

WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM

Social Work Practice and Evaluation Research	Fall/Spring/Summer 20XX
SWK 6403	Instructor Name
	Email
	Phone
	Office Hours

COURSE DESCRIPTION

The purpose of Social Work Practice and Evaluation Research, a required course, is to teach students an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and evaluating service delivery. The need to assess our social work interventions systematically has become a necessity.

Students will learn the relationship between single-subject research and practice, the fundamentals of the language of social work research, the elements of research designs, data analysis techniques used in single-subject research, the skills required to use research literature, and how to communicate research concepts.

Research is presented as a logical extension of service delivery, rooted in the ethical imperative not to harm clients and conducted in a culturally competent way that is anti-racist and anti-oppressive. The course demonstrates the connection between practice and research in that students will learn how to measure the impact of social work interventions objectively. The course allows students to develop evaluative skills to assess their practice methods and outcomes. The culminating experience of the course is an evaluative study conceptualized, formulated, designed, executed, and analyzed by the students.

SOCIAL WORK COMPETENCIES (click the link for a list of all nine competencies)

The Council of Social Work Education requires all accredited Schools of Social Work to assess nine competencies. The rubric below evaluates the following competency/competencies using Assignment #3:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills

regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Measure 4A: Social workers apply research findings to inform and improve practice, policy, and programs.

Measure 4B: Social workers identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency Measure Rubric (Measured from Assignment #3):

Behavior Indicator	Not competent (1)	Developing competency (2)	Competent (3)	Advanced competency (4)
4A-1: Use practice experience to improve research	Does not demonstrate ability to gather or analyze practice data to improve research.	Demonstrates some ability to gather and analyze practice data to improve research.	Demonstrates the ability to gather and analyze practice data to improve research.	Demonstrates the ability to gather and analyze practice data to significantly improve research.
4A-2: Use research to inform practice.	Does not display ability to conduct a literature review applicable to own research.	Displays some ability to conduct a literature review, but does not synthesize findings.	Conducts a thorough literature review and synthesizes findings.	Conducts a thorough literature review, synthesizes findings, and can relate this to their own research.
4B-1: Identify ethical concerns in research.	Does not demonstrate ability to identify ethical concerns in research.	Demonstrates some ability to identify ethical concerns in research.	Demonstrates the ability to identify ethical concerns in research.	Demonstrates the ability to Identify ethical concerns in research to significantly improve research.
4B-2: Conducts research in a culturally competent way that is anti-racist and anti-oppressive.	Does not demonstrate ability to conduct research in a culturally competent way that is anti-racist and anti-oppressive.	Displays some ability to conduct research in a culturally competent way that is anti-racist and anti-oppressive by acknowledging its importance.	Conducts research in a culturally competent way that is anti-racist and anti-oppressive, which impacts research findings.	Conducts research in a culturally competent way that is anti-racist and anti-oppressive, which synthesizes in findings, and can relate this to their own practice.

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address:
<https://yeshiva.tk20.com/campustoolshighered/start.do>

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: <https://www.yu.edu/wurzweiler/msw/assessment>

LEARNING OBJECTIVES:

At the conclusion of this course, students will be able to:

1. Utilize single subject research methods to explore and promote understanding of social work practice.
2. Understand and utilize the language of social work research.
3. Show the relationship between observations, evidence, and inference.
4. Identify and formulate the critical concepts used in problem formulation.
5. Quantify interventions and outcomes.
6. Understand the relationship of single system research designs with classic social work research.
7. Understand and utilize appropriate single subject research designs.
8. Utilize data analysis techniques such as visual analysis, autocorrelation, regression line, proportional frequency, Statistical Process Control charts(SPC), t-test, and chi-square.
9. Understand and recognize the ethical implications of research.
10. Carry out a literature search using relevant books, journals and such databases as Google Scholar, Social Work Research and Abstracts, ProQuest, and PubMed.
11. Apply research concepts by analyzing research studies in social work and related fields.
12. Communicate successfully through written materials, visual presentations and oral presentations the concepts, processes and findings of social work practice research.

INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, presentations from practicum experience and the use of statistical analysis software.

This class includes 37.5 contact hours. Students will be in class on-campus or live online with the professor for 2 hours each week for 14 weeks and will complete an additional 9.5

hours throughout the semester via R-related homework assignments or discussion posts on a weekly basis.

COURSE EXPECTATIONS AND GRADING

Students are required to attend class and arrive on time. Students who miss 2 or more classes can receive a failing grade. Lateness will also be reflected in the final grade.

There are three (3) required assignments. The assignments follow the content areas and are designed to reinforce the topic areas covered. **Papers must conform to APA academic style when including citations and bibliography. Plagiarism will not be tolerated. Please refer to your student handbook on school policies regarding this matter.**

Participation and interaction are expected beyond the class meeting time. Regardless of class modality, all students are expected to participate in weekly discussion boards that are opportunities for further exploration of course concepts and readings. Some homework assignments based in R may be substituted for weekly discussion boards in this course. Please see the outline at the end of this syllabus and the Canvas course shell for information specific to your course section. All discussion board posts and homework will be submitted through Canvas.

INCOMPLETE POLICY

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

GRADING RUBRIC

Assignment	Grade %	Due Date
Assignment 1: Problem Formulation	15%	Session 3
Assignment 2: Description of Baseline	15%	Session 8
Assignment 3: Comparing Baseline to Intervention	50%	Session 14
Class Participation (including Discussion Board/Homework Participation)	20%	Throughout course

A	94-100	B+	87-89
A-	90-93	B	83-86

B-	80-82	C	70-74
C+	75-79	F	< 70

Required Texts for the Course

Kazdin, A. E. (2020). *Single-case research designs: Methods for clinical and applied settings* (3rd ed.). New York: Oxford University Press. **ISBN-10:** 0190079975 **ISBN-13:** 978-0190079970 List Price: \$138.00 (2nd edition may also be used)

Auerbach, C. & Zeitlin, W. (2021). *SSD for R: An R Package for Analyzing Single-System Data* (2nd ed.). New York: Oxford University Press. **ISBN-10:** 0197582753 **ISBN-13:** 9780197582756 List Price: \$61.00

Nelson, A. H., Jenkins, D., Zanti, S., Katz, M. F., Berkowitz, E., Burnett, T. C., & Culhane, D. P. (2020). *A toolkit for centering racial equity throughout data integration*. Actionable Intelligence for Social Policy, University of Pennsylvania. Can be accessed through <https://www.aecf.org/resources/a-toolkit-for-centering-racial-equity-within-data-integration>

Note: All required readings outside of the texts above are available on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

Assignment 1: Problem Formulation (Due Session 3)

Read the required readings and bring in excerpts of process recordings and/or minutes or other documentation during your field work that reflects a client system's behavior you wanted to change, examples: crying, fund raising dollars, marital arguments, number of hours volunteering per week, truancy, attendance at group meeting, screaming, lateness, etc. Make a list of ten aspects of an overall behavior. Examples of depression: crying, sleeplessness, and lack of appetite, use of sad words, lack of humor, hair uncombed.

Assignment 2: Description of Baseline (Due Session 8)

Describe your baseline data. Be sure to include each of the following in your analysis:

- Present descriptive statistics for your baseline. Be sure to include the sample size, range of values, mean, standard deviation, and median.
- Create a line graph and describe the stability of your data based on visual analysis.
- Create a one and two standard deviation band graph. Do there appear to be outliers in your data?
- Using regression, do you detect a trend in your baseline data? Report your findings.
- Is your baseline data autocorrelated? Report your findings.

Your final submission should include your assignment file AND your .csv file with baseline data.

