I. COURSE RATIONALE

This generalist level research course introduces Masters level social work students to the fundamental concepts in social work research. In keeping with the mission of the University of Kansas, School of Social Welfare this course emphasizes research knowledge and skills necessary for effective social work practice that advances personal and collective strengths and resources, honors human diversity, promotes empowerment and justice, and reflects critical and creative thinking. This research course essentially has two functional relationships within the graduate study in social work.

First, it makes a contribution in a specialized area of knowledge and skill to the overall generalist preparation of the student for advanced professional practice. Understanding how knowledge is generated, what standards apply, and how translation occurs is critical to professional practice. Thus, students appreciate not only the application of the scientific perspective in practice, both in terms of science as a potential metaphor for practice, and the accumulation of and integration of knowledge for use in practice, but also the need to develop an intellectual stance that allows students to critically examine what they are being taught and are learning; how much classroom learning matches their own practice experience; and the gaps that exist in the current knowledge base demanding future knowledge development in ongoing professional life.

The second relationship is an integrative one, in which materials from other foundation level courses such as Practice with Individuals and Families, Community Practice, Human Behavior in the Social Environment, and Social Welfare Policy are incorporated into the study of research. Examples include: (a) the similarities between practice and research as well as practice evaluation and research (b) the necessity of understanding human behavior theories in guiding research and building theories from research and (c) welfare reform policy and its implications for individual families as well as for service providers in organizations and communities. This course focuses on methods that can be applied to clarify work with individual clients, to aid in program/policy assessment and development, as well as to promote community well-being. In this way, the research course serves as a foundation for generalist practice establishing preliminary links with advanced practice courses both in the clinical and the social administration concentrations.

Overall, this course is designed to help students learn to: (a) apply critical thinking to inform and communicate professional judgments and (b) engage in research-informed practice and practice-informed research. The knowledge and skills in this course are presented, discussed, and applied in the context of building scientific knowledge for practice and for evaluating service delivery. Examples used in class, as well as issues students bring to class from practicum, focus on the systematic evaluation of practice as well as the use of practice experience to help guide future research.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.
II. **EDUCATIONAL OUTCOMES**

After completing SW 740 students will be able to:

1. Appreciate and articulate the importance and place of research in the practitioner’s life and in the social work profession
2. Compare and contrast quantitative and qualitative approaches to inquiry
3. Articulate practice experiences and integrate these with research-based knowledge.
4. Identify various types of both quantitative and qualitative research designs and for what issues and questions they are most appropriate
5. Identify practice questions as research questions
6. Demonstrate proficient use of library resources to locate relevant literature
7. Evaluate empirical work relative to use of theory, sample design, instrumentation, method of data collection, and significance of findings for social work practice
8. Critique empirical work with respect to its cultural inclusiveness and relevance
9. Interpret commonly used statistical procedures in research articles
10. Assess quantitative measures for reliability and validity
11. Conceptualize and operationalize outcomes of social work interventions
12. Identify acceptable research instruments that are culturally appropriate
13. Identify important elements of a survey study, a single subject design study, a qualitative study utilizing individual interviews or focus groups, and an experimental design study
14. Assess internal and external validity
15. Demonstrate understanding of ethical issues that warrant attention in conducting research and know appropriate ways to avoid or resolve potential dilemmas
16. Demonstrate understanding of safeguards to protect research participants from harm that could arise as a result of participation in research
17. Demonstrate understating of appropriate consent forms and procedures

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.
III. CURRICULUM THEMES

The mission and the four themes of the school: practice centeredness, strengths, social justice, and diversity are infused throughout the course outcomes and content areas. These interweaving themes are brought to the foreground of this course by illustrating studies, questions, guiding theories, measurement, sampling, design, and limited external validity problems that reflect racial, ethnic, class, gender, age, sexual orientation, disability, poverty, and cross-cultural biases. The continued failure of researchers to include in their samples adequate numbers of people of color, and the subsequent lumping together of different racial groups under the category of “other” provides just one example of how students are encouraged to critique empirical work for such biases. Students’ attention is drawn to qualitative studies that give voice to marginalized populations and they are encouraged to think about research as a means of promoting better social work practice emphasizing strengths of individuals and communities, diversity, and social justice.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

IV. LIBERAL ARTS PERSPECTIVE

The research sequence assumes a moderately rich liberal arts background on the part of the student. Critical thinking skills derived from courses in areas such as philosophy are essential. Additionally, students are expected to draw from prior courses in Sociology, Psychology, and English. Effective writing skills and oral expression are also crucial.

