SSS 756 - Evaluation of Social Work Practice (3 credits) - Summer 2015

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I. COURSE PURPOSE

Building upon the foundation curriculum in the social work research methods course (in SSS 590), the advanced graduate curriculum for SSS 756 course focuses on the research process pertaining to the evaluation of social work practice within the context of clinical practice settings. The course contents unfold based on the philosophy of client-centered evaluation of practice using the methodological application of single system designs in learning concepts, practice exercises, and assignments.

The emphasis is placed on gaining knowledge and skills required for social work practice behaviors that pertain to developing competencies in carrying out ethical research and client-centered evaluation of practice, while engaging in critical thinking, evidence-based practice, applying theories of human behavior, and evaluation of intervention services used for resolution or amelioration of human problems with diverse and vulnerable populations, and also while carrying out the role of evaluation research to promote social justice in society.

Based on key concepts and methodological issues inherent to evaluation research, the course contents cover the following main areas used in practice evaluation: (1) Problem formulation for research and evaluation in clinical practice settings; (2) Conducting literature review to determine the state of empirical evidence for a reasonable choice of intervention treatment or provision of services; (3) Delineation of research questions and hypotheses in relation to client problems, needs, goals, and objectives when seeking to evaluate client services or treatment interventions in relation to client behavioral outcomes; (4) Measurement of variables used in the evaluation process; (5) Selection of measuring strategies, tools, and instruments, including their validity and reliability; (6) Use and application of single-system design methodology, addressing issues of internal and external design validity; (7) Identification of appropriate data collection procedures with special attention to diversity issues and engaging in ethical research practices; and (8) Application of quantitative and qualitative data analyses procedures designed to assess progress and change in client behavioral outcomes and practice effectiveness over time. Students’ knowledge and application skills of core concepts are built and scaffolded by class individual and group discussions, practice exercises, assignments, and an examination.

Updated: Farber 6.3.15
II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies (for 1-Professional identity, 2-Ethical practice, 3-Critical thinking, 4-Diversity in practice, 5-Human rights & justice, 6-Research based practice, 7-Human behavior, 8-Policy practice, 9-Practice contexts, and 10-Engagement, assessment, intervention, evaluation), which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Selected Primary Competencies Addressed in SSS 756</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>2. Ethical Practice: Apply social work ethical principles to guide clinical practice.</td>
<td>1. Social workers recognize and manage personal biases as they affect the clinical relationship in the service of clients’ well-being.</td>
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<tr>
<td>3. Critical Thinking: Apply critical thinking to inform and communicate clinical judgments.</td>
<td>1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in an ongoing process of assessment and intervention.</td>
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<tr>
<td>1. Social workers demonstrate effective oral and written communication with clients and other professionals.</td>
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<td>3. Social workers include personal reflection in clinical decision making, are adept at differential diagnosis, and articulate both client strengths and vulnerabilities in the diagnostic process.</td>
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<tr>
<td>6. Research Based Practice: Engage in research-informed practice and practice-informed research.</td>
<td>1. Social workers critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations seen in clinical practice.</td>
</tr>
<tr>
<td>7. Human Behavior: Apply knowledge of human behavior and the social environment.</td>
<td>1. Social workers synthesize and differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide clinical practice</td>
</tr>
<tr>
<td>2. Social workers consult with other professionals when assessing clients, and partner with other professionals to coordinate treatment plans and monitor progress and challenges.</td>
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<tr>
<td>9. Practice Contexts: Respond to contexts that shape clinical practice</td>
<td>1. Social workers continuously assess and identity changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and develop needed policies</td>
</tr>
<tr>
<td>2. Social workers consult and collaborate with colleagues from other disciplines and demonstrate an understanding of the social worker's role in a multidisciplinary context.</td>
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<tr>
<td>10. Engage, Assess, Intervene, and Evaluate: Engage, assess, and intervene with individuals, families, and groups.</td>
<td>1. Social workers use empathy, active listening, and other interpersonal skills to establish therapeutic rapport, and set treatment goals with the client system</td>
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<tr>
<td>2. Social workers develop culturally responsive therapeutic relationships</td>
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<tr>
<td>3. Social workers attend to the interpersonal dynamics and contextual factors that may strengthen or harm the therapeutic working alliance.</td>
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III. ADDITIONAL EDUCATIONAL OBJECTIVES

Upon completion of this course student is expected to be able to:

