

Evaluation & Termination

The Ending of the Professional Relationship

The
End

SOWK 486: Theory of Practice I
Evaluation & Termination
Heritage University Fall 2019
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Agenda

- Evaluation
- The evaluation process
- Termination
- Follow up
- Self-care

Why Perform Evaluations

- Increase Effectiveness
- Understand client system experiences
- Build professional knowledge base

External Factors and Obstacles in Evaluation



External Factors and Obstacles in Evaluation

Skills & Training



Effort by Agency



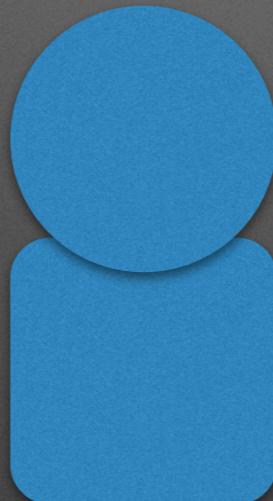
Not Routine



Clinician Vulnerability



Time Consuming



Effort
Effects
Effectiveness
Efficiency

Evaluation Process

Define problem

Evaluate methods

Choose best approach

Carry out research

Evaluate results

Types of Evaluations

- Formative Evaluations
- Summative Evaluations
- Baseline

Terms Associated with Evaluations

Validity

Dependent Variable

Data

Predictive validity

Face validity

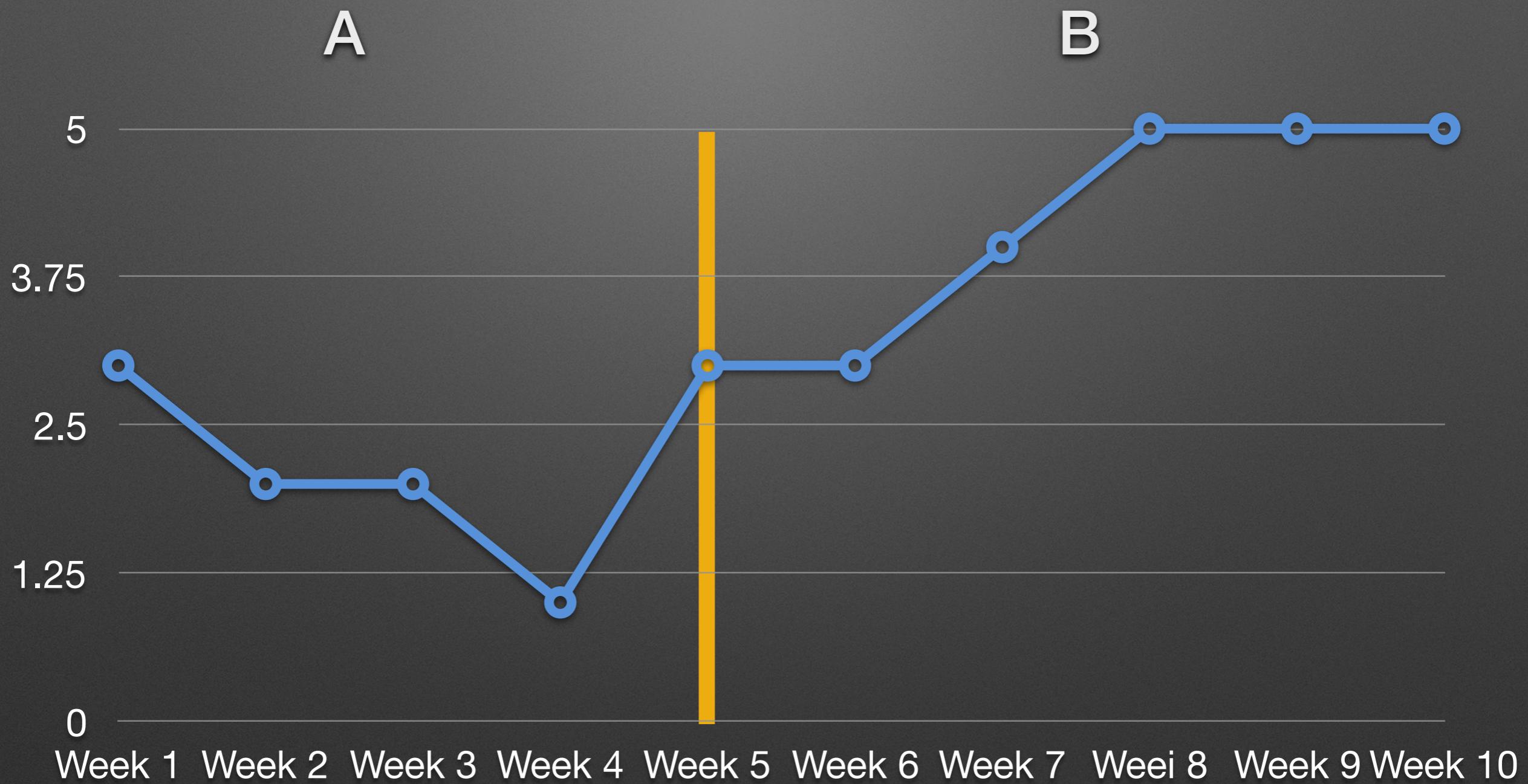
Generalizability

Concurrent validity

Independent Variable

Reliability

Single Subject Design



Other Single System Designs

- Goal Attainment Scaling
- Task achievement scaling
- Client satisfaction
- Target problem scaling

