

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 395R1	Instructor's Name:	Cynthia Franklin, Ph.D, LMSW-ACP, LMFT
Unique Number:	60915	Office Number:	SSW 3.130C
Semester:	Spring 2001	Office Phone:	Off. # 471-0533 Hm. # 260-2985 E-mail: CFranklin@ mail.utexas.edu
Meeting Time/Place:	Tuesday, 5:30-8:30 Room 2.132	Office Hours:	Tuesday, 4-5 and by appointment

PROFESSIONAL COLLOQUIUM: PRACTICE EVALUATION

I. Standardized Course Description

This final semester class draws upon all previous courses and the opportunities presented by a concurrent field practicum to test and develop the skill, knowledge, and commitment necessary for ongoing critical evaluation of professional practice with diverse populations in the area of clinical practice. This course will prepare students to integrate research methods into assessment, planning, intervention and the evaluation of practice effectiveness. Students must have completed all other courses in their program of work before enrolling in this Colloquium and/or be in their final field practicum.

II. Standardized Course Objectives

Upon completion of this course, the students should be able to:

- Demonstrate skill in giving and using collegial consultation through the presentation and analysis of complex and vulnerable client population situations and those of related systems, with particular attention to diversity and empowerment.
- Complete scholarly reviews of literature on assessment and intervention methods related to client/problem situations in their area of practice.
- Critically evaluate research data supporting assessment tools and intervention strategies related to client/problem strategies.
- Critically evaluate the appropriateness of assessment and intervention strategies related to characteristics of special population groups.
- Demonstrate an individualized and integrated understanding of social work practice through the development of a paper presenting the student's personal practice model, with particular attention to conflicting values, ethical dilemmas, empowerment and social justice.

III. Teaching Methods

Lecture, discussion, collegial consultation, and experiential learning through examples. The class is divided into three major components for learning. 1) Lecture and discussion on how to understand and conduct practice research. The purpose is to prepare practitioners to use evidenced-based practice as a foundation for their work and to be good consumers of clinical research. 2) Applications of learning are emphasized by requiring each student to carry out single case studies and clinical monitoring of their practice in their field placement. 3) Group Case consultations on single case studies from the field experience will be used to help students with applications of research designs and evidenced-based practice with cases. The purpose is to help practitioners to learn how to receive case consultations, and apply critical thinking and research principles to on-going cases.

IV. Required and Recommended Texts and Materials

Required Texts

Bloom, M., Fischer, J, & Orme, J. G. (1999). *Evaluating practice: Guidelines for the accountable professional, Third Edition* Englewood Cliffs, NJ: Prentice Hall, Inc.

Strongly Recommended

Fischer, J & Corcoran, L. (2000). *Measures for clinical practice: A sourcebook* (Volumes I & II). New York: Free Press.

V. Course Requirements

There are two major assignments (1) A single case practice evaluation or case study and (2) A personal Evidenced-Based Practice model paper.

1. *Single Case Evaluation (15-20 pages). Due May 1.* Each student must develop a practice evaluation study on a client in their field placement. An outline for the paper follows.

I. Abstract

II. Scholarly literature review (4-5 pages)

On the subject of the intervention and problem area being studied. This means go to the library and pull research studies and current reviews of the literature on the intervention and problem area and synthesize them.

III. Methods Section (5-7 pages)

- a. A description of the case.
- b. A thorough explanation of your measurement instruments (validity, reliability, clinical utility) or analytical approach (i.e. analytic induction) if you use narrative data in lieu of or in addition to quantitative data.
- c. A description of your research design and why you chose it (e.g AB, ABA, case study, etc.).
- d. A detailed description of your intervention including what you did in the treatment, numbers of sessions followed, and theoretical framework guiding the intervention. Also describe provisions you have made for follow-up.

IV. Results (3-5 pages) Description of what happened to the case across time in the process of applying the intervention. Show graphs of data from measurement instruments at baseline and during intervention phases. For extra-credit you may apply single case statistics as described in Bloom, Fischer & Orme as an analytical method to test the credibility of changes that you observe. Describe in narrative the changes you observed. In other words, what happened in the process of the case and what do you think this means in terms of the progress of the case?

V. Discussion (3-4 pages) Revisit the results and case process and discuss in more detail the implications of what you have learned and how it may apply to other clinicians who are working with similar problems, and applying similar interventions.

Follow the APA guidelines in writing this paper. Good writing is a re-iterative process that requires contemplation, conceptualization and feedback from others. Grammar and spelling and general prose will be considered in the overall quality of the paper.

