# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SWrk 302: social work practice evaluation and research** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: revision**  |
| A.3. [Originator](#Originator) | **Stefan Battle; Jesse Capece** | [Home department](#home_dept) | **BSW - School of Social Work** |
| A.4. [Context and Rationale](#Rationale)  | Social workers are often asked to provide clear rationale for intervention decisions they make. To do so, they must understand how to collect evidence of the efficacy of their choices. They also must recognize whether the research they are examining has been appropriately conducted. For many years, the BSW department has offered a one-semester research course that attempted to familiarize students with research concepts and process and to offer opportunities to think critically about the research studies they were reading. However, we have recently recognized that the course we offered did not sufficiently prepare our undergraduate students for graduate social work education and/for practice in the profession. Since more than one third of our undergraduate students apply to graduate schools, we wanted to offer additional content and add depth to our original course. In addition, our accrediting body (the Council on Social Work Education [CSWE]) strengthened its requirements for achieving competency in research, focusing particularly on the collection of evidence for practice and on the critical thinking skills required to examine and use evidence. By creating a foundation in the social sciences as applied to research methods, this course will enable students to fulfill the roles of social work practitioners and researchers. This course addresses research methods and knowledge with particular attention to the research process and examination of peer-reviewed literature, critiques of such literature, and preparation of literature reviews. Its assignments ask students to develop a research proposal that includes a statement of the problem to be addressed, a research question or hypothesis, sampling, methodology and measurement. Thus its title, description and prerequisite are all changing to better fit this content. |
| A.5. [Student impact](#student_impact) | The changes to **this** course will have very little financial impact for students; we hope it will have a positive impact for their learning – they will have a better understanding of the basics of research and critical analysis. The course discusses issues of diversity and social justice to heighten students’ awareness of research ethics, especially informed consent.  |
| A.6. [Impact on other programs](#impact)  |  |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | None – this course remains a 4-credit course in the BSW program |
| [*Library*:](#library) | None – library reference staff will continue to instruct our students in preparation for the literature review.  |
| [*Technology*](#technology) | None – all classrooms in Guardo Hall have projection |
| [*Facilities*](#facilities): | None – course is being taught currently in our facility |
| A.8. [Semester effective](#Semester_effective) |  | A.9. [Rationale if sooner than next Fall](#Semester_effective) | **Fall 2018** |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **SWRK 302** | **SWRK 302** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Social Work Practice Evaluation and** **Research** | **Social Work Research Methods**  |
| B.4. [Course description](#description)  | Focus is on social work practice-based research, data collection, data analyses, and report writing, with emphasis on practice evaluation. | Students learn about research process and methods in social work practice-related research. Students develop a research proposal including a problem statement, literature review and methods to be used. |
| B.5. [Prerequisite(s)](#prereqs) | **Prior or concurrent enrollment in SWRK 326** | **Any General Ed math course; SWRK 200** |
| B.6. [Offered](#Offered) | **Fall | Spring | Summer |** | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#contacthours)  | **4**  | **4**  |
| B.8. [Credit hours](#credits) | **4** | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | **Letter grade**  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) | **Lecture | Small group |**  | **Lecture |Small group**  |
| B.12.[Categories](#required) | **Required for major/minor**  | **Required for major/minor |**  |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **| NO |** | **NO |**  |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) | This course is similar to SOC 302 | This course is similar to SOC 302 and shares components of PSYC 221; all of the courses require development of a research proposal and methodology. SWRK 302, however, is grounded in the social work Code of Ethics and encourages students to use evidence-based literature as the basis for intervention and practice. |
| B. 17. Other changes, if any |  |

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| **B.18.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row**Students will:Understand the role and application of research methods in the development of social work knowledge and its use in practice. (Critical and Creative Thinking) | [**Professional Org.Standard(s)**](#standards)**, if relevant**Social Work: Curricular requirementCSWE: #4: Engage In Practice-informed Research and Research-informed Practice | [**How will each outcome be measured**](#measured)**?**Literature reviewResearch proposalArticle critiqueFinal exam |
| Appreciate the relationship between the research process and the problem solving of complex and challenging social phenomena of concern to social work practice. (Quantitative and Scientific Literacy) | Social Work: Curricular requirementCSWE: #4: Engage In Practice-informed Research and Research-informed Practice | Proposal presentationFinal exam |
| Develop skills to access, interpret, and analyze scholarly studies related to the efficacy of practices and interventions in social work and/or other helping professions. (Critical and Creative Thinking, Scientific Literacy) | Social Work: Curricular requirementCSWE: #4: Engage In Practice-informed Research and Research-informed Practice | Literature reviewArticle critique |
| Develop knowledge and skills necessary to critique scholarly research studies, the appropriateness of research questions, methodology, findings, and implications (this includes the interpretation and presentation of results of qualitative, quantitative or mixed methods studies). (Critical and Creative Thinking, Quantitative Literacy) | Social Work: Curricular requirementCSWE: #4: Engage In Practice-informed Research and Research-informed Practice | Article critique QuizzesFinal exam |
| Develop skills in the design of a research proposal that promotes human development, diversity, and inclusion. (Scientific Literacty) | Social Work: Curricular requirementCSWE: #1: Engage Diversity and Difference in Practice; #4: Engage In Practice-informed Research and Research-informed Practice | Literature reviewResearch proposalProposal presentation |
| Understand ethics in developing and conducting research and discuss the implications of using and not using ethical approaches. (Critical and Creative Thinking) | Social Work: Curricular requirementCSWE: #1: Demonstrate Ethical and Professional Behavior; #4: Engage In Practice-informed Research and Research-informed Practice | Literature reviewResearch proposalProposal presentationQuizzesFinal exam |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Course Introduction
	1. Research in social work
	2. Research processes
2. Ways of knowing
	1. Positivism, post- and anti-positivism
	2. Social construction
	3. Knowledge and intuition
3. The professional context of research
4. Single subject design as a model for the research process
5. Literature review preparation
6. Developing a research problem/Considerations for developing a study
	1. Research questions and hypotheses
	2. Research ethics/IRB
	3. Cultural sensitivity/Importance of recognizing diversity and difference
	4. Conceptual frameworks and operationalization of variables
7. Research design and approaches
	1. Quantitative
	2. Qualitative
	3. Mixed methods
8. Methodological considerations
	1. Sampling
	2. Measurement
	3. Data collection and analysis planning
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Wendy Becker | Chair of BSW program |  |  |
| Sue Pearlmutter | Dean of School of Social Work |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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