

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

**Course Outline**

**The following material is applicable to all sections of  
SW 563 Systematic Planning and Evaluation for Interpersonal Practice  
and  
SW 526 Evaluating Clinical Practice  
taught by Dr. Simmons Spring 2009**

**(3 Credit Hours)**

Instructor:	Catherine Simmons, PhD	Email:	<a href="mailto:cathysimmons@utk.edu">cathysimmons@utk.edu</a>
Semester:	Spring 2009	Office Phone:	(901) 448-4430
Office Hours:	Mondays 12:00-1:00 Tuesdays 4:00-5:00 Other times available by appointment	Office Location:	Room E605B

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

**Required Textbook**

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

Other required reading materials are included in this outline and made available on the library course reserves.

In addition to the reading materials required for this course, many other resources 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, a bibliography is included at the end of this syllabus that includes some of these many resources.

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

35%	(350 points)	Online Quizzes
15%	(150 points)	Online Exercises
10%	(100 points)	Evaluation Project - Part 1: Starting the Evaluation
25%	(250 points)	Evaluation Project - Part 2: The Final Write-Up
15%	(150 points)	Evaluation Project - Part 3: Case Presentation

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

A 940-1000 pts	C+ 770-819 pts	D 600-669 points
B+ 880-939 pts	C 700-769 pts	F <599 points
B 820-879 pts	D+ 670-699 pts	

**Course Requirements:** Along with the reading assignments listed on the course outline, there are a number of written and oral assignments required for this course. *Systematic Planning and Evaluation for Interpersonal Practice* is designed to prepare you for professional social work practice. Therefore, you will be held to professional standards in deadlines and product quality.

**Online Quizzes (35%):** Five quizzes (**each worth 70 points**) will be made available online in Blackboard during the dates specified in the course outline. 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 specified period take the quiz. However, once the quiz has been closed, no make-up will be available.

**Online Quiz 1 (70 pts: Available Jan 26-Feb 1):** Content includes all reading and lecture materials covered in weeks 1-3.

**Specific course competencies** measured with this quiz include (but are not limited to) (a) selecting appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice, (b) ethical standards, (c) strengths and limitations regarding to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age and religion.

**Online Quiz 2 (70 pts: Available Feb 16 – Feb 22):** Content includes all reading and lecture materials covered weeks 4-6.

**Specific course competencies** measured with this quiz include (but are not limited to) (a) locating, critically appraising, and applying appropriate evidence-based interpersonal practice interventions and (b) Selecting and using the most appropriate evidence based methods for the assessment, monitoring, and analysis of client change.

**Online Quiz 3 (70 pts: Available Mar 2 – Mar 15):** Content includes all reading and lecture materials covered weeks 7-8.

**Specific course competencies** measured with this quiz include (but are not limited to) (a) selecting and using the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice.

**Course Requirements:**

**Online Quizzes (continued):**

**Online Quiz 4 (70 pts: Available Mar 30 – Apr 5):** Content includes all reading and lecture materials covered weeks 9-12.

**Specific course competencies** measured with this quiz include (but are not limited to) (a) analysis and interpretation of client change in interpersonal practice and (b) effectively communicating results obtained from the evaluation of interpersonal practice.

**Online Quiz 5 (70 pts: Available Apr 20 – Apr 26):** Content includes all reading and lecture materials covered weeks 13-15.

**Specific course competencies** measured with this quiz include (but are not limited to) (a) effectively communicating results obtained from the evaluation of interpersonal practice, (b) ethical standards, and (c) strengths and limitations regarding to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion.

**Online Class Sessions (15%):** Three online class sessions (**each worth 50 points**) will be held on week 4 (Feb 2/3), week 7 (Feb 23/24) and week 11 (Mar 23/24). Each online class consists of reading materials, PowerPoint slides, interactive exercises, and grading criteria.

The online class sessions will require between 2½ to 3 hours to complete and will be available on Blackboard for 1 week. Students can complete these classes anytime during this week. However, once the date is past, the material will no longer be available and you will receive a ZERO for any assignments not completed.

