets of client change and goals in interpersonal practice. Measuring, monitoring, communicating, and evaluating client change over time using behavioral observation.

2/17

Standardized scales

Readings: Bloom et al. (2009), Chapter 7 (*Standardized Scales*)  
Corcoran (2001)

**Quiz (Lecture and readings from 2/10):** Using individualized rating scales and logs to measure targets of client change and goals in interpersonal practice. Measuring, monitoring, evaluating, and communicating client change over time using individualized rating scales and logs.

2/24

Non-reactive measures

Selecting a measure

Readings: Bloom et al. (2009), Chapters 9 (*Reactivity and Nonreactive Measures*) & 10 (*Selecting a Measure*)

**Quiz (Lecture and readings from 2/17):** Using standardized scales to measure targets of client change and goals in interpersonal practice. Measuring, monitoring, evaluating, and communicating, client change over time using standardized scales.

3/3

Basic principles of single-system designs

Readings: Bloom et al. (2009), Chapter 11 (*Basic Principles of Single-System Design*)

Rogers & Potocky (1997)

**PAPERS DUE AT THE BEGINNING OF CLASS**

**Quiz (Lecture and readings from 2/24):** Using non-reactive measures to measure targets of client change and goals in interpersonal practice. Measuring, monitoring, evaluating, and communicating client change over time using non-reactive measures. Selecting the most appropriate evidence-

based methods for measuring, monitoring, evaluating, and communicating client change over time.

3/10

Baselines

The A-B design

Experimental single-system designs

Multiple baseline designs

Multiple target designs

Readings: Bloom et al. (2009), Chapters 12 (*Baselining*), 13 (*From the Case Study to the Basic Single-System Design: A-B*), 14 (*The Experimental Single-System Designs: A-B-A, A-B-A-B, B-A-B*) & 15 (*Multiple Designs for Single Systems*)

**Quiz (Lecture and readings from 3/3):** Selecting, using, and communicating the most appropriate single-system design to evaluate client change in interpersonal practice within the ethical standards of the social work profession.

3/17

Basic principles of analysis

Computer lab

Readings: Bloom et al. (2009), Chapter 19 (*Basic Principles of Analysis*) & 23 (*Computer Analysis of Single-System Design Data*)

**Quiz (Lecture and readings from 3/10):** Selecting, using, and communicating the most appropriate single-system design to evaluate client change in interpersonal practice within the ethical standards of the social work profession.

3/24

**SPRING BREAK**

3/31

Visual analysis

Descriptive statistics

Computer lab

Readings: Bloom et al. (2009), Chapters 20 (*Visual Analysis of Single-System Design Data*) & 21 (*Descriptive Statistics*)

**Quiz (Lecture and readings from 3/17):** Considerations in selecting the most appropriate evidence-based methods for analyzing and interpreting client change in interpersonal practice.

4/7

Inferential statistics

Selecting a procedure for analysis

Computer lab

Readings: Bloom et al. (2009), Chapters 22 (*Tests of Statistical Significance for Single-System Designs*) & 24 (*Selecting a Procedure for Analyzing Data*)

**Quiz (Lecture and readings from 3/31):** Analyzing, interpreting, and communicating client change in interpersonal practice using visual analysis and descriptive statistics.

4/14

Ethical considerations and controversial issues

Readings: Bloom et al. (2009), Chapter 25 (*Not for Practitioners Alone*)

Nelsen (1994)

**Quiz (Lecture and readings from 4/7):** Analyzing, interpreting, and communicating client change in interpersonal practice using inferential statistics. Selecting the most appropriate evidence-based methods for analyzing, interpreting, and communicating client change in interpersonal practice.

4/21

Practice evaluation starter kit

**PAPERS DUE AT THE BEGINNING OF CLASS**

**LAST QUIZ**

**Quiz (Lecture and readings from 4/14):** Issues involved in conducting the evaluation of interpersonal practice within the ethical standards of the social work profession.

