

# 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

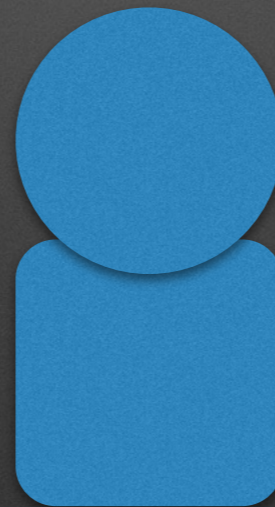
# External Factors and Obstacles in Evaluation

Not Routine

Clinician  
Vulnerability



Effort by  
Agency



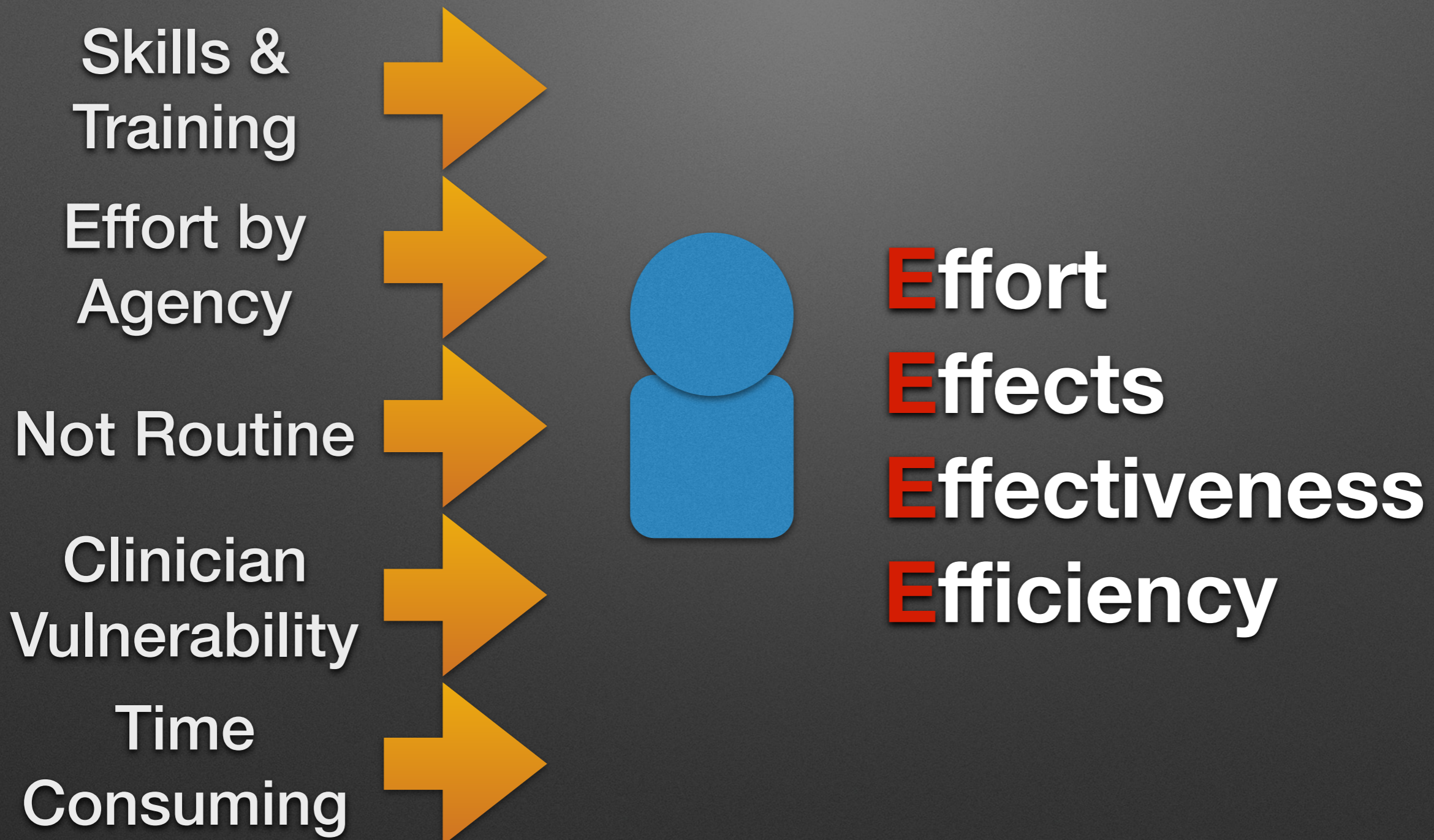
Time  
Consuming



Skills &  
Training



# External Factors and Obstacles in Evaluation



# Evaluation Process

Define problem

Evaluate methods

Choose best approach

Carry out research

Evaluate results

# Types of Evaluations

- Formative Evaluations
- Summarative Evaluations