Assignment 3: Comparing Baseline to Intervention (Due Session 14)

Describe the methods you used to evaluate your practice:

- What research design did you use?
- What indicators did you measure and how did you measure them? Be specific and include copies of scales or other instruments you may have used.
- Define your intervention. Why did you select this? Use **scholarly** literature to support your decision.
- Continue by describing your intervention data. Be sure to include all the elements required for Assignment 2. Then, compare your baseline data to your intervention data.
- Based on whether data trends or has issues of autocorrelation in either phase, choose an appropriate statistical test to conduct your analysis. Be sure to explain the rationale for conducting this test along with your findings.

For the final report, weave the results of the previous assignments and the data analyses conducted by you in the class labs **using SSDforR** together into a final document, using the following format:

- Abstract
- Purpose
- Methodology
- Description of the evidence-based intervention.
 - Describe what ethical issues you considered/addressed in selecting your intervention?
 - What culturally informed, anti-racist and anti-oppressive strategies does the intervention utilize?
- Results (descriptive and inferential statistics) – SSDforR must be used*
- Discussion of Findings
- Implications for Practice
- Limitations of the study and recommendations for further research
- References (in APA 7 format)

Your final submission should include your assignment file AND your .csv file with baseline and intervention data.

*The use of AI for data analysis related to the *SSDforR* package is strongly discouraged, as it is often inaccurate. If AI is used **in any capacity** within any assignment, a disclosure statement must be included. This statement must include the name of the specific tool(s) used, what it was used for, the human interaction with the information (verification and/or editing), and where it was used within the paper. Use must comply with the AI policy below. If AI is used without a disclosure statement, the paper will be considered to be plagiarized, and revisions will not be allowed.

THE OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty, and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's

responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should make an appointment with the Office of Disability Services, Wilfods@yu.edu, during the first week of class. All procedures, responsibilities, and expectations will be reviewed during your appointment. The office is located in the Belz Building, suite 412. Once you have been approved for accommodations, please submit your accommodation letter and discuss any specifics with your instructor to ensure the successful implementation of your accommodations.

E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. Access e-reserves from the library home page (library.yu.edu),
2. Use "wurzweiler" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's E-Reserves page: <https://library.yu.edu/er.php?b=c>
2. You will be prompted for your [Off Campus Access Service login](#) and password.
3. After logging into the library's website, use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-Reserves" and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are

using must have a pdf viewer, such as Adobe Acrobat Reader software. You can download it FREE at <https://get.adobe.com/reader/>

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes ***plagiarism*** and is a violation of academic standards. The School will not condone ***plagiarism*** in any form and will impose sanctions to acts of ***plagiarism***. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. ***Plagiarism*** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also ***plagiarism*** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

- www.grammerly.com/plagiarism_checker
- www.dustball.com/cs/plagiarism.checker
- www.plagtracker.com
- www.plagium.com/
- www.plagscan.com/seesources/
- www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

Wurzweiler's policies and procedures are in compliance with FERPA regulations.

Information about FERPA regulations can be found [here](#).

Drug-Free University Policy can be found [here](#).

Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found [here](#).

The University's Computer Guidelines can be found [here](#).

AI POLICY

The objective of this protocol is to define clear guidelines for the appropriate use of Artificial Intelligence (AI) tools and platforms, such as ChatGPT, at WSSW. These guidelines aim to preserve academic integrity, prevent plagiarism, and promote independent scholarly work while acknowledging the potential benefits of AI tools in enhancing research and learning. Though AI tools do offer some potential for enhancing the learning experience, these tools also present significant risks related to academic dishonesty, particularly plagiarism, and the undermining of critical thinking and originality in scholarly work. Students may use AI tools for the following purposes, provided these uses are in addition to their own creative efforts and they are not relying exclusively on AI:

(1) Research Assistance: ChatGPT and other similar tools should not replace primary research and initial literature searches. Tools such as ProQuest, PubMed, and Google Scholar should first be consulted. Students may use other AI tools to supplement an initial search into a topic, but only after academic databases, libraries, or other reputable scholarly sources are used and referenced. All sources derived from AI should be carefully checked as they are frequently incorrect.

