

Tuesday Sections 3 and 4
San Diego State University
School of Social Work
SW 632: Macro Practice Foundation-Communities and Organizations
SPRING 2008

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Tuesday 11:15 to 12:15 and 3:15 to 4:15 p.m.

And By Appointment

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Note: Classroom is a Cell Phone/Pager Free Zone

Section 3, Schedule 36186, T 830 to 1110, HH 146

Section 4, Schedule 36190, T 1230 to 1510, HH 146

PURPOSE AND DESCRIPTION

This macro practice course focuses on social work intervention at the community and organizational levels of practice. It complements and builds upon SW 630: Generalist Practice by addressing in detail and augmenting the community and organizational aspects of generalist practice. In this macro practice course, the emphasis is on strengthening skills in planning and organizing to solve community problems. Issues and practices related to the management of human services organizations are examined within the context of community practice.

Students will learn macro practice content that encompasses knowledge and skills to work with organizations and communities. This content contributes to the development of generalist practice skills: 1) identifying issues, problems, needs, resources, and assets; 2) collecting and assessing information; and 3) using this information to plan services that address the best interests of the client (citizens/consumers/constituents). In addition, the course provides materials on: collaborating in the process of community-based research; evaluating program outcomes and practice effectiveness; developing leadership in shaping policies and services; and promoting social and economic justice.

The value of evidence-based practice is emphasized. Macro practitioners are expected to adopt a process of lifelong learning by continually posing questions of practical importance to organizations and communities, searching objectively and efficiently for the best evidence to answer those questions, appraising the evidence, and taking appropriate action that is guided by evidence. This process should result in information that is useful in decision-making by the community (i.e., citizens, community agencies, program managers, etc.).

Student learn the processes of EBP in searching for knowledge about the population groups to which clients belong, the problems or issues they experience, the programs and interventions that might help their situation, and evidence about the effectiveness of these evidence-based practices. These processes are used to search for empirically supported interventions that could be implemented to prevent a problem in an organizational or community practice situation.

Three major components are addressed in the course:

1. Theories of what constitutes a community and “best” practice models for intervention at the macro level of practice.
2. Management functions, such as planning, designing, and evaluating, to improve services provided by community-based organizations and other human services organizations.
3. Process of evidence-based practice in systematically identifying, analyzing, evaluating, and synthesizing evidence to improve decision-making and service outcomes.

COURSE OBJECTIVES

Knowledge

At the end of the course, the student will be able to:

1. Describe principles of selected community organizing and development models.
2. Describe principles of agency planning, program design, program implementation, and program evaluation.
3. Describe management processes including supervision, consultation, and leadership.
4. Describe principles of service integration, coalitions, collaboratives, and comprehensive community initiatives that blend social service, community development, and advocacy that further the achievement of social and economic justice.
5. Describe the patterns, dynamics, and consequences of oppression and discrimination, related to clients’ age, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
6. Describe the patterns, dynamics, and consequences of discrimination in organizations and institutions, especially for populations-at-risk.
7. Identify implications of the differences and similarities among the experiences, needs, and beliefs of diverse populations in planning and organizing human service programs.
8. Describe the history of macro practice in the social work profession.
9. Describe the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
10. Describe the process of evidence-based practice in identifying, analyzing, and implementing empirically based interventions designed to achieve client goals at the community or organizational level.

Skills

At the end of the course, the student will be able to apply the following skills:

1. Identify the issues, problems, needs, strengths, resources, and assets of a client system within the context of an organizational or community setting.