This sequence also helps build critical thinking skills essential to the liberal arts tradition. Such skills include the ability to weigh arguments and come to reasoned conclusions, the ability to think creatively, the ability to marshal and evaluate evidence, and the ability to express oneself thoughtfully and effectively.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

V. PROFESSIONAL PURPOSE AND VALUES

The research course places a strong emphasis upon the role of research in the life of the social work practitioner. Research provides the process not only for building the knowledge base of the profession but also for enhancing the effectiveness of the individual practitioner. In this course students become aware that research is actually a practice tool. Practice concerns shape research questions. In that regard, the same set of values that they learn in practice applies as well in their conduct of research. For example, client self-determination translates into the ethical standard in research of voluntary participation. Significant attention is given to ethical standards developed in the broader professional community relative to research participants.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

The ability to practice with populations that are diverse in a variety of ways—gender, race, ethnicity and culture, education, social class, age, sexual orientation, family composition and structure, physical and mental ability—is imperative for social workers. Consequently diversity is incorporated in the course as each step of the research process is covered, beginning with the
development of a research question through data analysis and interpretation. The discussion of ethical issues involved in research study designs and data collection methods, and the often limited generalizability of findings to diverse populations is one example. Students are reminded that social work values and ethics guide social work research as well as social work practice. This orientation is maintained in critiquing social work literature as well as in thinking about possible research questions and methods. Thus, the course uses case examples, readings, and lecture content to demonstrate the application of research practice concepts with diverse populations and with clients across the human life span.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VII. TOPICS

Research as a Systematic Way of Knowing
The Value of Research for the Practitioner
Research Ethics
Qualitative and Quantitative Approaches to Research
Conceptualization and Operationalization
Measurement
Sample Design
Data Collection Methods
Issues of Internal and External Validity
Data Analysis

Individual instructors’ syllabi should provide a topical outline for the course demonstrating coverage of topics.

VIII. RECOMMENDED TEXTBOOKS


Individual instructors must either select one of the texts listed or obtain approval from their faculty mentors for an alternative text

Additional supplemental reading materials may include chapters, research exemplars, and journal articles chosen to illustrate and supplement material presented from the main text. A set of recommended articles is available on the SSW’s S Drive for instructor use. In addition individual syllabi need to specify which readings are required and which are recommended.

IX. RECOMMENDED AND REQUIRED ASSIGNMENTS

Material in this class is presented through lecture, discussion, and group exercises. Assigned readings and lectures present the material. Discussion, assignments, and group exercises are designed to
illuminating the material for the student and provide opportunity for application of the material. Evaluation of student effort is achieved in many ways and includes the use of examinations, short and long research papers, individual and/or group projects, and oral presentations.

Two assignments are required for this class as they are “signature assignments” which serve to measure student attainment of competencies and practice behaviors established in the Council of Social Work 2008 Education’s Educational Policy and Accreditation Standards. These assignments are included in Attachments 1 and 2, and must be used exactly as outlined. Instructors must evaluate each student on this assignment using the scoring guide that is included with the assignment. However, do not include the scoring guide in the syllabus. This evaluation is not shared with the student, as it is gathered only for the purposes of evaluating program data and is aggregated with other student’s data—no scores on the embedded measures will be shared with anyone other than those working on the outcome data. Instead, instructors provide the student with feedback as you would on any other assignment. They must also provide this confidential data for each student enrolled in the class to the MSW Program Director by the end of the semester. A form to submit this information will be given to each SW 740 instructor.

Do not include the above language in the syllabus—only include the attached signature/embedded assignments.

Recommended assignment. In this assignment students will use their critical analysis abilities to distinguish, appraise, and integrate multiple sources of knowledge including practice experience and research. This embedded assignment affords students the opportunity to analyze various models of assessment, prevention, intervention, and evaluation.

