

Impact of Social Work Student Research Projects on Community-Based Agencies

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ABSTRACT

University of Wisconsin Superior social work students conduct annual research on behalf of local community-based agencies. This research is a major assignment in SoW 380 and 480, the social work research courses. The impact of such research on these agencies has previously been unknown. Research was conducted to determine the impact of student research on agencies and discover the relationship between students and agency staff. This study suggests that social work student research is helpful for the agency and the students completing the research. Findings can be utilized to evaluate the community-based assignment in SoW 380 and 480.

“Research is to see what everybody else has seen and to think what nobody has thought.”
(Albert Szent-Gyorgyi, 1937)

Introduction

Problem statement

Every year social work students are required to complete research projects with community-based agencies to fulfill course requirements for SoW 380 and 480: Research Methods in Social Work. Past agency research conducted by students in the Social Work Program at the University of Wisconsin Superior has led the Social Work Program to wonder what kind of impact research has on these agencies.

A discussion with Social Work professors prompted the research question “What impact has past University of Wisconsin-Superior Social Work student research projects had on agencies?” The research question addresses the need to know more about the impact of completed research in order to make changes to the research course to better prepare social work students for conducting research in the future.

Discussion of problem background

As social work and associated educational programs developed, faculty began to understand the importance of research to the social work field. As a result, research requirements were included in educational standards. Social work faculty teach research with a variety of different activities, including community-based projects. No research can be found which details the relationship and impact of social work research projects on participating community based agencies. The purpose of this research project is to uncover the impact of research on social work and community agencies.

From the beginning of social work in the late 1880’s a workforce developed in response to community needs. Social workers needed a way to determine the strengths and needs of communities. Needs assessments and other types of developing skill and knowledge sets needed for effective practice resulted in and from social work research.

According to the Council on Social Work Education, research that is “well designed [social work research] can contribute significantly to the development and refinement of effective practice approaches at all levels and in all settings, as already evidenced by important contributions in the domains of mental health, substance misuse, gerontology, and child welfare”(CSWE, 2008). There is a level of integrity that is held when conducting social work research. By definition according to a national statement put out by CSWE (2008), research is a “systematic process of investigation and analysis that develops and promulgates generalizable knowledge to inform professional practice and social policy.”

Research courses are a part of undergraduate social work courses, required by each accredited social work university. As stated by Marlow, “the development of knowledge through research is a

central function of research in social work” (2005). It is the intention of social work educators to teach students to be both consumers and producers of sound research in the social work profession. “The intent and uses of research in the social work profession should guide the teaching of research in social work education” (Hardcastle & Bisman, 2003). Student-based research assignments are important to produce fully educated and skilled social workers.

The content and layout of research courses varies school-to-school and training in research has been widely debated. “Critical to this debate are divergent views concerning the roles that research training plays in preparing students for practice. Some educators maintain that the most effective way to increase knowledge about practice is to teach...” (Fraser, M., Jensen, J., & Lewis, R. 2003). Although each course has a different style, the similarities lie in the content of the courses. Main ideas that are taught in research courses for undergraduate social work students include knowledge of the practice, evaluating services, qualitative and quantitative methodologies, and statistics (Grinnell & Unrau, 2005).

Undergraduate social work students are taught three basic areas of research. The first area is needs assessment, which covers the strengths and needs of a community or area. The second area is program evaluation, which determines the impact of program services on the client population. The goal of this research is “professional accountability” (Steinberg, 2004). The last type of research taught to undergraduate students is practice evaluation. This type of research focuses on topics that can be observed or measured, and looks at what kind of impact interventions have on clients.

Accredited by the Council on Social Work Education, the University of Wisconsin Superior “uses an ethnic-sensitive, ecological approach that educates and prepares entry-level social workers for effective direct practice with individuals, families, small groups, organizations, institutions and communities. The program has a generalist focus, which is nationally viewed as the most suitable broad preparation for entry-level social workers” (Blue, 2007). A two course sequence, the research courses offered cover the basic approaches to social science research as well as student conducted research for local agencies. Students focus on “understanding the research process, including conceptualization, planning, data collection, data analysis, and research writing” (Blue, 2007). Understanding student skills and attitudes towards research is part of the faculty’s responsibility when developing assignments and evaluating the course. If done effectively, faculty can develop future research courses to the needs of students. The faculty can then understand how much students know about research when beginning the course sequence, as well as what teaching methods work well for students.

The history of social work research dates back many years and similarities found between articles determines that research is important. As noted by Secret, Ford and Rompf “understanding students’ initial attitudes towards research should help social work educators discover and make use of effective teaching strategies for entry-level courses” (2003). The concept of “research” has been known to discourage social work students. One common view found through research courses are that “the attitudes and perceptions of faculty give texture to the learning environment, which has an influence on how students feel about research” (Grinnell & Unrau, 2005). There is a wide range of emotions attached to “research” by social work students, as previously believed by most instructors (Secret, M, Ford, J, & Rompf, E.L. 2003).

Research students tend to be uneasy about the thought of research. Working with community-based agencies to see how research factors into services and activities can help decrease student anxiety. University of Wisconsin-Superior Social Work faculty utilizes agency-based research projects to help students understand the role of research in service provision and to foster skill and knowledge development.

Undergraduate social work research is taught through education in the classroom, and also through real life research projects conducted in the community. Part of the University of Wisconsin Superior’s Social Work training includes in-class education on research, as well as out-of-classroom training through agency-based research projects. These projects are important for the student as well as the agency. With the research, there is a “learning environment that supports student-faculty research collaboration, and it enables the school of social work to be responsible to agency research needs” (Cowger, 2003). This diversity in course activities, as well as the range of agency settings available for

such research, is important to a student's education. Learning about the agency and the different research methods they use is a key factor in conducting research for an agency, as it is all part of the overall learning experience. Agency-based research is also used to determine research skills of students, before they step out in the professional work of social work. "It is through the research of the agency by discovering the needs of clients, that helps build knowledge for the agency, for further development of the agency in the future" (Marlow, 2005).

There has been no research conducted by the Social Work Program at the University of Wisconsin-Superior to understand the impact of past social work student research projects on agencies. The goal of the current research is to explain the importance of conducting research for agencies and to assist the Social Work Program in evaluating and developing their research sequence.

The research completed will assist social work faculty who teach research related course work to learn the role of research projects in the community, what has been successful (or unsuccessful), and how to improve the research course.

Statement of Research Proposal and Rationale

The University of Wisconsin- Superior (UWS) Social Work research course facilitates community-based agency research projects to broaden the knowledge base of its students. Research projects have been conducted by social work students in the UWS program for more than five years. Very little is known about the impact of these student research projects on agencies. The goal of this research is to determine the impact on agency of student research projects. Three objectives coincide with this question:

1. Determine the impact that past research has had on agencies.
2. Discover the agency's attitude toward the research projects.
3. Determine the relative importance of the projects to the agencies.

Research Design

Sample

Participants were sampled using non-probability sampling techniques. The sample was chosen from an inclusive list of all staff and agencies who have worked with the Social Work Program in the last five years with at least one student research team (one to three people). From the list, participants were chosen who would provide significant information, have interest in exploring the research topic, and be available for an interview either in person or by phone. Each agency was chosen from the criteria listed above and then the supervisors of those agency projects were contacted by the researcher. Nine interviews were conducted in May and June of 2008.

Methodology

The study was exploratory, as it was completed to determine the impact of student research projects on community-based agencies. The study determined and described the impact of the community-based research project on participating agencies. The study also tried to discover the agencies' attitudes towards research projects, as well as determine the importance of research projects to the agencies'. In the end, the research helped to discover possible changes in the research course to improve future projects. (Agencies should be noted as social service agencies, non-profit agencies or campus programs.)

The research conducted was mixed methods including both qualitative and quantitative research. A structured interview utilized a questionnaire with open-ended questions and Likert scales. In total there were nine interviews conducted, eight in person and one over the phone. On average each interview took approximately twenty minutes to complete.

Each participant was emailed the informed consent, along with the interview questions and survey ahead of time to be familiar with the interview questions. At the interview, the informed consent was reviewed, signed by the interviewee and then collected by the researcher.

Limitations

Limitations noted by the researcher include the small sample of agencies interviewed. The list of agencies was compiled from past agencies who hosted UWS social work student research projects. The agency staff who were interviewed were chosen for their experience with student researchers and their interest in providing the research with useful and detailed information. A second limitation was understanding the non-verbal communication from interviewees. Body language versus spoken word is important to note. Responses to questions can be determined through written notes and audio recordings, but body language can be difficult to note and analyze. One other limitation is the region (location) from which the sample was chosen. The results which were concluded from data cannot be generalized for each agency that hosts student research projects.