2. Collect and assess data/information for use in decision-making to shape policy, programs, and the service delivery system.
3. Develop, analyze, advocate, and provide leadership for influencing policy-making.
4. Apply strategies of advocacy and social change that advance social and economic justice and address issues of oppression and discrimination.
5. Identify and analyze research studies of empirically based interventions and apply research findings in planning and implementing programs.
6. Use appropriate management information systems and evaluation research methods to monitor and evaluate program outcomes and practice effectiveness.
7. Apply empirical knowledge and technological advances to improve program outcomes and practice effectiveness.
8. Define, design, and implement strategies for effective practice without discrimination related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
9. Use supervision and consultation appropriate to social work practice.
10. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Values and Ethics

At the end of the course, the student will be able to demonstrate the ability to understand the value base of the profession and its ethical standards and principles as noted below:

1. Assess her/his personal values and how these values guide their own ethical standards of practice.
2. Describe ways to address value conflicts and ethical dilemmas that interfere in their ability to deliver services in a fair and equitable manner.
3. Describe how to apply the NASW Code of Ethics to their standards of professional social work practice.
4. Describe how to advocate for populations-at-risk to receive fair and equitable services.
5. Describe how to empower clients to confront and challenge oppression, discrimination, and inequality in community institutions and service delivery systems.
6. Respect the clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
7. Promote the values of social and economic justice.

EXPECTED STUDENT LEARNING OUTCOMES

At the end of the semester, the students are expected to demonstrate the following behavioral outcomes:

1. Understand, value, and describe the paradigm of evidence-based practice in searching for the best evidence in designing interventions to address a macro-practice related issue.

- a. Define practice questions with which to search for relevant scientific information.
 - b. Search, critically appraise, and select interventions based on evidence that is judged to be valid and pertinent in answering a practice question.
2. Recognize the importance of involving clients in the selection and implementation of a “best” practice.
 3. Estimate the degree to which a selected intervention based on evidence needs to be specified in order to be fully replicable so that different practitioners working in different settings can reproduce it.
 4. Evaluate the intra and inter-organizational factors that contribute to effectively implementing evidence-based macro practices that respond to client needs, strengths, and resources.
 5. Apply scientific information and technological advances in evaluating program and client outcomes and practice effectiveness.

REQUIRED READINGS

Textbooks

Lewis, J., Packard, T., & Lewis, M. (2007). *Management of human service programs* (4th ed.). Belmont, CA: Thomson Higher Education.

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2008). *Social work macro practice* (4th ed.). Boston, MA: Allyn and Bacon.

Journal Articles (Available through Montezuma Press in Aztec Shops)

Johnson, M., & Austin, M. J. (2006). Evidence-based practice in the social services: Implications for organizational change. *Administration in Social Work, 30*(3), 75-104.

Ohmer, M., & Korr, W. (2006). The effectiveness of community practice interventions: A review of the literature. *Research on Social Work Practice, 16* (2), 132-145.

Roberts-DeGennaro, M. (in press). Evidence-based macro practice paradigm: Integration of practice expertise and research. *Journal of Evidence-Based Social Work, 5*(1).

SUPPLEMENTAL READINGS

Online Sources and Other Resources

Bond, G., Williams, J., Evans, L., Salyers, M., Kim, H.-W., & Sharpe, H. (2000, November). *Psychiatric Rehabilitation Fidelity Toolkit*. Cambridge, MA: Human Services Research Institute. Retrieved December 7, 2007, from http://tecathsri.org/pub_pickup/tkt/pn-44.pdf

Cournoyer, B. (2004). *The evidence-based social work skills book*. Boston, MA: Allyn & Bacon. (Handout related to this publication will be posted on the SW632 Blackboard course site by the instructor.)

Petrosino, A, Turbin-Petrosino, C., & Buehler, J. (2003, November) “*Scared straight*” and other juvenile awareness programs for preventing juvenile delinquency. Retrieved December 7, 2007, from <http://www.campbellcollaboration.org/frontend2.asp?ID=4>

Pew Partnership for Civic Change (2006). *New directions in civic engagement: University avenue meets main street*. Retrieved December 7, 2007, from <http://www.pew-partnership.org/resources/index.html>

Rothman, J. (2001). Approaches to community intervention. In J. Rothman, J. Erlich, & J. Tropman (Eds.), *Strategies of community intervention* (pp. 27-64). Itasca, IL: F. E. Peacock Publishers. (Handout related to this article will be posted on the SW632 Blackboard course site by the instructor.)