Directions: Part I. Social work practice takes many different forms in many different settings. For example, many social workers provide direct services to individuals, families, or small groups. Other social workers are involved in community practice, or provide administrative leadership to agencies and organizations. There are also social workers whose jobs involve policy practice, advocacy for social justice, and research on everything from the evaluation of human services to social and economic well-being for communities, states, and even nations.

As you begin this assignment, you are encouraged to think of social work practice as broadly and inclusively as possible. First, pick a client group or a population in the larger community that you are interested in helping at some point in your social work career.

- Briefly describe the clients or communities that you have chosen.
- If you are focusing on a specific client group, briefly detail how social workers are involved in helping to enhance their social and/or economic well being now.
- If you are focusing on a community or a larger population group, briefly detail their strengths, challenges, and disadvantages associated with those challenges. What is currently being done to help improve social and/or economic well-being of members of the community or population group you have chosen? How have their strengths and challenges been described by various stakeholders? What practice wisdom has been used and how did it help or not help?
- Imagine what it would look like if we had a better way of helping the clients or communities that you have identified? What would be an ideal outcome in your mind for
the people or groups you are describing? Do you think that we would need to use prevention or intervention practices, or a combination of both, in order to achieve the outcome you are envisioning?

- Briefly describe one or two questions that you believe need to be researched so that we will know more about whether using prevention and/or intervention efforts in social work practice would likely impact the kind of enhanced social and/or economic well being that you have imagined.

Part II. As you continue this assignment, you will locate and review relevant theoretical, conceptual, and practice articles published in peer-reviewed journals. Focus on the measure of well-being, or the outcome, you identified earlier in this assignment and perform a search for peer-reviewed journal articles in your area of interest using KU online library resources.

Locate at least one article that discusses theoretical or conceptual issues related to your outcome of interest. In such an article, the authors will discuss specific theories or conceptual frameworks as they apply to the outcome (i.e. your measure of social and/or economic well being). The article may include suggestions, based on theoretical or conceptual analysis, of ways that social workers and/or professionals from related disciplines could help achieve specific outcomes.

Locate at least one practice article that describes in some detail how social workers and/or other helping professionals have worked, to help enhance the social and/or economic well-being of clients and/or community groups of interest to you. Using your critical thinking skills, analyze the models of assessment, prevention, intervention, and/or evaluation that are described.

Communicate your professional judgment about your articles in the form of a brief written review, including an APA style reference for each. Use your review to summarize each article, and reflect on how the article helps, or does not help, you better understand the clients and/or communities members you chose for this assignment. If you find issues that help tie your articles together, include those areas of overlap in your reviews. Be sure to note any conflicting ideas that you find as you summarize your theoretical, conceptual, and practice articles. Finally, include implications of each article for research. In other words, after reading each article, what do we still need to know in order to do the best job possible on behalf of our clients and communities?

Practice and research are continually informed by conceptual, theoretical, and practice literatures, as well as by the empirical literature. Note that the articles that you are locating, reading, and reviewing for this first assignment are not empirical. In other words, they will not report original research findings from a specific study. Later assignments this semester will help you learn to review empirical literature. The ability to evaluate and integrate multiple sources and types of knowledge is critical to effective social work practice and research.

Note: Instructors may assign Parts I and II together, or separately, making it clear that Part II builds upon Part I. This assignment should be no longer than 8 typed pages, double spaced, in its entirety.
X. Grading

This section of each instructor’s syllabus should include the following components:

A. What Grades Mean  (It is the instructors’ discretion whether to use pluses and minuses).
   A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.
   B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.
   C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.
   F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

Incomplete grades. A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

Attendance. Attendance will affect grades in this course. (Instructors: Be specific about how many points will be deducted from student grades for missing class, tardiness, leaving early, etc.) Any student missing more than two classes, or more than one blended class, will need to contact the instructor to discuss implications regardless of the circumstances that led to these absences. Students who miss more than three classes, or more than two blended classes, may be assigned a failing grade in this course. If this rare circumstance should occur, the instructor will consult with the MSW Program Director regarding failing the student on the basis of excessive absences. The decision of the instructor in consultation with the MSW Program Director shall be final.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

Individual instructors’ syllabi should specify the following:

A. The weighting of each assignment in the final course grade and the dates by which they are to be done.
B. For every assignment, explain the standards used for grading.
C. If class participation is part of the grade, indicate what this means. For example, if 15 points are awarded for class participation, one point will be deducted for every class missed.
D. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade, or the grade is reduced by ___ for each day, week, etc.
E. Indicate how final grades will be determined

XI. SPECIAL CONSIDERATIONS

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact the KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at http://www.disability.ku.edu/~disability/students/guidelines.shtml

b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
- Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
- Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.
- Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions
may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XIV. INSTRUCTOR AVAILABILITY**

Provide students with information on how to visit you for office hours and other times and how to contact you by phone, voice mail, mail, email, or other means.