1. Understand the purposes of practice evaluation research within social work practice. (Practice Competencies: 3, 6, 10)

2. Engage in the process of problem identification and formulation, including the use of the professional literature in shaping and refining research questions and hypotheses important to research and practice evaluation in social work. (Practice Competencies: 3, 6, 9, 10)

3. Differentially apply various single-system designs for use in client centered practice evaluation, and also critically assess the selected design strengths and limitations in terms of their internal and external design validity used for building causal inference about the effectiveness of services or interventions. (Practice Competencies: 3, 6, 10)

4. Select appropriate sampling strategies for evaluating practice and identify the implications of such strategies for the generalization of findings. (Practice Competencies: 3, 6, 10)

5. Understand the role of measurement in practice evaluation and the applicability of measurement reliability, validity, and other criteria in selecting measurement tools. (Practice Competencies: 3, 6, 10)

6. Utilize appropriate data collection approaches based on the objectives of the practice evaluation and the diverse needs of clients and research participants. (Practice Competencies: 3, 6, 10)

7. Specify appropriate statistical methods for describing sample characteristics within single-system-designs and group-design evaluations. (Practice Competencies: 3, 6, 10)

8. Apply appropriate statistical methods for analyzing change in human behavioral outcomes in single-system client centered practice evaluation. (Practice Competencies: 3, 6, 10)

9. Differentiate between the use of clinical, practical, theoretical, and statistical significance in empirical research. (Practice Competencies: 3, 6, 7, 10)

10. Identify ethical issues and utilize ethical guidelines in designing and conducting practice evaluation research. (Practice Competencies: 2, 3, 6, 10)
11. Identify and address issues related to diversity and ethics as they apply to all phases of practice evaluation research, with respect to age, cognitive ability, literacy, language, culture, race, sex, sexual orientation, disability, and socio-economic status. (Practice Competencies: 2, 3, 6, 10)

12. Identify the connections between practice evaluation research with at-risk and vulnerable client populations and the promotion of ethical research for social and economic justice. (Practice Competencies: 2, 3, 6, 10)

13. Demonstrate skills in critiquing published evaluation practice research. (Practice Competencies: 2, 3, 6, 7, 9, 10)

14. Demonstrate skills in developing a feasible research proposal for conducting a social work practice evaluation. (Practice Competencies: 2, 3, 6, 7, 9, 10).

IV. COURSE REQUIREMENTS

A. Required Reading


Note: Articles or other class-assigned readings are placed on CUA course Blackboard (BB) under the link for “Documents” into individual class folders.

B. Other Recommended Resources and Media


Course Assignments and Grade Composition
This course uses multiple graded assignments to assist students in developing competencies for practice evaluation: (a) Assig.#1 - Informed Consent for an evaluation of practice context
using a SSD-based article, (b) Assig.#2 - *Outline for Research Proposal* to evaluate a self-selected client-centered practice intervention context, (c) Assig.#3 – *Paper 1 of Research Proposal* to present the client problem, literature review, research question/hypothesis, practice intervention or services used to address the client problem, and variable identification, (d) Assig.#4 – *Midterm Exam* to build knowledge of SSD design methodology, (e) Assig.#5 – *Paper 2 of Research Proposal* to present the methodology for variable measurement, SSD design, analysis plan, and implications for evaluating change in the client behavioral outcomes, and (f) Assig.#6 – *Presentation of Research Proposal* – Linking client problems or needs to practice policy.