Scher, L, Maynard, R., & Stagner, M. (2005, August). *Interventions intended to reduce pregnancy-related outcomes among adolescents*. Retrieved December 7, 2007, from <http://www.campbellcollaboration.org/doc-pdf/scherteenpregnancyprot.pdf>

Schoenwald, S., & Hoagwood, K. (2001, September). Effectiveness, transportability, and dissemination of interventions: What matters when? *Psychiatric Services* 52, 1190-1197. (Handout related to this article will be posted on the SW632 Blackboard course site by the instructor.)

REQUIRED COURSE ASSIGNMENTS

1. Examination I:

The purpose of the exam is to provide an opportunity for students to review and synthesize the content from the course readings (Week 1 up to Week 5) and demonstrate their understanding of this content. In addition, the exam will assist the students in preparing for the qualifying exam related to the curriculum area of macro practice. This exam will be administered in class on February 19. This exam will contribute 35% to the final course grade. **Make-up exams or re-take exams will not be administered by the instructor.**

2. Examination II:

The purpose of the exam is to provide an opportunity for students to review and synthesize the content from the course readings (Week 6 up to Week 12) and demonstrate their understanding of this content. In addition, the exam will assist the students in preparing for the qualifying exam related to the curriculum area of macro practice. This exam will be administered in class on April 8. This exam will contribute 25% to the final course grade. **Make-up exams or re-take exams will not be administered by the instructor.**

3. Group Project-Program Plan:

The purpose of the group project is to provide an opportunity for students to collaborate in systematically identifying, analyzing, evaluating, and synthesizing evidence of practice effectiveness in the development of a plan of action for a prevention-related program. This assignment also serves to address the CSWE Educational Policy and Accreditation Standards related to preparing students “to engage in prevention activities that promote well-being”. Teams of students will be organized during the second or third week of the class sessions. Each team of students will prepare a plan of action for designing an intervention program to

effectively prevent the initial occurrence of a problem before it can happen at a community or organizational level. A prevention strategy towards an issue affecting a culturally diverse population-at-risk in a community is to be used in designing the program plan. The students are not required to implement the program.

The students are expected to use the instructor's outline from the Evidence-Based Program Planning Model that will be posted as a Course Document on the SW632 Blackboard course site in preparing the program plan. Students must search, critically appraise, and synthesize the evidence and then select an intervention based on evidence that is judged to be valid and pertinent in answering the practice-prevention question. A review of the evidence from both authority and research-based information products must be conducted in order to support the group's decision in selecting the prevention strategy. At least 20 different references, including refereed publications, World Wide Web sites, and agency/government documents, related to the problem addressed by the proposed program must be cited in the program plan and in the list of references using the APA style. In preparing these citations/references, students are expected to use the Fifth Edition of the *Publication Manual of the American Psychological Association*.

The headings and subheadings on the instructor's outline are to be used in organizing, developing, preparing, and writing the program plan. The expected product from this assignment is a **typed (with 12 pt. font in Arial or Times New Roman script), double-spaced (with 1 in. margins), 12 - 14 page program plan (page count does not include the list of APA-style references or the appendices)**. The program plan is due on April 15. Refer to Week 13 for instructions related to submitting this assignment. The program plan will contribute 40% to the final course grade. Each student will receive the same grade for the paper, unless there is documentation that a member(s) did not fully contribute to the development and preparation of the paper. Students are responsible for editing and formatting the final draft of the sections of the analysis for which they assumed responsibility in preparing, before submitting their draft to the other team members for inclusion in the analysis. **Late papers will not be accepted by the instructor.**

The teams will be given time in class to plan and organize the tasks for completing the program plan and to discuss the progress of each team member in completing his/her tasks. The instructor will serve as a consultant to the team members. In addition, the instructor will monitor the progress of the groups in completing the assignment.