2. Personal Evidence-Based Practice Model Paper (12-15 pages). DUE MARCH 20.

The second major assignment for this course is a cohesive statement of your current personal practice philosophy and best evidenced-based practices for a client population in which you feel committed. Integrating past and recent theory and knowledge gained over the course of study in the MSSW program, as well as other relevant educational work and life experiences that have contributed to your preparation for beginning professional practice. Discuss which practice models you prefer and how those are important models to your work with the client populations in which you feel committed. Research and briefly summarize current standards for care, expert consensus reviews and best practices recommended by professions and researchers for how to best help specific problems of clients. Discuss how that these standards “fit” with your personal philosophy and beliefs about helping. It is okay to discuss misfits or concerns you have about the standards of care in relationship to how you would like to practice or ways to improve those evidenced-based standards of care. This assignment is an opportunity for you to synthesize and test your knowledge and experience in social work as it relates to your current philosophical views and beliefs. It is a personal statement about your theoretical orientation, assumptions and viewpoints about human behavior and how it is best to work with clients toward change. It allows you to test your views against the current emphasis on what is the best standards of care that a practitioner can provide a client population. A well thought out practice framework and knowledge of standards of care and/or best practices is a valuable part of your preparation for professional practice.

OUTLINE FOR PERSONAL PRACTICE MODEL PAPER

- I. A self-reflexive personal statement about yourself (1-2 pages).**
Include your values and how personal characteristics relate to your theoretical orientation for social work practice.
- II. Discussion of your theoretical persuasions and how those models are appropriate for helping the client populations you feel most committed toward (2-3 pages). You may explore:**
 - a. Major assumptions about human behavior and change.
 - b. Values inherent in the models.
 - c. Your personal attraction to the model.
 - d. How you decided this was the best way to help clients. Include the evidences that you used to decide on your preferred way to work with clients, as well as relevant life experiences that convinced you.

- III. **What are the recommended evidenced-based standards for care and best practices currently available for the client populations for which you want to work? (2-3 pages).** Focus on one major problem area. Summarize and outline the best practices. Include references, web sites, etc.
- IV. **Compare and contrast your personal beliefs about practice, your preferred models of practice and the standards set by professions and researchers for best practices. (3-4 pages).** For example,
- Is there a fit between your ideas for practice and the standards of care?
 - Do you agree with the ways that evidenced-based practice standards and research reviews suggest you should practice? Are there any concerns about recommended practices or specific ways that you would want to improve these evidenced-based practices?
- IV. **Summarize and offer a critical analysis of your beginning preparation for practice and how that you will continue to educate yourself for practice (2-3 pages).**
- a) Using your preferred practice models and knowledge of best practices how prepared do you feel to go out and help clients? On a scale of 1-10 how prepared do you feel for beginning practice in your preferred models. Include rating from 1-10 and discussion. And as a beginning practitioner how prepared do you feel to follow the standards of care and evidenced based practices for the clients in which you want to work. Offer rating 1-10 and discussion.
 - b) What are some ways you can learn more about the applications of your preferred models and evidenced-based practices for the client populations you wish to help? Discuss your plans for continuing education in your preferred practice model and evidenced-based practices. Be specific. For example, do not just say conferences and trainings but mention some places where you can get this training and when you might start. In another example, do not just say through supervision but mention some supervisors and facilities that provide this expert supervision and how you might go about seeking those opportunities for learning through supervision.

Grading

Personal Practice Model 40% (Due MARCH 20)

Single Case Study 60% (Due MAY 1)

Grades will be calculated as follows:

Total Points Possible	A 89.6-100%	B 80-89.5%	C 69.6-79.5%	D 60-69.5%
-----------------------	----------------	---------------	-----------------	---------------

Scholastic Honesty: You are encouraged to study together; however, all papers are expected to be your own individual work and conform to rules of scholastic honesty as described in the General Information Bulletin of The University of Texas at Austin.

Paper Format: Please avoid sexist language and use the APA format citation style (4th edition).

Attendance and Late Attendance: Class attendance is expected; two or more unexcused absences will lower the final grade. Five points may be subtracted per day for late assignments. If you need to alter your due date because of personal circumstances, see the instructor and negotiate a different due date ahead of time.

Confidentiality: The class will adhere to the standards of professional confidentiality in discussing clients and related matters.

Class Meetings (Expectations and Format): All assigned readings should be completed before the class session. Come prepared to raise questions and discuss these readings.

