Course Description
This course explores two aspects of human identity: extant and aspirational. Extant identity concerns the biopsychosocial factors that influence who we are, the choices we make, our behavior, our feelings and thoughts. Aspirational identity has to do with our emerging identity, with who we want to be. For example, your choice of this major represents a desire to become a certain type of helping professional. Critical thinking and evidence based practice is a current emphasis in professional social work. We will look at how your self definition can adapt to this and other professional themes.

Course Rationale
To be today’s professional social worker requires a major change in how you define yourself. Critical thinking and evidenced based practice are at the heart of this new identity. What is the goodness of fit between your personal goals and today’s paradigms in social work, including critical thinking and evidenced based practice? It is better to find out if the fit is a poor one before you’ve gone too far. By exploring such constructs in some depth, this course will help you make an informed decision.

Course Objectives
By the end of this course you will be expected to demonstrate a new way thinking about your own and other peoples’ identity, including people you identify with (e.g. professional social workers), those you just can’t stand and those that are alien to your experiences. Most important, you will add to your identity critical thinking and evidence based practice concepts. You will do this by achieving the following objectives:

1. Developing theoretical and empirical answers to such questions as: What shapes your social identity and its many changes? Am I “programmed” to be a scientist? Spiritualist? Empathizer? Co-operator?
2. Becoming a critical thinker, listener, decision maker (i.e. adopt the new identity of a professional social worker in which standards are applied to thinking and communicating);
3. Contextualizing professional values and ethics within an ecological systems framework, as blueprints and guidelines for social work decision making
4. Thinking critically about getting, assessing, and applying research evidence to professional (and personal) decisions
5. Becoming a PICO professional social work problem framer information retriever and decision maker (PICO = problems/populations, interventions, comparisons, outcomes)
6. Utilizing a contextual perspective to better understand case level problems and possible solutions (again, you will be adapting your self-definition – as a broad thinker with a systemic focus on interactions– to that of a professional social worker);
7. Reframing empathy as a moral and practical foundation concept in professional social work, a key to “starting where the client is,” (you will learn to take pride in, and further enhance this aspect of your identity, by understanding its role in human evolution and its current function as “intellectual empathy” in team meetings);
8. Understanding the relationship between social class or social ranks (e.g. in society, in the workplace, at home) and personal identity (you will better appreciate how immediate interactions with people holding more or less power can influence your identity and other peoples’ identity);
9. Examining the relationship between social justice as fairness and cultural diversity (social justice and non discrimination are critical values for professional social workers; to think like a professional you will begin to make them building blocks in your self-definition);

**Required Buying (APA format)**
A deck of 3 x 5 note cards

**Recommended** unconventional readings on identity (not APA format):
1. George Lakoff, Don’t think of an elephant!: know your values and frame the debate.
2. Robert Fuller, Somebodies and nobodies: overcoming the abuse of rank.
3. Peter Marris, Change and Loss.
4. Code of Ethics of the National Association of Social Workers
5. Charles Taylor, Sources of self

Assignments of this supplementary reading will be made in class.

**Course Format**
The guiding premises:1) “all education is self-education; the student educates himself or herself. The teacher’s task is to facilitate this self-education.” (Gambrill, p.199)
2) Social work education in this class is mostly learning by doing. Mistakes are necessary for growth, competence.
3) There are no magical solutions, no black and white answers, no certain ways to solve personal and social problems. We make decisions in changing, context shaped, environments where uncertainty and multilateralism rule. What is the best decision to make at this time in this place? That is the question that must guide our learning.
4) If you decide not to learn here and now, you will be unprepared and incompetent when it counts in the real world.
The course will utilize in-class small group exercises, complimented by lectures and discussions that are deep(?), broad(?), relevant(?), sophisticated (?), professional (?)

**Evaluation and Grading**
Assignment Completion:
All assignments – written, presentations, handouts, quizzes, etc. -- must be completed on time.
LATE HANDOUTS OR PAPERS: 1/10 grade point below lowest on time grade = maximum
You will be graded on each of the following:

1. (30% of your grade) Pop quiz-lists, short answer questions. Why, oh why? For the purpose getting you to read, listen and reflect actively, empathetically and critically. Intellectual empathy in its fullest is expected.

