I. COURSE PURPOSE

Building upon the foundation curriculum in the social work research methods course, the advanced graduate curriculum for SSS 756 focuses on the research process pertaining to evaluation of social work practice within the context of clinical practice settings. The course contents unfold based on methodological application of single system designs followed by group 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 ethical research and evaluation practices, critical thinking, evidence-based practice, applying theories of human behavior, evaluation of intervention services used for resolution or amelioration of human problems with diverse and vulnerable populations, and the role of evaluation research in promoting social justice in society.

Based on key concepts and methodological issues inherent to applied and evaluation research, the course contents cover the following key areas used in practice evaluation: (1) problem formulation for research and evaluation in clinical practice settings; (2) delineation of research questions and hypotheses in relation to client goal and objectives; (3) identification, conceptualization, and operationalization of variables; (4) selection of measuring strategies, tools, and instruments, including their reliability and validity; (5) use and application of single-system and group design methodology, addressing issues of internal and external design validity; (6) identification of appropriate data collection procedures with special attention to diversity issues and engaging in ethical research practices; and (7) application of quantitative and qualitative data analyses procedures designed to assess progress and change in client behavioral outcomes and practice effectiveness.

Students’ knowledge and application skills of core concepts are scaffolded by class, individual and group discussions, practice exercises, and assignments. Students develop an Informed Consent for a potential research evaluation, design a research proposal that evaluates an intervention’s effectiveness in relation to a human problem using a single system approach to practice evaluation, and test their knowledge in an in-class midterm and final take-home examinations that address evaluation principles.
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 10 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Ethical Practice:</strong> Apply social work ethical principles to guide clinical practice.</td>
<td>1. Social workers recognize and manage personal biases in practice settings.</td>
</tr>
<tr>
<td><strong>3. Critical Thinking:</strong> Apply critical thinking to inform and communicate clinical judgments.</td>
<td>1. Social workers engage in reflective practice 2. Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
</tr>
<tr>
<td><strong>4. Diversity in Practice</strong></td>
<td>1. Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
</tr>
<tr>
<td><strong>6. Research Based Practice:</strong> Engage in research-informed practice and practice-informed research.</td>
<td>1. Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
</tr>
<tr>
<td><strong>7. Human Behavior:</strong> Apply knowledge of human behavior and the social environment.</td>
<td>1. Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
</tr>
<tr>
<td><strong>9. Practice Contexts:</strong> Respond to contexts that shape clinical practice.</td>
<td>1. Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society. 2. Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.</td>
</tr>
<tr>
<td><strong>10. Engage, Assess, Intervene, and Evaluate:</strong> Engage, assess, and intervene with individuals, families, and groups.</td>
<td>1. Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients 2. Develop culturally responsive therapeutic relationships 3. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. 4. Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors. 5. Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors. 6. Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
</tr>
</tbody>
</table>

III. ADDITIONAL EDUCATIONAL OBJECTIVES

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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: 2, 3, 4, 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, 4, 7, 9, 10)

3. Differentially apply various group and single-system designs for use in practice evaluation and critically assess their strengths and limitations in terms of both internal and external design validity. (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: 4, 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 needs of research participants. (Practice Competencies: 3, 4, 6, 10)

7. Specify appropriate statistical methods for describing sample characteristics within single-system-design and group-design evaluations. (Practice Competencies: 3, 4, 6, 10)

8. Apply appropriate statistical methods for analyzing change in human behavioral outcomes in both single-system and group designs 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, 9, 10)

10. Identify ethical issues and utilize ethical guidelines in designing and conducting practice evaluation research. (Practice Competencies: 2, 3, 4, 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, 4, 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, 4, 6, 9, 10)

13. Demonstrate skills in critiquing published strengths and weaknesses in the methodology of evaluation 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, 4, 6, 7, 9, 10).

IV. COURSE REQUIREMENTS

A. Required Reading


Please Note: It is possible that additional research journal articles and other assigned readings are placed on CUA course Blackboard (BB) under the links for “Documents” into individual class folders throughout the course. All students are expected to regularly check the BB, and download any posted materials including any power-points, or handouts as needed for class engagement and learning.