Each team of students will be expected to conduct a 30 minute presentation of their program plan using PowerPoint slides during Weeks 14, 15 and 16. The oral presentation will not be graded. On the day of the presentation, each team should submit a one-page outline of the oral presentation, such as the slide sorter view of the PowerPoint slides, for distribution to the other students in the class. The presentation should summarize: (a) need for a prevention program to serve a target client group; (b) search to answer the practice-prevention question; (c) recommendation based on the search of evidence for providing the "best" possible service to a target client group; (d) description of the prevention strategy; and (e) transportability issues that could influence the portability of the recommended intervention and the adaptability of a practice setting in implementing the evidence-based practice.

GRADING

The points and grade distribution for determining the final course grade are:

<u>Points</u>	<u>Grade</u>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Notes:

By the end of the second week of classes, students should notify the instructor of a planned, excused absence for religious observances during the semester.

The instructor reserves the right to reduce the final course grade if a student has more than two absences during the semester. Re-takes or make-up exams will **not** be administered by the instructor. Late papers will **not** be accepted by the instructor.

According to the SDSU Graduate Division, a Grade of **A** represents outstanding achievement and is available for the highest accomplishment, and a Grade of **B** represents average achievement and is awarded for satisfactory performance.

CRITERIA FOR GRADING WRITTEN ASSIGNMENTS

The written assignments will be assessed on the following criteria:

1. Content. Assignment is accurate, comprehensive, and documented appropriately. Ideas are adequately supported throughout the assignment.
2. Clarity. Ideas are focused and stated specifically in each paragraph throughout the assignment. Vague references and rambling are avoided.
3. Articulation. Assignment is free of spelling, grammatical and punctuation errors. Fragmented or run-on sentences are avoided. APA format for documenting references is consistently used throughout the assignment.
4. Organization. The specific requirements of the assignment are accomplished. The outline for the assignment is followed and completed in detail.

STANDARDS FOR CLASSROOM MANAGEMENT

Students cannot access a cell phone or pager during a class session, unless it is related to an emergency situation.

Students are expected to be on time for each class session.

Students shall not participate in side-chatter or cause disruption during a class session.

Students shall respond to the instructor and other students in a respectful and civil manner during a class session.

Students can use a laptop during a class session, but only for classroom-related activities.

Students cannot write/send a text message during a class session, unless it is related to an emergency situation.

ACCESSING THE COURSE ON BLACKBOARD

A Blackboard account is created and enrollment in a course on Blackboard is done through the SDSU Registrar's Office. Therefore, students will automatically be enrolled in the course on Blackboard when they register for the course.

If you have questions about how to use Blackboard, visit the Blackboard student help and support site at: <http://its.sdsu.edu/blackboard/student>

You can access a SDSU course on Blackboard when you login to Blackboard and enter your University Student ID number (user name) and PIN number (password) at:

<https://blackboard.sdsu.edu/webapps/login>

WEEKLY SEMINAR SCHEDULE

Week 1

January 22

Topics

Managerial Competency and Organizational Excellence

Organizational Vision and Culture for Planned Change

Paradigm of Evidence-Based Macro Practice

Readings

Lewis, Packard, and Lewis, Chapter 1.

Netting, Kettner, and McMurtry, Chapters 1 & 2.

Roberts-DeGennaro, M. (in press). Evidence-Based Macro Practice Paradigm: Integration of Practice Expertise and Research. *Journal of Evidence-Based Social Work*, 5(1).

Activity

Students will report on the macro practice-related activities that they are performing in their field practicum for SW650. **Each week, students are expected to complete 4-6 hours of macro practice-related activities** that are recorded on their weekly internship log for SW650. The student's understanding of macro practice is based on the learning from both the practicum and classroom course content for SW632.

