

# Research Methods - Single System Design

Title and Duration of Learning Module
<b>Single System Design in Applied Methods of Social Work Research - 45 minutes</b>
<b>Introduction:</b> Use this as an opportunity to catch the students' attention.  Open the class with the observation that the student may have in fact either observed or utilized a casual single system design already in their personal or work lives. Offer a possible example of how the viewed single system design of research may have looked.
<b>Learner Expectations:</b> Help students relate what you want them to know with what they are supposed to do. You should include the learning outcomes or objectives, but you may want to include a study guide or other information, such as duration.  a. Learning Outcomes/ Objectives - Students will be able to: 1. Define Single System Design methodology 2. List benefits of implementing single system design in social work practice 3. Discuss how single system design can demonstrate clinician efficacy with clients 4. Identify barriers to implementing single system design studies in community settings  b. Study Guide - Handout provided listing concepts covered during lesson, and related textbook pages  c. Other - Provide case study examples for further exploration outside of class.
<b>Action Items:</b> Provide a checklist of activities students will perform. The list concisely and explicitly names the documents and tools (quizzes, discussions, assignments, etc.) that support the teaching and learning activities in each module.  1. PowerPoint provides class-time framework of concepts and tasks - 15 minutes. 2. Case study and Discussion (B. Thyer - <i>The Handbook of Social Work Research Methods</i> , pg. 247) - 15 minutes 3. Students break into 4 teams for a Kahoot quiz on material covered in class. - 10 minutes 4. Review of incorrect or low confidence answers from Quiz - 5 minutes
<b>Content:</b> Include a list of content and resources such as lectures, PowerPoints, outlines, videos, textbooks, articles or newspapers, case studies, recordings, etc. that you will use in this module. Take note of content that needs to be created.  a. Provide list of materials that students will need to read/view in order to complete this week: Taber, Sara M. 198 1. "Cognitive-behavior modification treatment of an aggressive 11-year-old boy." <i>Social Work Research &amp; Abstracts</i> , 17[2]: 13–23.  Tolson, Eleanor R. 1977. "Alleviating Marital Communication Problems," in Reid, W. J. and Epstein, L. [eds.]. <i>Task-Centered Practice</i> . New York: Columbia University Press, pp. 100–1 12.  Wolfe, D. A., et al. 1982. "Intensive Behavioral Parent Training for a Child Abusive Mother." <i>Behavior Therapy</i> , 13: 438–45 1.  b. PowerPoint materials used to provide framework and reference during teaching time (to be created). c. Develop quiz questions and load into Kahoot Program from Rubin & Babbie text Chapter 13

**Learning Activity, Assignments, and Assessments:** Involve students in the learning experience through a wide range of relevant activities, frequent and varied assessments and assignments, and opportunities for communication and collaboration. You may want to include:

- a. Pre-class readings - articles listed previously as provided
- b. Read Rubin & Babbie Chapter 13 prior to class

**Summary:** Provide a summary that touches on the main points you covered in this module. You may want to help students make connections to other modules here.

- a. Request learners to provide brief paragraph reflecting key concepts learned in current class. Discussion to follow with primary instructor in the next class to provide continuity of material over course of 2 weeks.
- b. Paragraph should include definition of single system research design, identify types of participants, examples where method is most effective, and barriers to using method.

**Self-Reflection:** Allow students to reflect on their learning.

- a. Request brief reflection of learning for class
- b. Provide opportunity for question/answer related to material

**Feedback:** Provide a means for students to give you feedback on your course.

- a. Teacher evaluation assessment to be completed prior to leaving classroom