THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 563 - Systematic Planning and Evaluation for Interpersonal Practice
3 credit hours
Spring 2016

Course number: SW 563
Instructor: Dr. Mary Lehman Held
Semester: Spring 2016
Email: mheld@utk.edu
Office Location: Nashville Campus
Meeting Time: Tuesday
Office Hours: Tuesdays 12-1:00; 4-5:00
Credit hours: 3 Hours

Office Hours: Tuesdays 12:00-1:00; 4-5:00

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
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)


Lambert, M. J. (2010). “Yes, it is time for clinicians to routinely monitor treatment outcome.” In Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (Eds.), *The heart & soul of change* (2nd ed.) (pp. 239-266). Washington, DC: American Psychological Association


### READINGS AND COURSE OUTLINE

#### January 19th WEEK 1: Course Overview - 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 26th 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)
- Walfish et al. (2012)
- Ridley et al. (2008)

#### February 9th WEEK 3: LIBRARY DAY – Work on First Paper

#### February 16th STUDENTS PRESENT THEIR TREATMENT PLANS: How did you identify the target behaviors and the treatment plan goals? What was client’s involvement in this process? What will be considered “success” in each goal? How will this be monitored?

**WEEK 4: Why Evaluate your Evidence-based Practice?**
Readings:
- Anker et al. (2009)
- Lambert (2010)
- Duncan (2012)
- Orme & Combs-Orme (2012), Chapter 8 (Foundations of Evidence-Based Outcome Measurement)

February 10th WEEK 5: 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 12m(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 23rd WEEK 6: STUDENTS PRESENT ON MEASUREMENT OF TARGET BEHAVIORS: How target behaviors are operationalized and measured. How did you search for measurements and how well does the measure fit the treatment plan goals? How will you track progress using the measure? Prepare handout or project the measurement scale.

March 1st: WEEK 7: Single-Case Designs (PAPER 2 IS DUE)

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

March 8th: WEEK 8: Group Designs (QUIZ 1 DUE)

Readings:
- Jensen et al. (2012)
- Thyer, BA & Myers, LL (2007)
- Jones et al. (2011)
- Westbury & Tutty (1999)
March 9\textsuperscript{TH}: WEEK 9: Intervention Research
Readings:

March 15\textsuperscript{TH}: SPRING BREAK

March 29\textsuperscript{th}: WEEK 10: Specifying and Monitoring the Intervention
Readings:
- Orme & Combs-Orme (2012), Chapter 6 (Visually Interpreting Your Client’s Progress)
- Borckardt et al. (2008).

April 5\textsuperscript{th}: WEEK 11: STUDENTS PRESENT THE INTERVENTIVE TECHNIQUE:
How was this strategy chosen among others and to what degree did it meet selection criteria? Does it fit with the measurement tool you are using? The monitoring plan should also be discussed.

April 12\textsuperscript{th} and April 19\textsuperscript{th} WEEKS 12-13: Analyzing single system design data (PAPER 3 IS DUE)

Computer Lab. Students will have an assignment that requires the input and analysis of single system design data. Due to the size of the class, half of the class will have lab on 4/12 and the other half on 4/19. Class as usual will not meet as I will be in the lab on each day. On the day you are not in the lab, you will have extra time to work on your final paper.

April 26\textsuperscript{th}: WEEK 14: STUDENTS PRESENT THEIR SUMMARY OF THE FINAL PRACTICE EVALUATION EFFORTS: What was your experience of the whole process from beginning (identify the target “problems”, creating the treatment plan, finding a measure, identifying an approach intervention, and then evaluating the effectiveness)? How do the outcomes inform your future work with clients with similar treatment goals? What factors do you believe contributed to the results?

Readings:
- Orme & Combs-Orme (2012), Chapter 12 (Self-Monitoring)
- Orme & Combs-Orme (2012), Chapter 13 (Summing Up)
QUIZ 2 DUE APRIL 27TH (MONDAY) AT MIDNIGHT

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. Though attendance will not be taken, intermittent opportunities for extra credit will be provided throughout the semester. You will not have advanced notice of these and will only receive extra credit if you are in class that day during the extra credit activity. If you arrive late, after the extra credit activity has started, you will not be eligible for the extra points.

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 should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty.

Grades will be assessed on the following assignments:

Quiz 1 20 points
Quiz 2 25 points
Presentations (10 points) 10 points
3 small papers (5 points each) 15 points
Final paper 30 points

A. Quizzes
You will have 2 quizzes (see due dates highlighted in yellow above). Each quiz will cover all of the material presented in the weeks preceding that quiz (but not material that was already tested in a previous quiz). These quizzes will provide both you and the instructor with ongoing feedback concerning knowledge acquisition.

You will have 1 hour to complete each quiz. 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.

Four paper sections will be submitted throughout the semester. You will deliver one presentation and attend three presentations.

1. The first presentation and paper will include a client scenario and treatment plan (clearly outlined goals and objectives). (Competency 1)
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)
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)
4. The final presentation and paper will integrate the three smaller papers PLUS the single case design, results, and discussion. Therefore, the final paper that is submitted will include all four components (the first 3 smaller papers plus the final section). (Competencies 1-8)

PAPER 1: Paper One is an overview of your client situation and desired outcomes. 4-6 pages

Client/situation: Provide relevant client information (age, gender, prior treatment, etc.) What is (are) the problem(s) as stated by the client, significant others, or referral source? Provide your formulation of the problem and, if it differs from the client, how you arrived at this formulation (what assessment information did you collect to lead you to formulate the problem differently). What are the priority problems for treatment and what is the rationale for these priorities?