### **Course Requirements:**

In addition to the assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer relevant questions) the reading material.

### **Evaluation**

Weekly Quizzes	40%
Practice Evaluation Paper	
First Part	25%
Second Part	35%
	100%

Here's an Excel worksheet that will calculate your final grade. Just double click on it and enter your grades.

<b>SW 563 Grade</b>	
Quiz	90.25
Paper--1st Part	90.25
Paper--2nd Part	90.25
Final	90.25

### **A. Quizzes**

Each week at the beginning of class the student will be given a short (i.e., approximately 10 questions) quiz. Each quiz will cover both class and reading material from all preceding weeks, although the primary emphasis will be upon information from the previous week. These quizzes will provide both the instructor and students with ongoing feedback concerning knowledge acquisition. This feedback will provide information necessary to take corrective measures by both the instructor and students to assure adequate learning. The lowest quiz grade will be dropped. Quizzes will count for 40% of the grade.

Quizzes will be discussed after their completion, and graded quizzes will be returned at the end of class. The quiz grades will be averaged and a final quiz grade will be assigned based on this average.

## **B. Paper**

Each student must write a practice evaluation that uses a single-system design. The evaluation is to be fictitious, but the report should be written as if the practice evaluation actually was conducted, and the "data" should be realistic. The paper should include the organization and sections described below.

In the design and implementation of your practice evaluation give special attention to the ethical considerations discussed in Chapter 25, Nelsen (1994), Ridley et al. (2008), and Rogers & Potocky (1997), and keep in mind the distinctions between practice research and practice evaluation discussed in Lecture 13 (i.e., the design and duration of practice evaluations should be dynamic and driven by practice considerations, and the targets of intervention and the intervention itself should be driven by client needs). Finally, in designing your practice evaluation you might consider the "practice evaluation starter kit" outlined in the last lecture.

The paper must be typed, and references **MUST** be in the most recent APA format (See [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) and/or the Publication manual of the American Psychological Association, 5<sup>th</sup> ed., 2001, Washington, DC: American Psychological Association). ***The failure to use correct APA style will result in a reduction of 5 points on your paper.***

The paper is due in two parts. The first should include all but sections 5, 6, and 7 described below. The second should include all sections listed below, along with my suggested revisions on the first part of the paper.

The first part of the paper is due at the beginning of class on 3/3. The final paper is due at the beginning of class on 4/14. The grade on any late papers will be reduced by 10 points. Papers will be graded according to the following criteria, and a number grade from 0 - 100 will be assigned:

- Mechanics (grammar, spelling, style, typing)
- Organization
- Logic
- Content
- Adequacy of the literature reviewed
- Ability to summarize and draw conclusions

**1. Title** (1 page)—Title of the paper and your name.

**2. Client(s)** (1-2 pages)—The client can be an individual, a couple, a family, a group, or an organization. Describe the relevant client characteristics (e.g., age, gender, history). Specify the target(s) of intervention and the client's goals, and how and why these targets

and goals were selected. What information suggests that the target warrants intervention? Do different people knowledgeable about the client, including you, agree or disagree about the target(s) for intervention and the goals of the intervention?

**3. Intervention** (2-4 pages)—Specify the intervention. Make sure that the intervention is linked clearly to the specified target(s). Detail the reason(s) why this intervention(s) was selected 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? Previous empirical research pertaining to relevant interventions and outcomes should be reviewed concisely and critically in this section.

**4. Measurement Package** (2-4 pages)—Describe your measurement package, including the reasons for selecting the particular measures. Collect measurement information from multiple sources, or explain 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.) Use multiple measurement methods, or explain why this was not possible or practical. Specify when, where, how, and by whom measurement information was collected. Summarize what is known about the reliability and validity of each measure selected. Specify how the measure is scored and what different scores mean, if such information is available (e.g., scores above a certain value indicate a clinically significant problem). Use the guidelines in Chapter 10 to develop your measurement plan.