VII. Course Schedule

Date		Text / Readings
Jan 16	Class Introduction. Introduction to Clinical Research and Evidenced-based Practice.	The syllabus
Jan. 23	How do we determine Best practices or Evidenced-Based Practices?	<ul style="list-style-type: none">• Birmaher, et. al. (1998).• Franklin, C. (2001).• Howard, M.O. & Jenson, J.M. (1999ab).• McEvoy, J., Scheifler, P. & Frances, A., (1999).• Richey, C. & Roffman, R. (1997).• Steiner, et. al. (1997)• Wambach, K.G., Haynes, D.T., & White (1999).
Jan 30	Research Designs used in clinical research and Evidenced-based Practice: An Overview of Group, Experimental Designs, and Meta-Analysis	<ul style="list-style-type: none">• Bergin, & Garfield (Kazdin,, Chapter 2, "Methodology, Design and Evaluation in Psychotherapy Research" (pp 19-71)• Franklin, Corcoran, Grant (1997)• Gorey, K. M., Thyer, B. A., & Pawluck, D. E. (1998).• Henggeler, S. W. (1999).• Shadish, W. R., Ragsdale, K., Glaser, R. R. & Montgomery, L. M. (1995).• Schoenwald, S.K., Henggeler, S.W., Brondino, M.J. & Rowland, M.D. (2000)

Feb. 6	<p>Research designs used in clinical research and Evidenced-based Practice: An overview of process-outcome studies and single system designs</p>	<ul style="list-style-type: none"> • Bergin, & Garfield (Orlinsky, Grawe & Parks, Chapter 8, "Processes and Outcome in Psychotherapy" (pp. 270-378). • Hughes, J. N. Erchul, W. P. Yoon, J. Jackson, T., Henington, C. (1997). • Bloom, Fischer & Orme, Chapter 1 & 11
Feb. 13	<p>How to think like an evidenced-based practitioner: Basic conceptualization for specifying problems and goals and measuring outcomes</p> <p>Group Case Consultations on Single Case Studies</p>	<ul style="list-style-type: none"> • Bloom, Fischer & Orme, Chapters 2, 3 & 4
Feb. 20	<p>Developing a Measurement and Recording Plan: Behavioral observations, Individualized Rating Scales and Logs</p> <p>Group Case Consultations on Single Case Studies</p>	<ul style="list-style-type: none"> • Bloom, Fischer & Orme, Chapter 5, 6 & 8
Feb 27	<p>Developing a Measurement and Recording Plan: Standardized Measures</p> <p>Group Case Consultations on Single Case Studies</p>	<ul style="list-style-type: none"> • Bergin, & Garfield (Lambert & Hill,, Chapter 3, "Assessing Psychotherapy Outcomes and Processes" (pp. 72-113). • Bloom, Fischer & Orme, Chapter, 7
March 6	<p>Library Day for Finishing Personal Practice Paper</p>	
March 13	<p>Spring Break</p>	
March 20	<p>Personal Practice Paper Due</p> <p>Evaluation Designs: Case Studies and AB Designs</p> <p>Class Discussion: Sharing of information learned on evidenced-based practices from personal practice paper assignment.</p>	<ul style="list-style-type: none"> • Bloom, Fischer & Orme, Chapters 12 & 13 • Franklin, C., Biever, J. L., Moore, K., Clemons, D., & Scamardo, M. (in press).. • Franklin, Corcoran, Nowicki, & Streeter, (1997).

March 27	Basic Experimental Designs (AB/AB and variations) and Multiple Baseline Designs Group Consultations on Single Case Studies	<ul style="list-style-type: none"> • Bloom, Fischer & Orme, Chapters 14 & 15
April 3	Changing Intensity and More Complex Designs Group Consultations on Single Case Studies	<ul style="list-style-type: none"> • Bloom, Fischer & Orme, Chapters 16 & 17
April 10	Visual Analysis of data from Single Case Studies	<ul style="list-style-type: none"> • Bloom, Fischer & Orme, Chapters 19 & 20 • Jacobson, N. S., & Revenstorf, D. (1988). • Levy, R. L. (1996). • Rubin, A., & Knox, K. S. (1996).
April 17	Statistical Analysis of data Group Case Consultations on Single Case Study	<ul style="list-style-type: none"> • Bloom, Fischer & Orme, Chapters 21 & 22 • Scruggs, T. E. & Mastropieri, M.A. (1998).
Apr. 24	Finishing Analysis and write-up Group Case Consultations on Single Case Study	
May 1	Class Evaluation and Wrap up!	