(2) Language Support: AI can assist with language translation, grammar checks, and vocabulary. WSSW's Writing Consultants should be sought for any writing beyond these areas. Tools such as Grammarly may be used to assist in proofreading, but they should not be used in any way to generate ideas, arguments, or content for assignments.

The use of AI language models, such as ChatGPT, for the purposes listed above, are subject to strict adherence to certain conditions. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic growth.

The following actions are prohibited and will be considered academic misconduct:

(1) Content Generation: Students are prohibited from using AI platforms, including ChatGPT, to generate any content submitted as original work.

(2) Conceptualization and Analysis: Students may not use AI tools to develop original arguments, ideas, analysis, hypotheses, conclusions, or to structure, summarize, paraphrase, or contextualize content for assignments. The cognitive work of creating ideas, forming arguments, and critically engaging with course material must be entirely the student's own effort.

If you are in need of assistance in these areas, we advise using the Writing Consultants. The use of AI language models, such as ChatGPT will be checked by your professor to ensure that your work is your own. Turnitin and other plagiarism detection tools will be used to verify the originality of your work. Any submission that includes this content presented as the student's own work constitutes plagiarism (see WSSW Policy Manual). More specifically, any content created that is not your own qualifies as academic misconduct and will be referred to the Student Review Committee for further action. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic and professional growth. If there are questions regarding the authenticity of your work, your professor will contact you.

COURSE OUTLINE

SESSION 1 - Integrating Evaluation and Practice

Learning Objectives Covered: 1, 2, 11

Learning Themes

- A. What are the basic characteristics of single-system designs?
- B. How does evaluation and practice connect to practice?
- C. Comparison of classic research and single system design research.

Required Readings

Auerbach, C. & Zeitlin, W. (2021). *SSD for R: An R Package for Analyzing Single-System Data* (2nd ed.). New York: Oxford University Press.

- Introductory Chapter

Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings*. (3rd ed.). Oxford University Press.

- Chapter 1: Introduction: Study of the Individual in Context
- Chapter 2: Underpinnings of Scientific Research

Nugent, W.R. (1991). An experimental and qualitative analysis of a cognitive-behavioral intervention for anger. *Social work research & abstracts*, 27(3), 3-8.

Substance Abuse and Mental Health Services Administration (SAMHSA): *Adapting Evidence-Based Practices for Under-Resourced Populations*. SAMHSA Publication No.

PEP22-06-02-004. Rockville, MD: National Mental Health and Substance Use Policy Laboratory. Substance Abuse and Mental Health Services Administration, 2022.

<https://www.dropbox.com/s/efn9dtlljiu0cow/Adapting%20Evidence-Based%20Practices%20for%20Under-Resourced%20Populations.pdf?dl=0>

Recommended Readings

Byiers, B. J., Reichle, J., & Symons, F. J. (2012). Single-Subject Experimental Design for Evidence-Based Practice. *American Journal of Speech-Language Pathology*, 21(4), 397–414.

Perdices, M., & Tate, R. L. (2009). Single-subject designs as a tool for evidence-based clinical practice: Are they unrecognised and undervalued? *Neuropsychological Rehabilitation*, 19(6), 904–927.

Portney, L. G., & Watkins, M. P. (2008). *Foundations of Clinical Research: Applications to Practice* (3rd ed.). NJ: Prentice Hall.

Schlosser, R., & Wendt, O. (2008). Systematic reviews and meta-analyses of single-subject experimental designs (SSEDs). National Center for the Dissemination of Disability Research.

Smith, J. D. (2012). Single-case experimental designs: A systematic review of published research and current standards. *Psychological Methods*.

Thyer, B. A., & Myers, L. L. (2011). The quest for evidence-based practice: A view from the United States. *Journal of Social Work*, 11(1), 8–25.

Thyer, B. A., & Myers, L. L. (2007). *A social worker's guide to evaluating practice outcomes*. Alexandria, VA: CSWE Press.