**Online Class Week 4 (50 pts: Available Feb 2 – Feb 8):** Data Management, Intro to Spreadsheets, and Data Collection

**Specific course competencies** measured in this class session include (but are not limited to) (a) analysis and interpretation of client change in interpersonal practice and (b) effectively communicating results obtained from the evaluation of interpersonal practice

**Online Class Week 7 (50 pts: Available Feb 23 – Mar 1):** Single-System Design

**Specific course competencies** measured in this class session include (but are not limited to) (a) selecting and using the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice.

**Online Class Week 11 (50 pts: Available Mar 23 – Mar 29):** Frequency, Distribution, & Descriptive Stats

**Specific course competencies** measured in this class session include (but are not limited to) (a) analysis and interpretation of client change in interpersonal practice and (b) effectively communicating results obtained from the evaluation of interpersonal practice

**Evaluation Project (10% for Part 1: Starting the Evaluation, 25% for Part 2: The Final Write-Up, and 15% for Part 3: Case Presentation):** Each student will have the opportunity to “conduct” a practice evaluation that uses a single-system design. Although the evaluation is to be fictitious, the report should be written as if the practice evaluation actually was conducted, and the "data" should be realistic. The Evaluation Project (EP) is due in three parts.

**EP - Part 1: Starting the Evaluation (100 pts)** includes only sections 1, 2, 3, and 8 described below (page 7). Please see attachment 1 for a grading matrix.

**EP – Part 2: The Final Write-Up (250 pts)** includes all sections (1-8) described below (page 7). Although greater weight will be given to sections 4, 5, 6, 7, and 8, the suggested revisions suggested concerning part 1 are also included in the grading criteria. Please see attachment 2 for a grading matrix.

**EP – Part 3: Case Presentation (150 pts)** includes the in-class presentation (weeks 14 & 15) of the case in a 5 to 10 minute “real world” case staffing of the assignment described below. The purpose of this portion of the assignment is to (a) showcases the work done, (b) share ideas between students with different approaches, client focus, and ideas, and (c) give students an opportunity to publically discuss significant case issues. Please see attachment 3 for a grading matrix.

**DUE DATES:** The **EP-Part 1: Starting the Evaluation** is due at the beginning of class on Feb 23/24. The **EP-Part 2: the Final Write-Up** is due at the beginning of class on Apr 15/16. The **EP-Part 3: Case Presentation** will occur in class on weeks 13 (Apr 15/16) and 14 (Apr 22/23) based on random assignment. The grade on any late EP assignments will be reduced by 20%.

**Course Competencies Demonstrated:** Completion of the three assignments included in the evaluation project will enable the student to demonstrate and integrate all 8 of the course competencies by (1) selecting appropriate targets of client change and goals in a way that can be measured and monitored, (2) locating, critically appraising, and applying appropriate evidence-based interpersonal practice interventions, (2) selecting and using the most appropriate single-system designs (defined broadly) to evaluate client change, (4) selecting and using the most appropriate evidence-based methods to analyze and interpret client change, (5) selecting and using the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change, (6) effectively communicating results obtained from the evaluation of interpersonal practice, (7) conducting the evaluation of interpersonal practice within the ethical standards of the social work profession, and (8) 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.

**Evaluation Project Sections:**

1. **Description of Client(s):** Specification of client system; the client can be an individual, a couple, a family, a group, or an organization. Information incorporated 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
2. **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.
3. **Measurement Package:** Description of measurement package selected and reasons for selection including (a) how measurement information was 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 were 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 was scored and what different scores mean, if such information is available
4. **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)
5. **Evaluation Results:** 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.)
6. **Discussion:** 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 (d) evidence the section was carefully crafted, not simply an afterthought
7. **Ethical and Multicultural Considerations:** 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:** 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, and (d) good utilization of space (e.g. correct number of pages/slides/time).

**Product quality:** All written assignments are to be turned in APA style (latest edition). Take care with your writing. REWRITE and PROOFREAD your work. Be concerned with the professional impression of what you turn in. When preparing to turn in your assignments, ask yourself if the work you are about to present is of the quality you are proud to demonstrate. What you present to the world is what you become. It is your responsibility to become the professional you know you can be. Reflect this professionalism in the work you do for this class.