   If you decide to empathize when reading, listening and discussing content you will know it by the feeling that you are getting “beyond your comfort zone.” I can’t make you do this but I can encourage you: practice intellectual empathy here and now and you’ll be in a better position to empathize with clients! Likewise with all critical thinking & discussion skills.

   Thursday quizzes cover previous Thursday or Tuesday lecture and class discussions and readings -- NOT all previous material. Again, the intent is to hold you accountable for what you’ve read, listened to or talked about in class. No make-ups; if you are not present you get a zero for that quiz.

2. (30% of your grade) Rational critical discussion as practice for ethical decision making: practicing the role of critical thinker, gadfly, evidence based for ethical leadership in public decision making.

   In “fishbowl” small groups you will practice public critical interactions, applying the ideas in Gambrill: 122-23, 126-27 to a discussion of Gore’s book. Practice disagreeing tactfully and ethically, responding to being disagreed with, sharing personal viewpoints, integrating personal views with readings, bringing evidence to bear on claims and, more generally, the Socratic method of questioning (122-123) and a code of conduct for public exchanges (126-27) described in Gambrill.

   Before class discussion read actively and critically, use critical self-reflection regarding what you’ve read, and predict, then respond to counter claims vicariously. For example, think about the different systems you have experience in, such as family (biological or family of origin), work, school, church, volunteer projects and so on. Bring in the readings but don’t merely repeat what you’ve read; use the readings as a springboard for personal reflections to self and others, e.g. share critical reflections from your world view that you have integrated into the required readings.

   Having an exchange of ideas is the goal, not merely reporting what you’ve thought about. So you must listen empathetically and respond to what someone else has said, not merely reporting ....

   Learning to disagree and ask questions tactfully is the goal, not merely reporting ....

   Learning not to become defensive when disagreed with is the goal, not merely reporting ....

   Also, you are not required to be here but your grade will be reduced if and when I notice you are absent, mentally or physically. Please don’t bother e-mailing or calling me with an excuse, no matter how valid. The point is you weren’t here learning the material spoken about in class. Also, I’ll not penalize you for 2 physical absences (but, again, no make-ups if we happen to have a quiz on the day you are gone, you get a 0).

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Fishbowl discussion leader. Discussions of Gore’s book will be facilitated by a student leader. One leader will be selected for each of the 8 discussion Thursdays. The leader will get a 3.7 to 4.0 for this 30% of the total grade. The responsibilities are: meet weekly at 3:20-4 p.m. on every Tuesday to receive or provide ideas and coaching to the designated discussion leaders for that week. Emphasize how and what to discuss. Read
the material in advance of each meeting. Lead one class discussion on an assigned chapter in Gore’s book. Provide feedback to the students in the fishbowl discussion for that week.

3. (40% of your grade) Researching an effectiveness question (G:243). Summary and critical appraisal of one reported effectiveness study, either a primary study or one meta-analysis or systematic review (see G:279) from a peer reviewed professional journal. Purpose: practice doing critical thinking and evidenced based thinking and decision making, your aspirational social work/ethical identity. No single case studies. Yes, program evaluation research will work – but just describing a program won’t work.

After selection, give me a copy of the 1st page of the article (the page with the abstract – it will also be the last page of the end of quarter paper). I will then share your selection to the class so no one duplicates it. If you change articles later in the quarter, I’ll again need the first (abstract) page to share with the class.

PRESENTATION/DISCUSSION AND PAPER FORMAT

At the very top of this page: create a title that is accurate and also memorable.