Readings

Bergin, & Garfield, S.L. (1994). *Handbook of psychotherapy and behavior change, 4th edition*. (Selected Readings Chapters 2, 3 & 8). New York: John Wiley & Sons.

Birmaher, et. al. (1998). Summary of the practice parameters for the assessment and treatment of children and adolescents with depressive disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 37, 1123-1238.

Fischer, J & Corcoran, K. (2000). *Measures for clinical practice: A sourcebook*. Volume I, and Volume II New York: Free Press.

Franklin, C., Corcoran, J., Nowicki, J., & Streeter, C. (1997). Using client self-anchored scales to measure outcomes in solution-focused therapy. *Journal of Systemic Therapies*, 16(3), 246-265.

Franklin, C., Grant, D., Corcoran, J., O'Dell-Miller, P., & Bultman, L. (1997). The effectiveness of prevention programs for adolescent pregnancy: A meta-analysis. *Journal of Marriage and the Family*, 59, 551-567.

Franklin, C., Biever, J. L., Moore, K., Clemons, D., & Scamardo, M. (in press). The effectiveness of solution-focused therapy with children in a school setting. *Research on Social Work Practice*.

Franklin, C. (2001). Coming to terms with the business of direct practice social work. *Research on social work Practice*.

Gorey, K. M., Thyer, B. A., & Pawluc, D. E. (1998). Differential effectiveness of prevalent social work practice models: A meta-analysis. *Social Work*, 43 (3), 269-278.

Hughes, J. N. Erchul, W. P. Yoon, J.. Jackson, T.. Henington, C. (1997). Consultant use of questions and its relationship to consultee evaluation of effectiveness. *Journal of School Psychology*. 35(3), , 281-297.

Henggeler, S. W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. *Child Psychology and Psychiatry Review*, 4, 2-10.

Howard, M.O. & Jenson, J.M. (1999a). Clinical practice guidelines. Should social work develop them? *Research on Social Work Practice*, 9, 283-301.

Howard, M & Jensen, J. (1999b). Barriers to development, utilization and evaluation of social work practice guidelines: Toward an Action Plan for Social Work. *Research on Social Work Practice*, 9, 347-364.

Jacobson, N. S., & Revenstorf, D. (1988). Statistics for assessing the clinical significance of psychotherapy techniques: Issues, problems, and new developments. *Behavioral Assessment*, 10, 133-145.

Levy, R. L. (1996). Data analysis problems in single-case evaluation: Much ado about nothing. *Research on Social Work Practice*, 6 (1), 66-71.

McEvoy, J., Scheifler, P. & Frances, A., (1999). The Expert Consensus Guideline Series: Treatment of Schizophrenia. *Journal of Clinical Psychiatry*, 60, Supplement 11, 1-80.

Richey, C. & Roffman, R. (1997). On the sidelines of guidelines: Further thought on the fit between clinical guidelines and social work practice. *Research on Social Work Practice*, 9, (3) 311-321.

Rubin, A., & Knox, K. S. (1996). Data analysis problems in single-case evaluation: Issues for research on social work practice. *Research on Social Work Practice*, 6 (1), 40-65

Schoenwald, S.K., Henggeler, S.W., Brondino, M.J. & Rowland, M.D. (2000). Multisystemic therapy: Monitoring treatment fidelity. *Family Process*, 39, 83-103.

Scruggs, T.E. & Mastropieri, M.A. (1998). Summarizing single subject research: Issues and applications. *Behavior Modification*, 22 3, 221-242.

Shadish, W. R., Ragsdale, K., Glaser, R. R. & Montgomery, L. M. (1995). The efficacy and effectiveness of marital and family therapy: A perspective from meta-analysis. *Journal of Marital & Family Therapy*, 21 (4), 345-360.

Steiner, et. al. (1997). Practice parameters for the assessment and treatment of children and adolescents with conduct disorders. *American Academy of Child and adolescent Psychiatry*, 36, 37S-56S

Wambach, K.G., Haynes, D.T., & White (1999). Practice guidelines: Reapproachment or estrangement between social work practitioners and researchers. *Research on Social Work Practice*, 9, 322-330.

Practice Guidelines Available on-line
www.psychguides.com

The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available on line with subscription to the journal “Journal of Child and Adolescent Psychiatry”
www.AACAP.org

The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal.
www.psychiatrist.com

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist.
www.apa.org