**Outline of Assignments Composition and Grade:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Focus</th>
<th>Course Grade %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Upload BB 11:30pm</td>
<td><em>Developing Informed Consent</em>: Ethical Conduct in SSD Practice Evaluation.</td>
<td>100 points 15%</td>
<td>Week 2 Monday After Class 3 7/6/15</td>
</tr>
<tr>
<td>#2 Upload BB 11:30pm</td>
<td><em>Research Proposal Outline</em>: Topic Selection for Research Evaluation of Practice.</td>
<td>100 Points 10%</td>
<td>Week 3 After Class 5 Tuesday 7/14/15</td>
</tr>
<tr>
<td>#3 Upload BB 11:30pm</td>
<td><em>Paper 1 of the Research Proposal</em>: Introduction, Problem Formulation, Literature Review, RQ/RH, Intervention, and Variable Identification.</td>
<td>100 points 25%</td>
<td>Week 4 Monday After Class 7 7/20/15</td>
</tr>
<tr>
<td>#4 On BB</td>
<td><em>Midterm Exam – on SSD Designs</em> Opens Thursday, 7/28/15 8am and closes Sunday 7/26/15 by 11:30pm</td>
<td>100 points 15%</td>
<td>Week 4</td>
</tr>
<tr>
<td>#5 Upload BB 11:30pm</td>
<td><em>Paper 2 of the Research Proposal</em>: Methodology Plan: Variable measurement and instrumentation, Design, Data collection and ethics, Data analysis plan, and Implications.</td>
<td>100 points 25%</td>
<td>Week 6 Monday Class 11 8/3/15</td>
</tr>
<tr>
<td>#6</td>
<td><em>Presentations of Student Research Proposal</em>: Student choice for presenting their paper.</td>
<td>100 points 5%</td>
<td>Wednesday Class 12 8/5/15</td>
</tr>
<tr>
<td>+</td>
<td>Class participation and attendance</td>
<td>100 points 5%</td>
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**Additional Notes on Assignments:**

**Assignment #1 - Developing Informed Consent - Ethical Conduct in Research and Evaluation:** This short paper assignment involves reading an assigned article with single system intervention approach and developing a written *Informed Consent* for adults using the designated practice intervention. Specific instructions are provided during class 1 (on BB).
Assignment #2 - Research Proposal Outline: The instructor provides a structured outline with questions to be completed and that will be presented by individual students in group discussion during class 5. In class 5, students share ideas for their research proposal outline, and seek consultation from their peers in groups and from the instructor. Following this class, the students update their outline, and upload it to BB for final (graded) feedback from the instructor.

In this outline, students present information on (a) specific social human problem that is important for social work practice and that is relevant to practice evaluation that will use a client-centered single subject design approach; (b) specific practice or treatment intervention that may be used to address or ameliorate the selected social human problem repeatedly over time, (c) specific client centered human outcome that will be targeted for change by the proposed practice evaluation, (d) a possible research question that may guide the proposed practice evaluation, (e) specific independent and dependent variables, and (f) specific evidence existing in the literature on research evidence that supports the rationale for the problem topic and intervention selection. The class 5 exercise and the assignment #2 are used to deepen the student knowledge and also to assure the suitability of topic selection for the research proposal paper.

Please note that a topic that focuses primarily on “evaluating effectiveness of medication” is not suitable for social work evaluation of practice. However, a topic that involves evaluation of practice or intervention or treatment or services with clients, who are on medication, may be appropriate, providing the focus of the proposal targets an intervention that is relevant to social work practice.

Assignment #3 - Paper 1 of the Research Proposal - Formulation and Introduction to Practice Evaluation: This paper represents the “first stage” of a research proposal. The focus in this first paper is on identifying a problem area in human behavior that is relevant to social work practice, and that will be used for evaluating the effectiveness of an intervention used in the context of client centered evaluation. It is expected that the selected intervention that is presented in paper 1, is an intervention strategy (or treatment or package of services) that can be applied over time using a client centered approach, and is conceptually or theoretically justified as a rational choice for addressing the described client problem. Subsequently, this intervention strategy will become part of the evaluation strategy that will use single subject design (SSD) methodology, which will be further developed and presented in paper 2. The paper 1 typically: (a) Presents the selected human problem area, information on how the problem affects specific clients, and any relevant background materials and research that pertains to understanding the problem area and its prevalence; (b) Discusses the relevance or importance of addressing the problem in the context of social work practice; (c) Provides a literature review on prior research that pertains to the success or failure of any intervention or practice approaches tried for resolving the presented problem; (d) Specifies the purpose of the proposed intervention and its evaluation; (e) Presents a fairly in-depth description of the selected intervention or practice approach selected for resolving the problem area, and explains the theoretical rationale by which the selected intervention is meant to resolve or improve the human problem; (f) Specifies the research question and research hypothesis used in the proposed practice evaluation of the selected intervention or practice approach, and (g) Identifies the main variables as independent and dependent. This paper uses APA-6 style for scholarly writing.
Assignment #4 - A Midterm Exam - Understanding Single System Designs: This midterm examination is set up and taken through BB (link is under Assignments). The exam includes 25 questions with “true/false or multiple choice” format. The student gets two tries, and a higher grade gets recorded. The exam lasts 90 minutes, and must be completed in one sitting. The questions are randomized on each try. Students are particularly encouraged to review chapter 8 in Engel and Schutt (2013) (on BB) and chapters 11-13 in Bloom and Britner (2012).

