**เค้าโครงรายวิชา (Course Syllabus)**

**รหัสวิชา/ชื่อวิชา (Course code and course title)** **ภาค/ ปีการศึกษา (Semester/Year)**

**หลักสูตร (Program**) และ **คณะ (Faculty)**

**1. อาจารย์ผู้สอน/ ผู้รับผิดชอบรายวิชา พร้อมข้อมูลการติดต่อ (Lecturer and course administrator with contact information)**

1.1 ....Mr. Kyaw Sit Naing (0910704194) kyawsitnaing101088@gmail.com.............................................................................. อาจารย์ผู้สอน (Lecturer)

1.2. ......................................................................................... อาจารย์ผู้รับผิดชอบรายวิชา (Course administrator)

**2. วันและเวลาบรรยาย (Class Date and Time)** : Thursday 13:00-16:00………….………**ห้องบรรยาย (Classroom) :** …202…………………

**3. วัตถุประสงค์ (Course Objectives)**

This course focuses on preparing students to engage in evidence-based practice, providing the skills needed to critically evaluate new information that is available from research findings and professional consensus statements. Furthermore, the course provides skills for integrating this new information into the students own, personalized approach to practice. This course helps students examine their ideas and values related to making a difference, teaches them to think critically about the meaning and methods of changing the world, and challenges them to integrate thoughtful evidence with their values and beliefs about doing good in the world. With a focus on the profession of social work and other helping professions, the course will consider a variety of social problems, and investigate and critique various contemporary evidence-based approaches to creating change to improve social problems.

**4. ผลลัพธ์การเรียนรู้ที่คาดหวัง (Expected learning outcomes)**

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| **Morals and Ethics** | **Knowledge** | **Cognitive Skills** | **Interpersonal skills & responsibilities** | **Numerical, Communication and IT skills** |
| **1** | **2** | **3** | **4** | **5** | **6** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** |
| **⚫** | **⚫** | **⭘** |  | **⚫** |  | **⭘** |  | **⚫** |  | **⭘** | **⚫** |  | **⭘** | **⚫** | **⚫** |  | **⭘** |  | **⚫** |  | **⭘** | **⭘** |

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| **ทักษะอื่น ๆ (Other skills)** | **ทัศนคติอื่น ๆ (Other attitudes)** |
| **S1 :**  Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes. การคิดเป็นระบบและคิดเชื่อมโยง (System thinking) | **A1 :**  Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with instructors. มีจิตสำนึกเพื่อส่วนรวมและตระหนักถึงผลกระทบภายนอกที่ตนอาจก่อให้แก่สังคม (Awareness for the public and awareness of the external impact that they may cause to society) |
| **S2 :**  Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.การมองหลายมิติเพื่อการเข้าใจปัญหา (Well-rounded thinking) | **A2 :** มองเห็นว่าความยั่งยืนเป็นเรื่องใกล้ตัว และหนึ่งในสาเหตุที่สำคัญก็คือพฤติกรรมของนักศึกษาในชีวิตประจำวัน (Seeing that sustainability is near and one of the main reasons is the behavior of students in everyday life) |

**5. กฎกติกา**/ **เกณฑ์การตัดเกรด** **(Course rules, Grading criteria)**

## I encourage you to use this course and the course assignments to deepen your expertise in a policy area of interest and to complement your other course work. All assignments are designed to hone analysis and communication skills, and to provide experience that will be useful on the job market. Additional details and grading criteria will be provided prior to each due date. Learning Activities: The course will include lectures, student presentations, pop quizzes, theoretical discussion of readings, and experiential learning via in-class exercises.  It is expected that a few guest speakers will also be present to discuss their expertise. Course grades will be based on the following:

* **10%     Active class participation and Attendance:**Thi**s**includes responding to assigned questions, engaged listening, contributing to class discussions, posing questions, and actively and substantively participating in class exercises as either and individual/group member.
* **10%     Pop quizzes**
* **10% Reflection Paper** (you can respond to one of the guest speaker's lectures)
* **20%**  **Group case study** **and Presentation**
* **20%** **Individual mid-term project policy memo (multiple elements):**
* **30%** **Final Exam**
* The maximum score in the course is 100 points:
* 100-94 = A+, 93-90= A, 89-84 = B+, 83-80=B, 79-74=C+,73-70 = C, 69-60= D, Below 60=F

**6. เอกสารอ้างอิงประกอบการเรียนการสอน** **(Reference material)**

There is no official textbook for SPD 305; instead we will draw on different readings for each lecture. Most of the readings for the class are drawn from articles or books that are placed on closed reserve in the library. That said, I would encourage you to regularly consulting highly recommended as a permanent resource for your ongoing journey in the SPD program.

There are required and recommended readings in this class. Required readings are essential for you to participate in class discussion and fulfill your assignments. In relation to the ‘recommended readings, these are sometimes lengthy but offer a range of useful readings for you to choose from. I strongly encourage you to read from the recommended readings during the course, however, they are predominantly there for your use as you continue your intellectual journey.

**Recommended:**

* Argyros, George. 2009. Evidence for Policy and Decision Making. A Practical Guide. UNSW Press
* Bardach, Eugene and Eric M. Patashnik. A Practical Guide for Policy Analysis. SAGE. 5th edition.
* Dunn W. 2016. Public Policy Analysis: An Introduction. Routledge.
* Cartwright, Nancy and Hardie, Jeremy. 2012. Evidence-Based Policy. A Practical Guide to Doing Better. Oxford University Press
* Patton, Carl. V., Sawicki, D., and Clark, Jennifer J. 2013. Basic Methods of Policy Analysis and Planning. Pearson.
* Stoker, Gerry and Mark Evans (ed). 2016. Evidence-based policy making in the Social Sciences. Methods that Matter. Policy Press.
* Weimer, David L. and Aidan R Vining. 2017. Policy Analysis. Concepts and Practice. Routledge. (6th edition).
* Plionis, Elizabeth Moore (2007) *Competency in generalist practice: A theory and evidence-based guide to decision-making*. New York: Oxford.

**7. หัวข้อการเรียนการสอน/ แผนการสอน (Course plan)**

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| **สัปดาห์/คาบ****Week** | **วันที่****Date** | **หัวข้อการบรรยาย****Topic** | **อาจารย์ผู้สอน****Lecturer** |
| 1st Class | 16.08.2018 | Introduction Course Overview – Review of Syllabus Introduction to Social Policy and Social Problems  | Mr.Kyaw Sit Naing |
| 2nd Class | 30.08.2018 | **Class Plan:** Introduction to Evidence-based Practice, Policy & Guidelines* This session will provide an introduction to core ideas defining evidence-based practice, policy, & guidelines.
* Students will be introduced to how evidence-based methods can help practitioners form personal practice models which can be used to provide guidance in future practice situations.
* Readings and internet resources will be reviewed.
* The class will watch an example of evidence-based practice, namely, the Hospital Interactive Team Thinking exercise (HITTT) provided on the text’s accompanying CD-ROM. This video, recorded on an active Neurosciences Ward at Luther Hospital in Eau Claire, Wisconsin, demonstrates the steps of evidence-based practice.
 | Mr.Kyaw Sit Naing |