THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 563 - Systematic Planning and Evaluation for Interpersonal Practice
Section 012
3 credit hours
Spring 2016

Instructor: Matthew Moore, MSSW
Email: mmoore92@utk.edu
Office Hours: by appointment

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 2227 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 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. *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: Quizzes and Group Project*

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: Quizzes and Article Critique*

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: Quizzes, Single Subjects Assignment, and Group Project

4. Select and use the most appropriate evidence-based methods to analyze and interpret client change in interpersonal practice. \textit{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: Quizzes, Single Subjects Assignment, and Group Project

5. Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. \textit{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 and Group Project

6. Effectively communicate results obtained from the evaluation of interpersonal practice. \textit{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: Quizzes, Single Subjects Assignment, and Group Project

7. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. \textit{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: Quizzes and Group Project

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. \textit{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: Quizzes and Group Project

\textbf{Required Text}

\textbf{Required Software}
Microsoft Office, version 2010 or later
Required Readings


Recommended Text


Additional Materials

The instructor will provide supplemental materials, including optional readings and study materials. These materials are optional and will be posted to the Blackboard course site.
The Grading Scale
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.

Participation and Personal Responsibility (10%)
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.

All class meetings will take place online and will not happen weekly. Therefore, it is your responsibility to regularly review and adhere to all stated deadlines. Please plan ahead and give yourself plenty of time to complete your assignments. 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.

Assignments
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<tr>
<th>Assignment</th>
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<tr>
<td>Participation</td>
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<td>Quizzes</td>
<td>30%</td>
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<tr>
<td>Group Article Critique</td>
<td>10%</td>
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<tr>
<td>Single Subjects Assignment</td>
<td>20%</td>
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<tr>
<td>Group Project</td>
<td>30%</td>
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*Assignments should be submitted via Blackboard (and email, where appropriate). All files should be named as follows: YOURNAME/GROUP_NAME_OF_ASSIGNMENT (as listed on the syllabus). Failure to follow these naming conventions may result in a reduction in your score.

A. Quizzes (30%) *This assignment assesses competencies 1, 2, 3, 4, 5, 6, 7, & 8.
Online quizzes will be administered throughout the semester and will cover both class and reading material from all preceding weeks. Although the primary emphasis will be upon information from the previous week, the quizzes may include any material covered prior to the quiz. 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. The lowest quiz grade will be dropped.

B. Group Article Critique (10%) *This assignment assesses competency 2.
Students will work in small groups to evaluate an assigned single subjects design article. Critiques will be limited to four double-spaced pages, but should provide a thorough summary and an assessment of the article.
*Due 2/16/16 by 5:29 pm CST
C. Single Subjects Assignment (20%) *This assignment assesses competencies 3, 4, & 6.
Students will use Microsoft Excel to manage fictitious client information and evaluate practice outcomes. A short (approximately 2 double-spaced pages) written summary should describe the findings and students will provide both numerical and visual representations of the outcome data. Additional information will be available on the Blackboard site.
*Due 3/22/16 by 5:29 pm CST

D. Group Project/Paper (30%) *This assignment assesses competencies 1, 3, 4, 5, 6, 7, & 8.
Each group will 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 outlined below.
*Due 4/19/16 by 5:29 pm CST

Projects will be graded according to the following criteria, and a number grade from 0 - 100 will be assigned:

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

I. Title (1 page)

II. 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.

III. 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](http://www.ebbp.org/training.html)
IV. **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 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).

V. **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).

VI. **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.

VII. **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.

VIII. **References**—This should include an accurate listing of all of the sources cited in your paper. You should reference primary, not secondary sources whenever possible.

