

THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK

<b>Course Number:</b>	SW395R1	<b>Instructor's Name:</b>	Darlene Grant, Ph.D.
<b>Unique Number:</b>	60910	<b>Office Number:</b>	SWB 3.130L
<b>Semester:</b>	Spring, 2001	<b>Office Phone:</b>	(O): 471-0532 d.grant@mail.utexas.edu
<b>Meeting Time/Place:</b>	Tuesday, 5:30-8:15 p.m., SSW Rm. 2.116	<b>Office Hours:</b>	Tues. 1 to 4 p.m. or by appointment

**PROFESSIONAL COLLOQUIUM:  
APPLIED SOCIAL WORK RESEARCH &  
EVALUATION IN CLINICAL SOCIAL WORK**

**I. Course Description**

This class draws upon all previous courses and the opportunities presented by a concurrent field practicum to develop, integrate, and critically evaluate the skill, knowledge and commitment necessary for ongoing professional practice with diverse populations in the Clinical Social Work concentration.

**Prerequisites**

Students must have completed all other courses in their program of work before enrolling in this colloquium and their final field practicum.

**II. Course Objectives**

By the end of the course, students should be able to:

1. Demonstrate skill in giving and using collegial consultation through the presentation and analysis of complex and vulnerable client problem situations and those of related systems, with particular attention to diversity, empowerment and populations at risk,
2. Complete scholarly reviews of the literature and evaluate supporting research data on assessment methods and tools related to client problem situations,
3. Complete scholarly review of the theoretical and empirical literature on the comparative effectiveness of alternative intervention strategies related to differing client/problem situations,
4. Critically evaluate the appropriateness of assessment and intervention strategies related to characteristics of special population groups, as they support and encourage client empowerment,
5. Demonstrate an individualized and integrated understanding of social work practice through the development of a paper presenting the student's beginning professional practice model, with particular attention to its empirical and theoretical bases as well as conflicting values, ethical dilemmas, empowerment and social justice.

### **III. Teaching Methods**

Lecture, discussion, student presentations, collegial consultation, and experiential learning through simulations and role plays.

### **IV. Required and Recommended Texts and Materials**

#### **Required Texts**

Bloom, M., Fischer, J., & Orme, J. G. (1999). *Evaluating practice: Guidelines for the accountable professional*. Needham Heights, MA: Allyn & Bacon.

#### **Recommended Sourcebooks: in LRC**

Barlow, D.H. (1981). *Behavioral assessment of adult disorders*. New York: The Guilford Press.

Bloom, M. & Fischer, J. & Orme, G. (1995) *Evaluating practice: Guidelines for the accountable professional*. Boston, MA. Allyn & Bacon.

Corcoran, L. & Fischer, J (1994). *Measures for clinical practice*. New York: Free Press [**VOLS. 1 & 2 are available in the LRC**]

Donovan, D.M. & Marlatt, G.A. (1988). *Assessment of addictive behaviors*. New York: The Guilford Press.

Fredman, N. & Sherman, R. (1987). *Handbook of measurements for marriage and family therapy*. New York: Brunner/Mazel.

Grotevant, H.D. & Carlson, C.I. (1989). *Family assessment: A guide to methods and measures*. New York: The Guilford Press.

Hudson, W.W. (1988). *The Clinical measurement package: A field manual*. Homewood, Ill: Dorsey Press.

Lettieri, D.J., Nelson, J.E., Sayers, M.A. (1985). *Treatment handbook Series I and II: Summaries of alcoholism treatment assessment research*. Rockville: U.S. Department of Health and Human Services.

Martin L. & Kettner, P. (1996) *Measuring the performance of human service programs*. Thousand Oaks, CA. Sage Publication.

Rauch, J.B. (1993). *Assessment: A sourcebook for social work practice*. Milwaukee: Families International.

Robinson, J.P. & Shaver, P.R. (1973). *Measures of social psychological attitudes*. Ann Arbor: Institute for Social Research.

Schaefer, C.E., Gitlin, K. & Sangrund, A. (1991). *Play diagnosis and assessment*. New York: Wiley & Sons.

Toulitos, J., Perlmutter, B.F. & Straus, M.A. (1990). *Handbook of family measurement techniques*. Newbury Park: Sage Publications.

## V. Course Requirements

A. **Assignments:** There are two major assignments worth a total of 90 points: Ten points will be allocated for attendance and class participation.

