THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 563 - Systematic Planning and Evaluation for Interpersonal Practice
3 credit hours
Spring 2017

Course number: SW 563  Instructor: Dr. Mary Lehman Held
Semester: Spring 2017  Email: mheld@utk.edu
Office Location: Nashville Campus  Meeting Time: Tuesday
Office Hours: Tuesdays 12-1:00
Credit hours: 3 Hours

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

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.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

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 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

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:

1. Select appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice. *EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6 (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)*

   Assessed by the following assignments: *Quiz 1, Quiz 2, Quiz 3, Quiz 4, Quiz 5*

2. Locate, critically appraise, and apply appropriate evidence-based interpersonal practice interventions for a given client system. *EBIP/MLCP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6, 4.8, 4.9 (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)

Assessed by the following assignments: Quiz 3, Quiz 4, Quiz 7

3. Select and use the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice. **EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.7** (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)

Assessed by the following assignments: Quiz 3, Quiz 6, Paper

4. Select and use the most appropriate evidence-based methods to analyze and interpret client change in interpersonal practice. **EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.7, 4.8** (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)

Assessed by the following assignments: Quiz 4, Paper

5. Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. **EBIP 1.5, 1.6, 1.7, 3.7, 4.7, 4.8** (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.

Assessed by the following assignments: Quizzes 5, 7, 8, 9, 10, and 11, Paper

6. Effectively communicate results obtained from the evaluation of interpersonal practice.

**EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6, 4.7, 4.8** (Content: visual and descriptive analysis; presentation techniques; creating line and bar graphs; techniques for describing and interpreting data)

Assessed by the following assignments: Quiz 5, Quiz 9, Quiz 10, Quiz 11, Paper

7. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. **EBIP 1.5, 1.6, 1.7, 2.7** (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)

Assessed by the following assignments: Quiz 1, Quiz 2, Quiz 3, Paper

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. **EBIP 3.7, 3.8** (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)

Assessed by the following assignments: Quiz 11, Paper

**Classroom Courtesy**
You may bring your laptops to class for taking notes and doing appropriate classroom work. It is not appropriate to cruise the Internet, check your email, etc., during class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g. instant messaging, typing emails, or web surfing). All cell phones and smart phones should be silenced and put away during class and text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

**Use of People First language**
In this class I want to strive to use people first language. For example, say “people with disabilities”, not “the handicapped or disabled,” Say “She has a developmental delay” not “She’s developmentally delayed.” Say “My client has a mental health diagnosis” not “mentally ill client” or “depressed client.”

**Required Texts**

**Required Readings (All are in the BB Course Site)**


READINGS AND COURSE OUTLINE
January 17th WEEK 1: Course Introduction and Overview and Overview of Evidence-based Practice

Readings:
- Orme & Combs-Orme (2012), Preface; Chapter 1 (Outcome-Informed Practice in Practice: Two Case Examples); Chapter 2 (Introduction to Outcome-Informed Practice)
- Rubin & Bellamy (2012)
- Rubin (2010)

January 24th WEEK 2: Treatment Planning, using Systematic Planned Practice Framework

Readings:
- Orme & Combs-Orme (2012), Chapter 3 (Why Evaluate Your Evidence-Based Practice?); Chapter 4 (Assessment: The Early Stages of Outcome-Informed Practice)
- Barrera et al. (2012)
- Ridley et al. (2008)
- Walfish et al. (2012)

January 31st WEEK 3 STUDENTS PRESENT THEIR TREATMENT PLANS:
- See online course site for assignment details

Why Evaluate your Evidence-based Practice?

Readings:
- Anker et al. (2009)
- Duncan (2012)
- Lambert (2010)
- Lilienfeld (2007)
- Orme & Combs-Orme (2012), Chapter 8 (Foundations of Evidence-Based Outcome Measurement)

February 7th WEEK 4: Measurement of Target Behaviors (PAPER 1 IS DUE)

Readings:
• Orme & Combs-Orme (2012), Chapter 9 (Standardized Scales, from Using Standardized Scales to Determine Clinically Significant Change to the end of the chapter); 10 (Individualized Rating Scales); 11 (Behavioral Observation); and 12 (Self-Monitoring)
• Orme & Combs-Orme (2012): Appendix B (Online and Published Resources for Standardized Scales—just spend 10 minutes looking through this)
• Barkham et al. (2010)
• Whipple & Lambert (2011)

February 14th WEEK 5: WEEK 6: STUDENTS PRESENT ON MEASUREMENT OF TARGET BEHAVIORS:
  • See online course site for assignment details

Quiz 1 opens February 14th and is due February 20th at 11:59pm CT (covers content though February 14th)

