

**UNIVERSITY OF WISCONSIN-MILWAUKEE
HELEN BADER SCHOOL OF SOCIAL WELFARE,**

SW 932

Research and Processes of Individual Change across the Lifespan

Semester:	Spring, 2008	
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Course Description

This 3-credit seminar is part of the 12-credit specialization content required in the Social Work Ph.D. program. It meets the specialization requirement for students in the Addictions and Behavioral Health concentration, and addresses topics of interest to students in other concentrations and disciplines. The course is designed to broaden and deepen student's knowledge of theory and research concerning processes of individual change, occurring with or without planned intervention, in various fields of practice, including social work. The course surveys research literature related to a range of models, principles, and theories that form the basis for the development of individual change intervention approaches. This includes classic theories and recent health behavior models, as well as social work perspectives (i.e., bio-psycho-social, lifespan, person-in-environment, and systems principles). Entwined throughout these explorations is analysis of the research methods and findings pertaining to specific change promotion strategies. These include behavior modification, psychoeducation, cognitive behavioral therapies, motivational interviewing, social system interventions, and pharmacological/biological therapies. Means by which these principles and approaches are applied to diverse ethnic, social class, gender, age, and disability groups are also considered.

Pre-requisites

Social work doctoral-student status or permission of instructor.

Specific Course Goals and Objectives

The first goal of this course is to explore research literature detailing theories, models, and perspectives in the area of individual change processes—both naturally occurring and those arising from intervention efforts. The second goal is to enhance students' abilities to analyze intervention strategies designed to promote positive change, arrest negative change, and produce necessary conditions for change at the individual level. The third goal is to assist students with designing individual change interventions in various fields of practice. Toward this end, the course objectives include:

- 1) To help students become familiar with and critically examine the research basis for theories, perspectives, and models of change at the individual level. The literature selected for review encompasses the etiology and natural course of behavioral and mental health problems, including addictions, that underlie specific intervention strategies. These include bio-psycho-social processes, individual developmental and systems principles, the approaches.

- 2) To explore the ways in which this research base informs the function, development, and evaluation of interventions at the individual level. Students will be expected to address issues related to their particular areas of specialization and fields/disciplines of practice.
- 3) To consider how individual change is contextualized and influenced by family, cultural, institutional, and societal contexts. This includes consideration of human diversity, oppression, discrimination, disparities, vulnerability, risk, and resilience factors.
- 4) To identify knowledge gaps and conceptualize ways to address them systematically.
- 5) To understand the transition between theory, design and testing of empirically based interventions.
- 6) On a topic of the student's choosing, to prepare a review and critical analysis of research literature and practice the process of presenting it to professional and scholarly audiences.
- 7) To become knowledgeable about intervention content relevant for inclusion when teaching BSW and MSW level courses or intervention courses in other disciplines.

Texts/Required Reading Sources

Required texts:

- Glanz, K., Rimer, B.K., and Lewis, F.M. (2002). *Health Behavior and Health Education: Theory, Research, and Practice, 3rd Ed.* San Francisco, CA: Jossey-Bass.
- DiClemente, R.J., Crosby, R.A., & Kegler, M.C. (2002). *Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health.* San Francisco, CA: Jossey-Bass.

Required articles on electronic reserve, accessible through D2L course link at <http://www.uwm.edu/UWM/Student/elearning.html>

Learning Environment and Resources

Many course materials are accessible online to registered students through D2L at <http://www.uwm.edu/UWM/Student/elearning.html>. In addition, all students have access to the Schools of Enderis computer lab located on the 10th floor of Enderis Hall and to computer labs located throughout campus (see <https://www3.uwm.edu/IMT/services/campus/ccls/> for specific locations and hours). Campus policies regarding participation by students with disabilities, accommodations for religious observances, academic conduct/misconduct, incomplete grading policies, complaint procedures, grade appeal procedures, sexual harassment and safety policies, final exam date requirements, and other matters are available at: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>.