B. Other Recommended Resources and Media


C. Course Assignments and Grade Composition

This course uses multiple graded assignments to assist students in developing competencies for practice evaluation. These assignments are outlined in a table format on the following page:
## Outline of Assignments Composition and Grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Focus</th>
<th>Course Grade %</th>
<th>Due Class</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Developing Informed Consent: Ethical conduct in research and evaluation</td>
<td>10%</td>
<td>3</td>
<td>9-11-14</td>
</tr>
<tr>
<td>#2</td>
<td>Research Proposal Outline: Topic selection for SSD research evaluation of practice</td>
<td>5%</td>
<td>4</td>
<td>9-18-14</td>
</tr>
<tr>
<td>#3</td>
<td>Planning Practice Evaluation Proposal: Class exercise presentations and peer consultation</td>
<td>5%</td>
<td>6</td>
<td>10-02-14</td>
</tr>
<tr>
<td>#4</td>
<td>Paper 1 of the Research Proposal: Formulation plan of SSD practice evaluation</td>
<td>20%</td>
<td>8</td>
<td>10-16-14</td>
</tr>
<tr>
<td>#5</td>
<td>Midterm Exam: In-class test on understanding principles of SSD evaluation</td>
<td>10%</td>
<td>9</td>
<td>10-23-14</td>
</tr>
<tr>
<td>#6</td>
<td>Paper 2 of the Research Proposal: SSD methodology plan for practice evaluation</td>
<td>30%</td>
<td>12</td>
<td>11-13-14</td>
</tr>
<tr>
<td>#7</td>
<td>Take-Home Exam: Questions on application of group based evaluation methodology</td>
<td>10%</td>
<td>14</td>
<td>12-04-14</td>
</tr>
<tr>
<td>+</td>
<td>Class participation and attendance</td>
<td>10%</td>
<td></td>
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</tr>
</tbody>
</table>

## Additional Notes:

**Assignment #1: Developing Informed Consent.** Ethical conduct in research and evaluation involves reading an assigned article with single system design (SSD) approach and developing a written *Informed Consent* for adults using a designated practice intervention. Specific instructions are provided on BB.

**Assignment #2: Research Proposal Outline.** Topic selection for SSD research evaluation of practice involves developing a one-page outline that briefly covers: (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 the selected social human problem *repeatedly* over time, (c) *One or two possible research questions* that may guide the proposed practice evaluation, and (d) *At least 3 references* that support the rationale for the topic selection. This outline assignment is used to assure suitability of topic selection for the research proposal paper, and the instructor provides a quick feedback by email. *It is of utmost importance that this assignment is delivered on time* as lateness jeopardizes the success of the entire research proposal. Specific instructions are provided on BB.

**Assignment #3: Planning Practice Evaluation Proposal:** Students individually prepare a more detailed outline of their planned research proposal based on a set of questions provided by the
instructor. The students then bring their completed questions to class for sharing and presenting their progress in groups. This class-based interactive practical exercise helps students strengthen their focus on making application connections between client problems/needs in relation to selecting an intervention for practice evaluation, identifying relevant client goals and objectives, considering research questions, and figuring out variables and their measurement. In this class-exercise students share their individual progress and get an opportunity to engage in class peer group consultations. Each student presents to their group, and then groups select one student to present his/her proposal to the entire class. The instructor provides consultation to all groups.

Specific instructions are provided on BB.

Assignment #4: Paper 1 of the Research Proposal: This paper represents the “first stage” or formulation plan of the entire research proposal on the SSD evaluation of practice. 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 the selected treatment or intervention or practice. It is expected that the identified treatment, intervention, or practice approach will be applied over time and the evaluation will use single subject design (SSD) methodology. This paper typically: (a) introduces the selected human problem area and provides information on how the problem affects specific clients, and any relevant background materials on understanding the problem, its manifestation, and its prevalence, (b) discusses how the focus of this research study and evaluation is important to social work practice, (c) presents a literature review on prior research on the success or failure of any interventions or practice approaches tried for resolving the selected human problem, (d) specifies the purpose of the currently proposed evaluation using a specific practice intervention approach for resolving the human problem, (e) presents a description of the intervention practice approach, its conceptual definition, and explains the theoretical process by which this intervention is meant to resolve or improve the human problem, and (f) presents the research question and hypothesis used in the proposed evaluation. A specific writing guide is provided during the course (on BB).

Assignment #5: A Midterm Exam. This midterm examination takes around one hour during the entire class time, and is administered in the first hour. The exam is a “closed book/notes test” that gauges students’ knowledge of the principles of carrying out single system methodology in evaluation of practice. It uses multiple choice, fill-in, and true/false answers to posed questions. Students are particularly encouraged to review chapter 8 in Engel and Schutt (2013) (on BB) and chapters 11-13 in Bloom, Fischer, & Orme (2009).