**XV. INCLEMENT WEATHER POLICY**

In the event of inclement weather students should call to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.

**XVI. EPAS COMPETENCIES TABLE**

A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
Attachment 1:
Embedded Assignment for 2.1.3
Apply critical thinking to inform and communicate professional judgments

Purpose: In this embedded assignment, students will have a beginning-level opportunity to use their critical thinking and practice experiences to inform and communicate professional judgments. This assignment will help students prepare for engaging in research-informed practice and practice-informed research.

In social work practice we must often make decisions quickly, sometimes with limited background information. Consequently, we will occasionally make errors or think of better ways to handle a situation after the fact.

Sometimes these errors are influenced by an over-reliance on tradition or authority. In other circumstances, the flaws in our practice decisions or actions reflect an error in human inquiry: inaccurate observation, overgeneralization, selective observation, or ego involvement in understanding.

Directions: Think of a practice decision that you have made or a situation to which you responded in a social work, human service, or social justice organization that was flawed. Alternately, you can pick a practice decision that someone else made or a practice situation they handled that could have been handled better.

- Describe the decision or the way that the situation was handled.
- Briefly discuss how the situation was related to one or more of the problems listed above.
- Explain how the use of a scientific approach, critical thinking skills, and/or the empirical literature may have improved the practice experience.

This written assignment should be no more than two typed pages, double spaced.*

Instructor Scoring Guide for Embedded Assignment for PC 2.1.3
5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td>Analyze models of assessment, prevention, intervention, and evaluation.</td>
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</table>
Attachment 2:
Embedded Assignment for 2.1.6 and 2.1.3 (c)
Engage in research informed practice and practice informed research.

Purpose: In this embedded assignment students will: (1) explore practice interests to inform the development of research questions and (2) critically analyze published research as a guide to social work practice. This assignment is intended to help you develop knowledge and build skills in the area of using existing research evidence to inform your social work practice. More specifically, by completing this assignment, you will have the opportunity to demonstrate knowledge, skills, and abilities in these key areas:

- Understanding the scientific process and the use of scientific language in applied social science, as well as a basic understanding of how to use research to inform and guide social work practice.
- Understanding methods used in inquiry related to both the development and testing of theory.
- Ability to formulate research questions addressing social work practice and/or the social and economic wellbeing of clients and communities, and select appropriate methods given those questions.
- Ability to review, analyze, and critique published research, including the ability to identify, compare, and contrast qualitative and quantitative designs and methods.
- Ability to identify gaps in the knowledge base and critically analyze the use of practice wisdom to inform future research questions and studies to help fill those gaps.

Directions:
Part I. Select an area of interest in social work practice and/or related to the social and economic well being of a particular group of people within the larger population. Provide a brief but concise overview of your chosen topic including:

- Statement of area of interest
- Nature and scope of related problems or challenges in your area of interest
- Historical development of problem definition, practice approaches, and related policies
- Contextual and societal factors that influence social work responses in the area of interest
- Summary that includes a clearly written problem statement and at least one operationally defined research question. (Note: Instructors may assign one question that lends itself to quantitative research and one question that lends itself to qualitative analysis, if they so wish. Instructors will be expected to provide examples and discussion time in class to help students develop and refine their problem statements and research questions.)

Part II. Review the empirical literature in your area of interest that has been published in peer-reviewed journals. Focus on studies that have been published in the past decade, include both qualitative and quantitative research, and take an interdisciplinary approach by reviewing research in social work as well as related fields.