Results

Data analysis

The questionnaire used a combination of items. There were a total of fourteen questions asked, eight opened ended questions and six Likert scale questions. (Please refer to Appendix B for the interview questions). Data was analyzed using a long table method (Creswell, 2003).

Below are the eight open-ended questions and a summary of the responses received.

1. How many teams have completed research at your agency in the past five years (a team consisting of one, two or three persons)?

There were approximately twenty six teams represented in the nine interviews, as several agencies hosted numerous research teams.

2. Please list the research project(s) completed for your agency by UWS Social Work students.

Each of the research topics were developed by the agency. Each of the research projects conducted focused on one of three areas for research: a campus issue, a community idea or a possible change in the agency. Most of the agencies used the research conducted as a needs assessment, looking at the needs of the clients served and how those needs could be addressed.

3. Did you personally play a role in the research/ data that was conducted?

Three themes in regards to the role of the agency staff became clear during analysis; supervisor, guide or mentor. Three of the nine agency staff were supervisors; they had little interaction with the teams outside of what was necessary, watching over the teams but having limited interaction overall. Four of the agency staff served as guides, providing resources for the teams, as well as providing an imaginary map for the students to follow, helping them along their research journey. The last two agency staff were mentors to the students. They were supportive and met with students on a regular basis, weekly on most cases throughout the project. The staff wanted to teach students about their agency and research, rather than just guiding the research process.

4. How much interaction did you have with the teams?

Half of the staff interviewed stated the amount of interaction between teams and staff depended on the group dynamics. The amount of interaction depended on the students, as well as their need for the staff role in the project. A group that was very organized needed little interaction with the agency staff. If there was a stronger need for a supervisor in the project, the supervisors would step up to help. There was no one common theme, because each student team was different in their needs for the research.

5. Do you find the research done for your agency is useful? If yes- why?

Every agency responded yes to this question. Three main themes noted from the agencies were discovered. The first theme discovered was that the research confirmed previous understanding of a client population or service. In these cases, the research provided either quantitative or qualitative data to substantiate information. The second theme found the research helped put the agency in touch with the community. The research provided a change for some agencies to get in touch with their clients, note what the clients wanted, as well as look at what they could improve and develop to meet the needs of their clients. It also confirmed that what the agency was doing was going in the right direction and had shown benefit with their clients. The final theme discovered was the agency found out new information from the

research conducted. New information ranged from what clients thought of services to what services should be developed.

6. Did research conducted for your agency play a part in receiving grants or government funding?

More than half of the agencies responded no to this question. The agencies interviewed were not looking for research findings to assist with funding or the development of grants. Two agencies did use the research findings for funding by citing the students’ research in grants at a later date. One of those agencies stated “It (the research) added value to what we accomplished in one year. It spoke to our credibility.”

7. Has past research findings changed the services your agency provides? If yes- how?

“Yes” was the clear answer emerging from this question. Eight agencies did state that in some form, the results found by the students did play a part in the services that their agency provides. Four themes were found that tied into the “yes” answer. The first theme was that the research changed the direction of services based on client’s needs noted. The research discovered what the clients needed and the agency tweaked their programs from the results found. A second theme was that the data collected gave the agencies an idea on how to approach their clients, and what ways of research through data collection would get the most out of their clients, whether it be face to face interaction or through an anonymous survey. A third theme noted was that the results found confirmed what the agency already knew. In approximately 50% of the responses, it was found that agencies were aware of what their clients wanted and the services that were working, but used the data to confirm those thoughts. The last theme found that the results changed the services at the agency; discovered what kind of impact was made at the agency through the various programs they offered to the clients, and how to improve on their services.

Only one agency stated that the findings made no change to the services that they provide. The research validated that more services are needed, but the agency determined they were not going to add any in the future.

8. How have past research project findings been of service to your clients?

Of the nine agencies interviewed, the term “clients” was defined differently by each agency. Each agency did find that the research results have been useful in better serving their clients. One definition of a client was members of the agency who had regular contact with the agency and its activities. Another definition of a client was organizational members, individuals that joined the agency to be a part of an organization, and learn of and use the agency’s resources. One other definition of a client was similar to the other two, but instead of joining the agency as a member, was in contact with the agency for the use of its resources, but did not actively participate in any major decisions in the agency, as other agency clients might have.

