

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>		<b>Office Number:</b>	SWB 3.130L
<b>Semester:</b>	Spring, 2003	<b>Office Phone:</b>	(O): 471-0532 d.grant@mail.utexas.edu
<b>Meeting Time/Place:</b>	Monday, 5:30-8:30 p.m., SSW Rm. 2.116	<b>Office Hours:</b>	TBA and 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. 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

Bloom, M. & Fischer, J. & Orme, G. (2002) *Evaluating practice: Guidelines for the accountable professional, 4<sup>th</sup> ed.* Boston, MA. Allyn & Bacon.

Tripodi, T. (1994). *A primer on single-subject design for clinical social workers.* Washington: National Association of Social Workers. Washington, D.C.: NASW Press.

Doelling, C.N. (1997). *Social work career development: A handbook for job hunting and career planning.* Washington, D.C.: NASW Press. (ISBN 0871012820)

### 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 a paper providing an overview of current and previous evaluation and other practice research being conducted in your agency. If there is not research being done, talk to your supervisor, other practitioners, and the development person in charge of grants and reports re: (1) how they collect evidence about what they are doing and whether or not it is having an effect, and (2) about their ideas about possible areas for program development and the need for evaluation findings to support grant proposals and funding. **Due on February 10<sup>th</sup>.**

#### 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. **Certificate of Completion Due No Later than March 3<sup>rd</sup>.**

#### 3. "Professional Portfolio" (20 points) An Assignment with Guaranteed Post-MSW Utility!

This assignment offers an opportunity for you to synthesize a concrete record of your knowledge, skill and experience in Social Work as it relates to your previous and current field experience, client and supervision experience, and subsequent clinical practice goals and interests. A well thought out Professional Portfolio will be a valuable part of your preparation for interviewing for your first post MSSW job, professional practice and ongoing professional development. Professionalism in presentation is tantamount. Use an actual “portfolio” that one might purchase at Office Max or Office

Depot, or an attractive three ring binder, section dividers with typed tabs, and sheet protectors, as your portfolio will grow with you over time.

Students will be provided a copy of Doelling's (1997) Chapter 3 on "preparing resumes, curricula vitae, portfolios, and references. Students are required to complete at least one individual and/or small group portfolio consultation session with Jennifer Luna-Idunate, Director of the School of Social Work Career Center. Dyads and small group consultations offer the opportunity to brainstorm together and learn from each other.

**Your written portfolio should include, but is not limited to the following:**

- Resume,
- Bio-Statement,
- Clinical Practice Philosophy,
- Personal Goals (Including measurable objectives and action plan),
- Practice Goals (Including measurable objectives and action plan),
- List of Courses taken and summary statement of knowledge/skills gained from each,
- Description of Field Placement experiences, type of client exposure, theoretical orientation of agency/supervision/clinical work, and any evidence of success/skill development (thank you and other notes from clients, supervisory notes, particularly exemplary process recordings with supervisor comments, etc.), (thinking ahead, you may want to create opportunities for such material)
- Published or unpublished documents to which you have contributed,
- A videotape of a particularly excellent presentation that you made (with a signed "permission to show" confidentiality statement from others appearing in the video),
- Copy of "before and after" version of agency documents that you revised based on what you learned in research methods or other courses, and/or documents you translated into Spanish or another language,
- Abstract and summary of research project from this course,
- Copy of your Human Subjects Training Certificate and any other evidence of skill development in the area of research and/or grant writing,
- Continuing Education Certificates or brochures from trainings attended while an MSSW student,
- Description of a workshop you conducted, or course you taught as a TA and a summary of the workshop evaluations, or instructor's evaluation of your teaching,
- Reference letters from people familiar with your clinical skills,
- Documentation of any professional self-evaluation conducted.

**Your Portfolio is DUE on April 7th.**

**4. "Practice Evaluation Project Report" (30 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 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 28<sup>th</sup>**.

#### **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 (April 14, 21, 28). Depending on the number of students in the class, each student will have 20 to 30 minutes to present. This offers us all the opportunity to learn about other agencies, to meet supervisors, and to network. Students on each presentation date are asked to provide light refreshments for our guests and the class.

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

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

A total of 100% may be 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:** As your second research course, graduate level rigor is expected in relation to the integration of analysis of services to populations at risk, social and cultural diversity, and oppression, and the selection of research design and measurements. Please identify other research with the population selected for your research as this will help you discuss the implications of various choices regarding research designs and reporting.

