



Evaluation & Termination

The Ending of the Professional Relationship

Jacob Campbell, PhD LICSW at Heritage University in SOWK 486w for Fall 2025

Agenda

Plan for Week 15

Evaluation

The evaluation process

Termination

Professional resilience

Learning Objectives

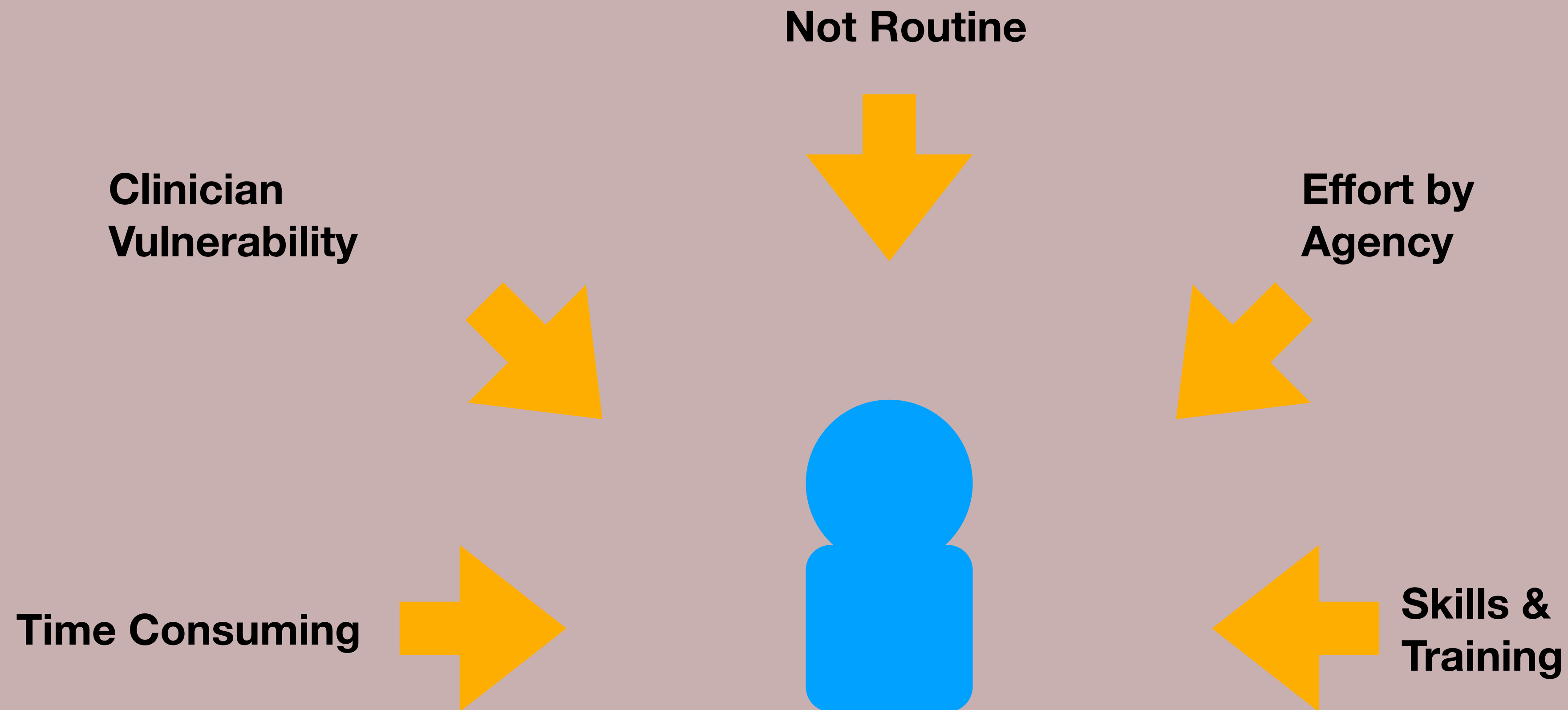
- Explain the importance of evaluation in social work and identify the key barriers and facilitators of effective evaluation practices.
- Discuss the process and tasks involved in the termination phase of the helping process and strategies for sustaining client progress.
- Reflect on their personal and professional growth through self-evaluation activities.
- Identify strategies for building professional resilience and integrating self-care into ongoing social work practice.