1. Your name and date.
2. APA style formatted reference of the research article you are summarizing. (Follow the format found in Gambrill (G):737-813. Downloading? See examples in G: 750, 757, or any peer reviewed journal. The downloading format should should be sufficient to enable me to find the article.
3. Your Four-Part Answerable Effectiveness Question. What problem/question are you trying to solve/answer by deciding to search for an article? State the problem/question in 4 parts using the PICO style formulation (G: 241-2; 250) Put the names of the parts in parentheses like this: (Client type and problem characteristics), (What you might do), (Alternative course of action, your comparison), (Hoped for outcome, your intended result)
4. What is your practical justification – what are you assuming about the reality of the clients you will encounter that is behind and driving your decision to spend time and energy researching and summarizing this article?
5. What is your ethical justification – in terms of the values and ethics of social work how is this particular article ethically important? Don’t be general, talk specifically about your article.
6. What relevant literature is referred to in the article? What background theory, concepts, or findings did this article discuss and built on? Don’t describe the current study here; don’t cite articles here. Describe where author is coming from: key background theories, concepts, findings only. What ideas were behind the research reported in this article?
7. Describe the way in which the study was conducted: Who was studied? How many subjects? What was the service/intervention/difference studied? What effect/outcome/change was measured? How were measures taken? When? Where? How long were subjects studied? How did the authors label their research design (e.g. experiment, predictive study, correlation study, etc.)
8. What are their findings? What did they discover from the study? Don’t judge findings here (weak, strong, good, bad, biased, fair, balanced, etc). Just, in summary form, describe what was discovered.

9. What are their conclusions? Conclusions are not findings, they go beyond the actual findings (sometimes too far beyond). Conclusions are more general than findings. Conclusions usually refer back to the ideas mentioned in number 6 above. Conclusions typically address the theories, assumptions and other starting points that prompted the authors to do the study in the first place.

10. What are the possible biases? What might have distorted the accuracy of the findings/results? (G:95, 281-86)

Writing format: Use the numbers 1-10 above in your write-up – for BOTH the handout to the class and the paper to me.

In-class presentation/discussion procedure:
You will make copies and handout a ONE page, single spaced handout of your one page summary of the article. All handouts are due November 27th. Handouts will be distributed in class on the 27th.

Handouts are summaries of your end-of-quarter summaries. Think of the handout as talking points for class discussion. ASSUME students have decided to take responsibility and actually read and critically reflect on your summary BEFORE class AND have decided to come to the discussion armed with questions and comments.

If selected, you are responsible for facilitating a class discussion of your article. No more than 5-10 minutes for your presentation/discussion.

On the 27th I will ask volunteers to sign-up for the presentation/discussion of their article. I will take the presentations in the order listed on the sign-up sheet. If not enough volunteer, I will select students – in class, on the days of the presentation. So all should come prepared to talk.

End of term paper to me:
A summary of the research article that further develops the talking points contained in your handout of Nov 27th. So, rather than a sentence or two (handout) you’ll write a paragraph or so on items 4-10 (Note: you will still include ALL items in end of term paper, so you can re-write your PICO if needed).

No more that 3 single spaced typed pages go to me. On June 11 Staple these 3 sheets together + a copy of the 1st page of the article you’re summarizing, the page with the abstract of the article as the 4th page. No other plastic or paper covers; in total, 4 pages. All 3 typed papers should use Courier font with 12 point font size, single spaced type with 1” margins.

Grading your research summary:

1. Did the student select a high quality article to summarize? Your decision to select a particular article is itself graded. This decision is easier for some types of research than other types. E.g. Excellent experimental research clearly spells out “gold standards” used to eliminate biases. But in other types of research the authors should also describe how they have tried eliminate biases.

2. Clarity of research summary. Clarity means that what is said or written is free from distortion, meaningful and understandable. Examples often enhance the clarity of a claim. To what extent has the student’s paper evidenced clarity? Ability to accurately describe
and assess the research article evident? To what extent is the student able to describe the methods, results, biases accurately?

3. Relevancy of research. How will answering the question be helpful, i.e. Could answering the question make a contribution to reducing avoidable suffering? Achieving values social workers hold dear? Has the student established a link between this particular study and practical & ethical concerns?

4. To what extent does she/he accurately describe and assess the biases in the research? Are biases simply listed or are they explained in relation to the particular study?

5. Can the student follow directions and write clearly? Organization, following the above directions, and, of course, correct grammar, spelling, punctuation also are graded. No e-mailed papers will be accepted.

Class Schedule (The course will proceed approximately as follows.)

Sept 27- Overview of course.