**Attendance, participation and class rules:** (1) Students are expected to be on time, attend all class sessions, and stay until the completion of the class. (2) Students are to complete reading assignments and be prepared to participate in class discussions, exercises and small group activities. (3) All written assignments are due at the beginning of class period of the date specified on the course outline and/or in the assignment guidelines. (4) Assignments are to be completed correctly at the time of submission. (5) Any disruption of the classroom-learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted.

**Inclement weather or other emergency cancellation:** If your class session is canceled due to inclement weather or other unexpected circumstance please, continue to read and complete assignments as you are responsible for knowing all course material.

**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 allow 72 hours for responses to course related email questions before re-submitting an email question. 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).

## 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 Course Overview

#### Jan 12/13 Basic Principles of Single-System Design & Measurement Evaluation Ethics across Client Populations: Start at the Beginning

##### 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 (pp. 35-56)

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

#### Week 2 MLK Holiday

#### Jan 19/20 No Class

#### Week 3 Problems and Goals

#### Jan 26/27 Developing a Plan Online Quiz 1 (Available Jan 26-Feb 1)

##### Required Reading:

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

Bloom et al., (2006) Chapter 4: Developing a Measurement & 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 measure.

**Week 4**  
**Feb 2/3**

**Online Class: Data Management**  
**Introduction to Spreadsheets**  
**Data Collection**

**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 5**  
**Feb 9/10**

**Observation and Scales**  
**Developing a Plan**

**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 6**  
**Feb 16/17**

**Reactivity & Unobtrusive Measures**  
**Selecting a Measure**  
**Student Case Discussions**  
**Online Quiz 2 (Available Feb 16 – Feb22)**

**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; **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 7**            **Online Class**  
**Feb 23/24**       **Single System Designs: What is Single System Design?**  
**Base Line**  
**DUE: EP – Part 1: Starting the Evaluation**

**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 8**            **Single System Designs: Selecting a Design**  
**Mar 2/3**            **Student Case Discussions**  
**Online Quiz 3 (Available Mar 2- March 15)**

**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 9**            **Basic Principles of Data Analysis**  
**Mar 9/10**        **Or, what do I do with this data?**

**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)

**Week 10**        **Spring Break**  
**Mar 16/17**     **No Class**

**Week 11**        **Online Class**  
**Mar 23/24**     **Frequency, Distribution, & Descriptive Stats**

**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 12**        **Statistical Significance**  
**Mar 30/31**     **Bivariate Statistics**  
**Online Quiz 4 (Available Mar 30 – Apr 5)**

**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** integrates all 8 of the course competencies by student presentation of their evaluation projects. These competencies include (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 13            Putting it into Practice**  
**Apr 6/7            Cultural Competency in Evaluation**  
**Evaluation Ethics across Client Populations: Embedded in the Process**

**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 14            Putting it into Practice...**  
**Apr 13/14        EP – Part 3 Case Presentations**  
**DUE: EP – Part 2: Final Write-Up**

**Week 15            Putting it into Practice...**  
**Apr 20/21        EP – Part 3 Case Presentations**  
**Online Quiz 5 (Available Apr 20 – Apr 26)**

### 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.

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- 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.

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- 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.

## Evaluation Project

### Part 1: Starting the Evaluation

The Evaluation Project gives students the opportunity to “conduct” a practice evaluation using a single-system design. As is the case in “real world” evaluation, the first part of this project is to identify the client, select and specify helpful interventions, and decide on package to measure progress. To this end, *Part 1: Starting the Evaluation* will be graded using the following matrix:

	<b>How well did the paper address...</b>	<b>Points Earned</b>	<b>Possible Points</b>
<b>1.)</b>	<b>Description of Client(s)</b> (1-2 pages): The client can be an individual, a couple, a family, a group, or an organization. Including (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		<b>/20</b>
<b>2.)</b>	<b>Client Intervention</b> (2-4 pages): 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.		<b>/30</b>
<b>3.)</b>	<b>Measurement Package</b> (2-4 pages): Description of measurement package selected and reasons for selection Including (a) how measurement information was 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		<b>/30</b>
<b>8.)</b>	<b>Professionalism:</b> Present paper in professionally presented and including appropriate references (no less than 8) Including (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, and (d) good utilization of space (e.g. correct number of pages).		<b>/20</b>
	<b>Total Points Earned</b>		<b>/100</b>

