Instructor’s Manual and Test Bank

for

Outcome-Informed Evidence-Based Practice

First Edition

prepared by

John G. Orme
University of Tennessee--Knoxville

Terri Combs-Orme
University of Tennessee--Knoxville

Pearson Education
Chapter 1

*Outcome-Informed Practice in Practice*

Two Case Examples

**CHAPTER SUMMARY**

This chapter presents two exemplar cases of the use of Outcome-Informed Evidence-Based Practice (OIEBP). In the first case we see the case of Sandra, a 16-year-old foster child whose provocative behavior threatens what is otherwise a successful placement. OIEBP is especially helpful for demonstrating to Sandra that she does indeed have a problem and engaging her in working toward a successful resolution. The second case involves Dahlia, a 20-year-old college junior from Saudi Arabia. In this case we see how close monitoring of Dahlia’s outcomes is instrumental in identifying the causes of Dahlia’s depression so that she can work directly on those causes. Both cases involve some of the real setbacks and problems in working with clients and illustrate how OIP is useful for dealing with these problems.

**CORE COMPETENCIES IN THIS CHAPTER**

*Competencies in bold are addressed significantly in this chapter.*

<table>
<thead>
<tr>
<th>Professional Identity</th>
<th>Ethical Practice</th>
<th>Critical Thinking</th>
<th>Diversity in Practice</th>
<th>Human Rights &amp; Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Based Practice</td>
<td>Human Behavior</td>
<td>Policy Practice</td>
<td>Practice Contexts</td>
<td>Engage, Assess, Intervene, Evaluate</td>
</tr>
</tbody>
</table>

**CHAPTER OBJECTIVES**

- To demonstrate the application of OIP in working with clients
- To illustrate the major constructs of OIP in the context of two cases
- To demonstrate how OIP methods are useful for addressing some of the challenges and issues involved in working with clients
SUGGESTED DISCUSSION PROMPTS

1. In the case of Sandra, the 16-year-old foster child, how did monitoring Sandra’s behavior and her foster parents’ reactions contribute to her engagement with the social worker to solve her problem?
2. In the case of Sandra, the 16-year-old foster child, how did discussion of Sandra’s behavior based on the monitoring of her behavior and her foster parents’ reactions contribute to her foster parents’ understanding of her?
3. How was the social worker’s cultural competence demonstrated in his work with Dahlia, a 20-year-old Muslim junior from Saudi Arabia?
4. In the case of Dahlia, a 20-year-old Muslim junior from Saudi Arabia, how did monitoring contribute to the success of the intervention?
5. How might the two cases in this chapter have turned out differently if the social workers had not monitored their clients’ outcomes throughout?

SUGGESTED CHAPTER ACTIVITIES AND ASSIGNMENTS

1. In the case of Sandra, the 16-year-old foster child, discuss the advantages accrued from collecting baseline data before beginning to intervene in the problem.
2. Discuss how Mark’s cultural competence is demonstrated his work with Dahlia, the Muslim college student from Saudi Arabia.
3. Discuss three ways that specific Outcome-Informed Practice methods contributed to successful achievement of the clients’ goals in the two case examples in this chapter.
Test Bank

The following assessment has been created for in-class use. This assessment is available through Pearson’s MyTest website—allowing for easy access for creating your own tests. This assessment is also offered in a Blackboard/Angel/D2L/WebCT package. Please contact your local Pearson sales representative to learn about the options available. Visit http://www.pearsonhighered.com/replocator.

Essay Questions – 5 per chapter

Instructors, to access the full Test Bank, please download the complete Instructor’s Manual and Test Bank at www.pearsonhighered.com.
ADDITIONAL RESOURCES

**Books**


**Journals**


**Websites**


University of Pittsburgh Epidemiology Data Center. IDS/QIDS. [www.ids-qids.org]