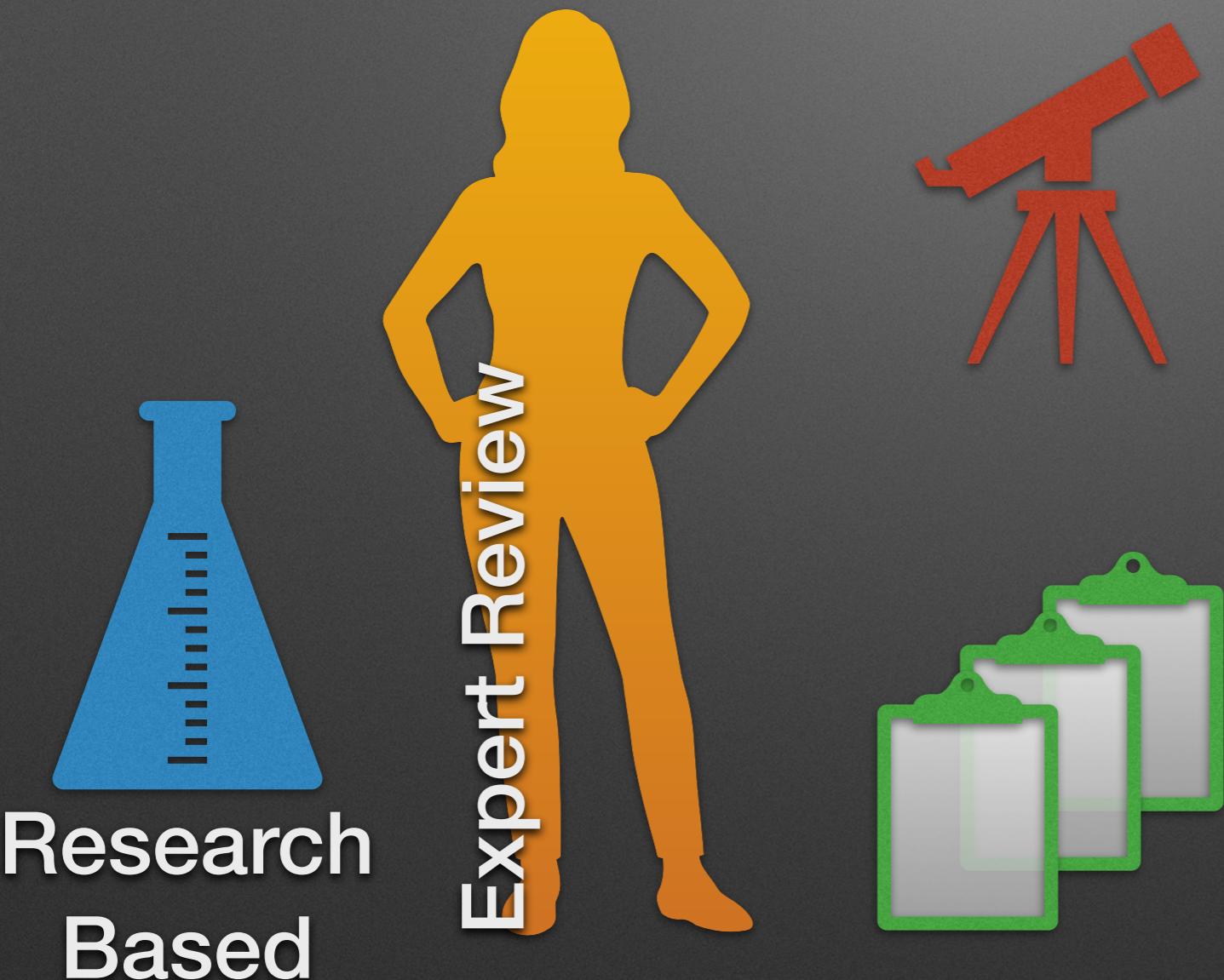
Evaluation Designs for Programs

- Needs Assessment
- Evaluability Assessment
- Process Analysis
- Program Outcome Analysis
- Continuous Quality Assurance Evaluations
- Program Monitoring

Example of Program Evaluation

PEER-EBD

Participatory Evaluation and Expert Review for Classrooms Serving Students with EBD



Observation
Interviews
Reviewing Artifacts

Individual surveys
Facilitated team
assessment

Issues and Problems in Evaluation

- Lack of generalizability
- Choice of evaluation tools
- Ethical considerations
- No buy in
- Difficulty

Task of Termination

Decide when

Evaluate achievement

Maintain and continuing objectives

Resolving emotional reactions

Make appropriate referrals

The
End

Factors Affecting Reactions to Termination

Decreased
Intensity

Increased
Intensity

Time
Contact
Problem Focus
Outside Supports
Level of intervention
Emotional Content
Type of Group



Stabilization of Change



- Relevant and appropriate situations
- Build confidence
- Using multiple situations and settings
- Naturally occurring consequences
- Use of follow up
- Reducing setbacks in other environments
- Teaching problem solving process

The Professional Resilience Paradigm

1. Value verses devalue your professional self
2. Have positive contacts with colleagues and peers
3. Take that break
4. Pace yourself
5. Achieve validation
6. Use the power of professional networking

The Professional Resilience Paradigm

7. Present with a presence
8. Laugh at least once a day
9. Stop to take that long deep breath
10. Develop a grounding list
11. Stop and take 10
12. Take control and shift activities

The Professional Resilience Paradigm

13. Use creative visualization

14. De-connect to Re-connect

15. Release frustration with a silent meow

16. Exercise

17. Turn off your professional switch

18. Think of teflon

The Professional Resilience Paradigm

19. Revision honestly and regularly
20. Share professional resilience with health and human services professionals everywhere

Recap

- Evaluation
- The evaluation process
- Termination
- Follow up
- Self-care