Week 2

January 29

Topics

Theories of Management/Organizational Behavior
 Influence of Leadership Styles and Supervisory Relationships in Managing Human Resources
 Evidence-Based Practice in the Context of Organizations and Communities

Readings

Lewis, Packard, and Lewis, Chapters 4, 5 & 12.

Netting, Kettner, and McMurtry, Chapter 7.

Activity

Groups will be formed for the group project assignment.

Week 3

February 5

Topics

Asset Mapping and Needs Assessment Techniques
 Planning Process in Designing Programs
 Evaluation of Program and Client Outcomes from Empirically Supported Interventions

Readings

Lewis, Packard, and Lewis, Chapters 3 & 10.

Netting, Kettner, and McMurtry, Chapters 8 & 11.

Activity

Download template, “Generic Logic Model”, which is posted as a Course Document on the SW632 Blackboard course site or can be accessed on the following website:
http://ojjdp.ncjrs.org/grantees/pm/generic_logic_model.pdf

Week 4

February 12

Topics

Financial Management Process: Using Information Systems
 Learning Organization: Leadership Models for Managing Knowledge of Evidence
 Accessing Research-Based Sources of Information

Readings

Lewis, Packard, and Lewis, Chapters 6, 7, 8 & 9.

Activity

Explore website: <http://infodome.sdsu.edu/research/guides/class/swebresearch.shtml>

Week 5

February 19

Required Assignment**Exam I****Week 6**

February 26

Topics

Inter-organizational Behavior: Faith-Based & Community Initiatives
 Research on Service Outcomes from Public-Private Partnerships in the Community
 Building Evidence-Based Organizational Cultures and Partnerships

Readings

Lewis, Packard, and Lewis, Chapters 2 & 11.

Johnson, M., & Austin, M. J. (2006). Evidence-based practice in the social services: Implications for organizational change. *Administration in Social Work, 30*(3), 75-104.

Week 7

March 4

Topics

Community Practice Models and Theories
 Community Capacity Building and Community Change for Social and Economic Justice
 Community Practice Interventions: Issues of Effectiveness

Readings

Netting, Kettner, and McMurtry, Chapters 3, 4, 5 & 6.

Rothman, J. (2001). Approaches to community intervention. In J. Rothman, J. Erlich, & J. Tropman (Eds.), *Strategies of community intervention* (pp. 27-64). Itasca, IL: F. E. Peacock Publishers. (Handout related to this article will be posted as a Course Document on the SW632 Blackboard course site.)

Activity

Students will report on the macro practice-related activities that they are performing in their field practicum for SW650. **Each week, students are expected to complete 4-6 hours of macro practice-related activities** that are recorded on their weekly internship log for SW650. The student's understanding of macro practice is based on the learning from both the practicum and classroom course content for SW632.

Week 8

March 11 (**Online activity with “No” in-class session.**)

Topics

Systematic Reviews of Empirically Supported Interventions & Evidence-Based Interventions

Readings

Petrosino, A, Turbin-Petrosino, C., and Buehler, J. (2003, November) “*Scared straight*” and other juvenile awareness programs for preventing juvenile delinquency. Retrieved December 7, 2007, from <http://www.campbellcollaboration.org/frontend2.asp?ID=4>

Scher, L, Maynard, R., and Stagner, M. (2005, August). *Interventions intended to reduce pregnancy-related outcomes among adolescents*. Retrieved December 7, 2007, from <http://www.campbellcollaboration.org/frontend2.asp?ID=87>

Activity

Add a Discussion Thread to the Discussion Forum, **Systematic Reviews**, on the SW632 Blackboard course site in which you provide a brief synopsis of how the information from these systematic reviews contributes to building an evidence base for social work practice.

Week 9

March 18

Topics

Assessing Community Needs for Planned Social Change: Issues of Discrimination & Oppression
Ethics and Values in the Political and Economic Context of Macro Practice
Advocacy and Empowerment

Readings

Netting, Kettner, and McMurtry, Chapters 9 & 10.