- Use your critical thinking skills and what we are learning about research in class to distinguish among the articles you locate in order to identify the top 5 or 6 studies that you appraise to be the strongest and most rigorous, and therefore the best guides for policy and practice in your area of interest. Abstract each of your “top” articles including a full APA reference, statement of the main research question or questions, identification of the research method and study design, description of the sample, measures and/or measurement instruments, methods of data collection...
and analyses, strengths and limitations, findings, and significance of findings to current social policy and/or social work practice.

- Integrate what you learn from each of these studies, and summarize the strengths and limitations of this research in your area of interest. In this section, discuss the relationship between what you learned from the empirical literature review and practice wisdom. Other topics you may address in this section of the assignment include the role of theory in the research you reviewed, the significance of this body of knowledge as a whole for social welfare policy and/or social work practice, and the inclusiveness of various sub-groups in the study samples.

- Provide a brief summary of “what we know” from the research you reviewed. Then identify what we don’t know on the basis of the empirical literature to date. Does the research you reviewed adequately answer the research question(s) you formulated in Part I of this assignment? For some groups of people or everyone? In one place or many places? Under what conditions? What additional studies need to be planned to further our knowledge in your area of interest?

- Given what you have learned, provide a description of gaps in empirical knowledge, and how these gaps could be addressed in the future. How could the research you have reviewed, and your identification of knowledge gaps, impact social work practice? How could future research be informed by social work practice?

Note: Instructors may assign Part I and Part II together or separately, making it clear that Part II builds upon Part I. Embedded Assignment 2 should be no longer than 10 typed pages, double spaced, in its entirety.

Instructor Scoring Guide for Embedded Assignments for EPAS Competencies 2.1.3 and 2.1.6

5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

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<tr>
<th>Practice Behaviors</th>
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<tr>
<td>Use practice experience to inform scientific inquiry</td>
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<td>Use research evidence to inform practice</td>
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<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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**Attachment 3:**

EPAS Competency Table for use in Class Syllabus. (Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>KUSSW Foundation Level Practice Behaviors</th>
<th>Related Educational Outcomes</th>
<th>Content Coverage Session Number</th>
<th>Related Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1 Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>Advocate for client access to the services of social work.</td>
<td>Appreciate and articulate the importance and place of research in the practitioner’s life and in the social work profession.</td>
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<td><strong>2.1.2 Apply social work ethical principles to guide professional practice.</strong></td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Demonstrate understanding of ethical issues that warrant attention in conducting research and know appropriate ways to avoid or resolve potential dilemmas.</td>
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<td>Tolerate ambiguity in resolving ethical conflicts.</td>
<td>Demonstrate understanding of ethical issues that warrant attention in conducting research and know appropriate ways to avoid or resolve potential dilemmas.</td>
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<td></td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>Demonstrate understanding of safeguards to protect research participants from harm that could arise as a result of</td>
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<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Compare and contrast quantitative and qualitative approaches to inquiry.</td>
<td>SW740 Embedded Assignments 1</td>
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<td>2.1.4 Engage in diversity and difference in practice</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance</td>
<td>Critique empirical work with respect to its cultural inclusivity and relevance.</td>
<td>SW 740 Embedded Assignment 2</td>
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<tr>
<td><strong>privilege and power.</strong></td>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Identify acceptable research instruments that are culturally acceptable.</td>
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<td><strong>2.1.5 Advocate human rights and social and economic justice</strong></td>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
<td>Demonstrate understanding of safeguards to protect research participants from harm that could arise as a result of participation in research</td>
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<tr>
<td><strong>2.1.6 Engage in research-informed practice and practice-informed research</strong></td>
<td>Use practice experience to inform scientific inquiry.</td>
<td>Identify practice questions as research questions. Conceptualize and operationalize outcomes of social work prevention and intervention.</td>
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<td></td>
<td>Use research evidence to inform practice.</td>
<td>Evaluate empirical work relative to role of theory, sampling, instrumentation, collection and analysis of data, and significance of findings for social work practice</td>
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<tr>
<td><strong>2.1.10 EVALUATE Engage, assess, intervene, and evaluate with individuals, families, groups,</strong></td>
<td>Critically analyze, monitor and evaluate interventions.</td>
<td>Evaluate empirical work relative to role of theory, sampling, instrumentation, collection and analysis of data, and significance of findings for social work practice.</td>
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*SW740 Embedded Assignment 2*
| organizations, and communities |  |  |  |