**5. Evaluation Design** (1-2 pages)—Specify the evaluation design. Specify the length of the phases and the rationale for phase lengths. Consider prospective and retrospective baselines, if applicable and practical. However, remember that although evaluation designs and the length of phases should be planned tentatively in advance, they can and should be modified dynamically depending on the pattern of change or lack of change in the client's target(s).

**6. Evaluation Results** (2-3 pages)—Graph and interpret the results. Did the target(s) deteriorate, remain unchanged, or improve? If the target(s) improved, was the improvement sufficient (i.e., was the goal(s) achieved)? What are the bases for your conclusions (e.g., visual analyses, with or without the use of descriptive statistics, practical significance, statistical significance, theoretical significance, but place your emphasis on practical significance)? Review Chapters 19 and 24, and Table 20.5 in Chapter 20, for ideas about the interpretation of your results.

**7. Discussion** (3-4 pages)—Start this section with a paragraph summary of the practice evaluation results. 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. In either case, speculate about the generalizability of your results. Review Chapter 10 for possible ideas concerning plausible alternative explanations for your obtained results and issues concerning generalizability. Carefully craft this section—don't treat it as an afterthought.

**8. References**—This should include an accurate list of all of the sources cited in your paper. Throughout the paper carefully reference your assertions, but reference primary, not secondary sources whenever possible, and minimize referencing web sites.

**9. Appendix**—This should include a listing of the sources and databases you searched and the keywords used in your literature search.

### **Assignment of Final Grades**

The mean quiz score and the score on the paper will be averaged, and the final course grade assigned as follows:

A = 94 - 100

B+ = 89 - 93

B = 84 - 88

C+ = 79 - 83

C = 72 - 78

D = 64 - 71

## **Appendix I**

### **Starting Your Practice Evaluation Paper**

Following are some suggestions you might consider to get started on your practice evaluation paper:

- Read Chapters 11 through 13 in Bloom et al. (2009) for a basic understanding of single-system designs.
- Read several of the selected single-system design articles cited throughout the text or listed in the SSD bibliography on your CD.
- Review the journal *Research on Social Work Practice* for recent examples of single-system designs.
- In addition to Bloom et al. (2009), you might peruse one or more of the following books in preparation for your practice evaluation paper:

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* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Blythe, B. J. & Tripodi, T. (1989). *Measurement in direct practice*. Newbury Park, CA: Sage.

Blythe, B., Tripodi, T., Briar, S. (1995). *Direct practice research in human service agencies*. Columbia University. New York: Columbia University Press.

Cone, J. D. (2001). *Evaluating outcomes: Empirical tools for effective practice*. Washington, D.C.: American Psychological Association.

DiNoia, J., & Tripodi, T. (2008). *A primer on single-case design for clinical social workers* (2<sup>nd</sup> ed.). Washington, DC: NASW Press.

- Jordan, C., & Franklin, C. (Eds.) (2003). *Clinical assessment for social workers: Quantitative and qualitative methods* (2nd ed.). Chicago, IL: Lyceum.
- Kazi, M. A. F. (1998). *Single-case evaluation by social workers*. Aldershot, England: Ashgate.
- Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Allyn & Bacon.
- Patterson, D. A., & Basham, R. E. (2006). *Data analysis with spreadsheets*. Boston: Allyn & Bacon.
- Nugent, W. R., Sieppert, J. D., & Hudson, W. W. (2001). *Practice evaluation for the 21<sup>st</sup> century*. Belmont, CA: Wadsworth/Thomson Learning.
- Ogles, B. M., Lambert, M. J., Fields, S. A. (2002). *Essentials of outcome assessment*. New York: John Wiley & Sons.
- 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.
- 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.
- Peruse the appendix in Chapter 7 of Bloom et al. (2009). This appendix provides a rich source of references for available standardized scales. Also, review the web sites in this chapter for available measures. The following are some of the best sources for standardized scales:
 

Fischer, J., & Corcoran, K. (2007). *Measures for clinical practice and research: A sourcebook* (4<sup>th</sup> ed.). *Volume I: Couples, families, and children*. New York: Oxford University Press.