### 1. "Professional Practice Model Paper" (45 points)

The first major assignment is an opportunity for you to synthesize your knowledge and experience in Social Work as it relates to your current field, client and supervision experience, and subsequent clinical practice goals and interests. A well thought out practice framework will be a valuable part of your preparation for professional practice and ongoing professional development.

Your written statement of your professional practice model should address the questions and cover the areas presented on the appended outline.

Your professional practice model paper should be double-spaced, use APA citation style, and not be over 12 pages. The paper is **DUE before class March 27th, 2000.**

### 2. "Practice Evaluation Project Report" (45 points)

Each student is required to complete an evaluation of effectiveness of social work practice with one client system served in their field setting, or the qualitative performance of a program component or procedure. The evaluation should include the use of measurement tools or other indicators of change. Unobtrusive measures, client anchored scales, rating scales, client logs (structured or semi-structured), standardized measurements (RAI's - Rapid Assessment Instruments) or other appropriate measures should be used.

If the evaluation uses a single-subject research design, it should incorporate observable and measurable client behaviors relevant to the target behaviors. Behavioral observations may include both self-monitored behaviors and data collected through observations by others. Ideally, the measures selected should include both: specific observable behaviors, (motor-behavior, verbalizations, emotional behaviors and/or verbal referents to attitudes, beliefs and ideas) and broader measures of the target behaviors such as standardized measures of anxiety, or coping skills, unobtrusive measures, client's logs and client anchored rating scales, etc.

In choosing RAI's for use in your project, consider the six factors discussed by Corcoran and Fischer (pg. 24-26) related to practical values of the instrument [available in LRC and/or as class handout].

If you are using a single subject design, your project should meet the ideal requirement (with revisions) covered in the appended materials or offer an explanation why this was not feasible. The paper should be typed, not over 25 pages in length and is **DUE before class April 24th, 2000.**

### B. Grading. Grades will be allocated as follows:

Total Points Available=100	90-100=A	80-89.9=B	70-79.9=C	60-69.9=D/No Pass
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## **VI. Class Policies**

**Scholastic Honesty:** You are encouraged to study together; however, all papers are 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 citation style of the A.P.A.

**Attendance and Late Assignments:** Class attendance is expected; two or more unexcused absences will lower the final grade. Two points may be subtracted per day for late assignments.

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

**Study & Preparation Time Demands:** Normally, the average student can expect to spend six hours per week on class preparation and study for each class period. Please contact me if you find yourself typically spending more time.

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

Generally I will not give lecture presentations of basic content covered in the assigned readings. Instead, I will focus on the following:

1. Clarification and applications of assigned content,
2. Presentation of integrative paradigms and discussion of new or supportive content,
3. Identification, exploration and debate of problems, issues, controversies;
4. Preview and prioritizing of next week's readings.

Please talk with me if you have suggestions, concerns, problems or questions - don't wait until the final course-instructor survey.

## VII. Course Schedule

<b>Date</b>	<b>Content Description</b>	<b>( Text/Readings)</b>
Jan. 16	Overview & Introduction: Goals, Expectations, Content, Process & Structure. Introductions and information about placements. Hand out course syllabi and discuss ideal requirements for single subject design.	
Jan. 23	Methods and Issues in integrating research and practice. "Integrating Practice and Research: an introduction to single-system design", Bloom, Fischer, & Orme Text, 1-28, (27). Basic Principles of Single-System Design, Bloom, Fischer, & Orme Text, 289-327, (38) (Review if necessary) Basic Principles of Measurement, Bloom, Fischer, & Orme Text, 30-61 (30).	
Jan. 30	<b>PEACE CORPS. PRESENTATION AT 5:45 p.m.</b> Integrating research and practice, continued. Discussion and staffing of single system subjects and problems. Discussion of questions about Ideal Single Subject design paper. Specifying Problems and Goals: Targets of Intervention, Bloom, Fischer, & Orme Text, 62-93, (32). Nelson, J.C. (1984). Intermediate Treatment Goals as Variables in Single Case Research. Social Work Research & Abstracts. 2-. 3-10, (7). - Handout Developing a measurement and recording plan, 94-126, Bloom, Fischer, & Orme Text, (32) Selecting a measure. Bloom, Fischer, & Orme Text, 273-285, (12). Baselining: Collecting Information before Intervention, Bloom, Fischer, & Orme Text, 328-344, (16).	
Feb. 6	Please review the following chapter excerpts; focus on those of particular relevance to your practice setting and client-problem-situation. 1. Individualized Rating Scales, 159-175 (16) Bloom, Fischer, & Orme Text. 2. Standardized Questionnaires, 176-225 (49) Bloom, Fischer, & Orme Text.	
Feb. 13	Indicators, data Gathering and preliminary analysis, continued 1. Reactivity and nonreactive measures. 256-272 (16). Bloom, Fischer, & Orme Text. 2. Behavioral Observation 127-158, (31) Bloom, Fischer, & Orme Text. 3. Logs 237-255, (18), Bloom, Fischer, & Orme Text.	