Pew Partnership for Civic Change (2006). *New directions in civic engagement: University avenue meets main street*. Retrieved December 7, 2007, from <http://www.pew-partnership.org/resources/index.html>

Activity

Download template, “Community Asset Inventory”, that is posted as a Course Document on the SW632 Blackboard course site.

Week 10

March 25

Topics

Community-Based Research Evidence: Comparing Research and Practice Settings
 Using Evidence-Based Interventions to Address Community Needs and Problems
 Transportability and Fidelity Issues in Implementing Evidence-Based Practice

Readings

Ohmer, M., & Korr, W. (2006). The effectiveness of community practice interventions: A review of the literature. *Research on Social Work Practice, 16* (2), 132-145.

Bond, G., Williams, J., Evans, L., Salyers, M., Kim, H.-W., & Sharpe, H. (2000, November). *Psychiatric Rehabilitation Fidelity Toolkit*. Cambridge, MA: Human Services Research Institute. Retrieved December 7, 2007, from http://tecathsri.org/pub_pickup/tkt/pn-44.pdf

Schoenwald, S., & Hoagwood, K. (2001, September). Effectiveness, transportability, and dissemination of interventions: What matters when? *Psychiatric Services 52*, 1190-1197. ((Handout related to this article will be posted as a Course Document on the SW632 Blackboard course site.)

Week 11 (SPRING RECESS)

April 1

Week 12

April 8

Required Assignment**Exam II****Week 13**

April 15

Required Assignment

Program Plan is **due before 4 p.m. on April 15**. There is **no** class session scheduled for Week 13. Students are expected to submit the analysis to the office staff in the School of Social Work in Hepner Hall 119 requesting that the analysis be placed in the instructor's faculty mailbox. Students must enclose the analysis in at least an 8 ½" x

11" envelope that is sealed with the instructor's name written on the outside of the envelope.

Week 14

April 22

Activity

Class Presentations

Week 15

April 29

Activity

Class Presentations

Week 16

May 6

Activity

Class Presentations

Dr. Maria Roberts-DeGennaro
SW632

Evidence-Based Program Planning Model

Developed by Dr. Maria Roberts-DeGennaro

I. Assess the Need and Desired Outcomes for a Prevention Program.

- A. Describe the practice situation that needs to be changed?
 1. What is the issue that needs to be addressed?
 2. What are the existing services that address this issue?
 3. What are the gaps in these existing services?
- B. Define the target population or those most likely to benefit from the program?
 1. What are the characteristics of the target population, such as age, sex, race/ethnicity, sexual orientation, socioeconomic status, disability, religious affiliation, family composition, etc.?
 2. What considerations related to cultural sensitivity need to be addressed in providing services to the target population?
- C. What are the desired outcomes for the target population?
- D. Identify the magnitude and the extent of the issue to be addressed.
 1. How many people does this issue affect? How often? What percentage of the population is affected by the issue?
 2. What is the interrelationship between this issue and other health and human service-related issues that should be addressed in developing a plan of services for the target population?
- E. Define the organizational or community setting where the issue exists.
 1. Is the issue prevalent in a particular geographic area? If so, where and why?
 2. What strengths or assets are available to the target population from its community?
- F. Describe the historical context of the issue.
 1. Is this an historical issue within the community or is it a relatively new phenomenon?
 2. Is the issue manifested as a chronic problem or does it only exist at certain periods of time?

II. Formulate a Practice Question to Guide the Search for Evidence

- A. State a practice question relevant to the practice situation that needs to be changed.

Examples of questions include:

1. What programs are the most effective in preventing eating disorders among teenage girls?
1. What is the most effective way to educate young adults about HIV/AIDS?
2. What is the most effective way to prevent adolescents from joining gangs?
3. What programs are the most effective in preventing homelessness among youth transitioning out of the foster care system?

