

# Teaching BSW Research Competencies Through Community Engagement

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# Workshop Goals

Participants in this workshop will learn to:

- identify a broad range of opportunities to involve students in faculty guided community engaged research.
- establish appropriate competency expectations for BSW-generalist practice students at the sophomore, junior and senior level.
- differentiate cognitive, affective, and behavioral prerequisite skills necessary for students to effectively participate in community engaged research.
- practice instructional strategies the presenters found effective to teach applied research to students, sequenced across the BSW curriculum .

# Our Reasons

Community of Scholars

Promotion and Tenure

2008 EPAS

Urban Context

# Faculty Scholarly Community

- Explicit intention of collaborating in community based research.
- Schon's "reflective practitioner" and encouraged collective reconsideration of the research curriculum.

# Promotion and Tenure

Boyer's Model of Multiple Scholarships

Carnegie's Community Engagement

# Boyer's Multiple Scholarships

Scholarship of Discovery

Scholarship of Integration

Scholarship of Application

Scholarship of Teaching

# Carnegie's Community Engagement

- **Curricular Engagement** includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

**Outreach & Partnerships** includes institutions that provided compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

# 2008 EPAS

## Practice Behaviors of Competency 2.1.6

- Use practice to inform scientific Inquiry
- Use research evidence to inform practice.

## Implicit and Explicit Curriculum

## Field as Signature Pedagogy

# Flint and Genesee County Context

- Field placement and 80% of graduates practice within our community
- Our community is an epicenter of the economic crisis.

# Workshop Activity 1

## Assessing Your Context

# Curriculum Changes

- Students are actively engaged in community based research at each year of study
- Research expectations add affective and skill domains to the traditional cognitive emphasis in “research content”
- Threshold of performance to pass is set for each year of study and held constant across all courses in the major, and
- Multiple instructional techniques are used and evaluated according to student performance (i.e., competencies).

# Cognitive Domain

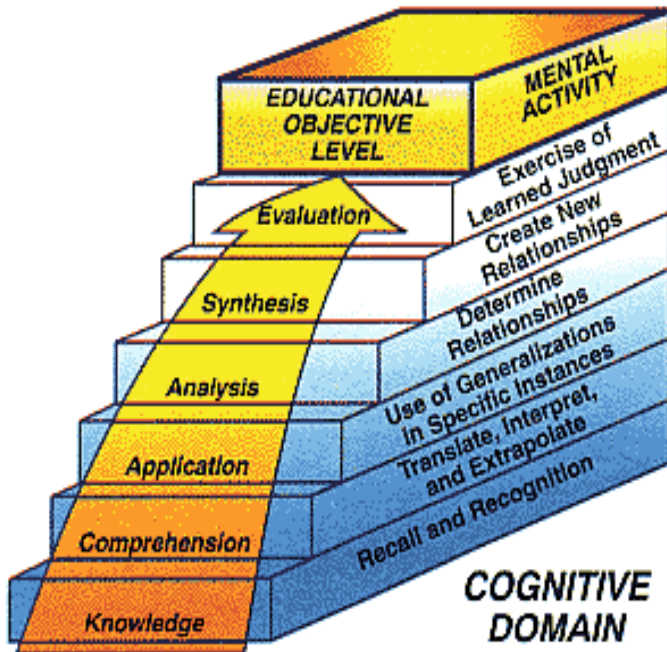


Figure 1-4. Dr. Bloom's hierarchical taxonomy for the cognitive domain (knowledge) includes six educational objective levels.

					EVALUATION
					Appraise
					SYNTHESIS
					Argue
					Assess
					ANALYSIS
					Assemble
					Choose
					Compare
					CONCLUDE
					Conclude
					Estimate
					COMPREHENSION
					Evaluate
					Interpret
KNOWLEDGE	Describe	Demonstrate	Debate	Create	Judge
List	Discuss	Dramatize	Diagram	Design	Justify
Name	Explain	Employ	Differentiate	Devise	Measure
Recall	Express	Illustrate	Distinguish	Formulate	Rate
Record	Identify	Interpret	Examine	Manage	Revise
Relate	Recognize	Operate	Experiment	Organize	Score
Repeat	Restate	Practice	Inspect	Plan	Select
State	Tell	Schedule	Inventory	Prepare	Support
Tell	Translate	Sketch	Question	Propose	Value
Underline		Use	Test	Setup	