Assignments/Grading

This course is a seminar, which means that students will be expected to assume active roles in their own learning and to contribute to one another's learning. This will be accomplished by students completing the required readings, participating appropriately and respectfully in class discussions, and sharing effectively in the collaborative learning activities. Responsible student participation, therefore, will be awarded **10%** of the class grade. The remainder of the course grade is determined by performance on the integrative project assignment (details attached). This assignment will be completed and graded in five stages. Each of the first four sections will constitute 15% of the grade (**60%** total), presentation and discussion of the project with the group will be **10%** of course grade, and the final written project, combining an integrative conclusion section and any revisions to the first four sections will constitute **20%** of the course grade. *Late assignments will be graded downward for every 24 hours past due (i.e., letter grade equivalents will be in 1/3 increments, such that an "A" becomes "A-," "B+" becomes "B," etc.).*

Class Schedule/Outline

Week 1: Introduction to Course; Overview of Individual Change Research

Looking at how and why individual change happens

Research on mechanisms of change

Milestones in the study of individual change

Efficacy and Effectiveness Research

Sources of differences occurring in the research literature, including aspects of diversity in sampled populations

Required Readings:

- Fraser, M. W. (2003) Intervention research in social work: A basis for evidence-based practice and practice guidelines. In A. Rosen & E. K. Proctor (Eds.), *Developing practice guidelines for social work intervention*, (pp. 17-36). NY: Columbia University Press. (reserve)
- Kosoko-Lasaki, O., Cook, C.T., O'Brien, R., Kissell, J., Purtilo, R., & Peak, F. (2006) Promoting cultural proficiency in researchers to enhance the recruitment and participation of minority populations in research: Development and refinement of survey instruments. *Evaluation And Program Planning* 29 (3), 227-235. (reserve)

Assignments Due:

- Student Information Sheets (in class)

Week 2: Overview of Key Concepts and “Theory to Intervention” Processes

Bio-psycho-social perspective

Systems perspectives

Person-in-environment/Goodness-of-fit perspective

Lifespan perspective

Diversity and cultural competence concerns

Linking theory to assessment

Linking theory to intervention planning

Linking theory to prevention strategies

Required Readings:

- West, R. (2006) Theory and supposition. In Ch. 2, *Theory of addiction* (pp. 16-22). London: Blackwell Publishing. (reserve)
- Textbook: Crosby, R.A., Kegler, M.C., & DiClemente, R.J. (2002). Understanding and applying theory in health promotion practice and research (Ch. 1). In R. J. DiClemente, R.A. Crosby, & M. C. Kegler (Eds.), *Emerging theories in health promotion practice and research: Strategies for improving public health* (pp. 1-15). San Francisco, CA: Jossey-Bass.
- Kazdin, A.E., & Nock, M.K. (2003). Delineating mechanisms of change in child and adolescent therapy: Methodological issues and research recommendations. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 44(8), 1116-1129. (reserve)
- O'Brien, M. (2005). Studying individual and family development: Linking theory and research. *Journal of Marriage & Family*, 67(4), 880-890. (reserve)

- Textbook: Resnicow, K., Braithwaite, R.L., Dilorio, C., & Glanz, K. (2002). Applying Theory to Culturally Diverse and Unique Populations (Ch. 21). In K. Glanz, B.K. Rimer, & F. M. Lewis, *Health Behavior and Health Education: Theory, Research, and Practice*, 3rd Ed., (pp. 485-509). San Francisco, CA: Jossey-Bass.
- Straussner, S. L. A. (2001) Ethnocultural issues in substance abuse treatment: An overview. In S. L. A. Straussner (Ed.), *Ethnocultural factors in substance abuse treatment*. NY: Guilford Press. (reserve)

Assignments Due:

- None due (ungraded activity in class)

Week 3: Research Related to Psychodynamic and Attachment Processes as a Basis for Individual Behavior Change

Animal models (imprinting, Harlow monkeys, etc.)

Bowlby and successors (infant attachment to mothers, fathers, siblings)

Freud and successors

How change does/does not occur

Required Readings:

- Thombs, D. L. (1999) Psychoanalytic formulation (Ch. 3). In *Introduction to addictive behaviors*, 2nd edition (pp. 81-108). NY: Guilford Press. (reserve)
- Flores, P. J. (2004) *Addiction as an attachment disorder* (Ch. 5 & 6; pp.101-150). NY: Jason Aronson. (reserve)
- Walsh, J. (2006) Chapter 3: Psychodynamic theories I—Ego Psychology. P. 28-55. (reserve)
- Textbook: Walsh, J. (2006) Chapter 4: Psychodynamic Theories II—Object Relations Theory, p. 56-79. (reserve)
- Javier, R. A., & Herron, W. G. (2002) Psychoanalysis and the disenfranchised countertransference issues. *Psychoanalytic Psychology*, 19 (1), 149-166 (reserve)
- Zank, S (1998) Psychotherapy and aging: Results of two empirical studies between psychotherapists and elderly people. *Psychotherapy*, 35 (4), 531-536. (reserve)

