



Fall 2019

Course Number: SOWK 602	Classroom: 3-276
Course Name: Research and Philosophy in Advanced Social Work Practice	
Day & Time: In-class schedule: Sept. 14: 9:00 a.m. to 4:00 p.m. Oct 25 & 26: 9:00 a.m. to 4:00 p.m. Online schedule: To be announced	
Instructor: Rick Enns, PhD, RSW	Office Hours: as arranged
Telephone: 780.492.6971	Email: renns@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

In this course, students will apply social work theories to practice, assess personal values, and ethical dilemmas to develop their own professional practice model. Students will develop their understanding of social work research through examining various approaches (qualitative and quantitative), paradigms, and methods.

Course Description

Competence in research is a foundational notion of social work practice and is highlighted in professional codes of ethics. As producers and consumers of research, often in collaboration with and across cognate disciplines, social workers must also ensure that research is conducted with and for the benefit of those served by the profession and across all levels and fields of social work practice, and that it aligns with the values of the profession. A thorough understanding of quantitative, qualitative and mixed methods research, and Indigenous approaches, supports ethical practice. This course will consider the wider array of research methodologies, with a focus on quantitative and qualitative approaches. It will be delivered in a blended format with in-class instruction offered through block week sessions as indicated.

Learning Objectives

Program-level Learning Outcomes

This course addresses the following CASWE Program-level Learning Outcomes

- A.2 Compare, contrast and critically assess multiple social work theories, philosophical frameworks, models and approaches to change in social work practice and research.

We are located in Enterprise Square in downtown Edmonton, and the traditional homelands of the First Nations, Métis and Inuit peoples of Treaty 6 territory. We affirm the benefits received and our obligations as treaty people.

A.3 Critically examine and discuss contemporary issues and current debates in social work practice and research.

A.5 Critically consume and engage with research to inform social work practice.

A.7 Integrate and apply social work theories, philosophical frameworks, models and approaches to change into their social work practice and research.

A.10 Conduct social work research, including practice-based research and evaluation, to contribute to the advancement of knowledge and practice in social work.

Course-level Learning Objectives

Upon completion of this course, students will be able to:

1. understand the relationship between research methodologies and philosophical systems that create and maintain ontological frameworks and ways of knowing,
2. understand the paradigms that inform and differentiate quantitative, qualitative, mixed methods and Indigenous research approaches,
3. recognize shared understandings and commitments across quantitative, qualitative, mixed methods and Indigenous research approaches in social work practice,
4. understand how research can inform the professions' efforts to promote social justice,
5. understand of research design, data collection, and data analysis strategies used in quantitative, qualitative, and mixed method approaches,
6. demonstrate skills necessary to incorporate quantitative, qualitative and mixed methods research into social work practice irrespective of level or field of practice,
7. critically evaluate research in social work practice, and
8. apply course learnings to practice concentration and exit requirements of the direct-entry MSW program.

Relationship to Other Courses

The Advanced Social Work Practice certificate consists of 4 theme courses, SOWK 600, 602, 604, and 606, that will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing student's unique social work perspective and strengthening their social work identity and personal practice framework.

Course Text(s)

Logan McCallum, M. J. & Perry, A. (2019). *Structures of indifference: An Indigenous life and death in a Canadian city*. Winnipeg, MB: University of Manitoba.

Van de Sande, A., & Byvelds, C. (2015). *Statistics for social justice: A structural perspective*. Winnipeg, MB: Fernwood.

Walter, M. & Andersen, C. (2016). *Indigenous statistics: A quantitative research methodology*. New York, NY: Routledge. (also published by Left Coast Press, 2013)

Class Schedule

Schedule of residencies and online activities for SOWK 600 and SOWK 602:
Additional details will be provided in class or on the D2L site for the course

Date	SOWK 600	SOWK 602
Sept. 12: 9:00 a.m. to 12:00 p.m.	<ul style="list-style-type: none"> • Orientation to Direct-entry Clinical MSW Program 	
Sept. 12: 1:00 p.m. to 4:00 p.m.	<ul style="list-style-type: none"> • Introductions and review of course syllabi and assignments • Clinical social work practice and social justice • Social work research 	
Sept. 13: 9:00 a.m. to 12:00 p.m.	<ul style="list-style-type: none"> • Introduction to social justice and social work practice • Social work values and ethics and advanced practice • Group work 	
Sept. 13: 1:00 p.m. to 4:00 p.m.		
Sept. 14: 9:00 a.m. to 12:00 p.m.		<ul style="list-style-type: none"> • Social work research and ways of knowing • Research standpoint • Research ethics • Research process • Research design
Sept. 14: 1:00 p.m. to 4:00 p.m.		
Assignment 1 (Combined SOWK 600 and 602): due September 27th by 11:59 p.m. (post to Dropbox)		
<u>Online components</u> from Sept. 16 to Oct. 23	<ul style="list-style-type: none"> • Theories of social justice • Online social justice club 	
		<ul style="list-style-type: none"> • Introduction to quantitative data analysis
Assignment 2 – Part A for SOWK 600: questions and resources posted Sept. 21, Sept. 28, Oct. 5, Oct. 12, and Oct. 19., 2019.		
Assignment 2 – Part B for SOWK 600: group presentations posted to D2L by Nov. 1, 2019.		