III. Prepare a Search Plan and Conduct a Search for the Evidence.

A. What is the plan for documenting the search activities and compiling the information from the search?

B. What preventative practice/intervention strategies are supported by authority-based information? Record and analyze the sources of authority-based using the “Record Sources of Evidence”. (Document is posted on the SW632 Blackboard course site.) Examples of authority-based information include:

1. Recommendations that are based on opinions, assertions, claims, or arguments for best practice in a field of practice or subject area.
2. Practice guidelines (clinical or treatment guidelines or practice standards) promulgated by practitioners, panels of professionals, or committees of senior experts.

C. What preventative practice/intervention strategies are supported by research-based information? Record and analyze the sources of research-based information using the “Record Sources of Evidence”. (Document is posted on the SW632 Blackboard course site.) Examples of research-based information include:

1. Practice guidelines that are based on and consistent with findings from systematic reviews, meta-analyses, and primary research evidence.
2. Primary sources of research (including experiments, clinical or controlled trials, and surveys) are based on studies that have been published in professional-quality, peer-reviewed journals or perhaps presented at professional conferences.
3. Ethnographic studies, action research, focus groups, and single-system studies that contribute to research-based information.

IV. Appraise the Evidence in Selecting a “Best” Practice.

A. What is used to appraise the evidence from the search? Rate the evidence using the “Practice Quality Rating Rubric”. (Document is posted on the SW632 Blackboard course site.)

B. What are the most effective prevention strategies that address the prevention-practice question based on the appraisal of the evidence?

C. What “best practice” is selected?

V. Examine the Transportability Issues.

A. What are the variables that could influence the portability of the evidence-based practice and the adaptability of the practice setting?

1. Characteristics of the *most effective* intervention
2. Characteristics of the practitioners including the administrators, for example, the nature of their specialized training and adherence monitoring in the implementation of the *most effective* intervention
3. Characteristics of the client population
4. Service delivery characteristics, such as frequency and length of intervention
5. Organizational characteristics, such as the culture in which practitioners provide services that influence their motivation, attitudes, and morale
6. Service system characteristics, including referral and reimbursement mechanisms, as well as

interagency relationships

B. How will these variables be addressed in implementing the evidence-based practice in a practice setting? (Identify any modifications to the evidence-based practice, such as revisions in the practice guidelines, treatment protocols, staffing, client eligibility, etc.)

VI. Determine the Goals and Measurable Objectives of the Prevention Program.

A. What are the program goals?

B. What are the measurable program objectives? (State at least one measurable program objective and include copy of measurement that could be used to measure the objective in the Appendices.)

C. What are the expected client outcomes? (Include copy of measurement that could be used to measure the client outcomes in the Appendices.)

VII. Describe the Program Using the Evidence-Based “Best” Practice.

A. What are the agency policy and procedures that provide the guidelines for developing this program? (Include copy of policy in the Appendices. Policy must address: type of agency, purpose of agency, client eligibility criteria, staff characteristics, and services provided.)

B. What is the “best” practice or intervention strategy for developing the program?

1. Content of strategy (clients, staffing, sequence of activities, spatial location, etc.).
2. Desired outcomes for the target population.
3. Obstacles and/or constraints in developing the program.
4. Resources to develop the program (staffing, supplies, equipment, facilities, etc.).
(Include budget in Appendices)

VIII. Design an Approach to Implement and Monitor the Program.

A. What is the timeline for performing the tasks of developing, implementing, and evaluating the program? Use the following items to prepare the timeline and include it in the Appendices:

1. What tasks need to be performed? (Timeline)
2. Who will perform these tasks? (Timeline)
3. When will these tasks be performed? (Timeline)

B. What resources and procedures are needed to perform these tasks?

IX. Construct a System to Assess the Fidelity of the Implementation and Evaluate the Program and Client Outcomes.

A. What steps need to be taken to verify that the evidence-based practice was implemented as designed?

B. What data must be collected to evaluate the effectiveness of the evidence-based practice in changing a practice situation?

C. What data must be collected to evaluate the program and client outcomes from implementing the evidence-based practice?