Why Perform Evaluations

Underlying Rational

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

External Factors and Obstacles in Evaluation



External Factors and Obstacles in Evaluation



Evaluation Process

The Same Planned Change Process

Define problem

Evaluate methods

Choose best approach

Carry out research

Evaluate results

Types of Evaluations

Used in Social Work

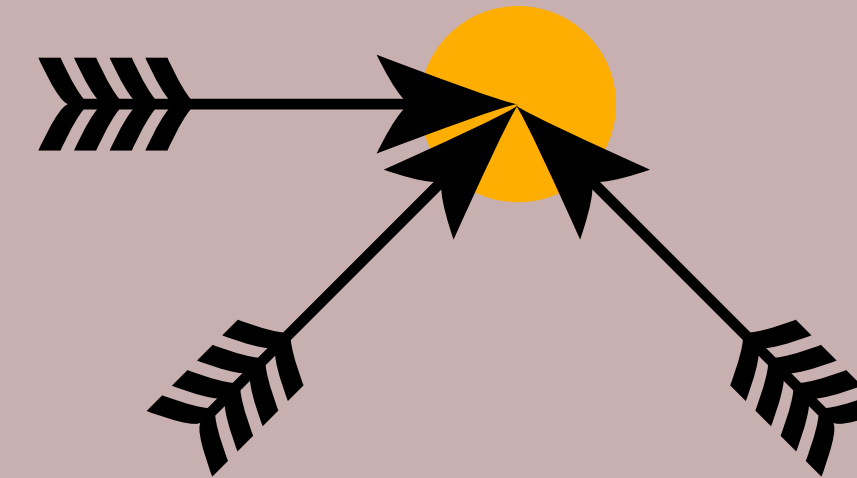
- **Formative Evaluations:** assess the adequacy or amount of effort directed at solving a client systems problem and gathering data during the actual intervention
- **Summarative Evaluations:** an evaluation that takes place after completing the planned change process
- **Baseline:** is a measure of the frequency, intensity, or duration of a behavior.

Terms Associated with Evaluations



Validity

the extent to which you are measuring what you think you are measuring



Reliability

is the extent to which an instrument measures the same phenomenon in the same way each time the measure is used. Reliable instruments produce consistent results over time

Terms Associated with Evaluations



Validity

the extent to which you are measuring what you think you are measuring

Face validity

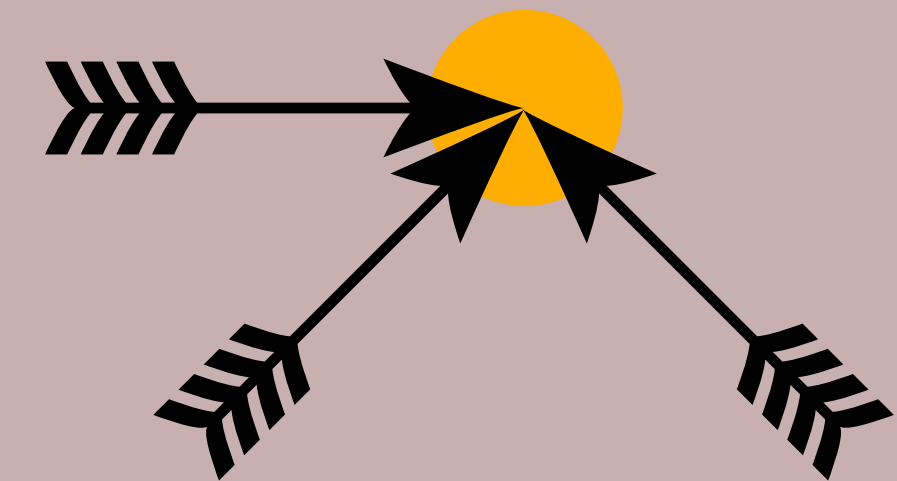
professional judgment about whether the measure actually measure what it is supposed to

Predictive validity

when it can be used to predict future events

Concurrent validity

exists when scores on one instrument correlate well with scores on another instrument that is already considered valid



Reliability

is the extent to which an instrument measures the same phenomenon in the same way each time the measure is used. Reliable instruments produce consistent results over time

Terms Associated with Evaluations

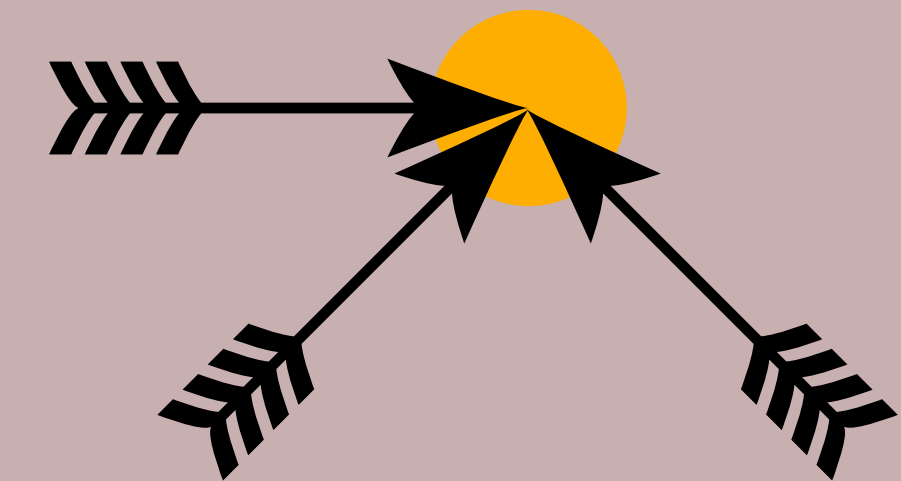
Data Gathering Methods- commonly used methods include surveys, scores of instruments, interviews with significant others, collected data, surveys or interviews, self reports, products which is achievement of a specific task or change in behavior, or observational measures these rely on others to observe a change in the clients behavior



Face validity
Predictive validity
Concurrent validity

Generalizability

is the ability of a set of results in one situation to fit another circumstance or instance



Validity

the extent to which you are measuring what you think you are measuring

Independent Variable

is the factor we think is responsible for causing certain behaviors, reactions or events

Dependent Variable

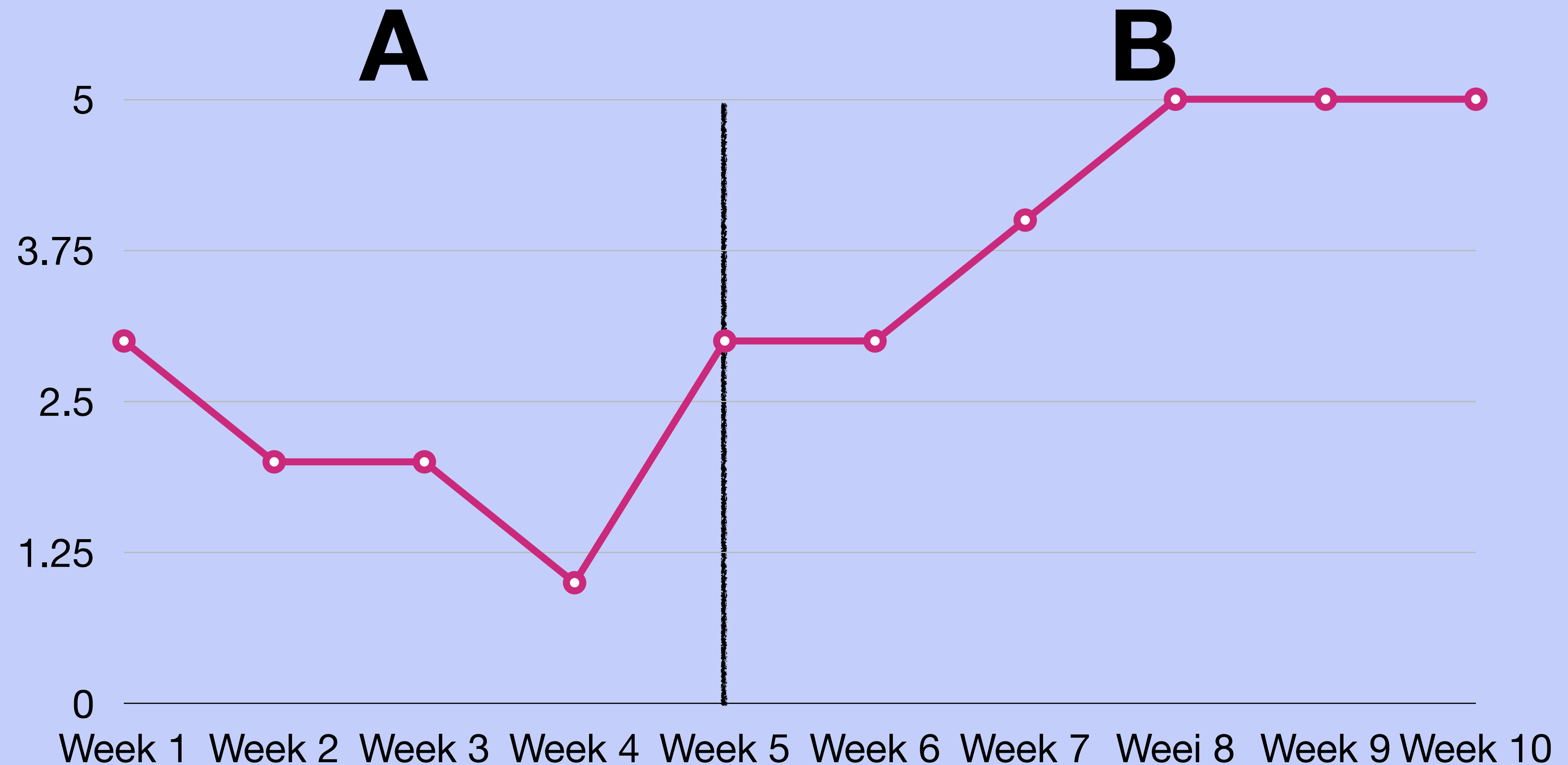
is the outcome or end product of the helping process

Reliability

is the extent to which an instrument measures the same phenomenon in the same way each time the measure is used. Reliable instruments produce consistent results over time

Single Subject Design

A research design with one participant that uses repeated measures before, during, and after treatment to assess the effectiveness of an intervention.



Other Single System Designs

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

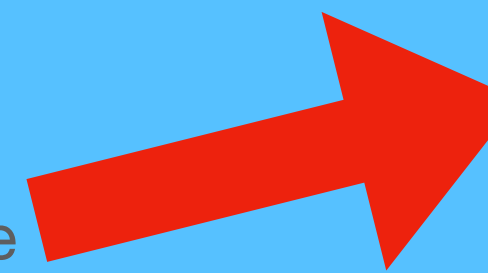
Semester Self-Evaluation

Small Group Discussion

- What are some of the things that you have learned this semester?
- How has it changed your way of thinking about the work that you will do in the future?
- How do you feel you performed this semester, and why?
- What would you do differently if you had a chance to do this all over again?

Take Time to Complete Course Evaluations

Can be
found here



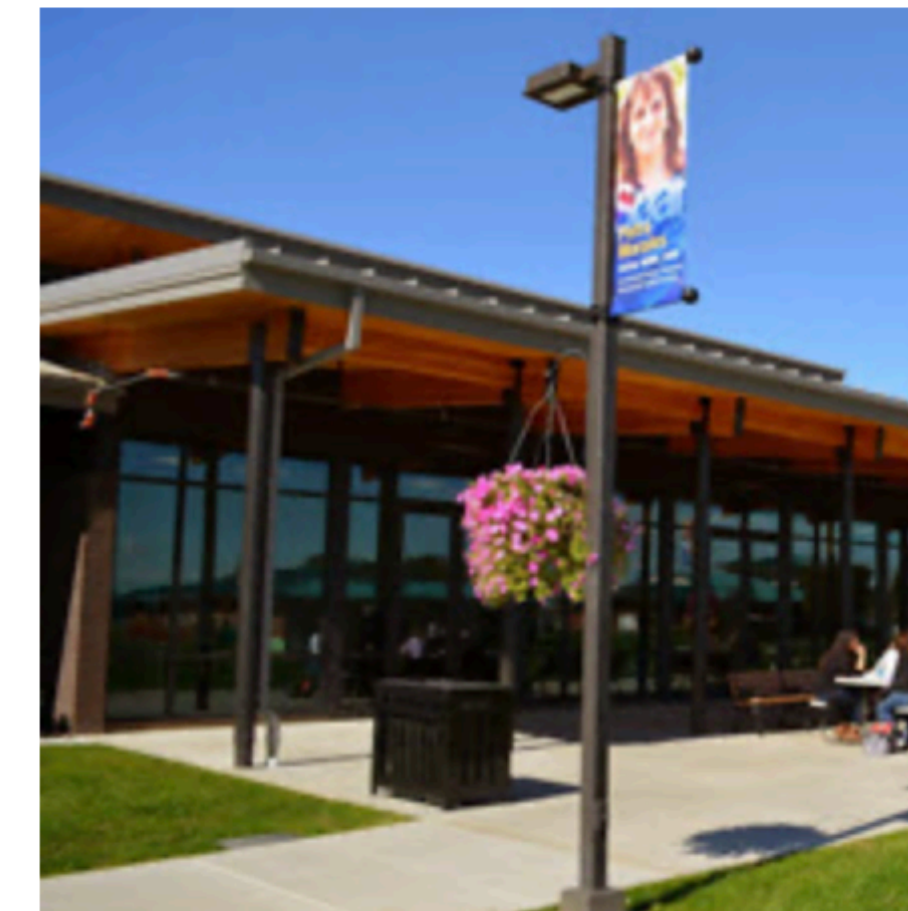
Quick Links

- My Pages ▼
- My Courses ▼
- [Donald K. North Library](#)
- [Academic Calendar](#)
- [HU Emergency Notification System](#)
- [Anthology Portfolio](#)
- [Heritage.edu](#)
- [Heritage Catalog](#)
- [Virtual BookStore](#)
- [Password Management System](#)
- [Email](#)
- [IRB](#)
- [IT Site Status](#)
- [You have 4 active surveys.](#)

NO Coronavirus Response Plan

[Heritage University COVID-19 Response Plan](#)
[CDC Isolation Calculator](#)

Welcome to My Heritage



Welcome to My Heritage, your central hub for campus events, class schedules and more.

The MyHeritage site allows students to access personal information, make payments, get the Student and Student Services information by clicking the Faculty announcements, groups, and contact information.

Evaluation Designs for Programs

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

Example of Program Evaluation

Participatory Evaluation and Expert Review for Classrooms Serving Students with EBD
(PEER-EBD)



Observation
Interviews
Reviewing Artifacts



Individual surveys
Facilitated team assessment

Task of Termination

What Needs to Happen Before you Finish

Decide when

Evaluate achievement

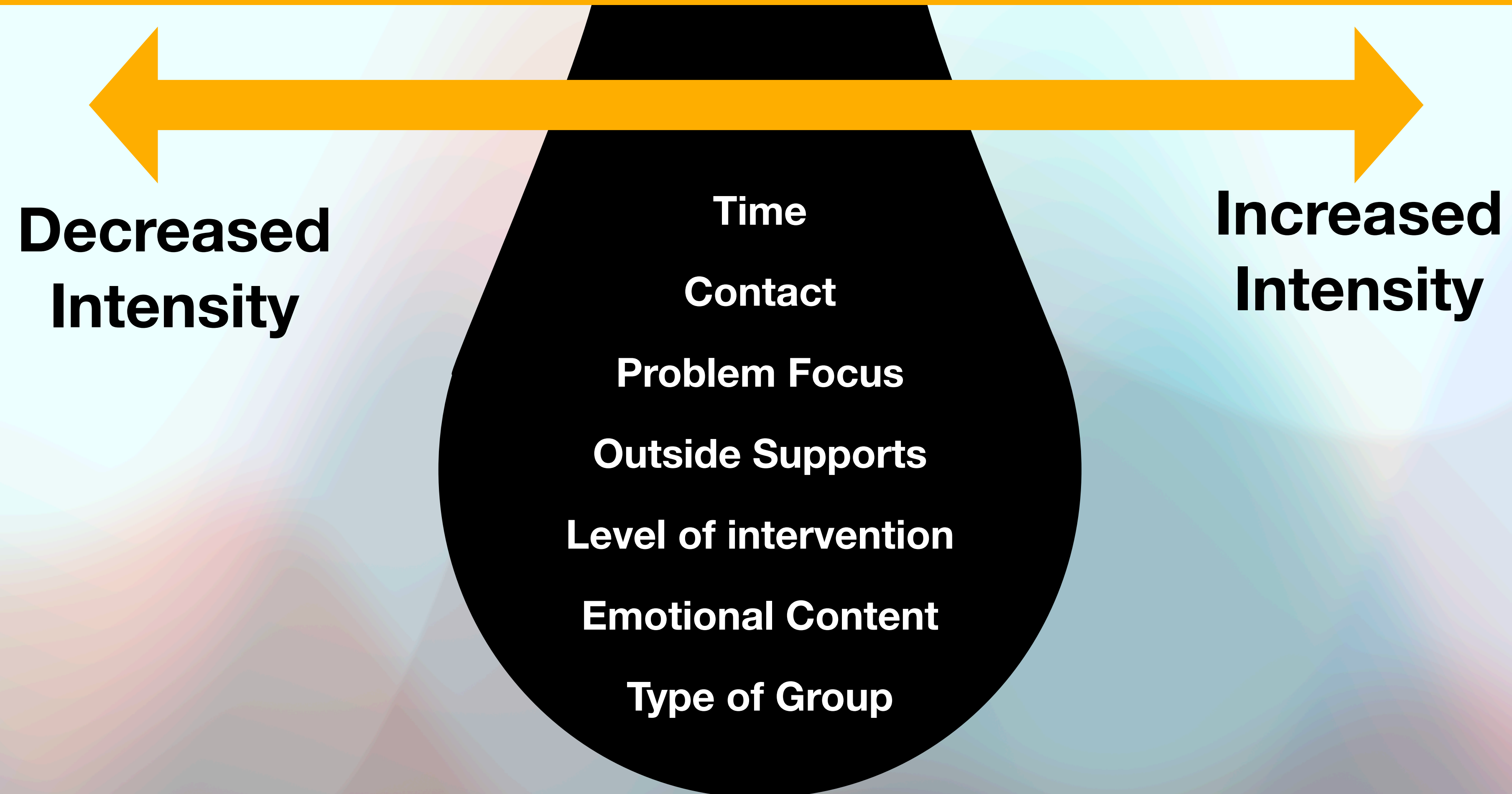
Maintain and continuing objectives

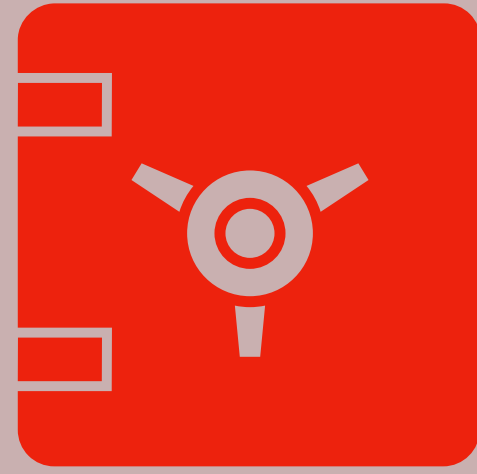
Resolving emotional reactions

Make appropriate referrals

Reactions to Termination

What Factors Affect Client and Clinician





Stabilization of Change

What We Should Be Doing



- 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

- Value versus devalue your professional self
- Have positive contacts with colleagues and peers
- Take that break
- Pace yourself
- Achieve validation
- Use the power of professional networking

The Professional Resilience Paradigm

- Present with a presence
- Laugh at least once a day
- Stop to take that long deep breath
- Develop a grounding list
- Stop and take 10
- Take control and shift activities

The Professional Resilience Paradigm

- Use creative visualization
- De-connect to Re-connect
- Release frustration with a silent meow
- Exercise
- Turn off your professional switch
- Think of teflon

The Professional Resilience Paradigm

- Revision honestly and regularly
- Share professional resilience with health and human services professionals everywhere