THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 563 - Systematic Planning and Evaluation for Interpersonal Practice
CRN: 31043  Section: 011
3 credit hours
Spring, 2016

Instructor: Rod Ellis, PhD, MSW
Phone: 615-218-2337
Class Time: Online
Email: rellis5@utk.edu
Office Hours: Wednesdays, 12-1 or as scheduled
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)

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)

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)

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)
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.

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)

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)

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).

REQUIRED BOOKS


ORGANIZATION OF COURSE AND BLACKBOARD

This course will be taught using what is often referred to in educational circles as a “blended model”, that is, activities will take place both online and in face-to-face classroom sessions.

Students will need to decide what grade they want to earn and will submit the required number of assignments in order to earn that grade. The section below entitled “Required Activities”
describes what kinds of projects must be completed in order to earn each grade. This process is known as “contracting for a grade”.

Please note: The assignments must be completed at an acceptable level in order to count toward the grade. Each assignment will, therefore, receive a satisfactory or unsatisfactory grade. Satisfactory completion of every assignment required for a specific grade will result in the student receiving that grade. Failure to complete an assignment or assignments satisfactorily will result in failure of the course. Students who submit an unsatisfactory assignment will have one opportunity to bring that assignment up to a satisfactory level.

Also please note: You MUST submit a written contract specifying which grade you wish to receive by January 27, 2016. Please submit it directly to the instructor through Blackboard. No formal contract is necessary. A simple statement such as “I contract to earn a _____” is all you need to provide. Once a student has submitted a contract grade that grade can be changed only under the most extreme circumstances. Any changes must be negotiated individually with the instructor.

With the exception of the required text all materials for this course are posted on Blackboard. This includes the Biweekly Worksheets required for the weekly readings, as well as the materials and instructions for the projects required to earn a B or a B+.

**Grading Scale**

The following grading scale will be used for final course grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+ (90-94)</td>
<td>Very Good – Student consistently meets and occasionally exceeds normal expectations for the course. Better than satisfactory performance.</td>
</tr>
<tr>
<td>B (85-89)</td>
<td>Good – Student consistently meets normal expectations for the course. Satisfactory performance</td>
</tr>
<tr>
<td>C+ (80-84)</td>
<td>Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course. Less than satisfactory performance.</td>
</tr>
<tr>
<td>C (70-79)</td>
<td>Poor - There is a lack of understanding of course content. Student does not meet course expectations. Performance well below the standard expected of graduate students.</td>
</tr>
<tr>
<td>D (70-78)</td>
<td>Clearly unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>F (&lt; 69)</td>
<td>Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met. Extremely unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
</tbody>
</table>
**Late Assignment Policy** – Extension of assignment is negotiable with instructor.

**ASSIGNMENTS AND GRADING**

**Required activities**

*Project 1 - In order to earn a “B”* - Students must successfully and satisfactorily: 1) read the required text and any required readings identified in the syllabus each week. 2) Students must also complete and submit the **Biweekly Worksheets** for each reading. These worksheets and posts must be completed according to the schedule listed in the Course Outline below.

*Project 2 - In order to earn a “B+”* - Students must successfully and satisfactorily: 1) complete all the activities identified in Project 1 (contract for a “B”) AND 2) write a brief (5-6 page) paper describing the evaluation of a client’s progress. Guidelines for the paper will be posted under Course Materials on Blackboard.

*Project 3 - In order to earn an “A”* - Students must successfully and satisfactorily: 1) complete all the activities described in Project 1 (contract for a B) AND 2) complete all the activities described in Project 2 (contract for a B+) AND 3) must prepare a 5-6 page paper identifying a character in *The Glass Castle* who displays psychopathology and providing appropriate diagnostic and treatment information for that condition. Guidelines for the paper will be posted under Course Materials on Blackboard.

**Competencies and outcomes**

Outcomes for each of the competencies are addressed through the worksheets and are described for each worksheet in the Course Outline below. The worksheets will include a series of questions requiring students to read and respond to the text, as well as conduct Internet research on the chapter’s topic. Students will also be required to post comments and participate in discussions of this material on the Discussion Board. Competencies for the two papers are described here.

**Competencies for the papers:**

The course assignments address the following competencies. By completing this projects students will have completed Outcomes 1-4. These competencies include:

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
Both papers will require the selection of measurable and monitorable targets for change. These concepts will be taught in class and must be utilized in the creation of both papers.

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)

Both papers will require students to locate, appraise, and apply appropriate interventions. They will provide evidence of their knowledge and skills in this area by explaining the processes they utilize in the Intervention section of each paper.

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)

In each paper students will be required to select an appropriate single subject design, explain why they selected that design, and describe their reasons for selecting that design.

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)

The students will demonstrate their knowledge and skill in the selection of evidenced-based methods of analysis and interpretation through their report in the Analysis and Interpretation section of each 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.

**Students will explain their choice of method of assessment, monitoring, and analysis in the Analysis and Interpretation section of their papers. They will discuss the standards for choosing a scale and methods of locating the scale, as well and techniques for administering these measures.**

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)

**Students will make both written and graphic presentation of their results in their papers.**

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)

**Students will be required to identify and explain any ethical issues that might be present or potentially present in the cases on which they report. When reporting an issue they will be required to identify relevant sections of the Social Work Code of Ethics and describe the manner in which they would deal with the issues.**

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).
Students will identify and report issues related to diversity and cultural issues in their cases and discuss ways to deal appropriately with those issues in intervention and evaluation in both papers.

Course Outline

Class 1: January 13

No assignments are due on this day. Please use this time to review the Blackboard site and the syllabus and direct any questions you may have to the Discussion Board.

Reading for next week: Orme and Combs-Orme, Chapter 1

Class 2- January 20

Worksheet 1 is due.

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By completing the worksheet students will use the text, the worksheets, and guided Internet research to address the following competencies.

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)

Reading for next week: Orme and Combs-Orme, Chapter 2

Class 3: January 27

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:
By completing the worksheet students will use the text, the worksheets, and guided Internet research to address the following competencies.

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)

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)

*Reading for next week: Orme and Combs-Orme, Chapter 3*

Class 4: February 3

Worksheet 2 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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)

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)

*Reading for next week:* Orme and Combs-Orme, Chapter 4

**Week 5: February 10**

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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)

*Reading for next week:* Orme and Combs-Orme, Chapter 5

**Week 6: February 17**

Worksheet 3 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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)

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)

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.

Reading for next week: Orme and Combs-Orme, Chapter 6

Week 7: February 24

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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)

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
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.

Reading for next week: Orme and Combs-Orme, Chapter 7

Week 8: March 2

Worksheet 4 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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)

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)
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.

**Reading for next week:** Orme and Combs-Orme, Chapter 8

**Week 9: March 9**

Each student must make at least one meaningful post to the Discussion Board.

**Competencies met:**

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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)

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)

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.

*Reading for next week: Orme and Combs-Orme, Chapter 9*

**Week 10: Spring Break, no assignments due**

**Week 11: March 23**

Worksheet 5 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

**Competencies met:**

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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.

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)

*Reading for next week: Orme and Combs-Orme, Chapter 10*

**Week 12: March 30**

Each student must make at least one meaningful post to the Discussion Board.
Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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.

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)

Reading for next week: Orme and Combs-Orme, Chapter 11

Week 12: April 6

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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.
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)

Reading for next week: Orme and Combs-Orme, Chapter 12

Week 13: April 13

Worksheet 5 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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.

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)

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)

Reading for next week: Orme and Combs-Orme, Chapter 13
Week 14: April 20

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

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.

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)

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)

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).