

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>	61225	<b>Office Number:</b>	SWB 3.130L
<b>Semester:</b>	Spring, 2002	<b>Office Phone:</b>	(O): 471-0532 d.grant@mail.utexas.edu
<b>Meeting Time/Place:</b>	Tuesday, 2:30-5:30 p.m., SSW Rm. 2.116	<b>Office Hours:</b>	Tues. 1 to 2:30 p.m. or by appointment

<b>PROFESSIONAL COLLOQUIUM: APPLIED SOCIAL WORK RESEARCH &amp; EVALUATION IN CLINICAL SOCIAL WORK</b>
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**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. Students will be expected to use Blackboard to communicate back and forth with each other and the instructor about their research. Grades will be posted on Blackboard. Blackboard is password protected. Your individual grade(s) can only be seen by you and your instructor. The instructor will not review all assigned readings in class, but will rather review your research in relationship to what is contained in the course readings.

### IV. Required and Recommended Texts and Materials

#### Required Texts

Westerfelt, A., & Dietz, T.J. (2001). *Planning and conducting agency-based research: A workbook for social work students in field placements*, 2<sup>nd</sup> Ed. Boston, Mass: Allyn & Bacon.

Royse, D.D., Thyer, B.A., Padgett, D., and Logan, T.K. (2000). *Program evaluation: An introduction*, 3<sup>rd</sup>. ed. Belmont, CA: Wadsworth/Thomson.

#### 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.

Rubin, A., & Babbie, E. (2001). *Research Methods for Social Work* (3rd Ed.). Pacific Grove, CA: Brooks/Cole. ISBN 0-534-36217-6, Library HV11.R84 2000.

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 five assignments worth a total of 95 points: Five points will be allocated for attendance and class participation. Given the number of class sessions dedicated to “on the job development of your research” I will take attendance during the dates we have formal class scheduled.

### 1. Orientation to Agency Research (10 points)

Complete section I in the Westerfelt & Dietz workbook using word processing. **Due on February 12th.**

### 2. Complete the “Human Participants Protection Education for Research Teams” online Training and submit Certificate of Completion to your instructor (10 points)

The training can be found at <http://ohsr.od.nih.gov/cbt/nonNIHpeople.html>, or you can go to the UT Homepage, click on “Faculty” in the left had margin, then “Research,” then the “Research Web,” the “Policies and Procedures,” the “Use of Human Subjects in Research,” and finally, “NIH’s Protection of Human Research Subjects,” and follow directions for the training from that point on.

### 3. "Professional Practice Model Paper" (10 points)

This assignment offers 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 interviewing for your first post MSSW job, professional practice and ongoing professional development.

Your written paper should address the questions and cover the areas presented on the appended outline. This paper should be double-spaced, use APA citation style, and not be over 5 to 8 pages. **DUE on April 9th.**

### 4. "Practice Evaluation Project Report" (40 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. **THIS PAPER IS NOT SIMPLY A CUT AND PASTE JOB FROM WHAT YOU DEVELOP IN YOUR WORKBOOK. YOU’LL BE EXPECTED TO EXCLUDE ALL SUPERFLUOUS INFORMATION AND MAKE IT ALL FLOW LOGICALLY.** The evaluation should include the use of at least two 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. This paper should be typed, not over 25 pages in length and **is DUE April 23rd.**

### 5. Research Presentation (25 points)

Once you’ve presented your research plan in your small group, you are expected to extend a formal invitation to your Field Supervisor and Field Liaison to attend class on your presentation date (either April 23 or April 30). Each student will have 20 minutes to present. This offers us

all the opportunity to learn about other agencies, to meet supervisors, and to network. Students presenting on April 23<sup>rd</sup> are asked to provide refreshments for April 30<sup>th</sup> and April 30<sup>th</sup> presenters are asked to provide refreshments for April 23<sup>rd</sup>.

## **6. Attendance/Participation (5 points)**

### **B. This class has an electronic or web-based component for class information and class participation.**

Students can access the class page by internet at [http:// courses.utexas.edu](http://courses.utexas.edu) . The class web page is open only to students enrolled in the class and students must identify themselves using their UT EID and password. Students will receive training on Blackboard on Tues., Jan. 22<sup>nd</sup> with Nancy Stewart, [nfstewart@mail.utexas.edu](mailto:nfstewart@mail.utexas.edu) who is our Blackboard consultant for this course. Your participation on Blackboard will count toward the overall assessment of your class.

