



SRCH 530. PRACTICE EVALUATION

Instructor: Wallace J. Gingerich, Ph.D., LISW
Full Time Program
Fall 2009

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Class:	Wed. 2:00 – 4:00 p.m.	
Course number:	8678	

Description

This course will prepare you to evaluate your clinical practice with an empirical framework using single-system design methods. You will learn to use research methodology and findings to inform your practice. The course draws from the existing literature on client populations and effective social work practice methods.

Single system evaluation methods require specifying the intended outcome of worker intervention, systematically collecting and analyzing client outcome data throughout service delivery, and using this information to guide clinical decision making. Major topics include goal setting, measurement, assessment of change, and research design. In addition, you will learn to evaluate the empirical literature on social work practice based on knowledge of research principles and social work practice.

SASS 426, Introduction to Research (or its equivalent) is a prerequisite for this course. SRCH 530 is to be taken concurrently with advanced field placement.

Objectives

1. To develop an understanding and appreciation of an empirical orientation to practice, including its strengths and limitations. (Critical Thinking)
2. To learn practical techniques for setting realistic treatment goals. (Social Work Methods)
3. To learn a variety of strategies for measuring client outcomes, and become familiar with the issues involved in using them. (Social Work Methods)

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 on Blackboard.

Bloom, M., Fischer, J., & Orme, J. G. (2009). Evaluating practice: Guidelines for the accountable professional (6th ed.). Boston: Allyn and Bacon. (Required textbook)

The value of the class discussions, as well as the quality of your course assignments, will depend heavily upon your having read the readings and reacting to them critically.

Assignments

In keeping with the practical focus of the course, all of the assignments require you to apply the principles and techniques of single-case evaluation to one of your field placement clients. You must get the permission of your agency to write about your client, and you must disguise the identifying information in your paper. Please state in your paper that you have obtained permission and have disguised identifying information.

1. Design a measurement package. A short paper (5-6 pages) in which you describe your agency context, the client you are working with, the complaint, the measures you will use, the treatment goal restated in terms of your client specific measure, and your analysis of the reliability and validity of your client specific measure. Address cultural diversity issues as they pertain to your individualized measure or the standardized measure you have selected. See the rubric at the end of the syllabus for specific grading criteria. **30% of course grade.**

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 you reasonably expect your client's data would/will be for both the baseline and the intervention. First, did your client change significantly in a clinical sense? Second, did your client change significantly in a statistical sense? You will use both visual and statistical techniques to answer this question. The SINGWIN graphing package included with your text will help you with this. If you can, use the data from the client you are using for your other assignments for this assignment, so you can incorporate work this directly into your final paper. See the rubric at the end of the syllabus for specific grading criteria. **20% of course grade.**
4. Implement a research design and infer "causality." This final section of your project (4-6 pages) asks you to describe the research design you used and discuss the internal and external validity of your design. Also, you are asked to reflect on how your work on this evaluation project has impacted your thinking and your practice. Again, discuss cultural and diversity issues as they impact your interpretation of results. See the rubric at the end of the syllabus for specific grading criteria. Please merge assignments #1, #2, #3 and #4 into one complete paper to hand in for this assignment. **30% of course grade.**

Philosophy of Learning and Grading

The purpose of this course is for you to learn to evaluate your practice. My job is to design the course, structure the learning experiences, and provide you with feedback that assists you in your learning and lets you know if you are performing up to professional social work standards. I will make every effort to get your papers graded, with formative feedback to you, within one week. Your job is to participate actively in the learning process, give me feedback on what helps your learning and what doesn't, and assess your own learning as we go along. What you will learn is mainly a function of your own investment in the course. Working together, I hope we can maximize your learning and make the experience an enjoyable one as well.

In terms of your grade for the course, the "bottom line" is whether you have become competent in the material by the end of the course. If it takes you the entire semester to learn some of the material, so be it. The important thing is to keep working until you get it! If the assignments you turn in are deficient, you may revise and resubmit them for re-grading. Your final grade for the course will be based on your best work at the end of the semester for each of the assignments. To have this option available on the 4th assignment you will need to hand it in by the 3rd to last class so you will have time to revise it if needed.

Grading

The overall standard I use in my grading is this: Do you demonstrate the knowledge and skills needed to evaluate your practice at a level expected of a masters level social worker? You will receive a letter grade for each assignment based on the criteria below, and your course grade will be a weighted average of the grades for your assignments (see above).