IX. **Appendix**—This should include a listing of the sources and databases you searched and the keywords used in your literature search.
### Course Outline

*This schedule is meant to serve as a basic outline for the course. The instructor reserves the right to alter content, as necessary. Any changes will be clearly communicated in class and via email and Blackboard.*

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<tr>
<th>Date</th>
<th>Lecture</th>
<th>Time/Location</th>
<th>Topic</th>
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| 1/19 | Lecture 1 | LIVE ONLINE CLASS – 1/19/16 (5:30PM-7:30PM CST) | Course Overview/Syllabus Review  
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*) |
| 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)  
Rubin & Bellamy (2012)  
Walfish et al. (2012) | Quiz #1  
*Due 1/26/16 by 5:29 pm CST* |
| 2/02 | Lecture 3 | Why Evaluate Your Evidence-Based Practice?  
Rubin (2010) | Quiz #2  
*Due 2/02/16 by 5:29 pm CST* |
| 2/09 | 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) | Quiz #3  
*Due 2/09/16 by 5:29 pm CST* |
| 2/16 | Lecture 5 | LIVE ONLINE CLASS – 2/16/16 (5:30PM-7:30PM CST)  
Charting Your Client’s Progress  
Readings: Orme & Combs-Orme (2012), Chapter 5 (*Charting Your Client’s Progress*) | Quiz #4  
*Due 2/16/16 by 5:29 pm CST*  
Group Article Critique  
*Due 2/16/16 by 5:29 pm CST* |
| 2/23 | Lecture 6 | Visually Interpreting Your Client’s Progress  
Readings: Orme & Combs-Orme (2012), Chapter 6 (*Visually Interpreting Your Client’s Progress*) | Quiz #5  
*Due 2/23/16 by 5:29 pm CST* |
<p>| 3/01 | | LIVE ONLINE CLASS – 3/01/16 (5:30PM-7:30PM CST) | |</p>
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<th>Date</th>
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<th>Readings</th>
<th>Quiz/Due Date</th>
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<tbody>
<tr>
<td>3/08</td>
<td>Lecture 7</td>
<td>Single-Case Designs</td>
<td>Orme &amp; Combs-Orme (2012), Chapter 7 (Single-Case Designs)</td>
<td>*Due 3/01/16 by 5:29 pm CST</td>
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<tr>
<td>3/08</td>
<td>Lecture 8</td>
<td>Foundations of Evidence-Based Outcome Measurement</td>
<td>Orme &amp; Combs-Orme (2012), Chapter 8 (Foundations of Evidence-Based Outcome Measurement)</td>
<td>*Due 3/08/16 by 5:29 pm CST</td>
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<td>3/15</td>
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<td>SPRING BREAK</td>
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<td>3/22</td>
<td>Lecture 9</td>
<td>LIVE ONLINE CLASS – 3/22/16 (5:30PM-7:30PM CST)</td>
<td>Orme &amp; 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)</td>
<td>*Due 3/22/16 by 5:29 pm CST</td>
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<tr>
<td>3/29</td>
<td>Lecture 10</td>
<td>Standardized Scales: Part 2</td>
<td>Orme &amp; 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)</td>
<td>*Due 3/29/16 by 5:29 pm CST</td>
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<tr>
<td>4/12</td>
<td>Lecture 12</td>
<td>Individualized Rating Scales</td>
<td>Orme &amp; Combs-Orme (2012), Chapter 10 (Individualized Rating Scales)</td>
<td>*Due 4/12/16 by 5:29 pm CST</td>
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<tr>
<td>4/12</td>
<td>Lecture 13</td>
<td>Behavioral Observation</td>
<td>Orme &amp; Combs-Orme (2012), Chapter 11 (Behavioral Observation)</td>
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<td>4/12</td>
<td>Lecture 14</td>
<td>Self-Monitoring and Summing Up</td>
<td>Orme &amp; Combs-Orme (2012), Chapter 12 (Self-Monitoring), Chapter 13 (Summing Up)</td>
<td>*Due 4/12/16 by 5:29 pm CST</td>
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| 4/26 | Quiz #12  

*Due 4/19/16 by 5:29 pm CST*

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| Group Project  

*Due 4/19/16 by 5:29 pm CST*

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| 4/26 | LIVE ONLINE CLASS – 4/26/16 (5:30PM-7:30PM CST)  
Final Class/Wrap-up |