Assignment #5 - Paper 2 of the Research Proposal - Methodology Plan for Practice Evaluation: The second paper builds the SSD methodology for the selected practice evaluation in the research proposal. This paper 2 continues building on paper 1: (a) Presents the conceptualization and operationalization of the independent and dependent/outcome variables, the tools or instruments used for variable measurement, and addresses the reliability and validity of the selected instruments; (b) Describes the data collection process, and provides brief information on how ethical conduct in research with human subjects would be assured; (c) Identifies and discusses the specific SSD design used for evaluating the change in the selected client behavioral outcomes, and also addresses the design strengths and weaknesses that pertain to causal inference in relation to internal and external validity of the study design; (d) Specifies any inclusion or exclusion criteria being used for the study’s participants’ selection; (e) Identifies the statistical procedures that would be used for testing the proposed hypothesis, and explains how effect size would be assessed in relation to statistical plan or goals selected; (f) Explains how statistical, and clinical or practical significance will be addressed; and (g) Concludes with implication for social work practice and recommendations for future research evaluation. This paper uses APA-6 style for scholarly writing.

Together, paper 1 and paper 2 create a complete research proposal that may be used as an example for evaluating social work practice intervention.

Assignment #6 – Research Proposal Brief Presentation: In this final assignment, in the last class, students share and present their overall papers in a 10 minute presentation. The students are free to choose the format and focus of their presentation. The instructor distributes and collects an evaluation rating sheet for each presentation from all students.

C. Grading Policy

Grades are based on the CUA Grading Policy as described in the Graduate Announcements; see MSW Handbook. Please note that full credit will not be given for any assignments that are submitted late. No credit will also be given for assignments submitted after they have been reviewed in class. Please be aware that unless you make arrangements with the instructor prior to the expected due date of the assignment, it will automatically be considered late, and will be downgraded. Please be also aware that handing in the assignment late due to “unexpected” work/employment (paid or unpaid) tasks or travel is not considered an acceptable excuse and results in penalties at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
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Please note that if you receive a grade of C or lower for any assignment, you are expected to set up an appointment with the instructor for an individualized support and review of the assignment as soon as possible.

Please also note that a provisional report of 'I' (Incomplete) may be given to a student who, for legitimate reasons - determined valid at the discretion of the instructor - has not completed the requirements of a course, provided that at least 50% work already completed is of passing quality (> C grade) and provided that the incomplete work can be expected to be successfully resolved by the beginning of the following semester. In order for a student to receive such grade of “I” - an Incomplete Approval Form must be completed and signed by the student and the instructor; typically, the chairperson of the program is notified as well.

E. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises or online forums as required. The class participation grade is determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students make different kinds of contributions. Some have an easy time with spontaneous group interactions while others are more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued and encouraged.

F. Course and Instructor Evaluation
NCSSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

V. CLASS EXPECTATIONS

Please refer to NCSSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements (see MSW Handbook).

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences arise. It is how we handle these
events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. **Scholastic Expectations**

All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA-6 format, and should be carefully proofread by the student before submission to the instructor for grading.

For support with scholarly writing, please consider using the CUA Writing Center [http://english.cua.edu/wc/](http://english.cua.edu/wc/) and appointment can be made at 202-319-4286, or by email at [https://cua.mywconline.com/](https://cua.mywconline.com/).

**SUMMER 2015: WRITING CENTER SUMMER HOURS: MULLEN LIBRARY**

All hours will be held in Mullen Library (Main Lobby)

- Tuesdays, 3-6pm
- Wednesdays, 3-6pm
- Thursdays, 3-6pm

B. **Behavioral Requirements:**

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

*Class Absence:* It is recognized that an “emergency time” may arise such that a student may be unable to attend class. For any planned or unplanned absences, please make sure that you apprise the instructor in writing (email) and/or in person and as soon as possible. *Please be aware* that more than one absence jeopardizes your ability to successfully complete the course. *Please be also aware* that “unexpected” absence due to work/employment (paid or unpaid) related tasks or travel is not considered an acceptable excuse and may also jeopardize your course participation.

