



<b>Course title:</b>	Proseminar in Social Work and Social Science (Part 1)
<b>Course #/term:</b>	SW800, Part 1, Fall, 2020
<b>Time and place:</b>	Thursday, 1:30 – 3:30, <b>online only</b>
<b>Credit hours:</b>	2
<b>Prerequisites:</b>	Permission of instructor
<b>Instructor:</b>	William Elliott
<b>Pronouns:</b>	He, His, Him
<b>Contact info:</b>	<b>Email:</b> willelli@umich.edu <b>Phone:</b> 412-736-3829 You may expect a response within 24 hours
<b>Office:</b>	B640
<b>Office hours:</b>	By appointment

## 1. Course Statement

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### a. Course description

This is a seminar about the nature of research and scholarship for the students in the joint program in Social Work and Social Science. The basic motivating question for the seminar is a daunting one. It concerns the nature, place and practice of social work scholarship in a complex multidisciplinary context that emphasizes learning about not only the requirements of developing basic knowledge as an end in itself but also the skills, processes, procedures and routines associated with the use of that knowledge to help solve problems that impinge on, or directly disrupt the quality of people’s lives. A central assumption is that similar to other forms of scholarship, expertise in scholarship in a combined professional/academic context is not automatic. Instead it involves the purposive acquisition of habits, skills and attitudes unique to social work that enable people to contribute to professional and academic advances in their chosen field of inquiry. The first semester focuses on the early stages of this development. As such, it seeks to establish an orientation to the development of a social work scholar identity that will continue once the seminar is over. That is to say, it seeks to engage students in an examination of the practices, styles and domains of scholarship in the multidisciplinary contexts of social work, social welfare and social science so that they may begin to evolve an approach to scholarship suited to their own interests, inclinations and capabilities. Throughout the term, various topics pertinent to making explicit the requirements and practices of social work

scholarship will be discussed based on experienced social work scholars and focused readings on each topic. The second semester, taken at the end of coursework, is focused on identifying how the integration of social work and social science knowledge can be the basis of the social work prelim or dissertation project.

**b. Course design**

This course is designed as a seminar that emphasizes discussion and exchange of ideas and information. Each class will require reading from the assigned articles. Throughout this term, we will examine topics pertinent to making explicit the requirements and practices of scholarship and meet with a few faculty from the School of Social Work. These faculty will describe their own research, how it was conceived, executed and disseminated, to give students a direct sense of different styles of scholarship, as well as increased knowledge of domains of research with which they may wish to be associated in the future. Students will take an active role in framing our discussions. This year, we will focus on three aspects of social work scholarship: the science of social work and how social work integrates the social sciences; biographical influences on one’s scholarship trajectory; and addressing and managing ethical issues on one’s scholarship.

<p><b>Theme Relation to Multiculturalism &amp; Diversity:</b></p>	<p>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.</p>
<p><b>Theme Relation to Social Justice:</b></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. These examples will include studies in which the research participants were involved in the study during all of its stages.</p>
<p><b>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation:</b></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.</p>

<p><b>Theme Relation to Behavioral and Social Science Research:</b></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.</p>
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**c. Course Competencies and Practice Behaviors**

This course addresses the following competencies and practice behaviors:

COMPETENCY 2—*Apply social work ethical principles to guide professional practice.* Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers:

- 2.1 Recognize and manage personal values in a way that allows professional values to guide practice;
- 2.4 Apply strategies of ethical reasoning to arrive at principled decisions.

COMPETENCY 3—*Apply critical thinking to inform and communicate professional judgments.* Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- 3.2 Analyze models of assessment, prevention, intervention, and evaluation; and

COMPETENCY 4—*Engage diversity and difference in practice.* Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers:

- 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences;

COMPETENCY 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. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social workers:

- 6.1 Use practice experience to inform scientific inquiry and
- 6.2 Use research evidence to inform practice.

COMPETENCY 7—*Apply knowledge of human behavior and the social environment.* Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers:

- 7.2 Critique and apply knowledge to understand person and environment.

COMPETENCY 10—*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.* Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—*Assessment.* Social workers: 10.b.4 select appropriate intervention strategies. COMPETENCY 10(d)—*Evaluation.*

Social workers: 10.d.1 critically analyze, monitor, and evaluate interventions.

#### **d. Objectives**

- Critically evaluate what it means to have a social work identity.
  - Understand what it means to have a social work identity
  - Learn how to apply a social work identity to research
  - Learn how to apply a social work identity to theory
- Identify the value and ethical considerations of sound social work research as part of fulfilling requirements for Responsible Conduct of Research and Scholarship Certification.
  - Understand ethical issues in the conduct of research and evaluation.

