

***Faculty Mentoring:
Integrating Social Work
Knowledge, Values and Skills
via Undergraduate Research***

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Goal for the Session

- To design course activities, courses, and curricula that allow faculty to facilitate the development of research capable social work students

But, why?

- What do we want to achieve with undergraduate research experiences?
- Why is it important for social work students to do undergraduate research?

Others* have said UR experiences should develop the ability to...

- Generate novel/ interesting research questions
 - Curious observers, recognizing patterns of behavior in various systems
- Approach life as a critical thinker, engaging scientific method
 - Systematically assess situations & determine the type of evidence needed to answer questions
- Collect, analyze, and interpret the data
 - Increase competence & self-efficacy, prime expectations for grad school
- Seek, understand, and discuss a body of literature
 - Critically assess its relevance to practice
- Be original, creative, curious, enthusiastic, resourceful, and self-motivated about learning

* Ahlm, 1997; Brush & Harris, 2002; Davis & Glazier, 1997; Frye, 2002; Goodwin, 2002; Kardash, 2000; Manduca, 1997; Scharff & Austin, 2002; Ware et al., 2002

Lessons from Research* on UR

- What are the characteristics of UR?
 - Mentorship
 - Meaningful contribution by student
 - Methods consistent with practice in discipline
 - Dissemination and critique
- What benefits accrue?
 - Students
 - Faculty
 - Partner Organizations

* Hakim, 1998; Kardash, 2000

Protégé Benefits

Mentor Benefits

Institutional Benefits

Skills	Satisfaction via helping	Better retention
Intellectual abilities	Feelings of accomplishment	Better learning environment
Finds meaning in science	Feedback about own work	Clearer policies
Career advancement	Future collaborators	Increased productivity
Professional navigation	Expanded network	Improved cohesiveness
Networking	Recognition of service	Improved campus moral
Psychosocial support	Develops own skills	Sense of belonging
Expectations	Personal development	
Aspirations		
Values		

Table adapted from Girves et al., 2005

Mentoring*

- Key components
 - Mentor-protégé choice
 - Protégé achievement
 - Support, direct assistance
 - Reciprocal benefits
- Mentors
 - Have experience
 - Set goals
 - Provide helpful criticism
 - Allow for risk and failure
 - Are practical, generous, intentional, direct, honest, insightful, clear, energetic, passionate, and visionary

* Downing et al., 2005; Girves et al., 2005

Mentoring – Pitfalls*

- **Students**
 - Assumed to arise naturally
 - Time constraints
 - Vulnerability
 - Viewed as remedial
- **Faculty**
 - Self-consciousness
 - Vulnerability
 - Concern about perceptions of favoritism
- **Administration**
 - Costs to plan, implement, assess, and sustain mentoring programs

* Girves et al., 2005

Lessons from Learning Theory Relevant to UR

- Modeling
- Scaffolding
- Repetition
- Generalization
- Authenticity
- Feedback, Feedback, Feedback
- Writing, Rewriting and More Writing
- Self-assessment

Supports achievement of EPAS 2008 Practice Competencies

- Definition of social worker includes logical/critical thinker, who engages in modes of inquiry
 - Draw on multiple sources of knowledge; create/analyze models of assessment, prevention, intervention & evaluation
- Mastery in written and oral communication
 - APA (process, product, technical aspects), disseminate research to various audiences
- Evidence based practice including evaluation of one's own practice as well as program and agency services
 - Funding, grants, advocacy, collaborative
- Development in articulating & applying ethics to formal and informal modes of inquiry
 - Research process from beginning to end
- Social workers need to be purposeful & goal-oriented practitioners
 - Understanding one's objectives, applying systematic methods of achieving objectives, and evaluation/assessment/reporting information is mastered

Building the Skills at the Curricular Level

- Creating *Habits of Mind*
- Curricular Support
 - Research courses provide
 - knowledge about research methods/design and the tools/technology to analyze data
 - opportunities to develop & demonstrate values about ethical practice
 - HBSE courses provide a rich opportunity to learn how to search and read primary sources
 - literature search and critical review
 - apply theory & research to various populations
 - Social Welfare Policy
 - values and Skills developed and demonstrated through writing a grant proposal
 - Field Education
 - seminar/practice class assignments can involve professional development, including publishing or presenting work

Building the Skills at the Mentoring Level

- Structured Experiences
- Regular Meetings
 - Weeks 1 – 3: Review Literature
 - Weeks 4 – 5: Complete & Submit IRB Forms
 - Weeks 6 – 8: Introduction, Method
 - Weeks 9 – 11: Data Collection
 - Weeks 12 – 13: Analysis, Results, Discussion
 - Week 14 – Submit Final Paper

Building the Skills at the Mentoring Level

- Modes of Presentation
 - Manuscript
 - Oral Presentation
 - Poster Presentation
- Communication
 - Different Audiences
 - IRB, Campus Presentations, Professional Societies
 - Different Purposes
 - Empirical Article versus Position Paper

Implementation

- What changes does everyone plan to make?

Assessment

- Of Student Learning
 - Student Reflection
 - Faculty Documentation
 - Partner Organization Evaluation
- Of the Session
 - What did you gain from the session?
 - What do you want to learn more about?

Resources: Organizations

- www.cur.org
 - Council for Undergraduate Research
- www.ncur.org
 - National Conference on Undergraduate Research
- www.nitop.org
 - National Institute on the Teaching of Psychology
- www.pkal.org
 - Project Kaleidoscope

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