



SW 686 INTEGRATED HEALTH RESEARCH PRACTICUM / PORTFOLIO DEVELOPMENT
FALL 2016

Section 001: **MONDAYS 9:00 – 11:00 PM**
Meeting Location: **SSWB 1794**
Instructor(s): Anthony M. Provenzano, MS, MPA, MSW
Email: ampro@med.umich.edu
Phone(s): 734.764.8277 (SSWB Office) or 734.936.4899 (NCRC Office)
Office(s): SSWB 3832 or North Campus Research Complex (NCRC), Building 14, G225-35
Office Hours: Mondays 8:00 – 9:00 AM & 11:00 AM – 12:00 PM and/or by appointment.
Credit Hours: 2 Hours
Canvas Site: <http://canvas.umich.edu>

Instructor(s): Sally Schmall, MSW
Email: sschmall@umich.edu
Phone: 734.274.1436

LEARNING AND INSTRUCTIONAL WEBSITES

*M*Library Research Guide for Searching and Writing Research <http://guides.lib.umich.edu/sw522>
National Association of Social Work Code of Ethics <https://www.socialworkers.org/pubs/code/default.asp>

COURSE DESCRIPTION. This course is the third term of a 3-term practicum based course that offers students the opportunity to engage in a research project or service program of relevance to integrated health and social work. Students will continue developing a working knowledge of social work research, and apply that knowledge as they work directly with social workers involved in program development, implementation, evaluation, and/or research. The course content will integrate the core themes related to multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research.

COURSE CONTENT. Students will learn how to understand and appreciate a scientific approach to building practice knowledge and for evaluating practice, and to use research to advocate for clients and inform policy. Special emphasis will be placed on increasing one's ability to formulate research questions, apply research methods, conduct statistical analysis, and interpret research reports. This course will cover quantitative and qualitative research methods, commonly used statistical procedures, and approaches to the evaluation of practice. The latest statistical, graphical, and display technologies will be used. Classroom work will also contribute to professional skills development and presentation of a professional self.

COURSE OBJECTIVES* Upon completion of the course, students will be able to:

1. Act as a critical consumer and contributor of the design, methodology, and conclusions of social work and social and behavioral science research publications.
 - a. Understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications.
 - b. Assess the strengths and weaknesses of selected research designs and methodology, and of selected measures and measurement strategies.
 - c. Assess the cultural sensitivity of measures and measurement strategies.
 - d. Assess the biases and implications of conclusions drawn in the research studies.

[Practice Behaviors 3.1, 3.2, 6.1]

2. Locate, assess and critique research studies so as to draw appropriate inference, particularly as it affects diverse populations at risk (dimension: ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation).
 - a. Frame research questions and develop problem statements that reflect the issues under consideration.
 - b. Apply research concepts and principles in the development and use of selected qualitative and quantitative methodologies and analytical approaches.
 - c. Choose appropriate research designs and methodology given a particular research question.
 - d. Demonstrate the ability to select culturally appropriate measures and measurement strategies given specific populations.
 - e. Construct simple indices, questionnaires, and measures relevant to the evaluation of practice.
 - f. Conduct selected analytic and statistical procedures 4
 - g. Demonstrate the ability to interpret and draw conclusions from selected analytic and statistical procedures.
[Practice Behaviors 3.1, 3.2, 4.1, 4.3, 6.1, 6.2, 7.2, 11.4, 13.1]

3. Know the NASW Code of Ethics and appropriately apply it in the conduct of social work research.
 - a. Understand ethical issues in the conduct of research and evaluation.
 - b. Understand the relevance and applicability of research in working with disadvantaged, disenfranchised, and diverse populations at risk: (dimension: ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation).
 - c. Examine the processes by which research and evaluation findings can be used to enhance social justice, social change, promotion, prevention, treatment, and rehabilitation.
[Practice Behaviors 2.1, 2.4, 7.2, 13.1]

4. Continue creation of an e-portfolio.
 - a. Participate in activities that use integrative learning principles to facilitate knowledge transfer and link classroom, fieldwork and research experiences.
 - b. Create a solid working professional philosophy statement and become skilled in articulating this philosophy.

***For more information about competencies and practice behaviors refer to:**

<https://ssw.umich.edu/sites/default/files/documents/msw/competencies-and-practice-behavior>

COURSE DESIGN. Over the course of this term, students will work directly with field research faculty, consult with faculty instructors, utilize online content modules, and work independently.

Relationship of the Course to Curricular Themes:

Multiculturalism & Diversity:	This course will include material on methods to improve the cultural inclusiveness and cultural sensitivity of research methods. This content will cover culturally sensitive measures, inclusion of diverse groups of adequate size in sampling, culturally aware interpretations of data, and culturally responsible dissemination of results. The basic purpose of research and practice evaluation will also be analyzed from culturally bound perspectives. Issues will be explored as students identify self- knowledge and skills for monitoring their practice within the context of their work.
--	--