SESSIONS 2 & 3: Research Ethics

Learning Objectives Covered: 9

Learning Themes

- A. Review basic ethical principles of social work research and single subject design.
- B. Define culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases in research methods to advance the purposes of social work.
- C. Review of cultural humility in implementing interventions.
- D. How do we protect the rights of research participants?
- E. Our obligation to evaluate our practice.

Required Readings:

Foronda, C. (2020). A theory of cultural humility. *Journal of Transcultural Nursing*, 31(1), 7-12. <https://journals.sagepub.com/doi/pdf/10.1177/1043659619875184>

Gottlieb, M. (2021). The case for a cultural humility framework in social work practice. *Journal of Ethnic Cultural Diversity in Social Work*, 30(6), 463-481.

Damian, A. J., & Gonzalez, M. (2020). Dismantling racism in research. *The Lancet*, 396(10246), 237.

Daftary, A. (2020). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work*, 29(6), 439-454.

Kaushik, Vibha, and Christine A. Walsh. "Pragmatism as a research paradigm and its implications for social work research." *Social sciences* 8.9 (2019): 255.

Clauss-Ehlers, C. S., Chiriboga, D. A., Hunter, S. J., Roysircar, G., & Tummala-Narra, P. (2019). APA Multicultural Guidelines executive summary: Ecological approach to context, identity, and intersectionality. *American Psychologist*, 74(2), 232.

Bourabain, D., & Verhaeghe, P. P. (2021). The conceptualization of everyday racism in research on the mental and physical health of ethnic and racial groups: a systematic review. *Journal of racial and ethnic health disparities*, 8(3), 648-660.

Rippey-Massat C., & Lundy M. (1997). Empowering research participants. *AFFILIA Journal of Women and Social Work*, 12(1), 33-56.

Videos:

Cultural Humility Review

<https://www.dropbox.com/s/u47q39yziefkad1/Cultural%20Humility%20Review.mp4?dl=0>

Recommended Readings

Brown, K. S., Kijakazi, K., Runes, C., & Turner, M. A. (2019). Confronting structural racism in research and policy analysis. *Washington, DC: Urban Institute*.

Ford, C. L., & Airhihenbuwa, C.O. (2010). Critical race theory, race equity, and public health: toward antiracism praxis. *American journal of public health*, 100(S1), S30-S35.

Nelsen J. C. (1994). Ethics, gender and ethnicity in single-case research evaluation. *Journal of Social Service Research*, 18(3/4), 139-52.

SESSIONS 4-6: Conceptualizing and Measuring Target Objectives And Goals

Learning Objectives Covered: 2, 3, 4

Learning Themes

- A. Defining practice concepts so they can be used to organize, classify, sort, and measure the observables in practice.
- B. Basics of conceptualizing and measurement.
- C. Asking the question: Can everything be measured?

- D. Key characteristics of all measures.
- E. Levels of measurement.
- F. Introduction and guidelines to moving from general problems to specific targets of interventions
- G. Developing a Measurement Plan
- H. Understanding obtrusive and nonobtrusive behavioral observations
- I. Individualized rating scales
- J. Standardized rating scales and questionnaires
- K. Logs
- L. Choosing a measure.

Required Readings:

Auerbach, C. & Zeitlin, W. (2021). *SSD for R: An R Package for Analyzing Single-System Data* (2nd ed.). New York: Oxford University Press.

- Chapter 1: Getting your Data into *SSD for R*
- Chapter 2: Overview of *SSD for R*
- Chapter 3: Analyzing Baseline Phase Data

Kazdin, A. E. (2020). *Single-case research designs: Methods for clinical and applied settings* (3rd ed.). New York: Oxford University Press.

- Chapter 3: Background and Key Assessment Considerations
- Chapter 5: Ensuring the Quality of Measurement

Recommended Readings:

Orme, J. G., & Combs-Orme, T. (2011). *Outcome-informed evidence-based practice*. New York: Pearson.

- Chapter 3: Why Measure, Monitor and Modify?