Assignments Due: None assigned

Week 4: Overview of Research Related to Biological Bases for Individual Behavior Change

Issues in relating animal models to human behavior

Specific principles of biology/physiology relating to individual behavior (e.g., neurotransmitters, brain activation/fMRI studies, hormonal action, effects of stress and trauma, temperament, genetic models, developmental changes related to addiction, violence, sexual behavior)

Required Readings:

- Cacioppo, J. T., Berntson, G.G., Sheridan, J. F., & McClintock, M.K. (2000). Multilevel integrative analyses of human behavior: Social neuroscience and the complementing nature of social and biological approaches. *Psychological Bulletin*, 126(6), 829-843. (reserve)

- Ginsburg, L., Nackerud, L., & Larrison, C. R. (2004) Biology and Mental Illness (Ch. 9). In *Human biology for social workers: Development, Ecology, Genetics, and Health*, (pp. 155-176). (reserve)
- Rettew, D.C., & McKee, L. (2005) Review of temperament and its role in developmental psychopathology. *Harvard Review of Psychiatry*, 13(1), 14-27. (reserve)

OR

Nigg, J. T. (2006) Temperament and developmental psychopathology. *Journal of Psychology and Psychiatry*, 47(3.4), 395-422. (reserve)

- Borda, T., & Sterin-Borda, L. (2006) Novel insight into neuroimmunogenic factors in the etiology of schizophrenia. *Psychiatric Annals*, 36(2), 102-108. (reserve)
- Ehringer, M.A., Rhee, S. H., Young, S., Corley, R., & Hewitt, J. K. (2006) Genetic and environmental contributions to common psychopathology of childhood and adolescence: A study of twins and their siblings. *Journal of Abnormal Child Psychiatry*, 34(1), 1-17. (reserve)
- Moffitt, T. E. (2005). The new look of behavioral genetics in developmental psychopathology: Gene-environment interplay in antisocial behaviors. *Psychological Bulletin*, 13(4), 533-554. (reserve)
- Band, G.P.H., Ridderinkhof, K.R., & Segalowitz, S. (2002) Explaining neurocognitive aging: Is one factor enough? *Brain and Cognition*, 49(3), 259-267. (reserve)
- Alexopoulos, G. S., Schultz, S.K., & Lebowitz, B. D. (2005) Late-life depression: A model for medical classification. *Biological Psychiatry*, 58(4), 283-289. (reserve)

Assignments Due:

- Integrative Project Specialization Topic Successfully Negotiated

Week 5: Biologically Based Individual Intervention Strategies: Mental Health Examples

Biofeedback/neurofeedback

Pharmacotherapies & Hormonal Adjustment

Genetic "Manipulation"

Meditation

Required Readings:

- Davidson, R.J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S.F., Urbanowski, F., Harrington, A., Bonus, K., & Sheridan, J.F. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65, 564-570. (reserve)
- Silva, A.J., & Josselyn, S.A. (2002). The molecules of forgetfulness. *Nature*, Vol 418(6901), pp. 929-930. (reserve)
- Rief, W. (2006). Getting started with neurofeedback. *Journal of Psychosomatic Research*, Vol 60(3), pp. 313. (reserve)
- Fox, D.J., Tharp, D.F., & Fox, L.C. (2005). Neurofeedback: An alternative and efficacious treatment for attention deficit hyperactivity disorder. *Applied Psychophysiology and Biofeedback*, Vol 30(4), pp. 365-373. (reserve)
- Arnold, L. E., Elliott, M., Sachs, L., Bird, H., Kraemer, H. C., Wells, K. C., Abikoff, H. B., Comarda, A., Conners, C. K., Elliott, G. R., Greenhill, L. L., Hechtman, L., Hinshaw, S. P., Hoza, B., Jensen, P. S., March, J. S., Newcorn, J. H., Pelham, W. E., Severe, J. B., Swanson, J. M., Vitiello, B. & Wigal, T. (2003). Effects of ethnicity on treatment

attendance, stimulant response/dose, and 14-month outcome in ADHD. *Journal of Consulting and Clinical Psychology*, 71, 713-727. (reserve)

Assignments Due:

- Section of Integrative Project Analysis on Psychodynamic and Attachment Processes as a Basis for Individual Behavior Change

Week 6: Overview of Research Related to Social Context Bases for Individual Behavior Change

Social Support Systems

Social Referencing

Social Norms

Stress and Coping

Discrimination, Oppression Influences

Cultural Contexts

Required Readings: .