C. **Academic Honesty**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to the NCSSS - MSW Program Handbook: [http://ncsss.cua.edu/degree-programs/MSW/msw-index.cfm](http://ncsss.cua.edu/degree-programs/MSW/msw-index.cfm).
D. **Confidentiality**
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs that are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also **refrain** from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss or post information on practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. **Accommodations**
CUA is committed to promoting the full participation of all qualified students with disabilities in all aspects of campus life. Students with disabilities are required to meet the same academic standards as other students at the university. It is only through a student's voluntary disclosure of their disability and request for accommodations that CUA can support disability needs. Students who have a disability and wish to make a request for accommodations must do so first through Disability Support Services (DSS)

Disability Support Services  
The Catholic University of America  
620 Michigan Ave NE  
201 Pryzbyla Center  
Washington, D.C. 20064  
Phone: 202-319-5211

Once eligibility is determined at CUA DSS, based on the submitted documentation, appropriate accommodations are arranged. Accommodations are determined on a case-by-case basis. **Please be aware** that you are expected to present documentation for accommodation to your course instructor and arrange a meeting as soon as possible to discuss these accommodations.

F. **Use of Electronic Devices**
Laptops, tablets, or other electronic devices are permitted in the classroom **only for class engagement, and only with an approval from the instructor**. Please silence all cell phones and other electronic devices at the beginning of the class, and please make sure that these devices do not to disrupt the learning environment of the classroom. Checking email or surfing the web for personal use during classroom time are not appropriate activities, and may result in a student’s removal from class.

G. **CUA Blackboard:**
Instructions for Blackboard (BB) access:
Step 1: Start with [https://blackboard.cua.edu/](https://blackboard.cua.edu/)
Step 2: Login using your CUA username and password
Step 3: Enter Course SSS 756

6.3.2015
On BB: *Please notice* that on the left of your BB screen the display link for “Documents” will contain relevant information for class contents in separated class folders, and the link for “Assignments” will include information on all assignments. *Please also note* that you are expected to electronically upload all assignments into BB unless the class instructor indicates otherwise! Please do not email your assignments! *For uploading all written assignment related information, please use Microsoft* *WORD*, *Times Roman font sized 12, and format scholarly papers using APA-6.* *Please do not use Adobe pdf files* or other types of software for formatting any written assignments!

**SSS 756 SUMMER 2015 CLASS SCHEDULE**

**WEEK 1**

**CLASS 1**

**INTRODUCTION TO PRACTICE EVALUATION, PROBLEM FORMULATION**

**6/29 Mo**

Parallels between social work practice and practice evaluation research
General types of practice evaluation research
Understanding client-centered vs. group-based approach to evaluation
Ethical issues in evaluation and research: *Informed Consent*
Review of diversity and social justice issues in practice evaluation
Developing a research proposal for practice evaluation: single systems vs. group systems approaches

**Readings:**

Bloom & Britner (2012): Chapter 1: Client centered evaluation of practice (C-CEP) and single-system designs (SSD).


Resources for Evidence-Based-Practice and Research:


6.3.2015
Handout: Assignment 1 – Instructions for ethical conduct in research and evaluation

Handout: Assignment 2 – Instructions for topic selection and outline for research proposal paper that will be part of class 5 exercise.

Class 1 Exercise: Critiquing strengths and weaknesses of an Informed Consent document.

Homework: Preparation for Class 2 Exercise: Please read the two assigned articles by Carney & Buttell (2004), and Barrett & Wolfer (2001) and complete provided questions. Bring the completed questions to class 2 for discussion!

CLASS PROBLEM FORMULATION FOR CLIENT-CENTERED RESEARCH
2 7/1Wd

Contrast the evaluation approach between Group-design and SSD-design approaches Address framework for a client centered approach to evaluation of human outcomes Review how to formulate research questions and hypotheses Review how to identify independent and dependent variables within both types of methodologies Review sampling strategies – focus on SSD: Consider implications for generalizability Consider goals and objectives, and benchmarks for targeting client problems for evaluation

Readings:


Class 2 Exercise: (1) Differentiating practice approaches driven by single-subject and group-based methodology (bring prepared homework and the 2 articles to class); and (2) Practicing writing research questions for evaluation (handout).
WEEK 2

CLASS MEASUREMENT PART I: WHY MEASURE, MONITOR, AND MODIFY
3
7/6Mo Structure of measurement in SSD: Conceptual and operational definitions of variables (independent, dependent and control/intervening)
    Selecting a measuring instruments in relation to goals and objectives for evaluation
    Structure of repeated measurement and observation in SSD approach

Readings:
Bloom & Britner (2012): Chapter 3: Attaching numbers to the client situation, and Chapter 4: The basics, exceptions to the rules.