Fischer, J., & Corcoran, K. (2007). *Measures for clinical practice and research: A sourcebook* (4<sup>th</sup> ed.). *Volume II: Adults*. New York: Oxford University Press.

Hunsley, J., & Mash, E. J. (Eds.) (2008). *A guide to assessments that work*. New York: Oxford University Press.
  - You might peruse one or more of the following books for evidence-based practice interventions:
 

**Social Work:**

Bilson, A. (Ed.) (2004). *Evidence-based practice and social work*. London: Whiting & Birch.

Briggs, H. E., & Rzepnicki, T. (2004). *Using evidence in social work practice: Behavioral perspectives*. Chicago, IL: Lyceum.

Corcoran, J. (2000). *Evidence-based social work practice with families: A lifespan Approach*. New York: Springer.

Corcoran, J. (2003). *Clinical applications of evidence-based family interventions*. New York: Oxford University Press.

- Corcoran, J. (2004). *Building strengths and skills: A collaborative approach to working with clients*. New York: Oxford University Press.
- Cournoyer, B. (2003). *Evidence-based practice: Skills book*. Boston: Allyn & Bacon.
- Dulmus, C. N., & Rapp-Paglicci, L. A. (Eds.). (2005). *Handbook of preventive intervention for adults*. New York: Wiley.
- Gambrill, E. (2005). *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley.
- Gambrill, E. (2006). *Social work practice: A critical thinker's guide*. New York: Oxford University Press.
- Gibbs, L.E., (2003). *Evidence-based practice for the helping professions: A practical guide with integrated multimedia*. Belmont, CA: Wadsworth.
- Glicken, M. D. (2004). *Improving the effectiveness of the helping profession: An evidence-based approach to practice*. Thousand Oaks, CA: Sage.
- Janzen, C., Harris, O., Jordan, C. & Franklin, C. (2006). *Family treatment: Evidence-based practice with populations at risk*. Belmont, CA: Wadsworth.
- LeCroy, C.W. (Ed.). (2008). *Handbook of evidence-based treatment manuals for children and adolescents*. (2nd ed.). New York: Oxford University Press.
- Macgowan, M. J. (2008). *A guide to evidence-based group work*. New York: Oxford University Press.
- Nutley, S. M., Walter, I., & Davies, H. T. O. (2007). *Using evidence: How research can inform public services*. Bristol, UK: Policy Press.
- O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chicago: Lyceum Books, Inc.
- Roberts, A.R. & Yeager, K. R. (Eds.), (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford University Press.
- Roberts, A. R. & Yeager, K. (Eds.), (2006). *Foundations of evidence-based social work practice*. New York: Oxford University Press.
- Rosen, A. & Proctor, E.K. (2003). *Developing practice guidelines for social work interventions: Issues, methods, and research agenda*. New York: Columbia University Press.
- Rubin, A. (2008). *Practitioner's guide to using research for evidence-based practice*. New York: Wiley.
- Smith, D. (Ed.) (2004). *Social work and evidence-based practice*. London: Jessica Kingsley Publishers.
- Sommerfield, P. (Ed.) (2005). *Evidence-based social work: Towards a new professionalism?* New York: Peter Lang.
- Thomilson, B. & Corcoran, K. J. (2007). *The evidence-based internship: A field manual for social work and criminal justice*. New York: Oxford University Press.
- Thyer, B. A., & Wodarski, J. S. (Eds.). (2007). *Social work in mental health: An evidence-based approach*. Hoboken, NJ: Wiley.
- Thyer, B. A. & Wodarski, J. S. (Eds.) (1998). *Handbook of empirical social work practice: Mental disorders*. Hoboken, NJ: Wiley.
- Vandiver, V. (2009). *Integrating health promotion and mental health: An introduction to policies, principles, and practices*. New York: Oxford University Press.

