



SRCH 530. PRACTICE EVALUATION
Instructor: Wallace J. Gingerich, Ph.D., LISW
Full Time Program
Fall 2009

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4. To learn a variety of approaches and techniques for assessing client change. (Social Work Methods)
5. To understand the role of research design in assessing client change and inferring treatment effectiveness. (Critical Thinking)
6. To gain exposure to several other models of clinical research. (Social Work Methods)
7. To understand the respective purposes and contributions of evaluation and research to clinical practice. (Social Work Methods, Values and Ethics)
8. To develop an awareness of the risks of cultural bias in the process of client assessment and goal setting, and an ability to adapt evaluation skills to fit the cultural and social context of the client. (Diversity; Social Work Practice)

Texts

The required readings consist of the texts and supplementary readings listed under each topic in the course outline below. The text is available for purchase at the CWRU Bookstore (or online) and is on reserve in Harris Library. Supplementary readings are available **reserve** reserve

2. Assess the empirical support for your intervention. This paper (4-6 typed pages) asks you to select an intervention you would like to use (or did use) with your client. Review the intervention research (6-8 empirical studies) relevant to your client's goal, and describe the particular intervention you used. Be sure to address cultural diversity issues related to the research you review and the actual intervention you used. See the rubric at the end of this syllabus for specific grading criteria. **20% of course grade.**
3. Graph client data and assess change. Using the detailed step-by-step instructions for Assignment #3 at the end of the syllabus, graph out what

instructor of how time missed from class will be made up. Please note, it is not always possible to make up missed time because of the nature of some courses.

Please, turn off your cell phone!

I expect all of us to conduct ourselves in accord with the Professional Conduct statement in the Student Handbook.

Please follow the Guidelines for Writing Papers included at the end of the syllabus.

Be sure to avoid plagiarism (see Guidelines for Writing Papers).

Please stay within the suggested page limits for each assignment. (Please, no tiny fonts or skimpy margins!)

Late papers (turned in after class on due date) are subject to a 5 point deduction.

I will consider giving an Incomplete for the course only if you have been making satisfactory progress, but are unable to complete all work on time due to an unforeseen circumstance (e.g., illness, death in family, etc.). Please see me if you need to arrange for an Incomplete. You will need to have a signed Incomplete Form on file with the office of Student Services by the last day of class.

Students with Disabilities

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for

time frame: one week prior to and one week after the close of classes. The link for completing evaluations is as follows: [https://its.services.case.edu/course evals/evaluate](https://its.services.case.edu/course%20evals/evaluate)

The evaluation serves several importantand

September 23 – How to measure behavioral goals

Bloom, Fischer & Orme
Ch. 5, Behavioral observation.

September 30 – How to measure internal (cognitive/affective) goals

Bloom, Fischer & Orme.
Ch. 6, Individualized rating scales.
Ch. 8, Logs (skim).
Ch. 9, Reactivity and Nonreactive Measures.

**October 7 – Using standardized measures; Integrating data collection into your practice;
Assignment #1 Workshop**

Bloom, Fischer & Orme
Ch. 4, Developing a measurement and recording plan.
Ch. 7, Standardized scales.
Ch.10, Selecting a measure.

Useful references:

Fischer, J., & Corcoran, K. (2007). Measures for clinical practice (4th ed.). New York: Oxford University Press.

Each student will present her/his measurement plan for assignment #1 to a small group. You can ask the advice and feedback of members of your group, and we'll discuss general issues together in class.

October 14 – Evidence based practice: A critical examination

Gambrill, E. (2007). Views of evidence based practice: Social workers' code of ethics and accreditation standards as guides for choice. Journal of Social Work Education, 43, 447-462.

Gilgun, J. F. (2005). The four cornerstones of evidence based practice in social work. Research in Social Work Practice, 15, 52-61.

McCracken, S. G., & Marsh, J. C. (2008). Practitioner expertise in evidence based practice decision making. Research on Social Work Practice, 18, 301-310.

Wampold, B. E. (2007).

Assignment #1 Due

October 21 – Assessing empirical support for an intervention

Guest presenter: Kristen Kirchgesler, Harris Library

Thyer, B. A. (1991). Guidelines for evaluating outcome studies on social work practice.
Research on Social Work Practice, 1, 76-91.

Thyer, B. A., & Wodarski, J. S. (Eds.). (1998). Handbook of empirical social work practice.