Class 3 Exercise: (1) Writing research questions and envisioning the process and structure of evaluation (handout – using Grant article); and (2): Practicing developing GAS scaling (handout – using Roach and Elliott article).

**DUE: Assignment #1: Informed Consent in Research and Evaluation: Upload to BB.

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CLASS MEASUREMENT PART II
4
7/8 Wd Individualized rating scales and structured logs
    Behavior observations
    Standardized questionnaires
    Assessing measuring instruments’ reliability and validity

Readings:


6.3.2015


**Class 4 Exercise:** (1) Differentiating reliability and validity in standardized instruments

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**WEEK 3**

**CLASS**  TOPIC SELECTION AND RESEARCH PROPOSAL OUTLINE
**5**  Class exercise: Peer consultation on topic selection
**7/13Mo**  Students are to bring roughly completed outlines (handed out in class 1). Students will break into groups, and each will present their outline to the group for about 10 -15 minutes, and then different groups will present to the whole class. The instructor circulates and offers support and feedback to all groups.

**DUE Assignment #2:** Tuesday 7/14 by 11:30pm, upload to BB.

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**CLASS**  PRACTICE EVALUATION DESIGNS: SSD 1
**6**  **7/15Wd**  Principles of single subject designs
Developing baselines and implications for causal inference
Review structure of basic SSDs: Monitoring BBB approach
Basic quasi-experimental designs: AB, BA, ABC
Review threats to internal and external validity

**Readings:**
Orme & Combs-Orme (2012): Chapter 5: Charting your client’s progress; Chapter 6: Visually interpreting your client’s progress.
**Class 5 Exercise**: Differentiating SSD designs and their structure for implication of causal inference and considering strengths and weaknesses of internal and external validity

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**WEEK 4**

**CLASS 7**  
**PRACTICE EVALUATION DESIGNS: SSD 2**  
7  
7/20Mo  
Experimental single-system design: ABA, ABAB, BAB
Multiple baseline designs for single system designs
Changing intensity and successive intervention designs
Complex and combined designs
Selecting a design for causal inference: threats to internal and external validity

**Readings:**

**Class 7 Exercise**: Practicing recognizing designs, and multiple baseline designs.

**DUE: Assignment #3 - Paper 1, upload to BB by 11:30pm.**

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**CLASS 8**  
**EVALUATING – CRITIQUING SSD RESEARCH**  
8  
7/22Wd  
Class group exercise: Practicing a critique of a research article.
Students break into small groups of 4-6 members, and practice a critique of a SSD article, using instructor provided questions.
Each group is assigned a different article.

*Articles for Group Assignment*

6.3.2015
Engel & Schutt (3rd Edition, 2013): Appendix A: Questions to ask about a research article (on BB)

**DUE Assig. #4 – Midterm Exam on BB closes Sunday by 11:30pm!**

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**WEEK 5**

**CLASS**      **ANALYSIS OF CHANGE IN SSD: PART I**

9

7/27Mo  Developing a measurement and recording plan
 Basic principles of visual graphic analysis for outcome variables
 2SD-Band method for analyzing statistical change
 Effect size and evaluation of percentage of change
 Statistical significance for continuous outcome variables

*Class 9 Exercise:* Applying 2SD-Band method to evaluate change.

*Readings:*
(on BB).


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**CLASS**      **ANALYSIS OF SINGLE SYSTEM DESIGNS: PART II**

10

7/29Wd  Continuing statistical analysis principles
 Practicing 2 SD procedure
 Addressing celeration line and trend line statistical procedures

*Readings:*
 Chapter 22: Tests of statistical significance for single-system designs.

Class 10 Exercise: Using celeration line method to evaluate change and calculating effect size.

**DUE: Assignment #5: Paper 2

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WEEK 6

CLASS  ANALYSIS OF SINGLE SYSTEM DESIGNS: PART III
11  Analysis of categorical outcome variable
8/3 Mo  Completing analysis with categorical outcome variables

CLASS  LAST CLASS – PRESENTATIONS
12  Students give 10 minute presentations on their research proposals
8/5 Wd  Linking practice to policy

THE END. Thank you and have a good rest of the summer!