Oct. 24: 6:00 p.m. to 9:00 p.m.	<ul style="list-style-type: none"> • Social justice discussion • Social justice roundtable discussions 	
Oct. 25: 9:00 a.m. to 12:00 p.m.		Quantitative Methods <ul style="list-style-type: none"> • Variables • Sampling • Reliability and validity • Univariate analysis • Bivariate analysis • Multivariate analysis
Oct. 25: 1:00 p.m. to 4:00 p.m.		
Oct. 26: 9:00 a.m. to 12:00 p.m.		Qualitative Approaches <ul style="list-style-type: none"> • Introduction • Epistemology • Data collection • Ethical considerations • Data analysis • Interpretive approaches
Oct. 26: 1:00 pm to 4:00 pm		
<u>Online components</u> from Oct. 28 to December 6		<ul style="list-style-type: none"> • Online research tutorials and data analysis
	<ul style="list-style-type: none"> • Social justice and theory discussions 	
Assignment 3 (Combined SOWK 600 and 602): due December 6th by 11:59 p.m. (post to Dropbox)		

Assignments

Introduction to Assignments 1 and 3

In keeping with the alignment of SOWK 600 and SOWK 602 there are two combined assignments that students will be asked to complete. These assignments will be the first and last assignments of the term and they will be separated by distinct assignments based on course readings and content from the two courses. Each of the two combined assignments will be organized around a common theme across the two courses and will include specific components and requirements as determined by the instructors. Each instructor will grade the component related to their class and apply the mark towards the grade for the students in their class.

Assignment 1: Social Justice and Research Standpoint

In the SOWK 602 component of this assignment, students will examine the article selected for the SOWK 600 portion of the assignment with reference to research standpoint as described by Walters and Andersen in chapter 2 of *Indigenous statistics: A quantitative research methodology* (as depicted in figure 2.1). Students will be evaluated on their demonstrated understanding of the model presented by Walter and Andersen (each of the 4 components that contribute to research standpoint) and an evaluation of how research standpoint may have framed the presentation of the issue by the author(s) in the article selected for SOWK—or may influence consideration of the issue more broadly in social work practice. The SOWK 602 portion of the combined assignment should include (i) a portion that demonstrates your understanding of research standpoint as described by the authors and (ii) a consideration of how research standpoint(s) might have shaped the understanding of the author(s) or current understandings or discussions about the issue you selected for SOWK 600. Questions you may want to consider for the second portion of the assignment (ii above) could include (but are not limited to):

- What assumptions or perspectives seem to be reflected in the discussions?
- How do these align with social work practice and values of the profession?
- How do these limit or expand consideration of the issue?
- What other standpoints could be considered?

Or, your paper can be a more personal reflection that considers how **your standpoint** has shaped **your consideration** of the topic you selected for SOWK 600—or your response to it—rather than considering the perspectives of the author(s) contained in the specific article that you selected. In this case you should still describe the model as indicated in (i) above but the questions that guide the second portion of the assignment could include (but are not limited to):

- How does your research standpoint influence the way you consider or “operationalize” the issue?
- How does this expand or restrict possibilities for addressing the issue?
- What personal challenges or obstacles do you face when considering alternative perspectives regarding the issue or topic you’ve selected?

This second portion can be written in the first person.

In both cases, the assignment will be evaluated with reference to:

1. The understanding of each component that influences research standpoint (examples may be used),
2. The consideration of how research standpoint might have shaped and influenced (constrained or expanded) the author’s/authors’ perspectives or your own, and
3. Quality of writing.

This assignment maps on to A.2, A.3 and A.7 of the Program Learning Objectives and numbers 1, 2, 3 and 4 of the Course-level Learning Objectives

Weight: 20% of grade assigned for SOWK 602

Date: September 27th by 11:59 p.m.; deposit to DropBox

Length and format: 4 pages, not including title page or reference list; double-spaced with 12-point Times New Roman font and 1" margins

Assignment 3: Social Justice, Social Location and Social Work Research

For the SOWK 602 component, students will be asked to use the social justice issue or initiative selected for the final assignment in SOWK 600 and locate and evaluate related research that has attempted to “map” the extent or effect of the issue or evaluate practice approaches intended to address the issue identified. Students can select examples of quantitative, qualitative or Indigenous approaches to the issue(s) selected. Students will be asked to evaluate research methods and research standpoint. More details will be provided on the SOWK 602 section of the D2L site.

This assignment maps on to Program Learning Objectives A.5 and A.7 and numbers 5, 6, 7 and 8 of the Course-level Learning Objectives

Weight: 30% of grade assigned for SOWK 602

Date: December 6th by 11:59 p.m.; deposit to DropBox

Length and format: 6 to 8 pages, not including title page or reference list; double-spaced with 12-point Times New Roman font and 1" margins

Assignment 2, sections A and B: Quantitative and qualitative research exercises

This assignment maps on to A.5 and A.7 of the Program Learning Objectives and numbers 5, 6 and 7 of the Course-level Learning Objectives.