The second part of the interview included six Likert scale questions. These questions were used to assess the use of student research for an agency, as well as to determine a range of positive or negative thoughts towards the student based research conducted for the agencies. The questions focused on discovering the agency’s attitude toward the research projects, as well as the importance of the projects on the agencies. Two categories were included with the Likert scale responses to accommodate for respondent answers. Not applicable, or “N/A” represented the agencies feelings that the question did not apply to them or to the research conducted. “Other” represented the fill in for the agencies responses who did not chose an exact number instead they chose to answer with half numbers, like two and a half. Below are the results.

Likert scale responses

1) On a scale from 1-6, 1 being very well and 6 being unpleasant, how would you rate your experience working with research students?							
1	2	3	4	5	6	N/A	Other: "2 ½"
2	3	2	0	0	0	1	1

More than half of the agencies interviewed rated their experience working with research students' positive, with two agencies rating their experience as a one, having a very good experience. The average response was 1.5. One agency responded with N/A, stating that they could not answer this fairly because "Each team was different. I have had ones and sixes, and it is not fair to judge every team the same." While on the other side, one agency rated their experience with students as "outstanding!" and found their time working with students great, and that "we were always treated with respect and gratitude."

2) On a scale from 1-6, 1 being very likely and 6 being not likely at all, how likely is your agency to work with a UWS student again?							
1	2	3	4	5	6	N/A	Other: "2 or 3"
6	1	0	0	1	0	0	1

Six of the nine agencies found their experience with UWS students pleasant enough to be very likely to work with students again. The average response of this question was 2.0. In one case, the agency supervisor left three months after the research was completed, and was the only one interested in having research conducted for that agency. That individual rated working with students again as a five for that past agency. There was also one agency that responded with an either 2 or 3, "because of time for supervision. Students need time, but it is hard to supervise because of a lack of staff and time."

3) On a scale from 1-6, 1 being large impact, and 6 being no impact, what impact did the research have on your agency?							
1	2	3	4	5	6	N/A	Other:
0	3	3	1	2	0	0	0

None of the agencies interviewed found the research done for their agency to have a large impact (rating it a 1.0) for their agency. The average response to this question was a between a 3 and 4. Thirty percent of the agencies selected 2 stating that it was important, but did not produce a large impact on their agency. One agency who rated the research as a 3 noted that "the 3 is no fault of their (the researchers) own. Implementation piece of it...we didn't go as far as sharing (the research) with the campus, but did share it with tweaking programs."

4) On a scale from 1-6, 1 being a large impact and 6 being no impact, what impact did the research have on the clients of the agency?							
1	2	3	4	5	6	N/A	Other:
1	1	3	1	2	0	1	0

With these responses it was found that the research was important for the clients, but it did not directly impact the clients, rather the available services for the clients. So although the research found for the agency was important, the clients did not see a direct impact from the research conducted, which resulted in a low average for this response (1.0).

5) On a scale from 1-6, 1 being very useful, and 6 being not useful at all, how useful was past collected research for your agency?							
1	2	3	4	5	6	N/A	Other: "2 1/2"
2	2	1	1	1	0	1	1

Almost half of the agencies rated the usefulness of the research as a 1.0 to 2.0 on a scale of six, with the average score being a three. None of the agencies had a lot to say in response to this question, only mentioning that the data that was collected was useful in supporting what they already knew, or creating new points of interest for their agencies to future look at more in the future.

6) On a scale from 1-6, 1 being helpful and 6 being not helpful at all, how helpful has research done for your agency been for receiving financial assistance/funding for your agency?							
1	2	3	4	5	6	N/A	Other: "3½"
0	1	1	0	4	1	1	1

Close to half of the agencies interviewed stated that the research done on behalf of their agencies played little or no part in receiving financial assistance or funding for their agency, with the average response being between a four and a five. A few of the agencies did not need any funding assistance, and thus did not proceed further with the research in that aspect. One agency noted that although they did not set out to use the data for a grant, in the end, the student’s data was included in a grant proposal to support the information already known about the program. The data that was included was the reason the agency was given the grant, because the grant holders liked that they actually followed through with information, and conducted research to support their beliefs. This demonstrated to the funders that the agency followed through with evaluation and program assessment. As a result, funding was rewarded.

Themes

The research conducted revealed four themes as a result of the social work student conducted research done on behalf of an agency. The first theme was that the research resulted in new program options for clients, by validating what was already believed or known by the agency. The data collected provided concrete figures that showed research being done on behalf of agencies can validate already known information about current services and educate the agency on clients’ wants and needs to improve or add new services.