Assignment #6: Paper 2 of the Research Proposal. The second paper builds the SSD methodology for the selected practice evaluation in the research proposal in relation to paper 1. This paper typically: (a) provides a more detailed discussion of the intervention practice approach and adds information on how the intervention is being applied in the current study, (b) discusses the conceptualization and operationalization of the selected variables, and presents and describes instruments or tools for variable measurement, and their reliability and validity, (c) presents the data collection process, and provides brief information on how ethical conduct in research with human subjects will be assured, (d) identifies and explains the process of selected SSD design for evaluating 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, (e) specifies the sample being used in this study and
discusses any criteria being used for participants’ selection, and (f) develops a plan for the analysis of change in the targeted outcome variables. In this context, the analytical plan will address statistical techniques to be used for testing the proposed hypothesis, explain how clinical and statistical significance would be addressed in obtaining the results, and what kinds of implication for social work practice and any future recommendations may be made based on the methodology in the proposed practice evaluation. A specific writing guide is provided during the course (on BB).

Assignment #7: Final Take-Home Exam. This final assignment contains a set of questions prepared by the instructor on application of group based methodology for evaluation. Such questions may pertain to an article critique and to analytical different aspects of group based methodology.

D. Grading Policy
Grades are based on the CUA Grading Policy as described in the Graduate Announcements (see MSW Handbook). Full credit will not be given for any assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. Please be aware that unless you notify and 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) related tasks or travel is not considered an acceptable excuse and results in penalties at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Grading System</th>
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<tbody>
<tr>
<td>Letter Grade</td>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<tr>
<td>C</td>
</tr>
<tr>
<td>F</td>
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</tbody>
</table>

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 'l' (Incomplete) may be given to a student who, for legitimate reasons (e.g. serious illness of self) 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 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 an ‘I,’ an Incomplete Approval Form must be completed and signed by the student and the instructor, and, approved and signed by the chairperson of the program as well.

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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
NCSSS 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 NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), 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 6th edition format for scholarly writing and referencing, and be carefully proofread before submission for grading.

For support with scholarly writing, please consider using the CUA Writing Center (http://success.cua.edu/appointments/wc-appointment.cfm): appointment can be made at (202) 319-4286 or by email at cua-writingcenter@cua.edu.

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

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• 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 a 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 of your circumstances 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 University Policy ([http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm)) and appropriate Program Handbook.

D. Confidentiality
Each student is expected to adhere to the *Confidentiality Agreement* that is signed at the beginning of every semester. This agreement covers discussion and presentations of “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSES 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) (For appointment call (202) 319-5211 and see Student Life Disability Services Policies, Procedures, and Services at [http://policies.cua.edu/studentlife/disabilitysvcs/disabilityfull.cfm](http://policies.cua.edu/studentlife/disabilitysvcs/disabilityfull.cfm)

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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 instructor and arrange a meeting as soon as possible to discuss these accommodations.

F. Use of Electronic Devices
No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability, or unless you have a specific permission from the instructor that is secured prior to class. Please silence all cell phones and other electronic devices at the beginning of the class and store them in a way as not to disrupt the learning environment of the classroom.

G. CUA Blackboard:

Following each class, most materials pertaining to course content will be placed on CUA Blackboard.

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

Please notice that on the left of your BB display “Documents” will contain relevant information for class contents in separated class folders, and “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!
For all written information, please use WORD, Times Roman font sized 12, and format using APA 6th edition. All assignments are to be submitted by midnight on the date/class they are due unless specified otherwise!
Class 1  Introduction to Practice Evaluation

8-28-14  Review course outline, schedule, and expected assignments
          Parallels between social work practice and practice evaluation research
          Subtle differences between program and practice evaluation
          Types of evaluation research (needs assessment, process evaluation, outcome
          evaluation, efficiency analysis)
          General types of practice evaluation research
          Ethical issues in practice evaluation research
          Diversity and social justice issues in practice evaluation

Readings:
research, and Chapter 13: Evaluation Research. (on BB)

Bloom, Fischer, & Orme (2009): Chapter 1 (pp.13 – 21 only: Evidence-Based Practice), and
Chapter 25: Not for practitioners alone.

and Chapter 3: Why measure, monitor, and modify? (on BB)


Information on Evidence-Based Practice (EBP), see website at
http://www.asha.org/Members/ebp/intro/

Handout: Assignment 1 - Instructions for Ethical Conduct in Research and Evaluation

Handout: Assignment 2 – Instructions for Topic Selection and Approval for Research Proposal
Paper

Class 1 Exercise: Critiquing strengths and weaknesses of 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 questions. Bring the completed
questions to class 2 for discussion!