SESSION 7: Using Online Databases

Learning Objectives Covered: 5, 9, 10

Learning Themes

- A. Defining an “evidence-based” intervention.
- B. Locating relevant interventions.
- C. Revisiting ethical modifications of interventions rooted in cultural humility.
- D. Using online databases to locate and select interventions.

Required Readings:

Practices for Under-Resourced Populations. SAMHSA Publication No. PEP22-06-02-004. Rockville, MD: National Mental Health and Substance Use Policy Laboratory. Substance Abuse and Mental Health Services Administration, 2022.

<https://www.dropbox.com/s/efn9dtlljiu0cow/Adapting%20Evidence-Based%20Practices%20for%20Under-Resourced%20Populations.pdf?dl=0>

- Chapter 3: Guidelines for Adapting Evidence-Based Practices

Magaña Sandy, & Hicks Steve School of Social Work University of Texas at Austin
 Culturally Tailoring Interventions for Social Work Research and Practice.
<https://www.cswe.org/CSWE/media/Diversity-Center/How-to-do-Cultural-TailoringPPT.pdf>

Barrera Jr, M., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). Cultural adaptations of behavioral health interventions: a progress report. *Journal of Consulting and Clinical Psychology*, 81(2), 196.

Recommended Readings:

Yoshioka M. R. (1999). The use of developmental research methods to design culturally competent interventions. *Journal of Multicultural Social Work*, 7(3/4), 113-128.

SESSION 8: Conceptualizing and Operationalizing the Independent Variable(s)

Learning Objectives: 2, 3, 5, 11

Learning Themes

- A. Utilize understanding of measurement to conceptualize and operationalize variables.
- B. Begin discussion on visual comparison of phases.

Required Readings:

Auerbach, C. & Zeitlin, W. (2021). *SSD for R: An R Package for Analyzing Single-System Data* (2nd ed.). New York: Oxford University Press.

Chapter 4: Comparing Baseline and Intervention Phases: Visualizing Your Findings and Descriptive Statistics

Articles obtained during review of the literature, looking for:

- A. Independent variable
- B. Intervention(s) method(s) used

Magaña, Sandy, & Hicks, Steve, School of Social Work University of Texas at Austin,
 Culturally Tailoring Interventions for Social Work Research and Practice.

<https://www.cswe.org/CSWE/media/Diversity-Center/How-to-do-Cultural-TailoringPPT.pdf>

Magaña, S., Lopez, K., Salkas, K., Iland, E., Morales, M. A., Garcia Torres, M., ... & Machalicek, W. (2020). A randomized waitlist-control group study of a culturally tailored parent education intervention for Latino parents of children with ASD. *Journal of Autism and Developmental Disorders*, 50, 250-262

SESSION 9: Single System Designs – Causal Relationships In Practice

Learning Objective: 7, 8

Learning Themes

- A. Basics of identifying and understanding causal relationships within social work practice.

B. Understanding alternative explanations for relationships.

Required Readings:

Kazdin, A. E. (2020). *Single-case research designs: Methods for clinical and applied settings* (3rd ed.). New York: Oxford University Press.

- Chapter 6: Introduction to Single-Case Research and ABAB Designs

Recommended Readings:

Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M., & Shadish, W. R. (2010). Single-case designs technical documentation. *What Works Clearinghouse*. Retrieved from <https://files.eric.ed.gov/fulltext/ED510743.pdf>

Kratochwill, T. R., Hitchcock, J. H., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M., & Shadish, W. R. (2013). Single-case intervention research design standards. *Remedial and Special Education*, 34(1), 26–38.

Auerbach, C., Schudrich, W. Z., Lawrence, C. K., Claiborne, N., & McGowan, B. G. (2013). Predicting turnover: Validating the Intent to Leave Child Welfare Scale. *Research on Social Work Practice*.

