THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 563 Systematic Planning and Evaluation for Interpersonal Practice
(3 Credit Hours)
Spring 2016

Systematic Planning and Evaluation for Interpersonal Practice
Instructor: Matthew J. Cuellar, M.S.W.

Social Work 563-013 (SOWK 563)
Office: 313 Henson Hall

Spring 2015
Office Hours: By Appointment (Online)

Online (Blackboard Collaborate)
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Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 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/.
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 United States 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.

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.

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)

EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6

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)

EBIP/MLCP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6, 4.8, 4.9

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)

EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.7

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)

EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.7, 4.8

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.

EBIP 1.5, 1.6, 1.7, 3.7, 4.7, 4.8

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)

EBIP 1.5, 1.6, 1.7, 3.7, 3.8, 4.6, 4.7, 4.8

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)

EBIP 1.5, 1.6, 1.7, 2.7

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)

EBIP 3.7, 3.8

Required Textbooks
Boston: Pearson.  
http://ormebook.com


Required Readings


**Class Materials on Dropbox.com**

At the beginning of the semester you will receive an email from me notifying you that you can access all of the course materials in a folder on Dropbox.com. Please download and save all of these materials within the first two weeks of class and use them from your computer, not the Dropbox folder.

The Dropbox.com folder contains each week’s Power Point presentation, and you are responsible for bringing these to class each week (print them or bring them on your computer). The Dropbox.com folder also contains all required readings (except the books) in pdf format and other materials used in class.
Flashcards
Ormebook.com contains Power Point flashcards for Chapters 2 through 12. I strongly suggest that you use these to study for the quizzes.

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<tr>
<th>Date</th>
<th>Lecture</th>
<th>Overview</th>
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| 1/19 | Lecture 1 | Live Course Meeting  
Course Overview  
Overview of Evidence-Based Practice  
Readings: Orme & Combs-Orme (2012), Preface & Chapter 1 (*Outcome-Informed Practice in Practice: Two Case Examples*);  
Rubin & Bellamy (2012), Chapters 1 (*Introduction to Evidence-Based Practice*) & 2 (*Steps in the EBP Process*)  
Out-of-Class Exercises (In the dropbox.com folder: Lecture 1): 1-2 |
| 1/26 | Lecture 2 | Overview of Outcome-Informed Practice  
Readings: Orme & Combs-Orme (2012), Chapter 2 (*Introduction to Outcome-Informed Practice*)  
Barrera et al. (2012)  
Walfish et al. (2012)  
**FIRST QUIZ** |
| 2/2  | Lecture 3 | Why Evaluate Your Evidence-Based Practice?  
Readings: Orme & Combs-Orme (2012), Chapter 3 (*Why Evaluate Your Evidence-Based Practice?*);  
Lilienfeld (2007)  
Rubin (2010)  
**Quiz (Recording and Readings from 1/26):** Select appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. |
| 2/9  | Lecture 4 | Assessment: The Early Stages of Outcome-Informed Practice  
Readings: Orme & Combs-Orme (2012), Chapter 4 (*Assessment: The Early Stages of Outcome-Informed Practice*)  
Ridley et al. (2008)  
Watkins et al. (2011)  
Out-of-Class Exercises (In the dropbox.com folder: Lecture 4): 1 |
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<th>Date</th>
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<th>Topic</th>
<th>Readings</th>
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<tr>
<td>2/16</td>
<td>Lecture 5</td>
<td>Live Course Meeting</td>
<td>Charting Your Client’s Progress</td>
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|            |          |                               | **Readings:** Orme & Combs-Orme (2012), Chapter 5 (*Charting Your Client’s Progress*)
|            |          |                               | Introduction to *The Clinical Record*                                   |
| 2/23       | Lecture 6| Visually Interpreting Your Client’s Progress | **Readings:** Orme & Combs-Orme (2012), Chapter 6 (*Visually Interpreting Your Client’s Progress*) |
|            |          |                               | Rogers & Potocky (1997)                                                   |
| 3/1        | Lecture 7| Live Course Meeting           | Single-Case Designs                                                       |
|            |          |                               | **Readings:** Orme & Combs-Orme (2012), Chapter 7 (*Single-Case Designs*)   |
|            |          |                               | Rogers & Potocky (1997)                                                   |

**Quiz (Recording and Readings from 2/2):** Locate, critically appraise, and apply appropriate evidence-based interpersonal practice interventions for a given client system. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. 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.