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**Class 2  Problem Formulation**

9-4-14  Differentiating evaluation strategies in single system and group design methodologies  
Examining the process of developing a research based practice evaluation  
Developing a problem statement and review of the knowledge base  
Understanding what is an intervention in the context of practice  
The role of the literature review in problem formulation  
Shaping and refining the research question and research hypotheses  
Specifying independent, dependent variables, intervening collateral variables  

**Readings:**  

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

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**Class 3  Variable Measurement**

9-11-14  Measuring human outcomes  
Conceptual and operational definitions of variables  
Levels of variable measurement  
Translating observation into measurement, and selecting tools and instruments  
Examining strategies for observation in single-case versus group design approach  
Goal attainment scaling and its use  

**Readings:**  

**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 & Elliott article).

**DUE: Assignment #1:** Ethical Conduct in Research and Evaluation: Upload onto BB.
Class 4 Measurement Approaches in Practice Evaluation I

9-18-14 Specifying client problems, needs, and figuring out goals and objectives
Linking client objectives to measuring outcomes
Examples of different types of instruments and tools in practice evaluation
Individualized rating scales and client logs
Rapid assessment instruments
Differentiating standardized scales and client-practitioner developed scales
Reliability and validity of instruments

Readings:
Bloom, Fischer, & Orme (2009): Chapters 3: Specifying problems and goals, and
Chapter 4: Developing a measurement and recording plan, Chapter 5: behavioral observation,
Chapter 6: Individualized rating scales, Standardized scales, and Chapter 8: Logs
Journal of Social Work, 26, 699-717. (on BB)
subject evaluation of clinical effectiveness of a multisensory environment. Journal of
Clinical Nursing, 8, 48-56.

Class 4 Exercise: (1) Differentiating reliability and validity in standardized instruments; and (2)
Brief peer consultation: Volunteer to present your “topic selection for practice evaluation”
(bring a copy of Assignment #2 to class).

** Handout Assignment # 3 (on BB)
** Handout Guide to Paper 1 (on BB)


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Class 5 Measurement Approaches in Practice Evaluation II

9-25-14 Data collection processes
How and when to collect collateral information on other intervening variables
Behavioral observation strategies
Reactivity of measuring tools and instruments
Selecting a measuring tool or an instrument
Considering basic principles of single system designs for repeated observations

Readings:
Bloom, Fischer, & Bloom (2009): Chapter 5: Continued, Chapter 7: Continued, Chapter 9:
Reactivity and nonreactive measures, and Chapter 10: Selecting a measure.

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**Class 5 Exercise:** Using instructor provided “practice case scenario:” Connecting research questions to human behavior outcomes to variable measurement.

=====================================================================  

**Class 6  Developing Strategies for Practice Evaluation**

10-2-14  Students present their Assignment #3 in class for peer and instructor consultations. All students present their assignment within their group  
Each group selects one “proposal” and presents this proposal to the class  
Instructor provides support to all groups

DUE:  Assignment #3: Planning Practice Evaluation Exercise: Upload to BB.

=====================================================================  

**Class 7  Practice Evaluation Designs: Single-System Designs I**

10-9-14  Principles of causal inference in single system designs  
Developing baselines and principles of data collection in baseline  
Basic single-system designs for assessing behavioral change: AB, BA  
Experimental single-system designs: ABA, ABAB  
Strengths and threats to design validity

**Readings:**  
Bloom, Fischer, & Bloom (2009): Chapter 11: Basic principles of single stem designs, Chapter 12: Baselining, and Chapter 13: From the case study to the basic single system design A-B.  

**Class 7 Exercise:** Differentiating SSD designs and their structure for implication of causal inference and considering strengths and weaknesses of internal and external validity.