# Affective Domain

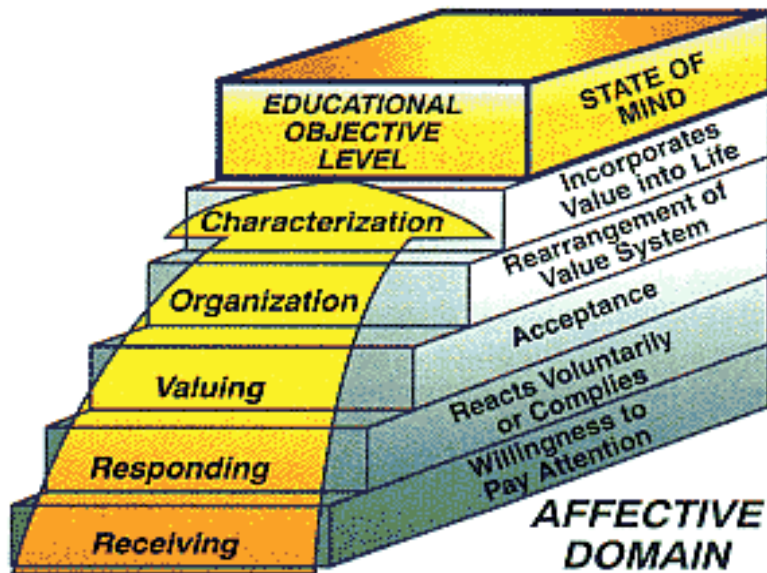


Figure 1-5. D. R. Krathwohl's hierarchical taxonomy for the affective domain (attitudes, beliefs, and values) contains five educational objective levels.

[www.dynamicflight.com/avcfbook/learning\\_process/](http://www.dynamicflight.com/avcfbook/learning_process/)

Level	Description	Action Verbs Describing Learning Outcomes	
Characterization	All behavior displayed is consistent with one's value system. Values are integrated into a pervasive philosophy that never allows expressions that are out of character with those values. Evaluation at this level involves the extent to which one has developed a consistent philosophy of life (e.g., exhibits respect for the worth and dignity of human beings in all situations).	Avoid Display Exhibit Internalize Manage Require Resist Resolve Revise	
Organization	Commitment to a set of values. This level involves 1) forming a reason why one values certain things and not others, and 2) making appropriate choices between things that are and are not valued. One is expected to organize likes and preferences into a value system and then to decide which ones will be dominant.	Abstract Balance Compare Decide Define	Formulate Select Systemize Theorize
Valuing	Display behavior consistent with a single belief or attitude in situations where one is <del>neither forced or</del> asked to comply. One is expected to demonstrate a preference or display a high degree of certainty and conviction.	Act Argue Convince Debate Display	Express Help Organize Prefer
Responding	One is required to comply with given expectations by attending or reacting to certain stimuli. One is expected to obey, participate, or respond willingly when asked or directed to do something.	Applaud Comply Discuss Follow Obey	Participate Play Practice Volunteer
Receiving	One is expected to be aware of or to passively attend to certain stimuli or phenomena. Simply listening and being attentive are the expectations.	Attend Be aware Control Discern Hear	Listen Look Notice Share

# Psychomotor Domain

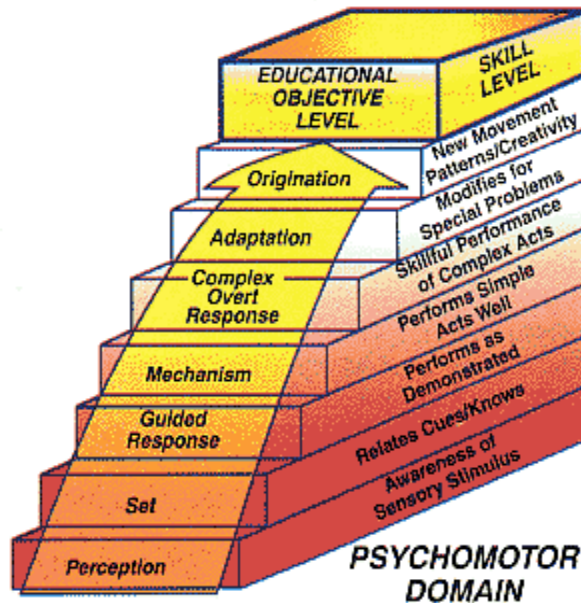


Figure 1-6. E.J. Simpson's hierarchical taxonomy for the psychomotor domain (physical skills) consists of seven educational objective levels.