February 21st WEEK 6: Intervention Research (PAPER 2 IS DUE)
Readings:
  • Jensen et al. (2012)
  • Jones et al. (2011)
  • Thyer, BA & Myers, LL (2007)
  • Westbury & Tutty (1999)

February 28th: WEEK 7: Single-Case Designs
Readings:
  • Orme & Combs-Orme (2012), Chapter 5 (Charting Your Client’s Progress); Chapter 7 (Single-Case Design)
  • Briggs et al. (2013)
  • Nurius, P. (1992)
  • Rogers & Potocky (1997)

March 7th: WEEK 8: Specifying and Monitoring the Intervention
Readings:
  • Orme & Combs-Orme (2012), Chapter 6 (Visually Interpreting Your Client’s Progress)
  • Borckardt et al. (2008)

Quiz 2 opens March 7th and is due March 10th at 11:59pm CT (covers content from February 21st through March 7th)
March 14th: SPRING BREAK

March 21st: WEEK 9:
Group Designs
Readings:

March 28th: WEEK 10: WEEK 10: STUDENTS PRESENT THE INTERVENTION:
  • See online course site for assignment details

April 4th: WEEK 11: Analyzing single system design data (Class via Zoom) (PAPER 3 IS DUE)
  Computer Lab. Students will have an assignment that requires the input and analysis of single system design data.

April 11th WEEK 12: WEEK 14: STUDENTS PRESENT THEIR SUMMARY OF THE FINAL PRACTICE EVALUATION EFFORTS:
  • See online course site for assignment details

April 18th: WEEK 13: Course Wrap-up (PAPER 4 IS DUE)
  Readings:
  • Orme & Combs-Orme (2012), Chapter 12 (Self-Monitoring)
  • Orme & Combs-Orme (2012), Chapter 13 (Summing Up)
COURSE REQUIREMENTS:

In addition to the assignments listed below, you are 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.

The instructor will present material on practice evaluation and the students will integrate it with their readings and apply the information in their practice experience and field settings. Students will present these applications on a regular basis. Students are expected to read assigned materials, discuss assigned readings in class, attend class and participate in discussions, and present case applications. The number of presentations will depend on the number of students enrolled in the class, as each student will give only 1 presentation. These are primarily “informal and relaxed” presentations of different components of your practice evaluation effort, and are intended for you to receive feedback and for other students to learn from your efforts.

If you need an extension of time for an assignment due to a medical or personal emergency you must consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty.

Quiz 1 will cover competencies 1, 2, 4, and 5 (Dimensions covered include knowledge, values, and cognitive and affective processing)
Quiz 2 will cover competencies 3, 6, and 8 (Dimensions covered include knowledge, values, and cognitive and affective processing)

Grades will be assessed on the following assignments:

- Quiz 1 10 points
- Quiz 2 15 points
- Presentation (10 points) 10 points
- 4 papers (15 points each) 60 points
- Attendance and Participation 5 points

A. Quizzes

You will have 2 quizzes (see due dates highlighted in yellow above). These quizzes will provide both you and the instructor with ongoing feedback concerning knowledge acquisition.

You will have 1 hour to complete each quiz. The quiz will close at the end of 1 hour. Late quizzes will not be accepted.
B. Presentations and Papers

You will select a current or previous client with whom you have worked for the papers and presentation. If you do not have a current or previous client, you can use a fictitious client from *The Glass Castle* or another approved book. You will use the same client for all 4 papers. Each paper is worth 15 points.

Four paper sections will be submitted throughout the semester. You will deliver one presentation and attend three presentations. The information below is only a broad overview of each presentation/paper. The full description and the required content for each presentation/paper is on the online course site.

1. The first presentation and paper will include a client scenario and treatment plan with clearly outlined broad goals and specific, measureable objectives. *(Competency 1; Dimensions covered include knowledge, values, and cognitive and affective processing)*

2. The second presentation and paper will describe an evidence-based intervention, including your rationale for selection and how it will be implemented. *(Competencies 5, 7, and 8; Dimensions covered include knowledge, values, and cognitive and affective processing)*

3. The third presentation and paper will describe the measurement tools that you will use to evaluate the effectiveness of the selected intervention with your client. *(Competencies 2 and 8; Dimensions covered include knowledge, values, and cognitive and affective processing)*

4. The final presentation and paper will include the single case design graph, description of results, and discussion of the client’s progress. *(Competencies 1-8; Dimensions covered include knowledge, and cognitive and affective processing)*

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ASSIGNMENT OF FINAL GRADES

The final course grade will be assigned as follows:

**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 unevenessness 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.