**Homework for Class 8:** Pre-read Cheung article and prepare answers to questions (on BB).

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Class 8  Practice Evaluation Designs: Single-System Designs II

10-16-14  The role of multiple baseline design in SSD evaluation
Strengths and weaknesses of multiple baselines in AB designs
Changing intensity and successive intervention designs
Experimentation
Complex and combined designs
Comparing and selecting a designs

Readings:

Bloom, Fischer, & Bloom (2009): Chapter 14: The experimental single-system designs, Chapter
15: Multiple designs for single-systems, Chapter 16: Changing intensity designs and
successive intervention designs, Chapter 17: Designs for comparing interventions, and
Chapter 18: Selecting a design.

Zhan, S., Ottenbacher, K. J. (2001). Single subject research design for disability research.
Disability and rehabilitation, 23(1), 1-8 (on BB).

Class 8 Exercise:  Practicing article critique: Prior to this class, please read the Cheung article
using SSD evaluation approach, and be prepared to address questions for evaluating and
critiquing a research article. Consider questions 1-10, 14, 15, 19, 23-25 in Appendix A (Engel &
Schutt, 2013).

Cheung, K. M. (1999). Effectiveness of social work treatment and massage therapy for nursing
home clients. Research on Social Work Practice, 9(2), 229-247. (on BB)

Engel & Schutt (2013): Appendix A: Questions to ask about a research article (on BB)

DUE: Assignment #4 – Paper 1. Upload to BB

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Class 9  Analysis of Single-System Designs I

10-23-14  **Midterm Exam in class (Assignment # 5) – 1st hour only!**
Developing a measurement and recording plan
Basic principles of analysis: graphing, and visual inspection
Determining statistical and meaningful change against benchmarks
2SD-Band method for determining change and statistical significance
Making sense of practical, theoretical, and statistical significance

Readings:


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

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**Class 10 Analysis of Single-System Designs II**

**10-30-14** Reviewing 2SD-Band for analysis  
Addressing more complex evaluation analysis  
Evaluating trend in a phase  
Using Celeration Line method for SSD analysis  
Measuring effect size (using the Δ-Index, and g-Index))

**Readings:**

Engel & Schutt (2013): Chapter 11: Qualitative data analysis.


**Class 10 Exercise:** Using Celeration Line method to evaluate change and calculating effect size (handout).

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**Class 11 Group Design Strategies for Evaluation I**

**11-6-14** Review group design methodology for evaluation  
Differentiate non-, quasi-, and experimental strategies for evaluation  
Review criteria for causal inference  
Review probability and non-probability sampling of participants  
Review the consequence of sampling selection on generalizability of results

**Readings:**
Engel & Schutt (2013): Chapter 5: Sampling, Chapter 6: Causation and research design, and Chapter 7: group experimental designs.

7.29.2014

**Class 11 Exercise:** (1) Practice differentiation and consequences to generalizability by selecting various sampling strategies; (2) Practicing article evaluation using group-design methodology: the quality of introduction, literature review, and, purpose of the evaluation. *Prior to class*, please read the Pomeroy et al. article – bring a copy to class.

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**Class 12 Group Design Strategies II**

11-13-14  Address consequences of selecting an evaluation design to design validity
          Pre-experimental, quasi-experimental, and true experimental group designs
          Threats to internal and external validity in group based designs
          Evaluating change using group based designs

**Readings:**

**Class 12 Exercise:** (1) Continue – article evaluation of the Pomeroy article: Focus on the strengths and weaknesses in the group based methodology of the study.

**DUE:** Assignment # 6: Paper 2: Upload to BB.

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**Class 13 Group Designs: Analyzing Change**

11-20-14  Review basic statistical techniques for describing participants
          Descriptive statistics: Mean, median, mode, standard deviation
          Review how basic comparisons are made in group design using inferential statistics
          Consider t tests, ANOVA, and repeated measures

**Readings:**

**Recommended Reading:** Review the concepts of using t-tests (independent and paired t-test observations for two group comparisons, ANOVA and repeated measures ANOVA for three or more comparisons, and Chi-square test) – you may use any behavioral science book on basic statistics.

**Class 13 Exercise:** Prepare and practice evaluation critique of the Worthington et al. article that covers three kinds of evaluation studies. Please read this article prior to class.

7.29.2014

** Instructions for Assignment #7 are posted on BB.

11-27-14   NO CLASS - HAPPY THANKSGIVING***

Class 14    LAST CLASS

12-4-14    Final points on group methodology practice evaluation.
       Complete Worthington et al. article on evaluation.
       Celebrate the course completion.

DUE: Final Take-Home Exam (Assignment #7): Upload to BB.

THANK YOU.    HAPPY WINTER HOLIDAYS 2014-15!