- Dale, O., Smith, R., Norlin, J.M., & Chess, W.A. (2006). The family as a system of roles (Ch. 9). In *Human Behavioral and the Social Environment: Social Systems Theory*, 5th ed. (pp. 225-250). Boston: Pearson. (reserve)
- Bukowski, W.M. & Adams, R. (2005) Peer relationships and psychopathology: Markers, mediators, mechanisms and meanings. *Journal of Clinical Child and Adolescent Psychology*, 34(1), 3-10. (reserve)
- Textbook: Heaney C.A., & Israel, B.A. (2002) Social Networks and Social Support (Chapter 9). In Glanz, K., Rimer, B.K., and Lewis, F.M. (2002), *Health Behavior and Health Education: Theory, Research, and Practice*, 3rd Ed., (pp. 185-209). San Francisco, CA: Jossey-Bass.
- Textbook: Wingood, G.M., & DiClemente, R.J. (2002), The Theory of Gender and Power: A Social Structural Theory for Guiding Public Health Interventions, (Ch. 12). In R.J. DiClemente, R.A. Crosby, & M.C. Kegler, (Eds), *Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health* (pp. 313-346). San Francisco, CA: Jossey-Bass.
- Williams, D. R., Neighbors, H. W., & Jackson, J.S. (2003) Racial/ethnic discrimination and health: Findings from community studies. *American Journal of Public Health*, 93(2), 200-208. (reserve)
- Areán, P. A., Ayalon, L., Hunkeler, E., Lin, E. H. B., Tang, L., Harpole, L., Hendrie, H., & Williams, J. W. Jr. (2005). Improving depression care for older, minority patients in primary care. *Medical Care*, 43, 381-390. (reserve)

Assignments Due:

- Section of Integrative Project Analysis Biological/Physiological/ Pharmacological Approaches

Week 7: Social Context Intervention Strategies: Intimate Partner Violence Examples

Family Therapy/Supportive Significant Other/12-Step Approaches

Peer Group/Community Norms Interventions & Media Campaigns

Structural Interventions

Community Resource/Policy Strategies
Contingency Management

Required Readings:

- Brickman, P., Rabinowitz, V.C., Karuza, J., Coates, D., Cohn, E., & Kidder, L. (1982) Models of helping and coping. *American Psychologist*, 37(4), 368-384. (reserve)
- Blankenship, K.L., Bray, S.J., and Merson, M.R. (2000). Structural interventions in public health. *AIDS*, 14 (Supplement), S11-21. (reserve)
- Martinez, C. R., Jr. & Eddy, J. M. (2005). Effects of culturally adapted parent management training on Latino youth behavioral health outcomes. *Journal of Consulting and Clinical Psychology*, 73, 841-851. (reserve)
- Textbook: Norton, B.L., McElroy, K.R., Burdine, J.N., Felix, M.R.J., & Dorsey, A.M. (2002) Community Capacity: Concept, Theory, and Methods (Ch. 8). In R. J. DiClemente, R.A., Crosby, & M.C. Kegler, *Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health* (pp. 194-227). San Francisco, CA: Jossey-Bass.
- Textbook: Wenzel, L., Glanz, K., Lerman, C. (2002) Stress, coping, and health behavior (Ch. 10). In K. Glanz, B. K., Rimer, & F. M. Lewis, (Eds), *Health Behavior and Health Education: Theory, Research, and Practice*, 3rd Ed., (pp. 210-239). San Francisco, CA: Jossey-Bass.
- Bent-Goodley, T.B, (2005) Culture and domestic violence - Transforming knowledge development. *Journal of Interpersonal Violence*, 20 (2), 195-203. (reserve)
- Zink, T., Regan, S., Jacobson, C.J., & Pabst, S. (2003) Cohort, period, and aging effects—A qualitative study of older women’s reasons for remaining in abusing relationships. *Violence Against Women*, 9(12), 1429-1441. (reserve)

Assignments Due: None assigned

Week 8: Overview of Research Related to Communication and Behavior Change

Levels/types of communication

Significant elements

Social power and tactics: Communication and context

Technology

Links to social context

Required Readings:

- Textbook: Owen, N., Fotheringham, M.J., & Marcus, B.H (2002) Communication Technology and Health Behavior Change (Ch. 22). In Glanz, K., Rimer, B.K., and Lewis, F.M. (2002), *Health Behavior and Health Education: Theory, Research, and Practice*, 3rd Ed., (pp. 510-529). San Francisco, CA: Jossey-Bass.
- Bruins, J. (1999). Social power and influence tactics: A theoretical introduction. *Journal of Social Issues*, Vol 55(1), Spr 1999. Special issue: Social influence and social power: Using theory for understanding social issues. pp. 7-14. (reserve)
- Textbook: Lewis, M.A., DeVillis, B.M., & Sleath, B (2002) Social Influence and Interpersonal Communication in Health Behavior (Ch. 11). In K. Glanz, B.K., Rimer, &

F.M. Lewis, *Health Behavior and Health Education: Theory, Research, and Practice*, 3rd Ed., (pp. 240-264). San Francisco, CA: Jossey-Bass.

- Ahluwalia, J. S., Okuyemi, K., Nollen, N., Choi, W. S., Kaur, H., Pulvers, K., Mayo, & M. S. (2006). The effects of nicotine gum and counseling among African American light smokers: A 2 x 2 factorial design. *Addiction*, 101, 883-891. (reserve)

Assignments Due: None assigned

Week 9: Overview of Research Related to Cognition and Learning Processes as a Basis for Individual Behavior Change

Learning Models

Social Learning Principles

Expectancies

Required Readings:

- Robbins, S.P., Chatterjee, P., & Canda, E. R. (2006). Behaviorism, Social Learning, and Exchange Theory (Ch. 11). In *Contemporary Human Behavior Theory: A Critical Perspective for Social Work*, 2nd ed., (pp. 349-386). Boston: Pearson. (reserve)
- Textbook: Baranowski, T., Perry, C.L., & Parcel, G.S. (2002). How Individuals, Environments, and Health Behavior Interact: Social Cognitive Theory (Ch. 8). In R.J. DiClemente, R.A., Crosby, & M.C. Kegler, *Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health*, (pp. 165-184). San Francisco, CA: Jossey-Bass
- Textbook: Fisher, J.D., & Fisher, W.A. (2002) The Information-Motivation-Behavioral Skills Model. (Ch. 3) In R. J. DiClemente, R.A. Crosby, & M.C. Kegler, *Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health* (pp. 40-70). San Francisco, CA: Jossey-Bass.
- DelBoca, F.K., Darkes, J., Goldman, M.S., & Smith, G.T. (2002). Advancing the expectancy concept via the interplay between theory and research. *Alcoholism: Clinical and Experimental Research*, 26(6), pp. 926-935.
- O'Brien, K.M., & LeBow, M.D. (2007). Reducing maladaptive weight management practices: Developing a psychoeducational intervention program. *Eating Behaviors*, 8, 195-210.

Assignments Due:

- Section of Integrative Project Analysis on Social Context Approaches

Week 10: Cognitive & Learning Based Intervention Strategies, including HIV Risk Reduction

Cognitive Behavioral Therapies (CBT)/Interventions (CBI)

Psycho-Education

Skills Based Training

Required Readings:

- Morgenstern, J., & Longabaugh, R. (2000) Review: Cognitive-behavioral treatment for alcohol dependence: A review of evidence for its hypothesized mechanisms of action. *Addiction*, 95(10), 1475-1490. (reserve)

- The Metropolitan Child Study Research Group (2007). Changing the way children “think” about aggression: Social cognitive effects of a preventive intervention. *Journal of Consulting and Clinical Psychology*, 75, 160-167. (reserve).
- Guajardo, J.M.F., & Anderson, T. (2007). An investigation of psychoeducational interventions about therapy. *Psychotherapy Research*, 17, 120-127. (reserve)
- Otto-Salaj, L.L., Kelly, J.A., & Stevenson, L.Y. (1998) Implementing cognitive-behavioral AIDS/HIV risk reduction group interventions in community health settings that serve people with serious mental illness. *Psychiatric Rehabilitation Journal*, 21(4), 394-404. (reserve).
- Otto-Salaj, L.L., Kelly, J.A., Stevenson, L.Y., Hoffman, R., & Kalichman, S.C. (2001). Outcomes of a randomized small-group HIV prevention intervention trial for people with serious mental illness. *Community Mental Health Journal*, 37, 123-144. (reserve)