4. Visual analysis of Single System Design Data 535-548, (13), Bloom, Fischer, & Orme Text.

**1-2 PAGE RESEARCH PLAN: SUBJECT, METHODOLOGY DUE FOR STUDENTS SCHEDULED TO MEET WITH INSTRUCTOR ON FEB. 20<sup>TH</sup>.**

Feb. 20 **NO FORMAL CLASS SESSION: 15 MIN. PRESCEDULED CONSULTATIONS ONLY**

TOPICS FOR READINGS: Are theories for practice necessary?

1. Ivanoff, A., et al. (1987). Empirical Clinical Practice from a Feminist Perspective. *Social Work* 32 (5)417-423. (6). In LRC.

Simon & Thyer. (1994). Are theories for practice necessary? Simon: Yes!, Thyer: No! *Journal of Social Work Education* 30 (2) 144-152. (8). In LRC.

McGoldrick, M. (1994) Beyond Politically correct: The ache for home. *The Family Therapy Networker* July/Aug.138-45 (7). In LRC

Shainberg, D. Teaching therapists how to be with their clients. *Awakening the Heart: East West Approaches to Psychotherapy and the Healing Relationship*. Boston: the New Science Library. 163-175 (12). In LRC.

Prescheduled Instructor Consultations:

Name	Topic
Student 1:	Student 7:
Student 2:	Student 8:
Student 3:	
Student 4:	
Student 5:	
Student 6:	

**1-2 PAGE RESEARCH PLAN: SUBJECT, METHODOLOGY DUE FOR STUDENTS SCHEDULED TO MEET WITH INSTRUCTOR ON MARCH 6<sup>TH</sup>.**

Mar. 6 **NO FORMAL CLASS SESSION: 15 MIN. PRESCEDULED CONSULTATIONS ONLY**

46-65, (19). In LRC.

2. Houston-Vega, M.K.; Nuehring, E.M. & Daguio, E.R. (1997) *Prudent Practice - a guide for managing malpractice risk*. Washington, D.C. NASW Press. Copies in LRC.

- Primary Principles of Malpractice Prevention, 19-48;
- Beginning Service, p. 40-62;
- Ongoing Service, p. 63-77;
- Ending Service, p. 79-90.

Prescheduled Instructor Consultations:

Name	Topic
Student 9:	Student 15:
Student 10:	Student 16:
Student 11:	
Student 12:	
Student 13:	
Student 14:	

March 13      SPRING BREAK

March 20

**1-2 PAGE RESEARCH PLAN: SUBJECT, METHODOLOGY DUE FOR STUDENTS SCHEDULED TO MEET WITH INSTRUCTOR ON APRIL 3rd.**

March 27      \*\*\* PRACTICE MODEL PAPER DUE \*\*\*

Procedures for Analyzing Data. Bloom, Fischer, & Orme Text, 504-540 (Chpt. 19); 542-556 (Chpt. 20); 558-582, (Chpt. 21).

April 3      **NO FORMAL CLASS SESSION: 15 MIN. PRESCEDULED CONSULTATIONS ONLY**

Prescheduled Instructor Consultations:

Name	Topic
Student 17:	Student 23:
Student 18:	Student 24:
Student 19:	Student 25:
Student 20:	
Student 21:	
Student 22:	

April 10      Procedures for Analyzing Data. Bloom, Fischer, & Orme Text, 504-540 (Chpt. 19); 542-556 (Chpt. 20); 558-582, (Chpt. 21).

April 17      Report Writing Review Sample Papers from Spring 2000.

April 24      \*\*\* RESEARCH EVALUATION PAPER DUE \*\*\*

May 1      Course Evaluation and Wrap Up

\*\*\* MAY 19<sup>TH</sup> COMMENCEMENT \*\*\*