**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. 13	Overview & Introduction: <b>Goals, Expectations, Content, Process &amp; Structure. Bloom, Orme &amp; Fischer (2002), Preface, Prologue, Pt. I, Chapter 1 Introduction to Single-System Designs (pp. 1-54). Tripodi (1994) Introduction, Clinical Social Work Chapter 1 (pp. 1-15).</b>	
Jan. 20	Orientation to Agency Research, Ethical Practice Research and IRB. <b>Bloom, Orme &amp; Fischer (2002) Pt. II, Chapters 2 and 3 Principles of Conceptualization and Measurement and Specifying Problems and Goals (pp. 55-85).</b>	
	Baer, J. (2001). Evaluating practice: Assessment of the therapeutic process. <i>J. of Social Work Education</i> , <u>37</u> (1), 127-136.	
	Grigsby, R. K., & Roof, H. L. (1993). Federal policy for the protection of human subjects: Applications to research on social work practice. <i>Research on Social Work Practice</i> , <i>3</i> , 448-460.	
	Gibelman, M., & Gelman, S. R. (2001). Learning from the mistakes of others: A look at scientific misconduct in research. <i>Journal of Social Work Education</i> , <i>37</i> , 241-254.	

Jan. 27 Research Question, Theoretical Framework, Literature Review. Students are referred to a number of on-line resources: <http://www.deakin.edu.au/library/litrev.html>, <http://library.ucsc.edu/ref/howto/literaturereview.html>, <http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>, <http://www.utoronto.ca/writing/litrev.html>.

Barnes, A., & Ephross, P. H. (1994). The impact of hate violence on victims: Emotional and behavioral responses to attacks. *Social Work, 39*(3), 247–251.

Brophy, G. (2000). Social work treatment of sleep disturbances in a 5 year old boy: A single case evaluation. *Research on Social Work Practice, 10*, 748-758.

Nelson, J.C. (1984). Intermediate Treatment Goals as Variables in Single Case Research. *Social Work Research & Abstracts, 2-*. 3-10, (7). – Handout

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

Feb. 3 **Students asked to bring broad Research Questions to Class (to turn in, include agency name, population, methods of intervention used in agency).** Specifying Your Clinical Practice Problem and Goals, Choosing Your Methodology (Qualitative, Single Subject, Outcome Evaluation), Your Time Line. **Specifying Problems and Goals: Targets of Intervention and Related Research Design, Bloom, Orme & Fischer, Chapters 2 and 3 (pp. 55-85).**

Collins, P. M., Kayser, K., & Platt, S. (1994). Conjoint marital therapy: A practitioner's approach to single-system evaluation. *Families in Society*, (March) pp. 131-141.

Chauncey, S. (1994). Emotional concerns and treatment of male partners of female sexual abuse survivors. *Social Work, 39*(6), 669–676.

Cheung, K-F. M., Stevenson, K. M., & Leung, P. (1991). Competency-based evaluation of case management skills in child abuse intervention. *Child Welfare, 70*, 425–435.

Fortune, A. E., Pearlingi, B., & Rochelle, C. D. (1992). Reactions to termination of individual treatment. *Social Work, 37*, 171–178.

**Tripodi (1994) Introduction, Clinical Social Work and Single Subject Design Chapter 1 (pp. 1-15).**

Feb. 10\* In-Class Work Session: Your Research Questions, Hypotheses, Choosing Your Methodology (Qualitative, Single Subject, Outcome Evaluation), Research Time Line. **Developing a Measurement Plan, Bloom, Orme & Fischer (2002) Chapters. 4-7 (pp. 116-210).**

**Tripodi (1994) Introduction, Clinical Social Work Chapter 2-4 (pp. 16-83), Appendix 1-3.**

Feb. 17 Measurement, Project Design, Consent, Client Confidentiality. **Selecting a Measure, Bloom, Orme & Fischer (2002) Chapters. 4-7 (pp. 116-210).**

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

Feb. 24\* Case Discussions: Integrating Practice and Research. **Bloom, Orme & Fischer (2002) Chapters. 8-10 (pp. 277-324).**

March 3\* **Final/Formal 1-2 page Project Plan due** with Field Instructor and Field Liaison contact information including Liaison and Instructor phone numbers (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 10\* SPRING BREAK

March 17 Small Group Research Consultation: Group 1 only, including discussion of Data Analysis and Reporting (Bloom, Orem, & Fischer Chapters 19-21 reference). Subsequently, students should submit formal invitation to Field Supervisors and Field Liaisons to attend Presentation. **Check your e-mail for March 18<sup>th</sup> or 25<sup>th</sup> Licensure Workshop, 5:30-6:30 at School of Social Work.**

March 24 Small Group Research Consultation: Group 2 only, including discussion of Data Analysis and Reporting (Bloom, Orem, & Fischer Chapters 19-21 reference). Subsequently, students should submit formal invitation to Field Supervisors and Field Liaisons to attend Presentation.