<p>Social Justice:</p>	<p>Students will gain an understanding of the ways in which research and evaluation have sometimes been used against oppressed groups, for example through unethical practices, distortion of results, or fabrication of data. Examples will be given of ways in which research can be used to empower socially disadvantaged individuals, groups, and communities.</p> <p>These examples will include studies in which the research participants were involved in the study during all of its stages. Students will critically assess their commitment to and skills for enacting change towards social justice goals within the realm of research and policy.</p>
<p>Health Promotion, Prevention, Treatment & Rehabilitation:</p>	<p>Studies reviewed in the course will include examination of projects aimed at enhancing well-being and preventing problems. The methodological and ethical problems unique to studies of promotion and prevention efforts will be described. The social work values consistent with promotion/prevention research will be analyzed. Small group discussions will allow students to discuss, review, compare and contrast how/when social work research has or can impact program development, implementation, and evaluation.</p>
<p>Behavioral and Social Science Research:</p>	<p>The unique challenges in applying social science knowledge and methods to social work settings will be covered. These challenges include the practical and ethical dilemmas of applied research. Emphasis will be placed on the way established theories and methods influence the selection of research questions and methods. Studies will be critiqued for their ability to advance social science theory and knowledge and to improve social work practice. Students will discuss, compare, and participate in a social science research project.</p>
<p>SW Ethics and Values:</p>	<p>The research and evaluation section of the NASW Code of Ethics and other professional codes will be applied throughout this course. Examples of common ethical dilemmas will be presented. Among the areas of ethics to be covered will be informed consent procedures, protection of research participants from harm, confidentiality, and accurate reporting of results. Emphasis will also be placed on the social workers' ethical obligation to use scientifically sound practice and to continually evaluate practice and programs. Students will read and discuss research studies on the influence of values and ethics in social work practice decision-making and in agency program development.</p>
<p>Intensive Focus on PODS:</p>	<p>The PODS lens will be applied to research and students will have an opportunity to discuss relevant issues related to the diversity dimensions that impact research and <i>vice versa</i>.</p>

COURSE REQUIREMENTS AND GRADING. Class requirements include class attendance, meetings with SSW field faculty, field research hours, and the assignments listed below. Instructions for all assignments will be posted on the course Canvas website. A considerable amount of self-direction and initiative is expected.

ASSIGNMENTS

1. One Faculty/Research Field Supervisor conferences
September 12 – October 16th (20% of grade)
2. Dissemination modules, **Completed by September 26th (5% of grade)**
3. Dissemination plan/product, **Rough draft, Due October 3rd (10% of grade)**
4. Mock Interview Self-assessment; **Due October 31st (15% of grade)**
5. Dissemination plan/product, Final version; **Due November 14th (35% of grade)**
6. Create and Present “work” in LinkedIn **and/or Seelio in class December 12th (15% of grade)**
Website(s): <https://www.linkedin.com/> and/or <https://seelio.com/students>

See the course [Canvas site](#) – “**Assignments**” tab – *for assignment details and guidelines.*

GRADING

Each assignment is graded on a 10-point scale. Both content and form will be considered in assigning grades. Though content is more heavily weighted in grade assignments, form and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in grade reduction. The grading scale is as follows:

- 10** Demonstrates mastery of subject content, critical analysis, creativity, and form.
- 9** Demonstrates mastery of subject content beyond expected competency. Evidence of critical analysis, originality, or form in the completion of the assignment is less evident.
- 8** Demonstrates mastery of subject content at level of expected competency – meets course expectations.
- 7** Demonstrates familiarity with subject content, student learning, and potential for mastery of subject content. Significant improvement needed to meet course requirements and standards for professionalism.
- 6** Demonstrates minimal understanding of subject content but not adequate to meet course requirements or standards for professionalism.

Points are weighted based on the percentage of final grade. For example, 9 points for an assignment worth 15% of the total course grade is converted to a grade of 13.5 points (POINTS X PERCENTAGE WEIGHT X 10). Final course grades will be assigned using the following points scale:

A+ = 100 – 99 points	B+ = 89 – 87	C+ = 79 – 77	D+ 69-66
A = 98 – 95	B = 86 – 84	C = 76 – 74	E= less than 65
A- = 94 – 90	B- = 83 – 80	C- = 73 – 70	

9. Course Materials

Course materials, including modules and course readings, will be available on the course Canvas website. Students will be responsible for locating literature and materials as they relate to their own independent work.

COURSE SCHEDULE

September 12 Meet: SSWB 1794, 9-11 AM	Welcome, review syllabus “I’ve done research; now what? Using research to affect change”
Sept 12 – October 16	Schedule a consultation meeting with SSW faculty advisor (Anthony) and field research supervisor – start considering plan for dissemination
September 26 Meet: SSWB 1794, 9-11 AM Assignment Due: Dissemination Modules Completed	<u>In-Class Exercise:</u> Discuss “working” dissemination plans <u>Session:</u> Job Interviewing (Sally) (10 am) Venues for Research Dissemination (Anthony) Readings: To be assigned
October 3 Assignment Due: <i>Uploaded to Canvas</i>	Dissemination plan/product (Rough Draft): Post Completed Assignment to Canvas Use your field supervisor and faculty consultant to flush out ideas
October 3 - 16	<u>Have met with SSW faculty advisor</u> (Anthony) and field research supervisor by October 16 – flush out dissemination plan
October 24 Meet: SSWB 1794, 9-11 AM	Mock Interviews (Sally) (likely in small group rooms in UM Library, information forthcoming)
October 31 Assignment Due: <i>Uploaded to Canvas</i>	Mock Interview Self-Assessment due
November 14 Assignment Due: <i>Uploaded to Canvas</i>	Dissemination plan/product (Final Draft) due
December 12 Meet: SSWB 1794, 9-11 AM Final Presentations	Final class, LinkedIn and/or Seelio Presentations

IMPORTANT: Field research continues throughout the semester, approximately 7-10 hours per week, including class and meeting times and time spent on course requirements.