Additional Comments:

## Evaluation Project

### Part 2: The Final Write-Up

The Evaluation Project gives students the opportunity to “conduct” a practice evaluation using a single-system design. As is the case in “real world” evaluation, the second part of this project is to implement the intervention, measure change, assess results, and report case findings. To this end, *Part 2: The Final Write-Up* will be graded using the following matrix:

Section Number	<b>How well did the paper address...</b>	<b>Points Earned</b>	<b>Possible Points</b>
<b>1.)</b>	<b>Description of Client(s)</b> (1-2 pages): From Part 1 with changes		<b>/15</b>
<b>2.)</b>	<b>Client Intervention</b> (2-4 pages): From Part 1 with changes		<b>/15</b>
<b>3.)</b>	<b>Measurement Package</b> (2-4 pages): From Part 1 with changes		<b>/15</b>
<b>4.)</b>	<b>Evaluation Design</b> (1-2 pages): Specify the evaluation design		<b>/50</b>
	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)		
<b>5.)</b>	<b>Evaluation Results</b> (2-3 pages)—Graph & interpret the results		<b>/50</b>
	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)		
<b>6.)</b>	<b>Discussion</b> (3-4 pages): Discuss the results		<b>/50</b>
	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		
<b>7.)</b>	<b>Ethical and Multicultural Considerations</b> (1 page):		<b>/30</b>
	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.		
<b>8.)</b>	<b>Professionalism:</b> Present paper in professionally presented and including appropriate references (no less than 8)		<b>/25</b>
	Including (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, and (d) good utilization of space (e.g. correct number of pages).		
	<b>Total Points Earned</b>		<b>/250</b>

Additional Comments:

## Evaluation Project

### Part 3: Case Presentation

The Evaluation Project gives students the opportunity to “conduct” a practice evaluation using a single-system design. As is the case in “real world” evaluation, the third part of this project is to discuss the case with peers in a professional case staffing format. To this end, *Part 3: Case Presentation* will be graded using the following matrix:

Section Number	<b>How well did the presentation address...</b>	<b>Points Earned</b>	<b>Possible Points</b>
<b>1.)</b>	<b>Description of Client(s) (1 slide)</b>		<b>/10</b>
	Brief description of client including (a) relevant characteristics, (b) intervention target(s) and client’s goals, (c) support for selecting target/goals		
<b>2.)</b>	<b>Client Intervention (1 slide)</b>		<b>/15</b>
	Brief description of client intervention including (a) clear link between intervention and specified target(s) and (b) the reason(s) for selecting intervention(s).		
<b>3.)</b>	<b>Measurement Package (1 slide)</b>		<b>/25</b>
	Brief description of measurement package including (a) how change was measured (instrument & method) (b) why measurement package was selected and (c) reliability and validity of each measure included		
<b>4.)</b>	<b>Evaluation Design (1 slide)</b>		<b>/25</b>
	Brief description of the evaluation design used including (a) description of design; (b) the logic/reason for selection; (c) any changes/alterations needed/made during the process		
<b>5.)</b>	<b>Evaluation Results (1 slide)</b>		<b>/25</b>
	Brief description of the Evaluation Results including (a) visual representation and interpretation and (b) how the target(s) deteriorated, remained unchanged, or improved (based visual analyses, descriptive statistics, practical significance, statistical significance, and/or theoretical significance. Please place emphasis on practical significance)		
<b>6.)</b>	<b>Discussion (1 slide)</b>		<b>/15</b>
	Brief discussion about the practice evaluation results including (a) what happened; (c) generalizability; and (c) what the results mean		
<b>7.)</b>	<b>Ethical and Multicultural Considerations (1 slide):</b>		<b>/15</b>
	As part of the discussion, address ethical and multicultural considerations relevant to the client, the intervention and the appropriateness of instrument and design to client population.		
<b>8.)</b>	<b>Professionalism: (Throughout Presentation)</b>		<b>/20</b>
	Presentation made in professional manner, including appropriate references (no less than 5), and within 10 minute time limit.		
	<b>Total Points Earned</b>		<b>/150</b>

Additional Comments: