

UNIVERSITY OF ILLINOIS AT CHICAGO
JANE ADDAMS COLLEGE OF SOCIAL WORK

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**SocW 565: RESEARCH II:SINGLE SYSTEM EVALUATION OF PRACTICE
Spring 2007**

PREREQUISITES: SocW 460

DESCRIPTION

This course examines the methodology of single-system research and helps students apply it to evaluate their own practice with individual clients, couples, families, groups, or larger systems in a variety of settings, with an emphasis on vulnerable, at risk, urban populations, including women, racial and ethnic minorities, gay and lesbian persons. Content includes the selection of change goals or targets for a single-system study, ways to operationally define and measure change in clinical practice, ethical issues, protection of human subjects, single-system research designs, choice and verification of clinical interventions, and evaluation of findings. Students will plan and carry out a single-system study.

The class meets once per week over one semester for a total of 3 credit hours.

TEXTS

Required

Bloom, M., Fischer, J., & Orme, J. (2006) Evaluating practice: Guidelines for the accountable professional (5th Edition.), Englewood Cliffs NJ: Prentice-Hall

Recommended

Corcoran, K. and Fischer, J. (2000). Measures for Clinical Practice : A Sourcebook : Couples, Families, and Children. New York: The Free Press.

Corcoran, K. and Fischer, J. (2000). Measures for Clinical Practice : A Sourcebook : Adults. New York: The Free Press.

OBJECTIVES

Knowledge

1. To understand conceptual frameworks for identifying treatment goals and intervention possibilities with individual, couple, family, or group cases in social work settings in urban settings.
2. To be aware of possible tools for measuring clients' behavior, feelings, cognitions, or attitudes, such as self-reports, observations, and various standardized measures.
3. To understand ethical issues in single-case system research, including the responsibility for protection of human subjects.
4. To understand the possible influences of the dominant culture, gender, race, sexual orientation, social class, age, lifestyle, and ability on all research and evaluation activities.
5. To understand the special constraints of practice evaluation with vulnerable populations in urban settings, including engagement, followup, competing stressors, and language and cultural conflicts.
6. To think through how to gain clients' cooperation in having their functioning examined more closely, while remaining cognizant of the client's right to self determination and freedom from research risk.
7. To know basic single-system designs (B, AB, reversal, and multiple-baseline) and methodology.
8. To learn how to find and evaluate research on effective interventions.
9. To become aware of ways to measure/verify the use of interventions.
10. To become aware of procedures for evaluating findings of single-system studies.

Skill

1. Able to select an appropriate goal or change target for study in an actual case.

2. Able to operationally define and measure the client's or client system's functioning in regard to this goal using appropriate measurement procedures.
3. Gain clients' fully informed cooperation in having their functioning examined, while staying within ethical guidelines for the conduct of research.
4. Plan interventions based on empirical findings in social work and related fields.
5. Carry out a project using an AB or more complex design in their field setting.

Measurable Outcomes

1. Ability to plan and carry out a single-system design research project with a client or client system in the student's own field setting.
2. Ability to locate and use readings on appropriate interventions in the project case.
3. Ability to help other students plan and carry out their similar projects.

EVALUATION -- BASIS FOR GRADING

All students will be held accountable for adhering to academic and nonacademic standards of conduct as described in the JACSW Student Handbook, copies of which have been distributed. Additional copies can be obtained from the Office of Student Affairs.

This class operates as a laboratory on evaluation of practice. As such, students must be prepared to talk about change targets in their field *on a weekly basis*. Students are expected to (1) do assigned readings before each class period, and (2) bring evaluation ideas and problems to each class.

The grade will be based on:

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| 20% | RATIONALE AND PLAN for measuring some aspect(s) of a client's (individual, couple, family, or group) or environmental figure's functioning for a single-case research project (due Week 4, 2/8/07) |
| 30% | LITERATURE REVIEW AND CRITIQUE suggesting appropriate interventions for use in their project (due Week 7, 3/1/07) |
| 30% | SINGLE-CASE PROJECT PAPER (due Week 15, 5/3/07) |
| 20% | ORAL REPORT ON THE PROJECT (due Weeks 12-14 as scheduled) |

STUDENTS NEEDING ACCOMMODATIONS FOR DISABILITIES

Students needing accommodations for any type of disability must do the following:

1. Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.
2. Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation.
3. Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

INSTITUTIONAL REVIEW OF RESEARCH PROJECTS

The University of Illinois at Chicago, its employees and its students are guided by the ethical principles guiding all research involving humans as subjects, Dept. Of Health and Human Services, 45 CFR Part 46. The DEFINITION OF "HUMAN RESEARCH SUBJECTS": Information Useful to Determine whether a Research Proposal Involves "Human Subjects" as Defined by Federal Regulations is available at <http://www.uic.edu/depts/ovcr/oprs/>

In general, evaluation of student practice assignments do not meet the definition of research under 45 CFR Part 46 unless the student subsequently presents the results of the evaluation in public such as a conference or in a professional journal or magazine. If the student believes that a public presentation is likely or desirable, they should, with the aid of the instructor, go through a normal IRB approval process.

TOPICAL OUTLINE

NOTE: All readings other than the textbooks are available on BLACKBOARD and/or UIC Electronic Reserves

Class 1 1/18/07

Overview of single-case designs and measurement tools for practice with urban populations. Developing research questions for student projects. The empirical practice debate. Rapid Assessment Instruments.

Required

Bloom et al., *Evaluating Practice*

Prologue [pp. 1-31]

Chapter 1 Integrating Evaluation and Practice [pp. 35-56]

Chapter 2 Basic Principles of Conceptualization and Measurement [pp. 59-90]

Chapter 3 Specifying Problems and Goals [pp.91-121]

Myers, L. & Thyer, B. (1997). Should social work clients have the right to effective treatment? *Social Work*, 42, 288-298.

Nelsen, J.C. (1984). Intermediate treatment goals as variables in single-case research. *Social Work Research and Abstracts*, 20 (Fall), 3-10.

Optional: Review any student "Paper 1" from Spring 2006 on Blackboard

Week 2 1/25/07

Approaching clients about participating in measurement; ethical issues; issues of bias in research involving women, minorities; standardized and unobtrusive measures; qualitative perspective. Computer assistant data analysis.

Required

Bloom et al., *Evaluating Practice*

Computer Assisted Social Services (CASS): A Users Guide [146-168] (optional)

Chapter 4 Developing a Measurement & Recording Plan, [pp.122-145]

Chapter 7 Standardized Questionnaires, [pp.211-266]; CASS Users Guide [pp. 267-276]

Chapter 9 Reactivity and the Non-reactive Measures, [pp.296-311]

Bradshaw, W. (1997). Evaluating cognitive-behavioral treatment of

schizophrenia: Four single-case studies. *Research on Social Work Practice*, 7, 419-445

Blythe, B.J. (1999). Evaluating the treatment of a sexually assaulted child. In C.W. LeCroy (Ed) *Case studies in social work practice*. Pacific Grove, CA: Brooks-Cole.

Melidonis, G.G. & Bry, B.H. (1995). Effects of therapist exceptions questions on blaming and positive statements in families with adolescent behavior problems. *Journal of Family Psychology*, 9, 451-457.

Edleson, J.L., Miller, D.M., Stone, G.W., & Chapman, D.G., Group treatment for men who batter. *Social Work Research and Abstracts*, 21, 18-21.

Class 3
2/1/07

Measuring clinical change via observations or self reports; reconstructed baselines; developing operational definitions. Cultural issues in assessment.

Required

Bloom et al., *Evaluating Practice*

Chapter 5 Behavioral Observation [pp. 169-200]

Chapter 6 Individualized Rating Scales [pp. 201-217]

Chapter 8 Logs [pp. 267-285]

Chapter 10 Selecting a Measure [pp. 302-314]

Class 4
2/8/07

Baselining and planning interventions; beginning the literature search.