October 2 - Gambrill chapter 10, Posing Questions & Searching for Answers, (Objective 5)

October 4- Quiz and Fishbowl, read Gore: Introduction, Chapter 1,2

October 9 - Gambrill chapter 11, Critically appraising research: thinking for yourself (Objective 4)

October 11- Quiz and Fishbowl, read Gore: Chapter 3

October 16- Gambrill chapter 3, Values, ethics (Objective 3)

October 18- Quiz and Fishbowl, read Gore: Chapter 4

October 23- Gambrill, Chapter 4, Different views of knowledge and how to get it (Objectives 7, 8, 9)

October 25- Quiz and Fishbowl, read Gore: Chapter 5

October 30 -- Gambrill Chapter 5, Critical thinking: integral to evidence based practice (Objectives 2,3,6)

November 1-- Quiz and Fishbowl, read Gore: Chapter 6

November 6- Gambrill, Chapter 6, Competing views of problems and their causes (Objectives 1,4)

November 8- Quiz and Fishbowl, read Gore: Chapter 7
November 13 - Gambrill, Chapter 8, Problem solving and decision making: integral to helping clients (Objective 7, 8, 9)

November 15- Quiz and Fishbowl, read Gore: Chapter 8

November 20 -- Gambrill, Chapter 9, Evidence-based practice: a decision–making process and philosophy (Objective 7, 8, 9)

November 22 = Thanksgiving no class

November 27-- Gambrill, Chapter 28, Maintaining skills and staying happy in your work.
HANDOUT A ONE PAGE SUMMARY OF YOUR RESEARCH ARTICLE TO EACH OF US TODAY: HAVE COPIES READY TO HANDOUT AT THE START OF CLASS. Volunteer sign-up day.

November 29- Quiz and Fishbowl, read Gore: Chapter 9

December 4, 6– Student papers: RATIONAL discussion, Q&A, talking points of research summary;

December 10 Final exam week; papers due Monday December 10. Place in a box outside of my door by noon – papers after that date/time=late.

Disability statement
In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, Eastern Washington University provides services and Accommodations to students who experience barriers to the education setting due to learning, emotional, physical, mobility visual or hearing disabilities. For more information please contact Disability Support Services, 509-359-4706.

Academic Integrity-EWU Home page > Academics > Academic Resources > Student Academic Integrity Policy
Misrepresenting the quality or integrity of academic work by any means is a violation of academic integrity. Such academic dishonesty is a punishable offence.

Plagiarism, an abhorrent form of academic dishonesty, is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately if you copy a sentence from a book or article and pass it off as your writing, if you summarize or paraphrase someone else’s ideas without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. You plagiarize accidentally if you carelessly forget quotation marks around another writer’s words or mistakenly omit a source citation for another’s idea because you are unaware of the need to acknowledge the idea.

Violations of academic integrity with respect to examinations include but are not limited to copying the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.
Students committing academic dishonesty at EWU will be reported to the appropriate University officials and will receive a sanction according to the University policy on Academic Integrity. Sanctions range from failure of the paper to removal from the University.

**Student Conduct-EWU Home page > Campus Life > Student Rights and Responsibilities > Student Conduct Code**

Student conduct refers to behaviors that include AND go beyond Academic Integrity. The Student Conduct Code is part of the Washington Administrative Code (Chapter 172-120 WAC). Many offenses subject to disciplinary action under the Code are also violations of law.

The Student Conduct Code addresses any behavior which deters the university from achieving its mission and purposes. These include matters impinging on academic achievement and integrity. Conduct that interferes with the rights of others, breaches the peace, causes disorder or disruption, imperils physical or mental health, damages property and theft is also included, as well as harassment, sexual misconduct, physical abuse (threatened or actual) and other specific offenses.

The university is supported by taxpayers in order to carry out a particular mission, that of providing educational opportunities to students, transmitting and advancing knowledge and serving the community. Basically, any behavior that interferes with the rights, opportunities and welfare of students, faculty and staff to carry out this mission is considered a violation of the Code.

**Professional Accountability**


Social work majors are also held accountable to the National Association of Social Workers Code of Ethics just as practicing professional social workers. The NASW Code of Ethics includes many types of misconduct also listed in the Student Conduct Code.

As with the Student Conduct Code and Academic Integrity, the instructor must establish by a preponderance of evidence – a reasonable probability – that the ethical violation in fact took place. A range of punishments may be applied.