- Understand the relevance and applicability of research in working with disadvantaged, disenfranchised, and diverse populations.
- Examine the processes by which research and evaluation findings can be used to enhance social justice, social change, promotion, prevention, treatment, and rehabilitation.
- Critically evaluate the design, methodology, and conclusions of social work and social and behavioral science research publications.
  - Understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications.
  - Assess the strengths and weaknesses of selected research designs and methodology.
  - Assess the cultural sensitivity of measures and measurement strategies.
  - Assess the biases and implications of conclusions drawn in the research studies.
- Become familiar with school of social work faculty research interests.

### **e. Relationship of the Course to Social Work Ethics and Values**

This course will emphasize the relationship of the NASW Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of scientific evaluations. Additionally, this course will emphasize the relationship between the NASW Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, and 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).

### **f. Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS)**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work towards social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

## **2. Class Requirements**

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### **a. Text and class materials**

All readings will be available electronically via Canvas. A primary resource will be our 2020 Joint Program Guidelines, found here:

<https://ssw.umich.edu/sites/default/files/documents/phd/fall-2020-guidelines.pdf>

## b. Class schedule

Date/Time	Agenda	Required Readings & Assignments	Zoom Link
Week 1 9/3/20	<b>Lesson 1:</b> Introduction and Course Overview	Syllabus Joint Doctoral Program Guidelines	Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042
Week 2 9/10/20	<b>Lesson 2:</b> Conducting a Systematic Review of Research <b>Guest Speaker:</b> Dr. Anao Zhang	Readings TBA	Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042
Week 3 9/17/20	<b>Lesson 3:</b> Navigating the PhD Program/Preparing for a Career as a Social Work Academic  Responsible Conduct of Research & Scholarship (1 hour) “Supervisory and mentoring relationships and responsibilities”  <b>Guest Speaker (1:30 – 2:30):</b> Dr. Joe Himle  <b>Dr. Elliott</b> on Navigating the PhD Program	<b>Email Problem Statement to Dr. Elliott by start of class (no more than 1-page).</b>  Reading TBA	<b>Join Zoom Meeting</b> <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> <b>Meeting ID: 366 150 3042</b>
Week 4 9/24/20	<b>Lesson 4:</b> Diversity, Equity, and Inclusion Discussion <b>Guest Speaker (1:30 – 2:30):</b> Dr. Larry Grant <b>Guest Speaker (2:30 – 3:30):</b> <b>Dr. Addie Weaver</b>	Reading TBA	Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042
Week 5 10/1/20	<b>Lesson 5:</b> Social Work Identity <b>Guest Speaker 1 (1:30 – 2:30):</b> Dr. Shanna Kattari <b>Guest Speaker 2 (2:30 – 3:30):</b> Dr. Terri Friedline	Reading TBA	Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042
Week 6 10/8/20	<b>Lesson 6:</b> Social Work Theory <b>Guest Speaker 1 (1:30 – 2:30):</b> Dean Lynn Videka	Reading TBA	Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042

	<b>Guest Speaker 2 (2:30 – 3:30): Dr. Beth Glover Reed</b>		
Week 7 10/15/20	<p><b>Lesson 7:</b> Responsible Conduct of Research &amp; Scholarship (2 hours)</p> <p><b>Guest Speaker 1 (1:30 – 3:00): Darlene Nichols (Adjunct Professor and Librarian)</b> - “Appropriate citation of sources and avoiding plagiarism” <b>and</b> “Authorship and publication practices and responsibilities”</p> <p><b>Dr. Elliott will take last 30 minutes to cover:</b> “Personal, professional and financial conflicts of interest and responsibilities”</p>	Reading TBA	<p>Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042</p>
Week 8 10/22/20	<p>Responsible Conduct of Research &amp; Scholarship (2 hours)</p> <p><b>Lesson 8:</b> Social Work Research</p> <p><b>Guest Speaker (1:30 – 2:30): Dr. Rogerio Pinto</b></p>	Reading TBA	<p>Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042</p>
Week 9 10/29/20	<p><b>Lesson 9:</b> Responsible Conduct of Research &amp; Scholarship (2 hours)</p> <p><b>Guest Speaker 1 (1:30 – 3:30): Jake Carlson (Liberian)</b> - “Acquisition, management, ownership, and sharing of data”</p>	<p><b>3-Page Social Work Identity assignment due (PODS exercise)</b></p> <p>Reading TBA</p>	<p><b>Join Zoom Meeting</b> <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> <b>Meeting ID: 366 150 3042</b></p>
Week 10 11/5/20	<p><b>Lesson 10:</b> Responsible Conduct of Research &amp; Scholarship (2 hours)</p> <p><b>Guest Speaker 1 (1:30 – 2:30): Adam Mrdjenovich (IRB Education Rep)</b> - “Research misconduct, including data fabrication and falsification” <b>and</b> “Protection of human research subjects”</p>	<b>PEERS assignment due</b>	<p>Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042</p>
Week 11	<b>Lesson 11:</b> Introduction to	Reading TBA	Join Zoom Meeting

