



School of Social Work

Student Proposal for School of Social Work

exemplar

Independent Research: SWRK 7100

***Use this proposal if you are planning to submit an elective proposal for independent research in social work.**

Note: Only full-time faculty are eligible to precept a student in an independent study

→**Date:** 04/01/2014 (SWRK 7100 proposals are required to be to the Curriculum Committee Chair for review by 11/1 for Spring semester, 3/1 for Summer I and II, and 7/1 for Fall semester proposals).

I. STUDENT INFORMATION:

Name: MSW Student	Phone: (269) 555-1212
Address: 1424 101 st St.	City/State/Zip: Kalamazoo, MI, 49008
WIN #: 123456789	Anticipated Graduation Date (mo/yr): 06/2015

Please check all that apply:

Undergraduate

Graduate Program:

Advanced Standing: Year One Year Two (PT

AS only)

Full Time: Year One Year

Two

Extended Study: Year One Year Two Year

Three

Program Site:

Grand Rapids Kalamazoo Southwest

II. FACULTY SECTION OF PROPOSAL:

Proposal submitted for: Jennifer Fuzzypants	Semester: Fall 2014
Year: 2014	Credit Hours: 3
Sponsoring Faculty: Juan Pablo Montoya, PhD	1. How often will you meet with student?: every 2 weeks 2. Format for meeting (e.g., in-person, telephone, synchronous on-line, asynchronous on-line): in-person, or via telephone 3. Length of each meeting: 2 hours

→ **Title:** "I've been there too": Peers in Co-Occurring Treatment

- **What support /resources will you be providing the student to enable them to successfully complete the proposed work? Co-authorship of IRB proposal, and interview protocol; reviewing interview results; assisting with coding of results**

III. STUDENT SECTION OF PROPOSAL:

1. What are the research questions?

What is the experience of being a peer in co-occurring service in the public mental health system in Michigan over the last 7 years?

2. What research methodology will be used?

Qualitative narrative interviewing approach involving semi-structured in-depth interviews to understand the experience of being a peer specialist

3. What data source(s) will be used?

Transcripts of 60-90 minute semi-structured interviews with peer specialists

4. What is the proposed process and timeline for Human Subjects Institutional Review Board approval? IRB proposal will be written and submitted by August 2014 to allow for approval even if full board is needed by October 2014 and interviews November and December 2014

Student has completed the HSIRB/CITI training (<http://www.wmich.edu/research/>) (or anticipated completion date: 03/2014)

HSIRB submitted proposal for project (date submitted and by whom: _____; date approved by HSIRB: _____)

Description of project:

The research design will involve interviews with CPSSs who currently work or have worked on co-occurring service teams from 2006 – the present in Michigan, to better understand their role, their experience, and the meaning they attribute to their work. Semi-structured interviews will get the best picture of the narrative of how people decided to become CPSSs in co-occurring services, their current role/tasks, and the meaning they ascribe to the role of peers in the recovery of those they work with and their own recovery (a narrative approach). The interviews will be interactive in nature (McHahan and Rogers, 1994, Campbell, Adams, Wasco, Ahrens, and Self, 2010), allowing for my sharing of experience in working in co-occurring services and with peers as colleagues in addition to asking about the experiences of participants. This will allow for a greater mutuality and decreased sense of power difference, and the further development of trust in using the data to help inform decision-makers about peer services in Michigan.

Participants/Settings

Participants will be selected using a snowball sampling strategy starting with key informants of CPSSs from the MiFAST team, who work with co-occurring services, and know other peers who work in the same capacity, as well as one peer from Recovery Institute who connected with peers across the state engaged in IDDT and other EBPs. I will ask each key informant if they are willing to be interviewed, and ask each of them to tell me about other peers in co-occurring service who they would recommend interviewing. A desired N of 8-12 or until I am getting no new content areas of data is preferred. Participants will be included if they are certified as peer support specialists, and currently or on the past 7 years have worked on a team in the public mental health system in Michigan with individuals with co-occurring disorders.

Due to the sampling method selected, I hope that accessing new potential participants will be relatively easy by e-mail or telephone. I will contact potential participants provided by other participants, and explain that I received their name from a peer colleague as someone who might be interested in participating in a research project about the role of peer specialists working in co-occurring teams in Michigan. At that point, I will use a script (attached) to explain the research project and ask if they are interested in hearing more about the study. If

they are, I will answer any questions, the informed content process will begin, and if participants provide consent an interview will be scheduled and take place at the participant's preferred time, date, method, and location. At the end of the interview, I will ask participants if they would recommend other CPSSs who work in co-occurring service teams in Michigan who might be interested in participating, and obtain potential participant contact information so that I can contact them about the study.