Grade	Points	Meaning	Explanation
A	4	Outstanding/Superior	Exceptional performance; consistently exceeds expectations
A-	3.7	Excellent	Strong performance; often exceeds expectations
B+	3.3	Very Good	Consistently meets and occasionally exceeds expectations
B	3	Good	Meets expectations
B-	2.7	Somewhat Below Expectations	Sometimes falls short of expectations
C+	2.3	Often Below Expectations	Often falls short of expectations
C	2	Below Expectations	Unevenness or inconsistent in grasp of content and experience
C-	1.7	Well Below Expectations	Very inconsistent in grasp of content and experience
F	0	Fail	Complete lack of grasp of content and experience; does not meet minimal expectations
I	0	Incomplete	Automatically becomes an "F" by instructor if work is not completed within the specified time period
W	0	Withdrew	Official withdrawal

Course Policies

Students are expected to attend all classes. If a student is unable to attend class, he/she must let the instructor know in advance. A message on the instructor's voice mail or e-mail is sufficient if it is sent before the class meets. Attendance will be taken at all class sessions. If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a grade of F. In the Intensive Weekend program, students may not miss more than one day; in the full-time program, students may not miss more than three classes. Instructors have the discretion to establish a stricter policy and list it in the course syllabus. Instructors may permit exceptions, with prior consultation from the Assistant Dean for Student Services and with a written plan signed by both the student and

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 which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

Office Hours

Office hours are by appointment and can be almost any day or time – phone or email me, or see me after class, to set up a time.

Online Course Evaluations

The course evaluation is designed to assess the quality of the course, the instruction, and the effect that both had on your learning. Evaluations need to be completed within a two-week

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>

The evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

Course Outline and Readings

August 26 – Practice evaluation: An introduction

Miller, S., Hubble, M., & Duncan, B. [Supershinks: What's the secret to their success?](#)
(See link on Blackboard)

September 2 – Practice evaluation: An empirical perspective

Bloom, Fischer & Orme
Ch. 1, Integrating evaluation and practice.

Fischer, J. (1973, January). Is casework effective: A review. [Social Work](#), [18](#), 5-20.

Myers, L. L., & Thyer, B. A. (1997). Should social work clients have the right to effective treatment? [Social Work](#), [42](#), 288-298.

Thyer, B. A. (1996). Guidelines for applying the empirical clinical practice model to social work. [Journal of Applied Social Sciences](#), [2](#), 121-127.

September 9 – Guest Lecture: Professor Mahoney on Responsive Teaching Interventions

Mahoney, G., Perales, F., Wiggers, B., & Herman, B. (2006). Responsive Teaching: Early intervention for children with Down syndrome and other disabilities. [Down Syndrome Research and Practice](#), [11](#), 18-28.

September 16 – Start where the client is: Setting measurable goals

Bloom, Fischer & Orme
Ch. 2, Basic Principles of Conceptualization and Measurement.
Ch. 3, Specifying problems and goals: Targets of Intervention.

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). Psychotherapy: *The humanistic (and effective) treatment*. American Psychologist, 62, 857-873.

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. New York: John Wiley. (reference)

October 28 – Baselineing and deciding if the client changed

Bloom, Fischer & Orme.

Ch. 12, Baselineing.

Ch. 19, Basic principles of analysis (pp. 423-438).

Ch. 20, Visual analysis of single-system design data.

Ch. 21, Descriptive statistics (skim).

Ch. 22, Tests of statistical significance for single-system designs (skim).

Ch. 23, Computer analysis of single-system design data: SINGWIN user's guide (reference).

November 4 – Baselineing and deciding if the client changed (continued)

Assignment #2 Due

November 11 – Research design: Attributing client change to your intervention

Bloom, Fischer & Orme.

Ch. 11, Basic principles of single-system designs.

Ch. 13, From the case study to the basic single-system design: A-B.

November 18 – Attributing change (continued)

Bloom, Fischer & Orme.

Ch. 14, The experimental single system designs: A-B-A, A-B-A-B, B-A-B (pp. 321-339).

Ch. 15, Multiple designs for single systems (pp. 346-353)

Ch. 18, Selecting a design.

Assignment #3 Due

November 25 – Workshop: Critique of a practice evaluation study

Teall, B. (2000). Using solution-oriented interventions in an ecological frame: A case illustration. *Social Work in Education, 22*, 54-61.

December 2 – Presentations of final projects; Course evaluation

Assignment #4 Due

Additional Sources

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *American Psychologist, 61*, 271-285.

