

# SWK-S 623 Practice Evaluation (3 cr.)

## Course Information

**Semester Year:** Fall 2019  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXX  
**Office Hours:** XXXX

## Course Description

This course is designed to be taken concurrently with SWK-S 651 or 652 (preferred). This course examines a number of single-system designs that can be used to evaluate practice or practice interventions with clients or service users. The designs, which are n=1 types of studies, can be used with any size system, e.g., individuals, couples, families, groups, or organizational (agency) units. Students in this course will develop an evaluation plan specifying problems, goals, and outcomes with a service user or other single system, identify valid and reliable measures of outcome for use with identified service users or system targets, and identify an appropriate single-system design to evaluate the effectiveness of the proposed intervention on the observed outcome based on course content and a literature review. Students will carry out the single subject design, use graphic and statistical analyses to estimate the effectiveness of an intervention on measurable outcome(s), and present results in a high quality written and presentational formats. This course furthers the knowledge, skills, and values students develop in the earlier practice and research courses. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using methods that are sensitive to consumers' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethical research.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- 4: Engage In Practice-informed Research and Research-informed Practice in Clinical and Community Practice
  - Evaluate relevant practice literature and research methods based on relevant knowledge and skills associated with age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
  - Define and select from a variety of evaluation research designs and apply them to a specific practice/program context.
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Clinical and Community Practice
  - Implement practice evaluation designs with client systems, based on comprehensive evaluation of client system needs

- Evaluate client progress using statistical analyses to estimate the effectiveness of interventions

## Course Objectives

- 623-01** Apply critical thinking skills within the context of practice/program evaluation.
- 623-02** Use ethical research standards and principles appropriate to practice/program evaluation within a practice milieu.
- 623-03** Evaluate research methods based on relevant knowledge and skills associated with age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
- 623-04** Evaluate research studies relevant to the student's practice concentration.
- 623-05** Apply research findings to enhance practice.
- 623-06** Define the criteria for appropriate use of research designs for practice evaluation research.
- 623-07** Select from a variety of evaluation research designs and apply them to the appropriate practice/program context and present them in oral and written formats

## Required and/or Recommended Texts

Orme, J. G. & Combs-Orme, T. (2012). *Outcome-Informed Evidence-Based Practice*. Boston, MA: (Pearson).

## Course Content

SWK-S623 focuses on the process of practice evaluation. Included are topics to assist in the preparation of a single system evaluation proposal: development of practice-informed evaluation questions, specifying evaluable problems and goals, constructing conceptual and operational definitions of outcomes, and valid and reliable measurements for direct practice. Designs selected support completion of a publication-ready single system evaluation; identifying and evaluating empirical literature supporting the evaluation proposal; measurement; non-experimental, experimental, and multiple baseline designs; graphic and statistical analysis; establishing clinical, statistical, and theoretical significance; and issues related to conference-level presentations. The course will conclude with formal student presentations of their evaluation results.

**Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.**

## Resources

Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class. Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

## Course Outline

### Module 1: Introduction: Outcome-informed practice and single systems

- A. Outcome-informed practice
- B. Defining the single system, uses and purpose
- C. Examples of single system design (SSD)
- D. Overall process of OIP
- E. Integrating evaluation and evidence-based practice

#### *Assignments*

##### *Readings*

1. Orme, J. G., & Combs-Orme, T. (required text) Chapter 1 & 2

### Module 2: Defining Outcomes

#### *Overview*

- A. Client problems vs. outcomes
- B. Specifying problems, goals, and intervention targets
- C. Conceptual and operational definitions
- D. Foundations of evidence-based outcome measurement
- E. Developing client-focused measures
- F. Measuring, monitoring and modifying client outcomes
- G. Intervention fidelity
- H. Advantages and disadvantages of single system evaluation

#### *Assignments*

##### *Readings*

1. Orme, J. G., & Combs-Orme, T. (required text) Chapter 3 & 4

### Module 3: Single-System Design and Measurement

#### *Overview*

- A. Key characteristics
- B. Basic A-B design + alternative designs
- C. Causality & generalizability
- D. Reliability and validity
- E. Decisions about data collection
- F. Threats to external & internal validity: experimental designs
- G. Multiple baseline

#### *Assignments*

##### *Readings*

1. Orme, J. G., & Combs-Orme, T. (required text) Chapters 7 & 8
- 1.

## Module 4: Standardized Measures & IRS Scales

### *Overview*

- A. Operationalization Activity
- B. Selecting standardized scales
- C. Using and scoring standardized scales
- D. Constructing IRS scales

### *Assignments*

#### *Readings*

1. Orme, J. G., & Combs-Orme, T. (required text) Chapters 9 & 10

## Module 5: Behavioral Observation & Non-Reactive Measures

### *Overview*

- A. Selecting behaviors to measure
- B. Recording observations
- C. Reactive vs. Non-reactive measures and reason for use
- D. Advantages & precautions

### *Assignments*

#### *Readings*

2. Orme, J. G., & Combs-Orme, T. (required text) Chapters 11
3. Bloom, M., Fischer, J., & Orme, J. G. (2009). Evaluating practice: Guidelines for the accountable professional (6th ed). Chapter 9

## Module 6: Self-Monitoring

### *Overview*

4. Selecting behaviors to measure
5. Designing instruments for self-monitoring
6. Advantages & precautions

### *Assignments*

#### *Readings*

7. Orme, J. G., & Combs-Orme, T. (required text) Chapters 12

## Module 7: Constructing and Interpreting Graphs

### *Overview*

- A. Constructing line graphs
- B. Visual analysis of graphed data
- C. Interpreting single-case design data
- D. Measure, monitor, modify
- E. Graphing activity

### *Assignments*

#### *Readings*

1. Orme, J. G., & Combs-Orme, T. (required text) Chapters 5 & 6

## Module 8: Midterm

### *Overview*

- A. The entire class will be devoted to the midterm

### *Assignments*

#### *Readings*

8. No additional reading

## Module 9: Measure, Monitor, Modify

### *Overview*

- A. Graphing activity
- B. Research writing

### *Assignments*

#### *Readings*

9. Orme, J. G., & Combs-Orme, T. (required text) Chapters 13

## Module 10: Significant Testing with SSDs

### *Overview*

- A. Types of significance
- B. Visual analysis
- C. Selecting a test of hypothesis
- D. Practice

### *Assignments*

#### *Readings*

1. Bloom, M., Fischer, J., & Orme, J. G. (2009). Evaluating practice: Guidelines for the accountable professional (6th ed.). Chapter 20

## Module 11: Review and/or Advanced SSDs

### *Overview*

1. Threats to external & internal validity
  10. Experimental designs
  11. Multiple baseline designs
  12. Multiple target
  13. Varying intensity interventions

### *Assignments*

#### *Readings*

1. Orme, J. G., & Combs-Orme, T. (required text) Chapter 7 & 13

#### *Supplemental Readings*

1. Bloom, M., Fischer, J., & Orme, J. G. (2009). Evaluating practice: Guidelines for the accountable professional (6th ed.). Chapters 14-17

## Module 12: Evaluation of Published SSD studies

### *Overview*

- A. Study discussion
- B. Final project review

### *Assignments*

#### *Readings*

- 1. SSD articles

## Module 13: Single Case Presentations

### *Overview*

- A. Two classes will be devoted to individual student presentations of their evaluation results

### *Assignments*

#### *Readings*

- 1. No additional readings
- 14.

## Signature Assignment: – Single System Intervention and Report

- A. The final intervention and report consists of the evaluation proposal and the literature review, along with with the empirical results of your intervention evaluation. It includes:
  - A. **Case Summary:** Summary of key service user demographic and clinical characteristics; Clearly identified target problem.
  - B. **Literature Review:** Relevant literature summarized, themed, and critiqued.
  - C. **Methods:** Target problem conceptually and operationally defined; Measurement; Design; Data analysis plan. Includes discussion on reliability & validity of measures.
  - D. **Intervention Plan:** Provides details on how, and when/where, by whom strategies are conducted. Includes relevant issues, such as cultural humility, implementation fidelity, and necessary adaptations.
  - E. **Findings:** Includes the graphic model, labelled as a figure, after references.
  - F. **Discussion:** Implications for practice, program development, and/or policy formulation indicated; Limitations of the evaluation discussed.

## Institutional Review of Research (IRB)

Service users or their legal representatives should consent to use of their information in a university classroom. DHS [45 CFR 46](#) defines research as generalizable knowledge made available to the public through conferences, publications, electronic media, and other mechanisms. In contrast to conducting research for general consumption, students in this class are learning to evaluate social work practice, and as long as you don't present your findings at a conference, grand round, web page, publication, or other public vehicle, what you do in this course is considered professional education rather than research under 45 CFR 46. Since we are doing something not usually included in practice at your agency, and since we are using personal client information, we prefer to have the signed and dated service user permission to provide this information in the classroom. However, the instructor seeing the signed consent would violate the service user's confidentiality, so **you should obtain the consent and keep it on file, but never show the signed consent to the instructor.** Only the IU IRB can ever see this consent, and they are unlikely to ask for it. To resolve this issue, you must affirm in writing to the instructor that you have obtained the consent in an email. Below is a sample consent that you can cut, paste, and alter as necessary:

## Consent to Release Information to a University Classroom

- I consent to the results of this evaluation being presented to the instructor and fellow students of Social Work 623, a graduate course at the Indiana University School of Social Work.
- I understand that this is not research, but a part of the regular educational preparation of professional social workers. I understand that this information will not be published, presented at a professional conference, or discussed in any way outside of the IU classroom or this agency.
- I understand that my name or other identifying information will not be used, but that my general problem history, age, gender, and ethnicity will be disclosed unless such disclosure would threaten my confidentiality.
- I understand that I have a right to see a copy of all written material that is presented about my case for this course.
- I understand that none of this material will be a part of my agency record. The purpose of this material is training social workers to *utilize evaluation methods in their practice*.
- My consent expires on **XXX LAST DAY OF SEMESTER XXX.**
- I understand that the course instructor will not see this consent, since that would destroy my confidentiality. However, if I have any concerns, I can anonymously call **XXX INSTRUCTOR XXX** or email her/him at **XXX EMAIL XXX.** I will be keeping a copy of this consent for my records.

Name (please print) \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Social Worker Signature \_\_\_\_\_ Date \_\_\_\_\_

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality



B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

### Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

### Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.