**Quiz (Recording and Readings from 2/9):** Select appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. 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.

**Quiz (Lecture and readings from 2/16):** Select and use the most appropriate evidence-based methods to analyze and interpret client change in interpersonal practice. Effectively communicate results obtained from the evaluation of interpersonal practice.

**Quiz (Recording and Readings from 2/23):** Select and use the most appropriate evidence-based methods to analyze and interpret client change in interpersonal practice. Effectively communicate results obtained from the evaluation of interpersonal practice.
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<tr>
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<th>Quiz (Recordings and Readings from 3/8):</th>
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| 3/8  | Lecture 8 | Foundations of Evidence-Based Outcome Measurement  
**Readings:** Orme & Combs-Orme (2012), Chapter 8 (*Foundations of Evidence-Based Outcome Measurement*)  
**Quiz (Lecture and Readings from 3/1):** Select and use the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice. |  
Enjoy Your Spring Break!  
3/15 | Lecture 10 | Live Course Meeting  
Standardized Scales: Part 2  
**Readings:**  
Orme & Combs-Orme (2012), Chapter 9 (*Standardized Scales*, p. 1 to *Using Standardized Scales to Determine Clinically Significant Change*), Appendix A (*Selected Standardized Scales*);  
Jensen et al. (2012)  
Orme & Combs-Orme (2012), Chapter 9 (*Standardized Scales*, from *Using Standardized Scales to Determine Clinically Significant Change* to the end of the chapter), Appendix B (*Online and Published Resources for Standardized Scales*—just spend 10 minutes looking through this);  
Anker et al. (2009)  
Duncan (2012)  
**Exercises** (In the Dropbox.com folder: Lecture 9, 10, 11): 1, 2, 3, 4, 5 (1-4), 6, 7, 10, 11, 12, 13 |  
Standardized Scales: Part 3 & Individualized Rating Scales  
**Readings:** Barkham et al. (2010); Lambert (2010); Whipple & Lambert (2011)  
Orme & Combs-Orme (2012), Chapter 10 (*Individualized Rating Scales*)  
Behavioral Observation  
Orme & Combs-Orme (2012), Chapter 11 (*Behavioral Observation*) |
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<th>Date</th>
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<th>Quiz (Lecture and Readings from 3/29):</th>
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<tr>
<td>4/12</td>
<td>Live Course Meeting</td>
<td>Applications for Evaluating Practice: SSD using R</td>
<td>Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. 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. Please download R and Studio before the next class. Review handouts for instructions on installing RStudio (also in Auerbach &amp; Zeitlen textbook).</td>
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<tr>
<td>4/13</td>
<td>Live Course Meeting</td>
<td>Readings: Auerbach &amp; Zeiten (2015). SSD for R. (Chapters to be assigned)</td>
<td>Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. 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.</td>
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<td>4/19</td>
<td>Study Day: Instructor will available if you need help with The Clinical Record Activity</td>
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<td>Quiz (Recording and Readings from 3/29): Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. 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.</td>
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<tr>
<td>4/26</td>
<td>Live Course Meeting</td>
<td>Readings: Orme &amp; Combs-Orme (2012), Chapter 12 (Self-Monitoring) , Chapter 13 (Summing Up)</td>
<td>Quiz (Lecture and readings from 4/12): Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. The Clinical Record Activity: Please complete the activity on using The Clinical Record before the end of the day.</td>
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Assignment of Final Grades
The final course grade will be assigned as follows:

- A = 94 - 100
- B+ = 89 - 93
- B = 84 - 88
- C+ = 79 - 83
- C = 70 - 78

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. This course is 100% online, so you are expected to review all deadlines at the beginning of the course and plan accordingly to complete all assignments and activities by their respective due dates. I will not send individual reminders to complete assignments; you are responsible for planning ahead of time to complete all assignments and activities.

