

Scholarship Strategies Final Report

The specific activity I sought to complete in the past 8 months was to submit 6 articles. These have been submitted and of the 6: 2 have been accepted, 1 is in a second revise & re-submit, 1 is in a first revise & re-submit, and 2 are currently under review. Additional manuscripts are now being developed and will be submitted in the coming months.

Regarding productivity, I continue to experiment. I have attended sessions on time management and recently attended the Publish & Flourish workshop. While I have a difficult time enforcing a rigid schedule or shutting my door completely while in the office, I have been able to maintain writing for at least 15 minutes per day. This has helped me move forward with article revisions and start new papers, but most of my time is currently needed for research project management which will eventually lead to more papers. Writing daily helps me stay engaged and encourages regular progress. Having goals for when to submit papers has also been helpful.

The aim of my research is similar to that shared last year, that I seek to understand and respond to service needs among vulnerable groups of migrants and refugees. My focus is increasingly shifting towards refugee services, both domestically and internationally, and away from HIV research, although I am still finishing a few papers related to HIV.

The goal setting and reflection process has been helpful and will continue to be a part of my yearly and monthly self-examination. I learned this year that I need to focus on projects that I'm 100% excited about, as there are so many possibilities and my time is limited. I'm also learning about ways to work effectively with students. Inspired by President Worthen's appeal to have students join us in the research process, I supervised 17 students last semester. It became overwhelming and not all of those mentorship relationships were productive. I'm currently working with 10 students, and considering various ways to improve the value and reduce the burden of these partnerships. Next year (2019) I may try an applied research class, which would allow me to work with more students while creating a format for them to support each other. I've discussed the process with other faculty members who have different mentoring structures. While their strategies are useful, the type of research project assistance I currently need is fairly time and training intensive. Though I've sought to expand research assistant administrative capacity, this has thus far only minimally reduced my workload. I will continue to reflect on these realities and seek effective ways to engage students in research.

Course Development Project Final Report

While I revised each course to be taught this year, I'll examine changes in SW 620, which were facilitated by the teaching award and hiring of a former student to assist in course enhancement.

SW 620 examines human behavior in the social environment and is a required course for all first year MSW students. I am the only one currently teaching the course and though I created the discussion and assignment content, I drew from ideas of many others as this is a standard course across all MSW programs.

Course learning outcomes are now aligned with CSWE social work competencies, including the following: 1) Engage diversity and difference in practice; 2) Engage with individuals, families, groups, organizations, and communities; and 3) Assess individuals, families, groups, organizations, and communities. These outcomes capture the central purposes of an MSW education, establishing competency in intervening with people at various levels of the ecosystem, and ground our focus on theory and its application throughout the semester. The syllabus describes assignments that relate to each of these outcomes as well as the overall purpose of the course.

Course activities include a lifespan analysis paper, a presentation on theory as connected to a case study, weekly reflection and application of the reading, and in class case studies. These activities help students learn how to apply theory and engage with diverse individual, families, groups, organizations, and communities. Course activities include recognition of current events, incorporation of current research, and current modes of student engagement in the field of social work.

To assess student learning, mid-term and final exams examine knowledge retained through multiple choice and open-ended questions. A 10-page paper allows students to apply concepts to a person they choose to interview, and encourages thoughtful reflection. A presentation allows students to share with the class their learning and application of theory to a case study. Utilizing various methods of assessment helps ensure comprehensive learning and a variety of ways to recognize (and respond to) a failure to comprehend course concepts. Each of these assignments requires careful preparation and application of course materials, thus student success on all assignments indicates achievement of course outcomes.

Last semester, average scores in a class with 20 students were as follows: midterm (97%), final (88%), paper (93%), presentation (91%). A few students performed lower on particular assignments, but were concerned about improving and understanding their mistakes. For example one student earned a C on the presentation. We discussed the reasons for his grade and he understood that he had misapplied theory and characterized a case inappropriately. He was eager to succeed in the course and discussed future assignments with me in depth to

ensure he understood and was correcting considering ways to engage with clients. He did well on subsequent assignments and exams.

Another way to measure student engagement is through course evaluations. When I first taught the course (Winter 2017) the composite student rating score was 4.3 (4.0-4.6). A few students commented on the need for increased structure in the course. I incorporated this feedback by seeking to clarify session goals each week, as well as outline specific tasks for the session. When I taught the course again this fall (2017) the rating had increased to 4.6 (4.4-4.9). Students did not comment on the need for structure and there were no negative patterns in student comments. As I teach the course this semester, I am still striving to improve the course. One student mentioned in mid-term evaluation that the concept maps were confusing, so I'm seeking to clarify definitions on slides. I want to continue adding new case studies and seeking better ways to engage students. I will continue to conduct a mid-term course evaluation each semester, carefully examine student ratings and feedback, and address student questions and concerns as they arise to seek to strengthen the course.

Citizenship Project Final Report

My primary goal for this past year was to stay involved in various committees and campus/community leadership. These efforts have continued and have been successful. As Utah schools of social work we've organized an event for student leaders to collaborate and seek ways to collectively address migration. I connected with a colleague who conducts research on refugees at Harvard and he assisted with a publication as a co-author. I've also worked on a new proposal with IRC to examine mental health group services with refugees in the U.S.

I've sought to be strategic about 'saying yes,' and in a few cases I have been able to say no and focus on core scholarly and teaching responsibilities. This remains a challenge as I want to engage with new opportunities and contribute to department and community needs. I will continue to regularly reflect on load and capacity going forward.

A few of the goals set have not yet been realized. The informal art committee has been slow to come to consensus. I will seek a new possibility in the coming month and present this to the faculty. I've decided to focus on social work conferences this year rather than refugee related conferences, as I'm still becoming established in the field and would like to attend SSWR, CSWE, and the Grand Challenges conference to network and become familiar with the field's attention towards immigration issues. I will re-evaluate this yearly and consider whether refugee related conferences may be useful to seek out in 2019.

The goal setting process is essential. I will continue to reflect upon challenges and strategies and discuss needed corrections with colleagues on a regular basis.