



Background and Overview of Piloted Course (*Attachment A, Attachment B, Attachment C*)

A PowerPoint slide was presented and covered the following areas and topics of discussion.

- Motivation from perspectives of CDSS, CSSR, and CalSWEC
- Student anxiety and resistance to research
- Different pedagogical models for instruction
- CSSR site features that lend themselves to opportunities for student research coupled with development of practical data analysis skills
- Opportunities to help students develop answerable research questions relevant to their county child welfare agency
- Fall and Spring course outline
- CalSWEC fall survey results, plans for follow-up

Small Group Lunchtime Discussion (*Attachment D*)

Participants were asked to have discussions over the lunch break that covered a set of questions on engaging student, skill and competency development, the pros and cons of junior social scientists vs. consumers of research. The following is a synthesis of those discussions.

How can we best engage students in research and data analysis?

- Practicality use real life examples that are connect to the research
- Case studies, examples
- Turning “worst case scenario from the practice world” into project/questions
- Bringing those with real world experience/experts into class to discuss research to practice
- Those experts need to have good translational skills
- Provide examples for how research and practice are the same and different
- Use students interests and personal experience for projects
- Bridge or create a pathway of learning from qualitative to quantitative
- Use assessment instruments as door into quantitative
- Tie research project or activities into field instruction learning agreement
- Research is about operationalizing social work practice and intervention

*What research and data analysis skills do child welfare workers need in the field?
What research competencies do we want IV-E students to graduate with after 2.5
semesters of research coursework in an MSW program?*

- How to use excel
- How to read and evaluate research reports i.e. sample size, fatal flaws, limitations, conflation
- Theory to practice linkage
- Communication of the data/findings
- Develop understanding of EBP to be able to knowledgably assign services to clients.
- Case data review using rubric then move to quantitative (student readiness)

Or

- Begin with quantitative then move to qualitative
- Knowing how to gather information
- Critical thinking, decision making about next steps in intervention
- Learn how to make the connection of the data to the next step in intervention to answer the question “why”

*Pros and cons of attempting to train IV-E students as “Junior Social Scientists” vs.
“Consumers of Research”?*

- What skills should we be teaching students? Should we focus on outcomes to practice or should we train people to run complex multivariate analysis.
- Students feel research is disconnected from practice and have anxiety about statistics and data.
- Timeline that doesn’t really allow students to really learn research, superficial coverage of research methods. Turns out students that don’t fully understand research and then they further retreat from data.
- Focus on the concept of statistical literacy—ability to produce students who can consume research, think for themselves, practical data analysis skills.
- To get students past their anxiety, the course has the students identify their topics by the 4th week of the course.
- Students have a narrow view of research, RCTs, etc., not the use of administrative data as research.
- What about the 2 competing model—informed consumers of data and research vs. junior social scientist model? The latter is very difficult to do because of student background (lack of math and statistics) and not enough time to really teach methods.
- Also, these skills are not used in the field and burden the agencies if they are done. Because if student feels they need to retrieve their own data rather than use the agencies administrative data this places more of a burden on the student and the agency. When we know that use of administrative data would be of greater value to the agency.
- How do we make the case within our departments for why the consumer model makes sense?

- The perception is that the only model that is worthwhile is the social scientist model.
- Who is helping us make the case? And how do we make the case?
- Need to generate a set of competencies for research that is part of a practice methods class.
- Integrate practice methods and research so you can see the practical application of the research and to discover the questions they want to ask and the data to be used to answer the question.
- Will be asset to the field if student is comfortable with data, how to analyze and understand the outcomes.
- Masters student tend to be ideological it is helpful for them to look at aggregate data and to see if their ideology accurate.
- The CWS/CMS data base now has the capability to query it and add knowledge, it is not regurgitated information.
- Not about advocating one against the other. It is important to come up with the pedagogy to make it work for the students, so that it works with the students practice.
- Need to develop research minded practice and practice minded research.

Course Materials and Discussion of Experiences to Date ***(Attachment E, Attachment F, Attachment G)***

- See examples of Course Materials and Discussion of Experiences to Date

Curriculum Development— Group Discussion *(Attachment H)*

Format of research course for IV-E students

- Make this course an elective
- Require agency participation
- Field instruction activities that connect with research course
- Emerging practices and connection to data
- Module-on database use
- Use newspaper articles/media as source for questions/projects
- County involvement, regional consortia, use county plans for project ideas

Curriculum design

- Train faculty to use data set
- Packaged as a transferable set of skills
- Faculty module
- Focus on IVE students/CSSR data
- Consider how to link with in-service training
- IVE agency supervision field instruction module
- Case Scenarios/questions—building into the class activity “how data are used”
- Ask students about challenges they are encountering
- Research agenda to faculty

- Integrate into seminar
- Develop IVE coordinator module

Supplemental work

- Executive summary of the background, history and pedagogical approach to the curriculum
- CWDA presentation is needed
- Present at EBP Symposium/RTN
- Poster session for students—community education connection
- Testimonials from students
- Website capture of case examples
- Consider how to integrate into RTN website

Next steps?

- Other schools not here need to be exposed
- Webinar to others
- Video conference
- On demand on line training intro to CSSR website
- Agenda item on regional CWDA meetings—use PPT
- Create access to county staff to help line staff learn how to use the data
- Crosswalk this work to the in-service training
- Develop consultation time from CSSR for faculty to use
- Create video demo of website that can be a stand alone or embedded into the course materials.