Course attendance is not mandatory; however, it is strongly encouraged that you make plans to attend each live meeting in advance. You are responsible for reviewing the recordings for each week at your own pace. Failure to do so will make completing assignments and staying on task throughout the course unnecessarily difficult. If you need an extension of time for an assignment due to a medical or personal emergency you should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty. Extensions WILL NOT be considered if they are requested after the fact.

A. Quizzes
Each week a short (i.e., approximately 10 questions) quiz will be made available on Blackboard. Each quiz will cover both class (live lecture or recording) and reading material from all preceding weeks, although the primary emphasis will be upon information from the previous week. These quizzes will provide both you and the instructor with ongoing feedback concerning knowledge acquisition. This feedback will provide information necessary to take corrective measures by both you and the instructor to assure adequate learning. Quizzes will count for 30% of the course grade. Late quizzes
will not be accepted unless you have arranged an extension with the instructor in advance.

Quizzes will be discussed at the beginning of each subsequent live course meeting or recording, and graded quizzes will be available to students immediately after completion via Blackboard. 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-case 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. This paper will count for 50% of the course grade. The final paper is due at the beginning of class on 4/26. The grade on any late papers will be reduced by 10 points per day.

The paper must be typed, and references MUST be in the most recent APA format (See Publication manual of the American Psychological Association, 6th ed., 2010, Washington, DC: American Psychological Association). **The failure to use correct APA style will result in a reduction of 5 points on your paper.**

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)—Select a character from the *Glass Castle* by Jeanette Walls. You can intervene with the character(s) at any point in the book, and then develop a scenario of why that character(s) came to see your, the social worker. The client can be an individual, a couple, or a family. Describe the relevant client characteristics (e.g., age, gender, history). Specify the problem(s) selected for intervention. For each identified problem specify the goal and the associated objective. Select problems, goals and objectives in a way that can be measured and monitored using the most appropriate evidence-based methods given the client’s attributes, values, preferences, and circumstances; your expertise; and the ethical standards of the social work profession.

3. **Intervention** (2-4 pages)—Locate, critically appraise, and use the most appropriate evidence-based intervention for the identified problems given the client’s attributes,
values, preferences, and circumstances; your expertise, and the ethical standards of the social work profession. Make sure that the intervention is linked clearly to the specified problem(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. If you are unsure how to do this, I strongly suggest that you complete this online training and/or consult Chapters 1 and 2 in Rubin & Bellamy (2012):

http://www.ebbp.org/training.html

4. Measurement Package (2-4 pages)—Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change given the client’s given the client’s attributes, values, preferences, and circumstances; your expertise; and the ethical standards of the social work profession. 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).

5. Single-Case Design (1-2 pages)—Select and use the most appropriate single-case design given the client’s characteristics and circumstances. 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 single-case 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. Results (2-3 pages)—Graph and interpret the results using the most appropriate evidence-based methods as described in Chapters 5 through 7 in Orme and Combs-Orme (2012). Be sure to apply logical principles, rigorous standards of evidence, and careful reasoning to the analysis and discussion of your data, claims, and interpretations.

7. Discussion (3-4 pages)—Critically evaluate the strengths and limitations of the evaluation in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion (as relevant to your particular client). Start this section with a paragraph summary of your 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 7 in Orme and Combs-Orme
(2012) for possible ideas concerning plausible alternative explanations for your obtained results. Search for disconfirming evidence with the same determination as for confirming evidence. 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.

C. The Clinical Record Activity

The Clinical Record is a software application that compliments the SSD for R text and will introduce you to the skills necessary to apply what you learn in this class to your professional practice. The activity will be posted the week SSD for R is covered and will teach you how to manage client information and evaluate practice outcomes and program effectiveness, all free of charge to you and your agency/organization. You can find information on this activity and what you will need to complete it on the Blackboard website under The Clinical Record tab. In order to complete this activity, you will need to purchase the SSD for R text and request access to The Clinical Record here: https://ssdanalysis.com/. All information and resources needed to complete this activity can be found on this website. More information can be found in course handouts located on Blackboard. This activity is worth 20% of your final grade. Late submissions for this activity will not be accepted.