11/12/20	Faculty Research (Speed Rounds) <b>Guest Speaker 1:</b> Dr. Lisa Wexler (1:30 – 2:00) <b>Guest Speaker 2:</b> Dr. Matthew Smith (2:00 – 2:30) <b>Guest Speaker 3:</b> Dr. Joseph Ryan (2:30 – 3:00)		<a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042
Week 12 11/19/20	<b>Lesson 12:</b> Introduction to Faculty Research (Speed Rounds) <b>Guest Speaker 1:</b> Dr. Lindsay Bornheimer (1:30 – 2:00) <b>Guest Speaker 2:</b> Dr. Lisa Fedina (2:00 – 2:30) <b>Guest Speaker 3:</b> Dr. Giovanna Gonzalez Benson (2:30 – 3:00)	Reading TBA	Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042
Week 13 11/26/20	<b>Thanksgiving Break No Class</b>		
Week 14 12/3/20	Course Wrap-Up	No Readings	Join Zoom Meeting <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> Meeting ID: 366 150 3042
Week 15 12/10/20	Examine Week	<b>Review Table assignment is Due</b>  No Class	<b>Join Zoom Meeting</b> <a href="https://umich.zoom.us/j/3661503042">https://umich.zoom.us/j/3661503042</a> <b>Meeting ID: 366 150 3042</b>

### c. Assignments

1. **Problem Statement (Due 9/17/20)**
  - a. One page - define area of interest and why it is important.
2. **PODS Exercise: Write three-page paper on your perspective of the social work identity (Due 10/29/20)**
  - a. One page on what it means to you to have a social work identity.
  - b. One page on what it means for a theory to be a social work theory.
  - c. One page on how you will apply a social work identity to your research.

(**Note.** This paper can use outside writings to inform it and attempt to provide concrete examples in your writing)

**3. Review Tables (Due 12/10/20)**

- a. Students will be provided with a template for a table (the template can also be found on Blackboard) to use to summarize at a “minimum” 20 peer reviewed research articles related to your problem of interest.
- b. Students are expected to include a half page to a page problem statement as part of this assignment.

**4. PEERS Certification (Due 11/5/20)**

- a. Find assignment here <http://my.research.umich.edu/peerrs/>.

**5. Responsible Conduct of Research and Scholarship**

- a. Go to <https://ssw.umich.edu/offices/research/responsible-conduct> to find out what the components of this requirement are. All aspects of the certification will be provided in class over the following dates:
  - i. Supervisory and mentoring relationships and responsibilities – 9/17/20
  - ii. Appropriate citation of sources and avoiding plagiarism – 10/15/20
  - iii. Authorship and publication practices and responsibilities – 10/15/20
  - iv. Personal, professional and financial conflicts of interest and commitment – 10/15/20
  - v. Acquisition, management, ownership and sharing of data – 10/29/20
  - vi. Research misconduct, including data fabrication and falsification – 11/5/20
  - vii. Protection of human research subjects – 11/5/20
- b. Attendance to these class sessions are critical to completion of the certificate. Upon completion you will receive a certificate of completion from the Research Office.

**d. Deadline Expectations**

All assignments are due by email ([willelli@umich.edu](mailto:willelli@umich.edu)) prior to the beginning of class on the date listed in the course outline. Late assignments will be graded down 5% per day. Exceptions will need prior permission of the instructor.

**e. Attendance and class participation**

Given that we only meet once a week, online; attendance is very important. More than attending, though, it's important to be present, by which I mean actively engaging in class discussion, and sharing your own experiences. This is a seminar class so much of the class content is gained through discussion with guest speakers.

**f. COVID-19**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to

campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis (if available) or to disenroll from the class. I also encourage you to review the [Statement of Students Rights and Responsibilities](#), which includes a COVID-related Statement Addendum.

### **g. Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

### **h. Grading**

The overall grade for the course will be based on the completion of Problem Statement (20 points), PODS (20 points), Review Table (40 points), PEERRS Certification (10 points), and completion of Responsible Conduct of Research and Scholarship certification (10 points). An A grade is given for exceptional individual performance. Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work and D grades indicate deficient performance; neither is acceptable at the graduate level.

### **Grade Summary**

<b>Title</b>	<b>Percentage of Grade</b>	<b>Points Allocated</b>
Problem Statement	20%	20
PODS	20%	20
Review Tables	40%	40
PEERS Certification	10%	10
Responsible Conduct of Research and Scholarship	10%	10

<b>Totals</b>	100%	100
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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*