

SWK-S 623B Practice Evaluation: Application (2 cr.)

Course Information

Semester Year: XXXXX
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 the second of two practice evaluation courses, and is designed to be taken concurrently with SWK-S 652. This course continues examination of single-system designs that can be used to evaluate practice or practice interventions with clients. In this second course, students will build on the evaluation proposal developed in SWK-S 623A by conducting a formal literature review supporting proposed practice methods with service users or system targets, 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

- 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

Secondary

- 4: Engage In Practice-informed Research and Research-informed Practice in Clinical and Community Practice

Course Objectives

- 623B-01** Apply critical thinking skills within the context of practice/program evaluation.
- 623B-02** Use ethical research standards and principles appropriate to practice/program evaluation within a practice milieu.

- 623B-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.
- 623B-04** Evaluate research studies relevant to the student's practice concentration.
- 623B-05** Apply research findings to enhance practice.
- 623B-06** Define the criteria for appropriate use of research designs for practice evaluation research.
- 623B-07** Select from a variety of evaluation research designs and apply them to the appropriate practice/program context.

Required Texts

Bloom, M., Fischer, J., & Orme, J. G. (2009). *Evaluating practice: Guidelines for the accountable professional (6th ed)*.
LOCATION: Pearson.

Course Content

Recognizing practice and evaluation as two sides of the same coin, SWK-S624 is the second of a yearlong seminar focusing on steps of the practice evaluation process. Included in the seminar are topics supporting 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.

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: Review of Proposals, Measurement

Dates:

Overview

- A. Overview of the course
- B. Review of evaluation proposals from SWK 623A
- C. Review of measurement

Assignments

Readings

1. Bloom, Fischer, & Orme Chs. 2 (review), 11 (review), 12 (review)

Module 2: Literature Review

Dates:

Overview

A.

Assignments

Readings

2. Gibbs, L.E. (1991). How to evaluate studies to guide practice systematically (Ch. 9, pp. 187-215) in *Scientific reasoning for social workers: Bridging the gap between research and practice*. New York: Merrill.
3. Review meta-analyses of interest: Hackett, et al. (2015: DV victim interventions); Shedler (2010: psychodynamic psychotherapy); Karver, et al. (2006: therapeutic relationship); Cuijpers, et al. (2013: CBT depression); Jonas, et al. (2014: pharmacotherapy SUD); Babcock, et al. (2004: batterer intervention programs).

Individual Assignment: Literature Review (Paper)

Module 3: Evaluation Design

Dates:

Overview

- A. Introduction to SSD evaluation design
- B. SSD, group, and other approaches to evaluation
- C. Internal and external validity of SSDs
- D. Baselines; Retrospective baselines
- E. A-only and B-only designs; A-B design; Removal designs; Multiple Baseline across systems; MB across targets; MB across interventions
- F. Selection of an evaluation design

Assignments

Readings

1. Bloom, Fischer & Orme Chs. 14, 15, 16, 17, 18
2. Martinez, K.K. & Wong, S.E. (2009). Using prompts to increase attendance at groups for survivors of domestic violence. *Research on Social Work Practice, 19*, 460-463.
3. Labrecque, J., Dugas, M. J., Marchand, A., Letarte, A. (2006). Cognitive-behavioral therapy for comorbid generalized anxiety disorder and panic disorder with agoraphobia. *Behavior Modification, 30*, 383-410. DOI: 10.1177/0145445504265277

Module 4: Analysis

Dates:

Overview

- A. Statistics review
- B. Effect size
- C. Autocorrelation
- D. Graphic Analysis: trends & levels
- E. Tests of statistical significance in SSD

Assignments

Readings

1. Bloom, Fischer & Orme Chs 19, 20, 21, 22, 23, 24

Module 5: Single Case Presentations

Dates:

Overview

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

Assignments

Readings

1. No additional readings

Individual Assignments:

2. Presentation of Findings in Conference Format D12, D13, D14, D15

Students will present their SSD findings in a conference format with a powerpoint presentation and handout

3. Single Case Evaluation Paper due D15

In the final paper, students will: summarize a specific case, client, service user, or other single system; state an evaluation question in observable terms; identify reasons for selection of specific evaluation outcomes; conceptually and operationally define all evaluation outcome(s); discuss how the evaluation outcomes will be measured; Discuss reliability and validity issues for the proposed measure; Propose a research design.

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Literature Review (Signature Assignment 1)
 - a. DUE:[date]
 - b. Final Grade Percentage:30%
2. Class Presentation of Findings
 - a. DUE:[date]
 - b. Final Grade Percentage:30%
3. Single Case Evaluation Paper (Signature Assignment 2)
 - c. DUE:[date]

d. Final Grade Percentage:40%

Assignment Details

Literature Review (Signature Assignment 1)

For your second short paper you will submit a literature review via CANVAS. The literature review includes an annotated bibliography of at least 2 scholarly, data-based sources from peer reviewed journals. The sources should generally be 21st century (unless considered a classic study), empirical, and supportive or informative of the intervention you are proposing. The review should consist of:

- A **summary of the case** and intervention target for your evaluation (this will be a shortened revision of your evaluation proposal, about a page in length).
- An **annotated bibliography** of three relevant research articles from peer-reviewed journals, including a brief description of each study. Please include:
 - Number of research participants (sample size)
 - Design of the study
 - 1 sentence summary of findings relevant to your intervention (supports, challenges, informs, etc.)
 - A Gibbs score
- A **summary and critique of the reviewed literature**, including the three articles above, any other literature reviews or meta-analyses that have influenced you. Please make a critical analysis of the reviewed literature. Also discuss what you can take from the literature for your own evaluation project. I expect this section will be about a page.
- An **intervention plan**, including client-specific details on how you will conduct the intervention. This will be referred to in class as your “treatment manual.”

Class Presentation of Findings

During the last four weeks students will provide a 15 minute powerpoint summary of their single case evaluation, including a printed one-page summary distributed to students. Both the powerpoint slides and the summary are to be posted to CANVAS by 9 p.m. the day before the presentation. Presenting order is assigned and determined randomly.

Final Paper – Single System Intervention and Report (Signature Assignment 2)

The final paper is a rewrite and synthesis of the evaluation proposal and the literature review, along with with the empirical results of your intervention evaluation. It should be approximately 15 pages (excluding title page, references, and any appendices) and include:

1. **Case Summary:** Summary of key service user demographic and clinical characteristics; Clearly identified target problem.
2. **Literature Review:** Relevant literature summarized, themed, and critiqued.
3. **Methods:** Target problem conceptually and operationally defined; Measurement; Design; Data analysis plan.
4. **Findings:** Include the graphic model, labelled as a figure, after references.
5. **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.