Campbell, J. A. (1988, Summer). Client acceptance of single-system evaluation procedures. *Social Work Research & Abstracts, 24*, 21-22.

Carswell, C. M. (1995). The art and psychological science of graphical communication. *Psychological Science Agenda*, (March/April), 8-9.

Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology, 66*, 7-18.

Chambless, D. L., Sanderson, W. C., Shoham, V., Johnson, S. B., Pope, K. S., Crits-Cristoph, P., Baker, M., Johnson, B., Woody, S. R., Sue, S., Beutler, L., Williams, D. A., & McCurry, S. (1996). An update on empirically validated therapies. *The Clinical Psychologist, 49*(2), 5-18.

Cone, J. D. (2001). *Evaluating outcomes: Empirical tools for effective practice*. Washington, DC: American Psychological Association.

Corcoran, K., & Gingerich, W. J. (1994). Practice evaluation in the context of managed care: Case-recording methods for quality assurance reviews. *Research on Social Work Practice, 4*, 326-337.

Faul, A. C., McMurtry, S. L., & Hudson, W. W. (2001). Can empirical clinical practice techniques improve social work outcomes? *Research on Social Work Practice, 11*, 277-299.

- 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. *Research on Social Work Practice, 6*, 27-39.
- Gibson, G, & Ottenbacher, K. (1988). Characteristics influencing the visual analysis of single-subject data: An empirical analysis. *Journal of Applied Behavioral Science, 24*, 298-314.
- Gingerich, W. J. (1990). Rethinking single-case evaluation. In L. Videka-Sherman & W. J. Reid (Eds.), *Advances in clinical social work research*, (pp. 11-24). Silver Spring, MD: NASW Press.
- Gingerich, W. J. (1984). Meta-analysis of applied time-series data. *Journal of Applied Behavioral Science, 20*, 71-79.
- Gingerich, W. J., & Feyerherm, W. H. (1979). The celeration line technique for assessing client change. *Journal of Social Service Research, 3*, 99-113.
- Gorey, K. M. (1996). Effectiveness of social work intervention research: Internal versus external evaluations. *Social Work Research, 20*, 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*, 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. *American Psychologist, 63*, 146-159.
- Morrow-Bradley, C., & Elliott, R. (1986). Utilization of psychotherapy research by practicing psychotherapists. *American Psychologist, 41*, 188-197.
- Myers, L. L., & Thyer, B. A. (1997). Should social work clients have the right to effective treatment? *Social Work, 42*, 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 Social Service Research, 17*(3/4), 41-69.
- Nugent, W. R. (1992). Psychometric characteristics of self-anchored scales in clinical application. *Journal of Social Service Research, 15*, 137-152.
- Nugent, W. R. (2000). Single case design visual analysis procedures for use in practice evaluation. *Journal of Social Service Research, 27*(2), 39-65.
- Ogles, B. J., Lambert, M. J., & Fields, S. A. (2002). *Essentials of outcome assessment*. New York: John Wiley & Sons.

- 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.), *Single-case research design and analysis* (pp. 15-40). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Reid, W.J., & Hanrahan, P. (1982). Recent evaluations of social work: Grounds for optimism. *Social Work, 27*, 328-340.
- Rubin, A. (1985). Practice effectiveness: More grounds for optimism. *Social Work, 30*, 469-476.
- Scott, D. (1990). Practice wisdom: The neglected source of practice research. *Social Work, 35*, 564-568.
- Slonim-Nevo, V., & Anson, Y. (1998). Evaluating practice: Does it improve treatment outcome? *Social Work Research, 22*, 66-74.
- 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*. New York: John Wiley.
- Videka-Sherman, L. (1988). Meta-analysis of research on social work practice in mental health. *Social Work, 33*, 325-338.
- Videka-Sherman, L., & Reid, W. J. (Eds.). (1990). *Advances in clinical social work research*. Silver Spring, MD: NASW Press.
- Wampold, B. E. (2001). *The great psychotherapy debate: Models, methods, and findings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wiger, D. E., & Solberg, K. B. (2001). *Tracking mental health outcomes: A therapist's guide to measuring client progress, analyzing data, and improving your practice*. New York: John Wiley & Sons.
- Wood, K.M. (1978). Casework effectiveness: A new look at research evidence. *Social Work, 23*, 437-458.

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 false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism."
4. Plagiarism is 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 false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.
5. Here are some practical guidelines to follow in citing sources:

You must give credit under three circumstances:

- when you use direct quotations, even of single phrases;
- when you borrow and use ideas not generally known, such as data from special investigations, ideas that are distinctly personal, or facts that are products of independent scholarship;
- when you borrow and use statements, facts, or ideas for which you do not wish to accept the responsibility of proof, such as statements so controversial in nature that you wish the protection of documentation.