The second theme regarding social work student research was that those projects were utilized to improve on services. The agencies found it necessary to educate clients on all of their services first, and then ask for suggestions. This way of gathering information is called a program evaluation. The third theme found was the development of a stronger relationship between the agency and its clients. Reaching out to clients on an individual basis provides a stronger relationship. Additional trust is gained from the clients during the data collection process, as they know that their thoughts and views are being taken into consideration for future plans at the agency. The last theme found was that the agency became stronger advocates for their clients. Developing stronger ideas by the agencies on what their client’s needs are through the research conducted gave the agencies a stronger push for advocacy in the agency.

Discussion

Application of findings

The findings demonstrate that the research conducted by students for the agencies had a positive impact on the agencies. The extent of the impact depends on the agency, its involvement and interactions with the students, and the type of research conducted. Most of the agencies interviewed used the student researchers to evaluate a part of their agency, while the others used the research for needs assessment and found common themes of validation for previous thoughts, or new areas to work on to serve their clients better.

Overall most of the agencies interviewed had a positive outlook at the research collected and found the student researchers helpful, and their projects useful for their agency. Results found that staff wanted to be a part of the research experience of the social work students. Noted attitudes about the

experience from responses during the interviews and tone of voice were positive, and staff demonstrated excitement about student research. Approximately one-third of the agencies interviewed rated the impact of the research conducted on the agencies as a 3.0 (as demonstrated in question three).

Agency staff worked in different roles with research students. The roles were as supervisor, guide, or mentor, and the relationship between the staff and students was predicated by the role. . Eight of the nine agencies found the overall experience of working with research students positive, and the research collected useful. The amount of interaction changed based on the role of the supervisor. Some agency staff got to know more about the research students, thus providing different levels of satisfaction about the research projects. As stated by one agency, “we look at the students’ not as master candidates but as senior level students knowing that they (the students) wouldn’t be at top performance. They are working on their first research project, but (we) know that they have been taught basic things in class and see this research as a stepping stone and how to work with someone other than a student peer. Our expectations aren’t particularly high but we know that if they came in at a graduate level, we would have a different level of expectation.”

Each of the agencies interviewed used the student research teams to address the needs of their agencies through a needs assessment project. Eight of the nine agencies stated that they found the research collected for their agency important and useful, either currently or for the future. Although most did not use the research for funding, some did and found the data collected very useful in that process. Through the interviews, agencies found the research useful for their services; validating what they were currently doing, to make some changes to their programs, or to reach out to their clients and address what they are looking for from the agency. For some, the research was useful for receiving federal funding or grants, as well. Overall, the impact of the research conducted was useful for the agency; the student researchers were respectful, and eager to learn from their agencies.

Of the nine agencies interviewed, one agency’s view and attitude about the research were inconsistent to the rest of the agencies. They did not have a positive experience with the research group, and chose not to use the research to further their agency. Although different from the rest, this agency is as important, because it shows that not every research project is a success and that not every agency uses the data collected for anything.

Reviewing the data collected, none of the agencies stated that they felt the research students came unprepared to their agency. One third of the agencies interviewed stated that they were impressed with the student researchers. As many typically worked with graduate level students, they found the undergraduate UWS students to be knowledgeable and eager to learn. One of the agencies suggested changes for the student or for the research course itself, stating that they have found that “students tend to work harder and become more engaged in the research if the students are actually interested in the agency...”, so the process of pairing up students to agencies that they are interested in should be examined. Almost all of the agencies had positive experiences with the research students. The agencies stated that they thought the students were prepared for research, but in a few cases, the agency staff felt unprepared for the students. The amount of time for supervision on the agencies part was what was difficult for a few of the agencies.

From these results, future changes to the research course offered at UWS include a more in-depth review of what is being asked by the agency being researched. The commitment form signed by the agency, which states the role of the agency and its commitment to host a student project, does not get into great detail of the time commitment of supervising student researchers or the level of expectation of undergraduate research. One agency in particular stated that “the research itself was a challenge. It was not the students fault. [It was] a lesson for (agency staff) not to propose a question that is too difficult to answer. [It was] very cutting edge work [and] challenging to track key informants down. [The research project] taught (agency staff) to be a little more realistic.”

The biggest concern noted by interviewees in hosting student research projects was time commitment. Unless working with very organized students, most of the agencies interviewed commented that it was difficult to meet on a regular basis with the student researchers, because of every student and staff’s personal and educational commitments.