Relevant EPAS:

Competencies: E.P. 2.1.6: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. They comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

- Practice behaviors & commensurate activities (apply foundation or concentration practice behavior(s)): IPPB7 Evaluate evidence-based literature and apply evidence-based practices in working with individuals, families, and groups.
- Outcomes/Products: IRB process, study of qualitative research methods, and interview completion of an original research study

Core readings: List *at least three* references that the student will read as part of the Independent Study

Campbell, R., Adams, A.E., Wasco, S.M., Ahrens, C.S., and Sefl, T. (2010). "What has it been like to you to talk with me today?": The impact of participating in interviews research on rape survivors. *Violence Against Women, 16*, 60-83.

Campbell, J., Lichtenstein, C., Teague, G., Johnsen, M., Yates, B., Sonnefeld, J., et al. (2006) *The consumer-operated services program (COSP) multisite research initiative: Final report*. Saint Louis, MO: Coordinating Center at the Missouri Institute of Mental Health.

Chandler, D. W. (2011). Fidelity and outcomes in six integrated dual disorders treatment programs. *Community Mental Health Journal, 47*(1), 82-89.

Davidson, L., Chinman, M., Kloos, B., Weingarten, R., Stayner, D., & Tebes, J. K. (1999). Peer support among individuals with severe mental illness: A review of the evidence. *Clinical Psychology: Science and Practice, 6*(2), 165-187.

Davidson, L., Chinman, M., Sells, D., & Rowe, M. (2006). Peer support among adults with serious mental illness: A report from the field. *Schizophrenia Bulletin, 32*(3), 443-450.

Edmunson, E. D., Bedell, J. R., Archer, R. P., & Gordon, R. E. (1982). Integrating skill building and peer support in mental health treatment: The early intervention and community network

- development projects. In A. M. Jeger & R. S. Slotnik (Eds.). *Community Mental Health and Behavioral-Ecology* (pp. 127-139). Plenum Press.
- Hahn, C. (2008). *Doing qualitative research using your computer: A practical guide*. Los Angeles, CA: Sage.
- Hays, D.G., and Singh, A.A. (2012). *Qualitative inquiry in clinical and educational settings*. New York, NY: Guilford Press.
- Haywood, T.W., Kravitz, H.M., & Grossman, L.S. (1995). Predicting the “revolving door” phenomenon among patients with schizophrenic, schizoaffective, and affective disorders. *American Journal of Psychiatry*, 152, p. 856-861.
- Institute of Medicine Committee on Quality of Health Care in America (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academies Press.
- MacNeal, C., and Mead, S. (2005). A narrative approach to developing standards for trauma-informed peer support. *American Journal of Evaluation*, 26(2), 231-244.
- Min, S.Y., Whitecraft, J., Rothbard, A.B., and Salzer, M.S. (2007). Peer support for persons with co-occurring disorders and community tenure: A survival analysis. *Psychiatric Rehabilitation*, 30, 207-213.
- Mueser, K. T., Noordsy, D. L., Drake, R. E., & Fox, L. (2003). *Integrated treatment for dual disorders: A guide to effective practice*. New York: The Guilford Press.
- National Association of Social Workers. (2008). *Code of ethics for social workers*. Washington, DC: NASW.
- New Freedom Commission on Mental Health. (2003). *Achieving the promise: Transforming mental health care in America*. Washington, DC: Department of Health and Human Services.
- O'Connell M., Tondora J., Croog G., Evans A., and Davidson L. (2005). From rhetoric to routine: Assessing perceptions of recovery-oriented practices in a state mental health and addiction system. *Journal of Psychiatric Rehabilitation*, 28, 378-386.
- Parker, G., Manicavasagar, V., Smith, M., & Nicholas, J.(2012). Mechanisms underpinning effective peer support: A qualitative analysis of interactions between expert peers and patients newly-diagnosed with bipolar disorder. *BMC Psychiatry*, 12.
- Smythe, W.E., & Murray, M.J. (2000). Owning the story: Ethical considerations in narrative Research. *Ethics and Behavior*, 10, 311-336.
- Solomon, P. (2004). Peer support/peer provided services: Underlying processes, benefits, and

critical ingredients. *Psychiatric Rehabilitation Journal*, 27, 392–401.

Assignments: List the proposed products (papers, presentations, etc.) on which the student’s learning will be evaluated.

- Successful completion of HSIRB approval for qualitative study with vulnerable population
- Completion and transcribing of at least 6 interviewing with the participants of interest, and coding into themes of same
- Report that summarizes interviews and addresses research question

Student (signature):	Date:	Comments:
Social Work Faculty Sponsor:	Date:	Comments:
SSW Curriculum Committee Chair:	Date:	Comments:
SSW Director:	Date:	Comments: