



# Small TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Transparency in Social Work: Having the Hard Conversations		
<b>Principal Investigator:</b>	Carolyn Oliver		
<b>Report Submitted By:</b>	Carolyn Oliver		
<b>Project Initiation Date:</b>	April 2015	<b>Project Completion Date:</b>	May 2017

### 1.2. Project Summary

The project was focused on developing and implementing more effective ways to teach students to clearly and compassionately speak difficult truths to clients and colleagues. In collaboration with students, CEBL and CTLT, we researched, developed, evaluated and revised easily implementable learning activities that exploited naturally occurring "difficult conversations" as opportunities to help students to safely practice transparency.

**Team Members** – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Elizabeth Jones	Senior Instructor School of Social Work	Co-researcher
Allyson Rayner	CTLT	Co-researcher, curriculum development
Jay Penner	Centre for Community Engaged Learning	Co-researcher, dissemination
Adriana Briseño-Garzón	CTLT	Support with research design and BREB
Allyson Jamieson	PhD Student, School of Social Work	Lit review
10 undergraduate students (who have not given their consent to be named here)	School of Social Work	Co-developers of curriculum



1.3. Student Impact – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
SOWK 316	1	2015/16	F/W
SOWK 316	1,2,3,	2016/7 and ongoing	F/W

2. PROJECT EVALUATION

2.1. Project Outcomes – Please list the intended outcomes or benefits of the project for students, TAs and/or instructors.

By the end of each year SOWK 316 students who participate will be able to

- weigh potential consequences of engaging in transparent communication
- articulate how their experiences and beliefs inhibit or support transparent communication
- demonstrate the ability to communicate transparently
- rate themselves as more willing than at the beginning of the year to communicate in a transparent and morally courageous manner

Evidence from 2015/6 evaluation is that the revised curriculum led to achievement of these goals (see attached guide/published paper). In addition to the new teaching activities, an original model for teaching transparency was developed from the literature, piloted and revised.

By the end of the project

- Student evaluations will show that the learning activities developed through the project have increased their willingness to engage in transparent and morally courageous conversations

See attached guide/paper. In addition to the new teaching activities, an original theoretical model for teaching transparency was developed and piloted.

- The learning activities are embedded into the SOWK 316 curriculum

A faculty Teaching Guide for the learning activities was developed. The learning activities were used across all sections of the relevant course in the second year of the project. The course learning objectives were revised to embed the material related to difficult conversations.



- *School of Social Work faculty demonstrate increased expertise in student peer evaluation and experiential learning*

Faculty were given tools to support this learning in the form of the Teaching Guide and SPEAKER cards. The learning activities were focused on experiential learning rather than student peer evaluation, as the decision of the student/staff/faculty working group early in the project had been

not to proceed with peer evaluation activities.

- *The potential for this curriculum to be adapted for the MSW and other health and social care disciplines has been assessed and there is a plan in place to pursue this*

This outcome was not achieved due to the decision in Fall 2016 not to proceed with a new BREB and TLEF funding application. The primary objectives had been achieved within the project's 1<sup>st</sup> year of funding, the Principal Investigator was to be employed on a full-time basis outside UBC and conditions in the School of Social Work meant there were likely to be diminishing returns on further investment in the project. However, the published paper and Teaching Guide has been shared with the Centre of Community Engaged Learning, CTLT and School of Social Work faculty, with the intent that the learning activities be shared and adapted as relevant in their work with the broader UBC community.

- *Project findings are publicized in a way that contributes to the Scholarship of Teaching and Learning and social work education knowledge base*

The findings have been published in the international *Social Work Education* journal. The project has been accepted for presentation at ISSOTL 2017, an international conference in the Scholarship of Teaching and Learning. The project was presented at the 2016 TLEF Showcase.

**2.2. Findings** – *Briefly describe the methods and findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved?*

See attached guide/paper



**2.3. Dissemination** – *Please provide a list of scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have or intend to disseminate the outcomes of this project.*

The findings have been published in *Social Work Education* journal. The project has been accepted for presentation at ISSOTL 2017, an international conference in the Scholarship of Teaching and Learning. Project materials, including the Teaching Guide have been disseminated in the School of Social Work and to CTLT and CEBL. The project was presented at the 2016 TLEF Showcase.

**3. TEACHING PRACTICES** – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways?*

See attached guide/paper. Greater use of experiential activities related to the subject, and more effective experiential activities. More structured/focused groupwork on the issue.

**PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will your work be sustained and/or potentially expanded (e.g. over the next five years)?*

Teaching materials have been disseminated and the course learning objectives revised to embed the material related to difficult conversations.