- Wodarski, J. S. & Thyer, B. A. (Eds.) (1998). *Handbook of empirical social work practice, social problems and practice issues*. Hoboken, NJ: Wiley.
- Wodarski, J. S., Wodarski, L. A., & Dulmus, C. N. (2003). *Adolescent depression and suicide: A comprehensive empirical intervention for prevention and treatment*. Springfield, IL: Charles C. Thomas.

**Related Disciplines:**

- Abramovitz, J. S. (2006). *Obsessive-Compulsive disorder*. New York: Hogrefe & Huber.
- American Psychiatric Association (2006). *American Psychiatric Association Practice Guidelines for the Treatment of Psychiatric Disorders: Compendium 2006*. Arlington, VA: American Psychiatric Association.
- Ancis, J. R. (Ed.) (2003). *Culturally responsive interventions: Innovative approaches to working with diverse populations*. New York: Brunner-Routledge.
- Antony, M. M., Ledley, D. R., & Heimberg, R.G. (Eds.) (2005). *Improving Outcomes and preventing relapse in cognitive-behavioral therapy*. New York: Guilford.
- Antony, M. M., & Barlow, D. H. (2001). *Handbook of assessment and treatment planning for psychological disorders*. New York: Guilford.
- Barlow, D. H. (2001). *Anxiety and its disorders* (2nd ed.). New York: Guilford.
- Barlow, D. H. (Ed.). (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (4<sup>th</sup> ed). New York: Guilford.
- Barrett, P. M. & Ollendick, T. H. (Eds.) (2004). *Handbook of interventions that work with children and adolescents*. New York: Wiley.
- Bellack, A. S. (Ed.) (2007). *Behavioral treatment for substance abuse in people with serious and persistent mental illness: A handbook for mental health professionals*. New York: Brunner-Routledge.
- Bloomquist, M., & Schnell, S. V. (2002). *Helping children with aggression and conduct problems: Best practices for interventions*. New York: Guilford.
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    - <http://www.columbia.edu/cu/musher/EBP%20Resources.htm>
    - <http://www.strengtheningfamilies.org/>
    - <http://www.op.nysed.gov/swguidesintro.htm>
    - <http://www.colorado.edu/cspv/blueprints/>
    - <http://www.nlm.nih.gov/>
    - <http://ies.ed.gov/ncee/wwc/>
    - <http://www.thecommunityguide.org/>

<http://mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/about.asp>  
[http://sophia.smith.edu/~jdrisko/evidence\\_based\\_practice.htm](http://sophia.smith.edu/~jdrisko/evidence_based_practice.htm)  
<http://www.campbellcollaboration.org/>  
<http://www.cochrane.org/>  
<http://www.tripdatabase.com/> (Medicine)  
<http://www.modelprograms.samhsa.gov/>  
<http://www.colorado.edu/cspv/>  
<http://www.ahrq.gov/clinic/epcix.htm> (Medicine)  
<http://www.ngc.gov/> (Medicine)  
<http://www.evidence.brookscole.com/index.html>  
<http://eppi.ioe.ac.uk/cms/>  
<http://www.practiceplanners.wiley.com/>  
<http://www.lib.umich.edu/socwork/rescue/ebsw.html>  
<http://www.cachildwelfareclearinghouse.org/>  
[http://www.rom.ku.edu/ebp\\_stab.asp](http://www.rom.ku.edu/ebp_stab.asp)  
<http://www.childwelfare.gov/>  
<http://challengingbehavior.fmhi.usf.edu/>  
<http://www.ahrq.gov/clinic/epc/>  
<http://www.ohsu.edu/epc/>  
<http://www.acestar.uthscsa.edu/>  
<http://healthlinks.washington.edu/ebp>  
<http://www.sp-ebi.org/>  
<http://www.childtrends.org/listRB.cfm?LID=4248444D-4BC4-49DB-B9CAE91EF7CCC712>