Assignments Due: None assigned

Week 11: Overview of Research Related to the Transtheoretical Model of Behavior Change

TMBC Principles

Stages of Change/Readiness to Change

Decisional Balance

Self-Efficacy for Change

Required Readings:

- Textbook: Prochaska, J.O., Redding, C.A., & Evers, K.E. (2002) The Transtheoretical Model and Stages of Change (Ch. 5). In K. Glanz, B. K., Rimer, & F.M. Lewis, *Health Behavior and Health Education: Theory, Research, and Practice*, 3rd Ed., (pp. 99-120). San Francisco, CA: Jossey-Bass.
- Miller, W. R., & Rollnick, S (2002) Ambivalence: The Dilemma of Change (Ch. 2). In *Motivational Interviewing: Preparing People for Change*, 2nd Ed., (pp. 13-19). New York: Guilford. (reserve)
- Begun, A.L., Shelley, G., Strodthoff, T., & Short, L. (2001) Adopting a stages of change approach for individuals who are violent with their intimate partners. In R. A. Geffner & A. R. Rosenbaum (Eds.), *Domestic violence offenders: Current interventions, research, and implications for policies and standards*, (pp. 105-127). Haworth Press. (reserve)
- DiClemente, C.C. (2005) Conceptual models and applied research: The ongoing contribution of the transtheoretical model. *Journal of Addictions Nursing*, 16(1-2), 5-12. (reserve)
- Bachelor, A., & Horvath, A.O. (1999) The therapeutic relationship. In M. A. Hubble, B. L. Duncan, & S.D. Miller (Eds.), *Heart and soul of change*, pp. 133-178. Washington, DC: American Psychological Association. (reserve)

Assignments Due:

- Section of Integrative Project Analysis on Cognitive & Learning Based Intervention Strategies

Week 12: Motivational Intervention in the Change Process: Alcohol Use Disorders Examples

Motivational Interviewing

Motivational Enhancement Therapies

Required Readings:

- Miller, W.R., & Rollnick, S. (2002) What is Motivational Interviewing? (Ch. 4) In, *Motivational Interviewing: Preparing People for Change*, 2nd Ed., (pp. 33-42). New York: Guilford. (reserve)
- Burke, B.K., Arkowitz, H., & Dunn, C. (2002) The Efficacy of Motivational Interviewing and Its Adaptations: What We Know So Far (Ch. 16). In W. R. Miller & S. Rollnick, S (Eds.), *Motivational Interviewing: Preparing People for Change*, 2nd Ed., (pp. 217-250). New York: Guilford. (reserve)
- Connors, G.J., Donovan, D.M., and DiClemente, C.C. (2001). Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions, Chapters 1, 2 &, 8 (pp. 1--41, 172 – 193). New York: Guilford. (reserve)
- Longshore, D., Grills, C., & Annon, K. (1999) Effects of a culturally congruent intervention on cognitive factors related to drug-use recovery. *Substance Use & Misuse* 34 (9), 1223-1241. (reserve)

Assignments Due: None assigned

Week 13: Group Examination of Students' Integrative Projects—Wave I

Required Readings: (see wrap-up readings)

Assignments Due: Section of Integrative Project Analysis on Transtheoretical Model of Behavior Change/Motivation
Feedback form due for Wave I (minimum of two total Waves I, II, III)

Week 14: Group Examination of Students' Integrative Projects—Wave II

Required Readings: (see wrap-up readings)

Assignments Due: Course Evaluations.

Feedback form due for Wave II (minimum of two total Waves I, II, III)

Week 15: Group Examination of Students' Integrative Projects—Wave III; Wrap-Up

Required Readings:

- Textbook: Oldenburg, B., & Parcel, G.S. (2002) Diffusion of Innovations. (Ch. 14) In K. Glanz, B.K. Rimer, & F.M. Lewis, *Health Behavior and Health Education: Theory, Research, and Practice*, 3rd Ed., (pp. 312-334). San Francisco, CA: Jossey-Bass.
- Videka, L. (2003) Accounting for variability in client, population, and setting characteristics: Moderators of intervention effectiveness. In A. Rosen & E. K. Proctor (Eds.), *Developing practice guidelines for social work intervention*, (pp. 169-192). NY: Columbia University Press. (reserve)
- Reid, W.J., Kenaley, B.D., & Colvin, J. (2004) Do some interventions work better than others? A review of comparative social work experiments. *Social Work Research*, 28(2), 71-81. (reserve)