### **C. Grading. Grades will be allocated as follows:**

A total of 100% maybe earned for the above activities/performance. Grades will be assigned as follows:

**90-100 A** = Significantly exceeds assignment/performance expectations (evidence of critical thinking and analysis that resulted in work additional to that laid out in the assignment directions);

**80-89 B** = Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis (i.e. coherence and integration of ideas);

**70-79 C** = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis;

**69- below No Pass** = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis.

## **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. I've moved to the "workbook" format so that you have a useful "tool" to assist you in completing this project. Your feedback on this "tool" would be greatly appreciated. Come prepared with workbook sections completed and ready to raise questions and discuss progress on your research project.

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

Date	Content Description ( Text/Readings)
Jan. 15	Overview & Introduction: Goals, Expectations, Content, Process & Structure.
Jan. 22	<p>Orientation to Agency Research, Ethical Practice Research and IRB. Westerfelt &amp; Dietz Sec's I &amp; II, Royse, et al. Chp. 1 &amp; 2.</p> <p><b>3:30 class will move to IT Room #1.214 for training on use of "Blackboard"</b></p> <p>Baer, J. (2001). Evaluating practice: Assessment of the therapeutic process. <u>J. of Social Work Education</u>, 37(1), 127-136.</p>
Jan. 29	<p>Research Question, Theoretical Framework, Literature Review. Westerfelt &amp; Dietz Sec's III &amp; IV, Royse, et al. Chp. 3.</p>
Feb. 5	<p>Your Hypothesis, Choosing Your Methodology (Qualitative, Single Subject, Outcome Evaluation), Your Time Line. Westerfelt &amp; Dietz sec's V &amp; VI, Royse, et al. Chp. 4, 5, 6 (which ever applies to the type of research you'll be conducting).</p> <p>Collins, P. M., Kayser, K., &amp; Platt, S. (1994). Conjoint marital therapy: A practitioner's approach to single-system evaluation. <u>Families in Society</u>, (March) pp. 131-141.</p> <p>Specifying Problems and Goals: Targets of Intervention, Bloom, Fischer, &amp; Orme Text, 62-93, (32).</p>
Feb. 12*	<p><b>No Formal Class: 5:30 p.m. Licensure Workshop in the Utopia Theater in place of 2:30-5:30 class session</b> Work on Your Hypothesis, Choosing Your Methodology (Qualitative, Single Subject, Outcome Evaluation), Your Time Line for presentation next class session. Royse, et al. Chpt. 7, 8, 9, 11, 12, Goal Attainment Scaling, Measuring Client Satisfaction, Measurement Tools and Strategies.</p>
Feb. 19	<p>Sample Design, Consent, Confidentiality. Westerfelt &amp; Dietz sec's X &amp; XI.</p>

**Each student gets 10 minutes to present (on an egg timer) instructor will provide a 2 minute response.**

Feb. 26*	<b>No Formal Class</b>
March 5*	Final/Formal Project Plan due with Field Instructor and Field Liaison contact information including phone number and e-mail address when available.  No Formal Class: Instructor response to Project Plans via e-mail and/or Blackboard, students should begin work of relevant revisions to proposal/research plan ASAP.
March 12*	<b>SPRING BREAK</b>
March 19	Small Group Research Consultation: Group 1 only, including discussion of Data Analysis and Reporting. Westerfelt & Dietz sec. XII. Subsequently, students should submit formal invitation to Field Supervisors and Field Liaisons to attend Presentation on April 23.
March 26	Small Group Research Consultation: Group 2 only, including discussion of Data Analysis and Reporting. Westerfelt & Dietz sec. XII. Subsequently, students should submit formal invitation to Field Supervisors and Field Liaisons to attend Presentation on April 23.
April 2	Small Group Research Consultation: Group 3 only, including discussion of Data Analysis and Reporting. Westerfelt & Dietz sec. XII. Subsequently, students should submit formal invitation to Field Supervisors and Field Liaisons to attend Presentation on April 23.
April 9	<b>TBA</b>
April 16	Writing the Final Research Paper. Westerfelt & Dietz Sec. XIII, Royse, et al. 14, 15, Making Sense of Evaluation Data, Writing Evaluation Reports. Preparation for Presentations.
April 23	Simultaneous Research Presentations with guests from broader student body, faculty, and field supervisors. Final Research Paper Due. Refreshments provided by April 30 <sup>th</sup> presenters.
April 30	Simultaneous Research Presentations with guests from broader student body, faculty, and field supervisors. Refreshments provided by April 23 <sup>rd</sup> presenters.

**\*\*\* MAY 18<sup>TH</sup> COMMENCEMENT \*\*\***

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