- Baseline

# Terms Associated with Evaluations

Validity

Dependent Variable

Data

Predictive validity

Face validity

Generalizability

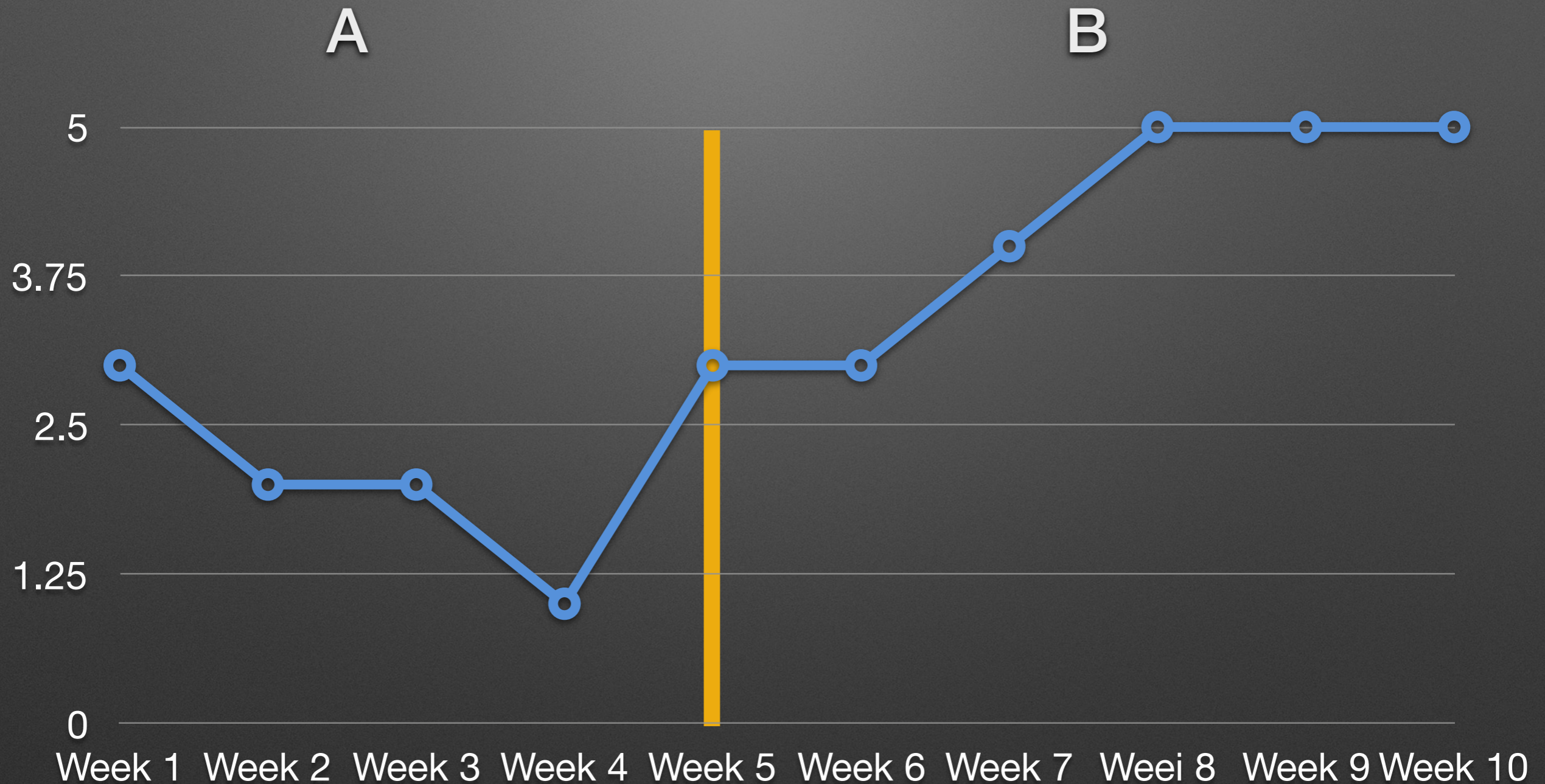
Concurrent validity

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

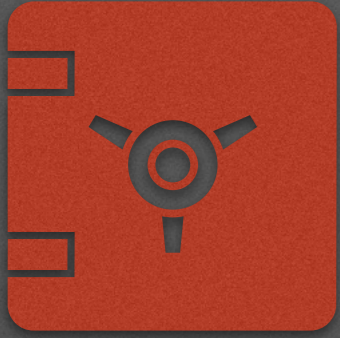
# Factors Affecting Reactions to Termination

Decreased  
Intensity

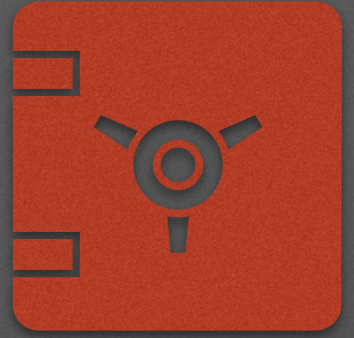
Increased  
Intensity



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 versus 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