March 31 Small Group Research Consultation: Group 3 only, including discussion of Data Analysis and Reporting (Bloom, Orem, & Fischer Chapters 19-21 reference). Subsequently, students should submit formal invitation to Field Supervisors and Field Liaisons to attend Presentation.

April 7 Writing the Final Research Paper. Making Sense of Evaluation Data, Writing Evaluation Reports. **Analyzing Your Results, Visual Analysis, and Descriptive Statistics, Bloom, Orem & Fischer (2002) Chapters 19-21 (pp. 513-594).** Preparation for Presentations.

April 14 Simultaneous Research Presentations with guests from broader student body, faculty, and field supervisors.

April 21 Simultaneous Research Presentations with guests from broader student body, faculty, and field supervisors.

April 28

Simultaneous Research Presentations with guests from broader student body, faculty, and field supervisors. **Final Research Paper Due.**

\*\*\* MAY 17<sup>TH</sup> COMMENCEMENT \*\*\*

**Recommended Sourcebooks: in LRC**

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

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.

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.

**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.

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## WRITING A CLINICAL PRACTICE RESEARCH PAPER

### SW395R1 RESEARCH ASSIGNMENT

This assignment will count 30% of your final grade. The Rubin & Babbie *Research Methods for Social Work (2001)* text presents the primary guidelines for preparing your proposal; in particular, materials in Chapter 5 (The Research Proposal) and Appendices C (The Research Report) and I (Inferential Statistics and Single Case Designs), should help you organize your paper. Information in other chapters should be used relevant to your particular situation. The final paper should not exceed 15 pages of text (i.e., not counting title page, table of contents, references, etc.), should be typed, and adhere to APA style. Your paper should include the following clearly delineated sections (headers and subheaders), but is not limited to these sections. You are encouraged to use journal articles that are particularly well written and understandable to you as models for how to present your research also:

#### Abstract

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#### Introduction

- **Clinical Research question and problem statement:** Identify clearly the topic of your research.
- **Rationale:** Significance and purpose of the study, specify why this topic is important to clinical social work research in relation to social work practice.

#### Literature Review

- Write a review of a minimum of 10 studies related to your research topic that have been published within the past five years. Use the format as illustrated in class for writing the literature review.

#### Methodology

- **Assumptions and What we Know:** What has been assumed about the problem, that you are studying? What do we know about the problem (it's prevalence and sequale as well as effective and ineffective intervention strategies)?
- **Research Question:** What did you want to know and to learn through the study?
- **Hypothesis & Operational Definitions:** Write a specific statement that you propose to test and hope to help you answer your question. Define all variables stated in the hypothesis. Operationalize all variables.
- **Sample and Sampling Procedure:** List at least 5 identifying characteristics of the population you sampled, identify the sampling strategy, and specify the procedures that were used.
- **Research Design:** Describe the research design and procedures.
- **Protection of participants:** Describe the procedures for maintaining confidentiality or anonymity of participants, ensuring no harm to participants, and obtaining informed consent. (Include Informed Consent Form in Appendix.)

- **Measurement:** Describe the instrument that was used to measure your variables. (Include a copy of the Instrument/Tool/survey in the Appendix)
- **Reliability and Validity:** Describe the procedures used to minimize threats to reliability and validity in the study.
- **Data Collection:** Describe how the instruments were administered and how the data was collected.
- **Limitations:** Identify 2-3 problems that may limit the integrity of your study and its findings. No research is perfect! The sign of good research is an honest, thorough discussion of the problems.

## **Findings and Results**

- **Data and Data Analysis:** Descriptive presentation of subject/sample. Identify the statistic that was used to analyze the data.
- **Findings**

## **Conclusions**

## **Implications for Clinical Social Work Practice and Future Research Endeavors**

## **Bibliography and Appendix**

- Bibliography: Include the sources used in the literature review.
  - Appendix: Copy of Consent form and Measurement tool/instrument(s)
  - Copy of IRB Application
-