Outcomes: State the desired intermediate and ultimate outcomes. Which of these are you likely to measure, and why? (Do not yet talk about specific measurement strategies—that’s the next paper).

Intervention: Briefly state the intervention you are using or plan to use to address the desired outcomes. Reflect a bit about why you’re using this intervention and your current knowledge of its effectiveness and how you know that.

PAPER 2: The purpose of the paper is to think about the client’s desired outcomes and how you could measure them. The paper should lead to the development of a measurement plan. The paper should be 4 to 6 pages, not including copies of the measures.

1. Briefly describe the client situation with a focus on presenting problems and desired outcomes. Decide upon some dimension of client behavior as an outcome for assessment and monitoring over time. Defend (in terms of its relevance to the client’s problem situation and
your treatment plan) the importance and relevance of the outcome(s) you have chosen to focus upon.

2. Develop operational definitions of the outcome(s) you plan to assess.

3. Describe three different ways you could measure the outcome (even though you may not implement each of them). Remember to use different sources, or explain why it is not possible. In the past I have asked students to choose a standardized measure, an in-session measure, and an in-vivo measure, but these are not always possible or realistic for some clients. Develop a measurement package that is doable and practical for your client and provide a rationale for it. Include the measures in your paper.

For each measure, describe:
   a) How, when, and where will data be collected? What are the procedures for observing and recording the data? Be specific.
   b) The reliability and validity of each measure.
   c) Strengths and limitations of each measure and the measurement package.

**PAPER 3:** Paper 3 should be 4 to 6 pages. The operationalization of the intervention is best presented in bulleted or numbered format. If you have a lengthy intervention you may want to operationalize a treatment phase or session. The purpose of this paper is to think critically about what you do with your client, and to monitor and pay close attention to whether you are actually implementing what you intend to implement.

1. Identify and operationally define the interventive technique or strategy and their components.
2. Identify the criteria by which this interventive strategy was selected from the range of other possible interventions. Include here what is known (or not known) about the effectiveness of the intervention for your client.
3. Develop and describe a plan for monitoring the actual implementation and integrity of the intervention.

All papers 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 1 point on each of the first 3 papers.**

Papers will be graded according to the following criteria.

- Mechanics (grammar, spelling, style, typing)
- Organization
- Logic
- Content
- Adequacy of the literature reviewed – when applicable
- Ability to summarize and draw conclusions
The 4-6 pages are guidelines; I do not “count off” if you are a page or two under or over these guidelines.

**FINAL PAPER**: This paper contains 4 sections. *Provide separate headings for each section.* Also, be sure to include a *Title Page*. Your paper should be 12-15 pages, not including references and appendices. Be explicit and succinct. Grading criteria including showing a grasp of content, as well as mechanics, organization, and readability of the paper.

For the final paper: This 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 up to 5.*

Papers will be graded according to the following criteria.

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

**Introduction/Background (2-3 pages)**

The introduction should include a statement of the problem you addressed and the significance of the problem (non-client specific). Include, as appropriate, information on the prevalence (number of people in a population who have the problem) and incidence (number of new cases in a specified time period) of the problem.

Provide a summary of the research on treatments for the problem. In light of the empirical evidence, and given your practice context, provide a rationale for the intervention you implemented.

Conclude this section with the purpose of your practice evaluation effort, including a practice hypothesis or question.

**Methods (3-4 pages)**

This section contains four subsections. Provide separate headings for each section.

*Client*: Provide relevant client information (age, gender, prior treatment, etc.) What is (are) the problem(s) as stated by the client, significant others, or referral source? Provide your formulation of the problem and, if it differs from the client, how you arrived at this formulation (what assessment information did you collect to lead you to formulate the
Outcomes: State the desired outcomes. Discuss how these were prioritized, operationalized and measured. For each outcome you measured (or planned to measure) describe the procedures for collecting the data (who, when, where, how, how often). For each measure, discuss its reliability and validity.

Intervention: Describe in detail the independent variable, including the amount, duration, and frequency of client contact hours. Report changes from the original intervention plan and the reasons for these changes. Describe how you monitored the intervention.

Design: Discuss the type of design and reason for its use. (how did you “put the data together” to make sense of and “track” the outcomes). You may also state you did not have enough data points for a traditional single system design, but used other forms to track client change. Any other forms must be identified and discussed.

Results/Findings (2-3 pages)

This section should describe the findings of your practice evaluation effort (did the problem improve, remain stable, deteriorate?). Use graphs, tables, or figures to present the findings. Clearly label these and refer to them in the text as you discuss the findings. Discuss the findings in term of visual and/or statistical analysis. Describe the clinical and practical significance of the findings and how you assessed this.

Discussion (3-4 pages)

Describe the strengths and limitations of the practice evaluation effort. Include alternative explanations for the findings. Include probable reasons for the relative success or failure of the intervention and suggestions for increasing its effectiveness. Discuss the findings in relation to previous research.

What are the implications of your practice evaluation effort for social work practice and for the treatment of clients with similar problems? What’s the feasibility of implementing the intervention and using similar measures in the future? Identify questions for future research.

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. Use APA style

Appendix— Include here the operationalization of the intervention and copies of the measures. Also include what databases you used to search for and locate measurement tools and intervention(s).
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 unevenness 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.