Assignment #3 Due

November 25 -

- Gerdes, K. E., Edmonds, R. M., Haslam, D. R., & McCartney, T. L. (1996). A statewide survey of licensed clinical social workers' use of practice evaluation procedures. *Journal of Social Work Research and Evaluation*, 1(1), 27-39.
- Gibson, G., & Ottenbacher, K. (1988). Characteristics influencing the visual analysis of single subject data: An empirical analysis. *Journal of Applied Behavior Analysis*, 15(3), 298-314.
- Gingerich, W. J. (1990). Rethinking single case evaluation. In L. Videka Sherman & W. J. Reid (Eds.), *Single Case Design: Applications and Advances* (pp. 11-24). Silver Spring, MD: NASW Press.
- Gingerich, W. J. (1984). Meta analysis of applied time series data. *Journal of Applied Behavior Analysis*, 11(1), 71-79.
- Gingerich, W. J., & Feyerherm, W. H. (1979). The celeration line technique for assessing client change. *Journal of Applied Behavior Analysis*, 6(1), 99-113.
- Gorey, K. M. (1996). Effectiveness of social work intervention research: Internal versus external evaluations. *Journal of Social Work Research and Evaluation*, 1(1), 119-128.
- Jacobson, N. S., & Truax, P. (1991). Clinical significance: A statistical approach to defining meaningful change in psychotherapy research. *Journal of Consulting and Clinical Psychology*, 59(1), 12-19.
- Kazdin, A. E. (2008). Evidence based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *Journal of Applied Behavior Analysis*, 35(2), 146-159.
- Morrow Bradley, C., & Elliott, R. (1986). Utilization of psychotherapy research by practicing psychotherapists. *Journal of Applied Behavior Analysis*, 13(2), 188-197.
- Myers, L. L., & Thyer, B. A. (1997). Should social work clients have the right to effective treatment? *Journal of Social Work Research and Evaluation*, 2(2), 288-298.
- Nugent, W. R. (1993). A series of single case design clinical evaluations of an Ericksonian hypnotic intervention used with clinical anxiety. *Journal of Applied Behavior Analysis*, 20(3/4), 41-69.
- Nugent, W. R. (1992). Psychometric characteristics of self anchored scales in clinical application. *Journal of Applied Behavior Analysis*, 19(2), 137-152.
- Nugent, W. R. (2000). Single case design visual analysis procedures for use in practice evaluation. *Journal of Applied Behavior Analysis*, 27(2), 149-160.

Parsonson, B. S., & Baer, D. M. (1992). The visual analysis of data, and current research into the stimuli controlling it. In T. R. Kratochwill, & J. R. Levin (Eds.), (pp. 15-40). Hillsdale, NJ: Lawrence Erlbaum Associates.

Reid, W.J., & Hanrahan, P. (1982). Recent evaluations of social work: Grounds for optimism. , , 328-340.

Rubin, A. (1985). Practice effectiveness: More grounds for optimism. , , 469-476.

Scott, D. (1990). Practice wisdom: The neglected source of practice research. , , 564-568.

Slonim Nevo, V., & Anson, Y. (1998). Evaluating practice: Does it improve treatment outcome?

Guidelines for Writing Papers

1. Use the APA style of referencing (see 13 below), that is, give the author's surname and the year of publication in the text at an appropriate point.

Examples: "Smith (1989) compared ..."
"Recent studies (Smith, 1989; Jones, 1988) suggest ..."
"... found no effect (Smith, 1989). Others noted ..."

2. An alphabetized list of all references cited in the paper must be included at the end of the paper. I prefer the old, hanging indent format for the reference list (i.e., first line to the left margin, second and additional lines indented 5 7 spaces. Your reference list should include only those sources you consulted directly yourself (see # 4 below).
3. When you borrow someone else's words, figures or ideas, you must indicate the source of your information, either in a footnote or in your text. The Case Student Guide defines plagiarism as "the submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting

7. Purdue University has a very helpful site on avoiding plagiarism:
<http://owl.english.purdue.edu/owl/resource/589/01/>
 8. When citing a work discussed in a secondary source, give the secondary source in the reference list and cite the original work with the secondary source in the text.
- Example: "Johnson's study (cited in Beatly, 1987) found ..."
9. Your paper (and reference list) should reflect accurately your own work, i.e., include only the sources you consulted directly yourself.
 10. Use headings and sub headings (e.g., the categories used in the grade sheets) liberally to improve the readability of your paper.
 11. Contrary to what you may have been taught elsewhere, the preferred mode of expression (see APA Publication Manual) is first person rather than third person.

First person: "I used a single subject design ..."

Third person: "The design used was single subject ..."

12. Write in clear, concise and correct English. Avoid the use of biased language. Use a proofreader if you need to. Use the spell checker on your word processor.
13. Tables and figures must have titles.
14. Print your paper double spaced with at least one inch margins.
15. Number all pages.
16. Keep a copy if pages.c-f0 1 Tf 0.0008 Tc-1 Tf 0 Tc <0

Assignment #1 Measurement

	Not Yet	Developing	Meets Expectations	Exceeds Expectation
Description of the context of the study; informed consent (½ 1 page)		Where study takes place, the nature of the client's complaint & situation are unclear	The setting of the study is identified; the client and the complaint are clearly described; informed consent issues are addressed	Unusually insightful discussion and management of informed consent issues

Client specific measure (CSM) 3/30

Assignment #3 Assessing

Assignment #3– Assessing the Significance of Client Change

Not Yet

Developing