Assignments Due: Final projects due during scheduled final exam period; will be accepted at week 15 final class session or anytime in-between.
Feedback form due for Wave III (minimum of two total Waves I, II, III)

**UNIVERSITY OF WISCONSIN-MILWAUKEE
HELEN BADER SCHOOL OF SOCIAL WELFARE,
DOCTORAL PROGRAM IN SOCIAL WORK**

**SW 938: Research and Processes of Individual Change Across the Lifespan
Integrative Project Assignment**

Semester: Spring, 2008

Project Overview

The purpose of this project is to provide students with an opportunity to explore individual change research with relevance to a particular area of interest or field of study. Students are expected to integrate assigned and outside literature in their projects and to demonstrate a significant degree of integrative thinking and advanced level of critical analysis by the project's conclusion. The integrative project will examine individual change research concerning theories, models, perspectives, and intervention approaches related to a particular topic of interest.

Project Details

The integrative project is designed to be completed and graded in stages. Students may work independently or in pairs, but not in larger groups—a pair may choose to split their work as the semester progresses, and two individuals may elect to team up, but only one change in configuration will be accepted. Students working together will share the same grade for any sections completed together.

Step 1. Identify the particular specialization topic of interest and negotiate its approved by the instructors. Select a topic that lends itself to examining the linkages between theory and intervention design. Be sure that your topic is not overly general; be relatively specific, either as to specific populations (age, ethnicity, sexual orientation, region, diagnosis, etc.). Examples include, but are certainly not limited to:

Reducing HIV/STD sexual risk behavior among persons with severe mental illness

Preventing substance dependence/addiction among substance abusers

Intervening with eating disordered behaviors among athletes

Parenting versus child maltreatment behavior

Responding to PTSD among women with abuse histories

Reducing intimate partner violence recidivism among young men

Patient/provider communication as a mediator/moderator of therapeutic change

(This step is not graded, but should be completed by week 4)

Step 2. Relate theory and intervention from four frameworks to the specialization topic. There are two choices in determining which frameworks to apply: (1) select four of the five addressed in the syllabus; (2) select three of the five addressed in the syllabus and negotiate a reasonable fourth and its due date. Each of the first four sections of your project will constitute 15% of the course grade (60% total) and each should be 5-7 single-spaced pages in length, using Ariel 11 or Times New Roman 12 font and 1" margins. All referencing should follow APA format guidelines and your reference list is not included in the page limit.

The five framework options and their due dates are:

(a) psychodynamic and/or attachment frameworks and interventions (due week 5);

(b) biological/physiological/pharmacological frameworks and interventions (due week 6);

- (c) social context and communication frameworks and interventions (due week 9);
- (d) cognitive and/or learning frameworks and interventions (due week 11); and
- (e) transtheoretical/motivational frameworks and interventions (due week 13).

Step 3. Presentation and discussion of the integrative project with the group will be 10% of course grade. Each student will have ½ of their points from leading discussion of their own project and ½ of their points from contributing meaningful written feedback to at least two other projects (feedback forms will be provided). These presentations and discussions form the basis for class sessions 13, 14, 15, and feedback from those class sessions may be integrated into the final product (step 4 below).

Step 4. The final written project (20% of the course grade) combines an integrative conclusion section and revisions to the first four sections, as well as an introduction. The integrative section should be 4-6 pages in length. Questions to be discussed include but are not limited to the following:

- Compare/contrast the different frameworks with respect to the specialization topic?
- Of the approaches where is there goodness of fit and where is fit lacking? What is your rationale for these assessments – please justify your argument.
- Which approach appears to lend itself most readily to research on your specialization topic, and why?
- What are the intervention implications associated with the different theories, perspectives, and models?
- What issues arise in considering implementation and evaluation of possible intervention approaches based on these theories, perspectives, and models?

The final written projects are due at “week 16” (during the final exam period). It is expected that the final product, with all sections (your re-worked four framework sections, introduction, and unified discussion section) will be from 21-30 pages in length before your reference list.

A Note about Team Teaching

Each student will receive feedback from both instructors. Grades will reflect an average of the two scores assigned. If a student feels that the feedback is conflicting or contradictory, the instructors will confer and provide the student with a consensus response. This process is intended to be followed for specific points of contrast, not for entire assignments.