[www.dynamicflight.com/avcfibook/learning\\_process/](http://www.dynamicflight.com/avcfibook/learning_process/)

Level	Definition	Possible Verbs
1. Perception	The ability to use sensory cues to guide physical activity	Distinguish, identify, select
2. Set	The readiness to act; requires the learner to demonstrate an awareness or knowledge of the behaviors needed to carry out the skill	Assume a position, Demonstrate, Show
3. Guided response	The early stage of learning a complex skill; includes imitation; can complete the steps involved in the skill as directed	Attempt, Imitate, Try
4. Mechanism	The ability to perform a complex motor skill; the intermediate stage of learning a complex skill	
5. Complex overt response	The ability to perform the complete psychomotor skill correctly	Carry out, Operate, Perform
6. Adaptation	Can modify motor skills to fit a new situation	Adapt, Change, Modify, Revise
7. Origination	The ability to develop an original skill that replaces the skill as initially learned	Create, Design, Originate.

Simpson, E. (1972). *The classification of educational objectives in the psychomotor domain: The psychomotor domain*. Vol. 3. Washington, DC: Gryphon House. Found at <http://chiron.valdosta.edu/whuitt/col/behsys/psymtr.html>

# Research Competencies – Sequenced and Benchmarked

	Novice	Practicing	Proficient
Cognitive			
Affective			
Psycho-motor			

# Novice Level Research Competencies

**Cognitive** - Student will define generalizability as a result of representative sampling.

**Affective** - Student will attend to the distinctions between research and other forms of written documents.

**Psychomotor** - Student will choose a scholarly article to develop a recommendation for client services.

# Practicing Level Research Competencies

**Cognitive-** Student will compare research findings across a single issue relative to generalizability to minority status clients.