SESSIONS 10 & 11: Visual Data Analysis & Descriptive Statistics

Learning Objective: 7, 8

Learning Themes

- Review methods of visual inspection of data.
- Understand the use of descriptive statistics to inform and assist in decision making and practice evaluation.

Required Readings:

Kazdin, A. E. (2020). *Single-case research designs: Methods for clinical and applied settings* (3rd ed.). New York: Oxford University Press.

- Chapter 13: Graphic Display of Data for Visual Inspection

Auerbach, C. & Zeitlin, W. (2021). *SSD for R: An R Package for Analyzing Single-System Data* (2nd ed.). New York: Oxford University Press.

- Chapter 4: Comparing Baseline and Intervention Phases: Visualizing Your Findings and Descriptive Statistics (Review)

Recommended Readings:

Orme, J. G., & Combs-Orme, T. (2011). *Outcome-informed evidence-based practice*. New York: Pearson.

- Chapter 6: Visually Interpreting Your Client's Progress

SESSIONS 12 & 13: Tests Of Statistical Significance For Single-System Design

Learning Objectives: 3, 6, 8

Learning Themes

- A. Use of inferential statistics to inform and assist in decision making and practice evaluation.

Required Readings:

Kazdin, A. E. (2020). *Single-case research designs: Methods for clinical and applied settings* (3rd ed.). New York: Oxford University Press.

- Chapter 14: Statistical Analysis for Single Case Designs

Auerbach, C. & Zeitlin, W. (2021). *SSD for R: An R Package for Analyzing Single-System Data* (2nd ed.). New York: Oxford University Press.

- Chapter 5: Statistical Tests of Type I Error

Recommended Readings:

Abbott-Shim, P., & Worthington, P. (2012). Why traditional statistical process control charts for attribute data should be viewed alongside an XMR-chart. *BMJ Quality & Safety*.

Auerbach, C., & Schudrich, W. Z. (2013). SSD for R: A comprehensive statistical package to analyze single-system data. *Research on Social Work Practice*, 23(3), 346–353.

Borckardt, J. J., Nash, M. R., Hardesty, S., Herbert, J., Cooney, H., & Pelic, C. (2006). How Unusual Are the “Unusual Events” Detected by Control Chart Techniques in Healthcare Settings? *Journal for Healthcare Quality*, 28(4), 4–9.

Orme, J. G., & Cox, M. E. (2001). Analyzing single-subject design data using statistical process control charts. *Social Work Research*, 25(2), 115–127.

Swoboda, C. M., Kratochwill, T. R., & Levin, J. R. (2010). Conservative dual-criterion method for single-case research: A guide for visual analysis of AB, ABAB, and multiple baseline designs. *Wisconsin Center for Education Research Working Paper No. 2010-13*.

SESSION 14: Communication of Research Concepts, and Findings

Learning Objectives 7, 12

Required Readings:

Auerbach, C. & Zeitlin, W. (2021). *SSD for R: An R Package for Analyzing Single-System Data* (2nd ed.). New York: Oxford University Press.

- Chapter 9: Building Support for Practice Design

Kazdin, A. E. (2020). *Single-case research designs: Methods for clinical and applied settings* (3rd ed.). New York: Oxford University Press.

- Evaluation of Single-Case Designs: Challenges and Critical Issues

Kirk S. A., & Berger R. M. (1993) Improving research writing. *Social Work Research & Abstracts*, 29(4), 3-4.

Recommended Reading:

Christie, D., & Menter, I. (2009). Research capacity building in teacher education: Scottish collaborative approaches. *Journal of Education for Teaching*, 35(4), 337–354.

Epstein, I., & Blumenfield, S. (2012). *Clinical data-mining in practice-based research: Social work in hospital settings*. Routledge.

McCrystal, P., & Wilson, G. (2009). Research training and professional social work education: Developing research-minded practice. *Social Work Education*, 28(8), 856–872.

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Arnold, M. E. (2006). Developing Evaluation Capacity in Extension 4-H Field Faculty A Framework for Success. *American Journal of Evaluation*, 27(2), 257–269.

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