Assignment 2 for SOWK 602 consists of two parts. The first part of the assignment pertains to quantitative data analysis and the second assignment focuses on qualitative data analysis and approaches. Both assignments include a group paper using the groups set up for the course – and the forums to support your group work have been set up under the SOWK 602 A and B tab that you’ll see in the Content window at the left-hand side of the D2L site for the course (click on the Content link at the top of the D2L page to open the Content window). The two assignments are detailed below:

Assignment 2a: Quantitative data analysis

Oct. 27th to Nov. 18th

For this assignment, each group will work with the sample data file provided to them and conduct and report on the data analyses selected. The steps in this process are detailed below with corresponding timelines and due dates. Supplementary material will be provided on the D2L site to support the specific steps of the assignment.

Step 1: Oct. 27th to Oct. 31st

1. Review of data file and selection of variables for analysis
2. Formulation of research questions
3. Selection of data analysis procedures
4. Submission of summary identifying 3 research questions and statistical analyses (unmarked and due Oct 31st at midnight; deposit to Drop Box)

Step 2: Nov. 1st to Nov. 18th

5. Analysis of data
6. Presentation of findings
7. Discussion of finding
8. Discussion of limitations and recommendations for future research

Weight: 30% of final course grade

Length: 6 to 8 pages

Format: double-spaced, Times New Roman font, 1" margins, APA 6th ed. Format

Due date: November 18th at midnight; deposit to DropBox

Suggestions for paper: This assignment is intended to simulate actual research that could be conducted on an existing data set – also known as secondary data analysis. The first part of the assignment is designed to provide an opportunity to become familiar with the data and to decide on the research questions – from a broader array of possible questions – you have decided to pursue, and to select the data analysis procedures that are appropriate to answer your questions – and you will need to send a very brief summary by October 31st indicating how you plan to proceed (this submission is not graded). The second portion provides the opportunity to conduct your analysis and to discuss your findings. Taken together, both parts of the assignment would resemble the latter portion of a research article and they are designed to familiarize you with the process of conducting and presenting a quantitative research study.

Assignment 2b: Qualitative data analysis

Nov. 19th to Nov. 29th

Supplementary materials will be provided to highlight specific approaches for analyzing qualitative data. Each group will analyze a sample of data provided or submit a sample of qualitative data to the instructor for consideration if the group wishes to work with a specific data set.

Weight: 20% of final course grade

Format: audio-video recording of discussion session

Due date: November 29th at midnight; email or deposit to DropBox

Recommended and Additional Readings

Denzin, N., Lincoln, Y., & Tuhiwai Smith, L. (Eds.). (2008). *Handbook of critical and Indigenous methodologies*. Los Angeles: Sage.

Gaudry, A. (2011). Insurgent research. *Wicazo SA Review*, 26(1), 113-136.

Hart, M., Straka, S., & Rowe, G. (2017). Working across contexts: Practical considerations of doing Indigenist/anti-colonial research. *Qualitative Inquiry*, 23(5), 332-342.

Held, M. (2019). Decolonizing research paradigms in the context of settler colonialism: An unsettling, mutual and collaborative effort. *International Journal of Qualitative Methods*, 18, 1-16.

- Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto: ON: University of Toronto.
- Rowe, S., Baldry, E., & Earles, W. (2015). *Decolonising social work research: Learning from critical Indigenous approaches*, 68(3), 296-308.
- Sunseri, L. (2007). Indigenous voice matters: Claiming our space through decolonizing research. *Junctures*, 9, 93-106.
- Teo, T. (2010). What is epistemological violence in the empirical sciences? *Social and Personal Psychology Compass*, (4), 295-303.
- Tuhiwai Smith, L. (2002). *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books.
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Winnipeg: Fernwood.

Grading

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

University of Calgary Faculty of Social Work, Central and Northern Alberta Region MSW Grading System 2019-2020			
Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Withdrawal

No refunds for withdrawal from **fall session half-courses** after September 12, 2019. The last day to add or swap fall session half-courses is September 13, 2019. The last day to withdraw with permission from fall session half-courses is December 6, 2019.

The Graduate Academic Schedule for 2019-2020 can be viewed at <http://www.ucalgary.ca/pubs/calendar/grad/current/index.html>. The online version of the academic schedule supersedes the information on this course outline.

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2019): [FINAL ACSW Standards of Practice 03282019.pdf](https://www.acsw.ca/standards-of-practice). Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca. Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SUPPORTS FOR MENTAL HEALTH

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available and the Campus Mental Health strategy website (ucalgary.ca/mentalhealth).

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence. Of

those who are alleged to have committed sexual violence, it provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at night around and on the U of A campus. Located at 0-22 SUB, phone (780) 492-5563 or 4-WALK-ME. In addition to the UofA's Safewalk program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 p.m. and 11:00 p.m., any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite the elevators on the main floor at the time the escort is required – reservations ahead of time are not possible. Security will escort you within a two-block radius of Enterprise Square.