**Affective -** Students will defend a practice recommendation based on evidence from high quality research.

**Psycho-motor -** Students will defend a practice recommendation based on evidence from high quality research.

# Proficient Level Research Competencies

**Cognitive** - Student will consult research to defend recommendations for a client, as evidence based practice.

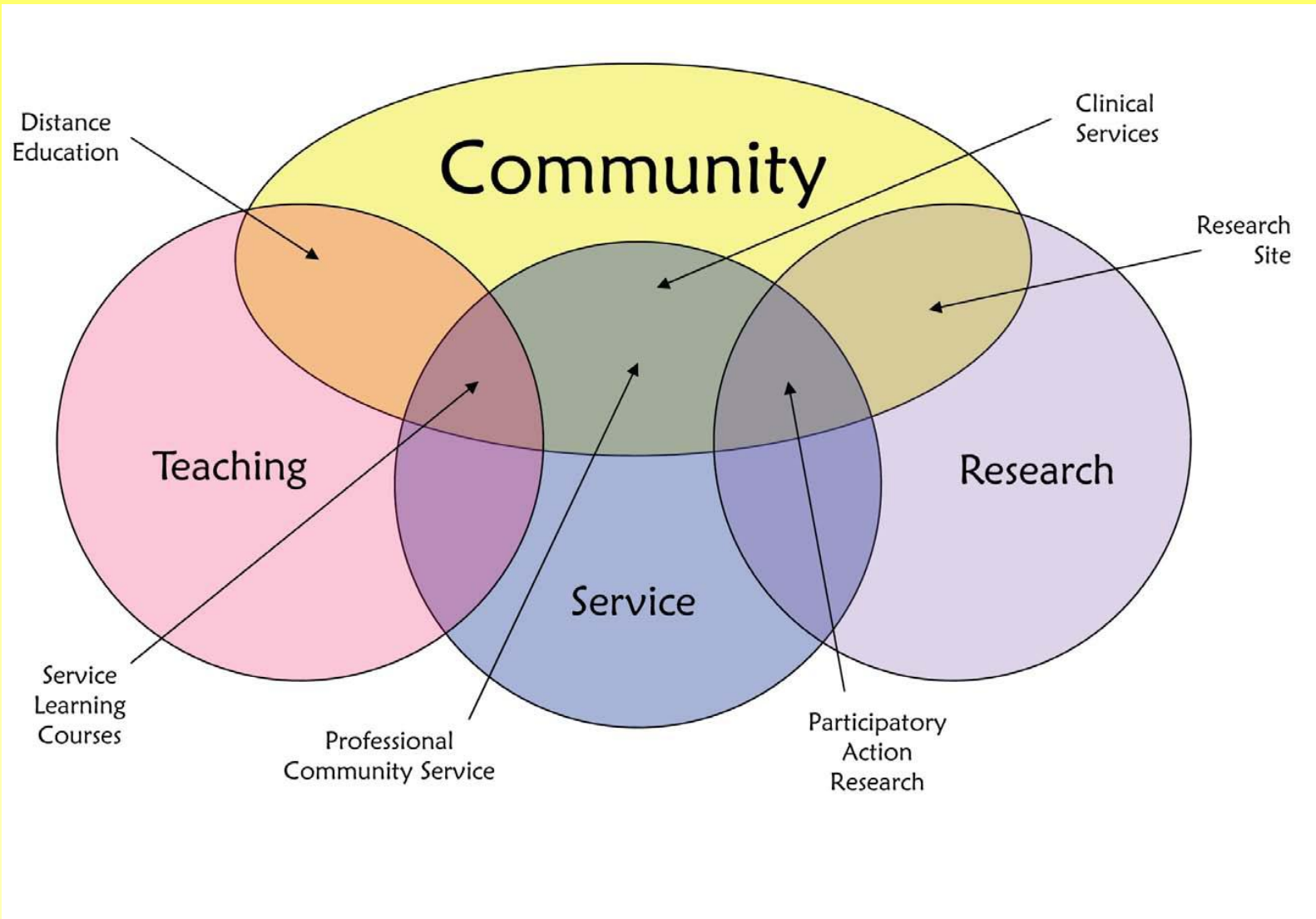
**Affective** - Student will commit to working as a professional social work implementing evidence based practice.