If you find something mentioned in almost every source, it is likely to be common knowledge and you need not give credit. (The research paper. University of Wisconsin-Milwaukee, Department of English, 1969.)

6. As a general guide, use direct quotes sparingly and selectively. Putting things in our own words usually makes them easier for the reader to understand.

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 of your paper for yourself. (I haven't lost any student papers yet, but it could happen!)
17. Staple your paper in the upper left corner. Please do not use fancy binders or covers!
18. I suggest you purchase a copy of the APA Publication manual (or a student's APA guidebook) for ready reference. The APA manual offers excellent advice on the content and organization of your paper, as well as grammar and writing style and will make a valuable addition to your professional library.

Publication manual of the American Psychological Association (5th ed.). Washington, DC: American Psychological Association, 2001.

Assignment #1 - Measurement
Grading Rubric

	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) (1-2 pages)	Behavior or internal state is not identified	Identifies a behavior or internal state, but needs further specification; measure procedures may not be clear	A well-defined behavior or self-anchored scale; describes who will measure, when & how	Unusual creativity and/or practicality; uses advanced methods;
Goal statement (1-2 sentences)	Does not reference client specific measure	Includes some but not all of who, what, when	Includes who, what & when in a form that can be graphed	May include conditions; goal is stated in the positive
Standardized measure (½-1 page)	No standardized measure identified	Measure may not be standardized, or may not fit the client situation	Measure is identified; is standardized; is practical to use; fits with client's goal and CSM;	Unusually good fit with goal and CSM; will help to establish if change occurs
Reliability of CSM (½-1 page)	Discussion of reliability of CSM is missing	Discussion of reliability and how to assess it is unclear, incomplete or confusing	The concept of reliability is clearly explained; method to assess reliability is appropriate to the measure	Unusually clear and insightful discussion of reliability, and how it will be assessed; reasoning shows excellent critical thinking
Validity of CSM (1-2 pages)	Discussion of validity of CSM is missing	Discussion of validity and how to assess it is unclear, incomplete or confused	The concept of validity is clearly explained; at least two types of validity are evaluated in the study; reasoning for assessing validity is sound	Assesses 3 or 4 types of validity; unusually clear and insightful discussion
Cultural competence	Cultural issues are not addressed	Little or no awareness of cultural aspects of measurement	Cultural issues relevant to CSM and standardized measure are identified & used to interpret data	Unusual awareness of and analysis of cultural issues
Mechanics	Writing is unclear; many errors in spelling, grammar and referencing	Errors in spelling, grammar, and referencing detract from the paper	Writing is clear; negligible errors in spelling, grammar, and referencing	Unusually clear expression of ideas;

Assignment #2 – Intervention
Grading Rubric

	Not Yet	Developing	Meets Expectations	Exceeds Expectation
Search strategy (½ page)	Not discussed	Described in general terms	Describes problem, client type, and/or intervention searched for	Describes development and refinement of search strategy
Studies reviewed (4-5 pages)	Only a few studies; little specific information about the studies	4-6 original studies; little mention of the intervention studied or the results obtained	6-8 original studies; describes the intervention used and the outcome that resulted	8 or more original studies;
Relevance of studies	Studies are not relevant	Some connection between studies and client goal	Relevance of studies to client goal is clearly described	Relevance of studies is critically discussed
Critical assessment of studies	No discussion of study methodology	Shows some awareness of methodology used in the studies	Demonstrates understanding of methods used in the studies and how that impacts their usefulness	Shows unusual thoughtfulness and critical analysis of study methodology
Description of intervention you used in your study (1-2 pages)	Vague description of intervention; no connection to studies reviewed	Intervention is described in general terms; some connection to studies can be seen	The intervention you used is clearly described; is related to studies reviewed	Description of intervention is clear enough the reader could do it; findings from the studies inform the intervention in creative ways
Cultural competence	Cultural issues are not addressed	Little or no awareness of cultural aspects of intervention	Cultural issues relevant to intervention are addressed	Unusual awareness of and analysis of cultural issues
Mechanics	Writing is unclear; many errors in spelling, grammar and referencing	Errors in spelling, grammar, and referencing detract from the paper	Writing is clear; negligible errors in spelling, grammar, and referencing; writing	Unusually clear expression of ideas;

Assignment #3 - Assessing the Significance of Change

1. Create a series of 10 to 12 baseline observations using the observations from your project. If you don't have actual observations, create hypothetical ones that you think are realistic. Add to what you have if you need to to make 10-12. Now add another 10 to 12 treatment observations. Again, you can make these hypothetical if you need to.
2. Enter the observations in SINGWIN (software included in your text) using >File >New File.
3. When finished, save your data using >File >Save As, with a file name you will remember.

Part I: Clinical Significance

4. Graph the data in SINGWIN using >Graphs >Line Chart >Baseline-Intervention.
5. Print your graph using >File >Print >Graph. You may want to add Titles and a Line between baseline and intervention to enhance the readability of your chart before you print it.
6. Plot your client's goal (from assignment #1) on the graph.
7. Is the change clinically significant? Explain your reasoning.

Part II: Visual Analysis

8. Using the principles of visual analysis we covered in class, discuss whether the treatment data in your graph show a significant change in client behavior, and explain why.

Part III: Shewart Chart

9. Have SINGWIN compute the mean and standard deviation of your baseline data by using >Statistics >SD Band >Baseline. Print the SD Bands report.
10. Create a line graph as you did in step 4 above. Draw a 2-SD band on the graph using the statistics from step 9. Be as precise as you can when you draw the band.
11. Using the criteria discussed in class for assessing change using the Shewart Chart, would you say there was significant change? Explain your reasoning briefly.

Part V: In the Final Analysis...

12. Which of the above procedures would you say provides the best basis for analyzing change in your client data? Why? What are some of the confounding factors you need to be aware of when deciding if your client changed?

Assignment #3– Assessing the Significance of Client Change
Grading Rubric

	Not Yet	Developing	Meets Expectations	Exceeds Expectation
Data	Missing		Generated baseline and treatment data and graphed it out using SINGWIN	
Clinical significance	Not addressed	Plotted goal; discussion of clinical significance is unclear or incorrect	Plotted goal; discussion demonstrates understanding of clinical significance	Unusually insightful, critical discussion of clinical significance
Visual analysis	Not addressed	Some of criteria are missing, or incorrectly applied	Uses three criteria of visual analysis to reach correct conclusion about client change	Unusually insightful, critical discussion of visual significance
Shewart Chart	Not addressed	Plotted goal	Creates graph, makes the correct conclusion about client change	Unusually insightful discussion; explains the rationale behind the Shewart Chart
Final analysis	Not addressed	Partial discussion of procedures; unclear at points	Discussion of pros and cons of the clinical and statistical procedures is clear and accurate; basis for preference is explained	Unusually insightful, critical discussion of the complexities involved in judging significance of client change

Assignment #4 – Research Design
Grading Rubric

	Not Yet	Developing	Meets Expectations	Exceeds Expectation
Baseline (1 paragraph)	No baseline	Baseline was used, but is unclear	Baseline procedure used is clearly described	Baseline is a creative compromise between rigor and practicality
Design used (1 paragraph)	No discussion of design	Discussion of design is unclear or incorrect	The design used is clearly identified and appropriate to the situation	Study design is unusually creative, maximizing rigor without interfering with the intervention
Validity of design (2-3 pages)	Discussion of design validity is missing	Discussion of design validity and how to evaluate it is unclear, incomplete or confusing	The concept of design validity is clearly explained; 3-4 threats to the internal and/or external validity of the study are discussed	Unusually clear and insightful discussion of validity; shows strong critical thinking and understanding of validity issues
Conclusion (½-1 page)	Not discussed	Conclusion is stated, but connection to the measures and design used is questionable or unclear	Conclusion about whether the client changed, and whether it can be attributed to the intervention is clearly stated; conclusion is reasonable based on the measures and design used	Discussion of conclusion is insightful and nuanced; shows strong critical thinking
Impact of course (½-1 page)	Not mentioned	Brief or superficial discussion	Specific discussion of how your thinking about practice, evaluation, success, etc. have changed	Unusually thoughtful and critical discussion of the usefulness (or lack thereof) of evaluation to one's practice
Cultural competence	Cultural issues are not addressed	Little or no awareness of cultural aspects of intervention	Cultural issues relevant to intervention are addressed	Unusual awareness of and analysis of cultural issues
Mechanics	Writing is unclear; many errors in spelling, grammar and referencing	Errors in spelling, grammar, and referencing detract from the paper	Writing is clear; negligible errors in spelling, grammar, and referencing; writing	Unusually clear expression of ideas;