The two main changes that could be proposed first include a detailed outline of what

responsibilities the agency has and an overview of what the social work students have learned in their research course to provide a better determination for research to be conducted for the agency, potential deadlines, and a resource list for potential questions that they might have. The second change would be to set mandatory meeting times, on a weekly or bi-weekly basis for the agency and the student researchers. This can provide time for questions that either might have, as well as a time to reflect on how the research is going, and any thoughts so far.

Expectations for undergraduate BSW students are different than MSW students, and agencies are aware of this. One agency said that they were impressed with the work that the BSW students were doing, that they liked the schedule of research courses as they keep students on task. This agency thought that the skills that the students are learning are good for their future.

Summary

The results of the results validated what was theorized. The student research accomplished the agencies goals. Projects discovered new findings or in most cases, validated the agencies understanding of services and agency as a whole. Each agency was impacted by the research. Through the validation, a change was made either on services provided or on the agency as a whole.

The attitudes of the agencies towards the social work student projects were overall positive. Agencies were eager to help the students with their projects as well as help guide students in their research. The experiences noted in the interviews demonstrated a positive attitude of the agencies to work with UWS social work students again. Eight out of the nine agencies noted that the students they worked with were knowledgeable, respectful, and were pleased overall with the work that the students completed.

Themes of importance found through conducted research discovered that agencies were using the research and data collection to discover new information, confirm previous thoughts by the agency, and help the agency get back in contact with its community and their needs. Also, the agencies were eager to share the experience of research with students, and help educate the students. The relative importance of research projects to the agencies was strong in most cases. The agencies were eager to find out the results of the research. Although none of the agencies used the data collected specifically for outside funding, each agency interviewed found the projects important for educating students and validating the agencies work.

Implications of research

The findings found can be used to support what the research faculty at the University of Wisconsin Superior is already teaching social work students. It has been shown that conducting research for a local agency has a positive impact on the agency, as well as on the student. With the results found, the findings can be used to approach Social Work faculty with the idea of creating an “expectation” guide for agencies when working with social work students conducting research. As well, the findings show that the amount of interaction between the students and the agency depended on a number of different variables. To provide every student and agency an equal opportunity to explore and expand on their research, mandatory meeting hours should be set up for student research teams to meet with the agency. If these changes were made, there would not be a great impact on the research course (conducted in the classroom) directly. Instead, there would be a change on the external part of the research course, the learning that takes place outside of the classroom. With these changes, students will have a better assurance that their agency is informed of what the agencies expectations are for the project, as well as given mandatory meeting times to set up, to make sure questions are answered.

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Appendix A

Informed Consent

To whom it may concern,

The University of Wisconsin-Superior would like to know what kind of impact past research done on behalf of your agency has had on your agency.

I am a social work student and am researching past agencies that have worked with teams (one to three students) in the past five years from the University of Wisconsin-Superior, on their experience with research students and the impact that the research findings had on the agency. Also, I am a McNair Scholar, and conducting this research as part of my summer program as a McNair Scholar.

I will be collecting data through interviews, attached with a questionnaire. All information you provide will be recorded by me. This information will have no identifying information on it and will be kept completely confidential. The information will be kept completely separate from any identifying records and kept in a locked cabinet. After all of the surveys have been completed the information provided by the agencies will be compiled and presented to the University of Wisconsin-Superior Social Work professors on how to improve future research courses and the impact of student projects on agencies.

Your participation is completely voluntary and if at any time you feel uncomfortable or would no longer like to be involved in the survey, you may withdraw at any time. I would greatly appreciate any input you have to help the University of Wisconsin- Superior social work research course and look forward to talking with you soon.

Thank you for your time. Please feel free to reach me at 218-591-9480 for any questions. I will be contacting you within the next week to set up an interview.

Sincerely,

Britney Van Dyke

Social work research student

Monica Roth Day, EdD, MSW, LGSW

Faculty Advisor, Social Work Program

If you have any concerns about your treatment as a subject in this study, please call or write:

Provost Dr. Christopher Markwood / Telephone: 715/394-8449

This research project has been approved by the UW-Superior Institutional Review Board for the Protection of Human Subjects, protocol # 381.

Authorization: I have read the above and understand the nature of the study and agree to participate. I understand by agreeing to participate in this study I have not waived any legal or human rights. I also understand that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Subject signature

Date