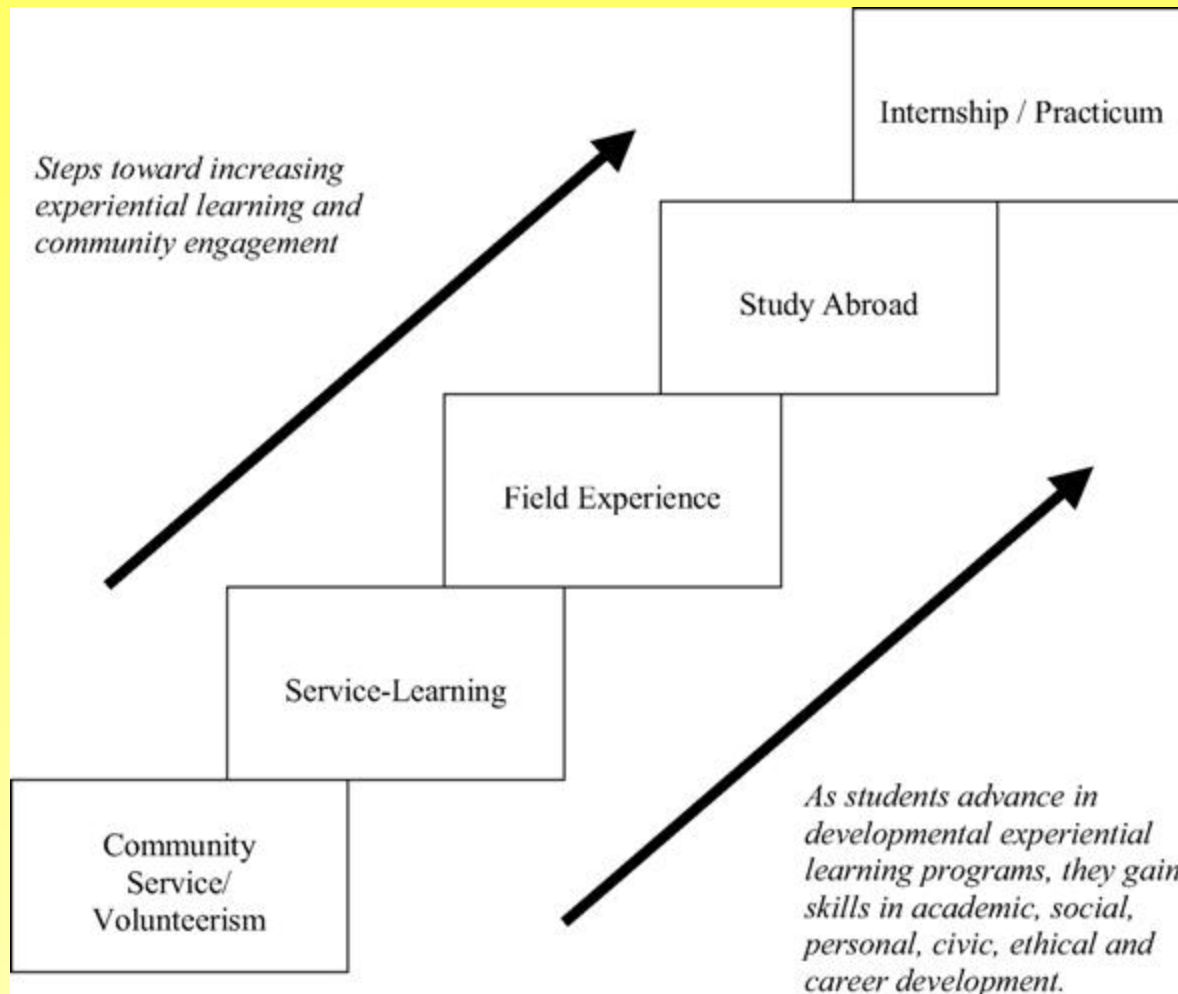
**Psycho-motor** - Student will conduct a evaluation of their own practice applying standard research designs.

# Workshop Activity 2

## Research Competencies

# UM-Flint Engagement Model

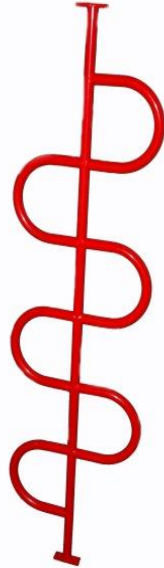




Loyola University of Chicago Center for Experiential Learning  
<http://www.luc.edu/experiential/continuum.shtml>

# Meaningful Community Engagement

Curriculum



Community  
Engagement

Workshop Activity 3  
Curriculum Continuum and Community  
Engagement

# Sophomore Year

## Curricular

### SWR 240

Distinguishing research from other literature  
APA Standards of Writing  
Field Observations and Reflective Practice

### SWR 270

Principles of Research Methods  
Ethics of research with social work clients  
Program evaluation, Single subject design  
Journal Article Critique / Case study

## Extra Curricular

Independent Study

# Workshop Activity 4

## Sophomore Level Experiences

# Junior Year

## Curricular

SWR 300 – Policy 2

SWR 304 – Urban Context - mapping Flint

SWR 301-302 – HBSE

Field of Practice Courses

## Co-Curricular

## Extra Curricular

Graduate Survey

Meta Analysis (MOM/MURF/UROP)

# Workshop Activity 5

## Junior Level Experiences

# Senior Year

## Curricular

SWR 470- Stats

Agency Needs Assessment / Program Evaluation

SWR 490 Integrative Seminar

Evaluation of Practice Project

SWR 441 Macro practice seminar

## Extra Curricular

Meeting of the Minds/MURF

LEAD Day

Honors Thesis

# Workshop Activity 6

## Senior Level Experiences

# Sustainable Community Engagement A Matter of Social Justice