Required

Bloom et al., *Evaluating Practice*

Chapter 11 Basic Principles of Single System Designs [pp. 317-354]

Chapter 12 Baselining [pp. 355-370]

Chapter 13 From the Case Study to the Basic Single System Design: A-B [pp. 371-390]

RATIONALE AND PLAN Due

Class 5
2/15/07

Process measures of change targets on tapes: developing operational definitions, resolving measurement issues.

Required

- Singer, J. (1996). Modified stress inoculation therapy treatment for an anxious client with multiple diagnoses. **AVAILABLE ONLINE at:**
http://home.flash.net/~cooljazz/mssw/single_subject.htm
- Hansen, L. and Shireman, J. (1986). The process of emotional divorce: Examination of theory, *Social Casework*, 67: 323-331.
- Holden, G., Bearison, D., Rode, D., Rosenberg, G., & Fishman, M. (1999). Evaluating the effects of a virtual environment (STARBRIGHT World) with hospitalized children. *Research on Social Work Practice*, 9, 365-382.
- Besa, D. (1994). Evaluating narrative family therapy using single system research designs. *Research on Social Work Practice*, 4, 309-325
- Levy, R.L. & Bavendam, T.G. (1995). Promoting women's urologic self-care: Five single-case replications. *Research on Social Work Practice*, 5, 430-441.
- Optional: Review "Paper 2" student papers from Spring 2006 on Blackboard

Class 6
2/22/07

Critiquing research studies; preparing the literature review.
Required

- Gibbs, L.E. (1991). How to evaluate studies to guide practice systematically (Ch. 9, pp. 187-215) in *Scientific reasoning for social workers: Bridging the gap between research and practice*. New York: Merrill.
- Himle, J. & Thyer, B.A. (1989). Clinical social work and obsessive compulsive disorder: A single-subject investigation. *Behavior Modification*, 13, 459-470.
- Szykula, S.A., Czajkowski, L., Laylander, J.A., & Sayger, T.V. (1989). "Consciousness streaming": A single-subject within session analysis of therapeutically relevant verbalizations. *Journal of Cognitive Psychotherapy*, 3, 299-310.

Class 7
3/1/07

RE REVIEW AND CRITIQUE Due: Discussion of Proposals

Class 8
3/8/07

Analyzing baseline findings; use of experimental designs.

Required

Bloom et al., *Evaluating Practice*
Chapter 14 The Experimental Single System Design [pp. 400-427]
Chapter 15 Multiple Designs For Single Systems [pp. 428-457]
Chapter 18 Selecting a Design [pp. 496-512]
Optional: Review student "Paper 3" on Blackboard

Class 9
3/15/07

Verifying the use of interventions. Issues in CASS and readiness for data analysis.

Required

Nelsen, J. (1985). Verifying the independent variable in single-subject research, *Social Work Research and Abstracts*, 21, 3-8.

Class 10
3/22/07

Review of tasks in completing project and project write-up; visual analysis of findings.

Required

Bloom et al., *Evaluating Practice*
Chapter 19 Basic Principles of Analysis [pp. 513-538]
Chapter 20 Visual Analysis of Single System Design Data [pp. 539-554]
Chapter 21 Descriptive Statistics [pp. 554-575]
Optional: Review Powerpoints of student presentations on Blackboard

No Class on 3/29/07–Spring Break

Class 11
4/5/07 **Statistical analysis of findings.**

Required

Bloom et al., *Evaluating Practice*

Chapter 22 Tests of Statistical Significance For Single System Design
[pp. 576-595]

Chapter 23 Computer Analysis of Single System Design Data [pp. 596-
634]

Chapter 24 Selecting a Procedure for Analyzing Data [pp. 635-640]

Class 12
4/12/07

Class 13
4/19/07

Class 14
4/26/07

**Oral Presentations of projects and discussions of results:
individual dates to be arranged.**

Class 15
5/3/07

**Summary, conclusions, directions for further research. Review of special
issues in application of single system designs with urban and vulnerable
populations.**

SINGLE-CASE PROJECT PAPER due