

Fall 2019

Course Number:	SOWK 602 S01	Classroom: Online and Residency
Course Name:	Research and Philosophy in Advanced Social Work Practice	
Day & Time:	Online Zoom sessions: Tuesdays October 22, 29, November 5, 19, 26, December 3 (6:30-8:30PM MST) On-Campus Residency: November 1 (6-9PM MST), November 2 (9AM-4PM MST) & November 3 (9AM-4PM MST)	

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COURSE OUTLINE

Syllabus Statement

Explores social work research through examination of various approaches (qualitative and quantitative), paradigms and methods, and applies social work research to theories as students develop their professional practice model.

Course Description

In this course, you will develop your understanding of social work research through examining various approaches (qualitative and quantitative), paradigms, and methods. 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, 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 and critical approaches, supports ethical practice. This course will consider the wider array of research methodologies, with a focus on quantitative and qualitative approaches.

Learning Objectives

Upon completion of this course, you 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, Indigenous and critical research approaches;
3. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous and critical research approaches in social work practice;
4. Understand how research can inform the professions' efforts to promote social justice;
5. Understand the 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 your specialization and the exit requirements of the MSW program.

Relationship to Other Courses

As one of four courses offered in the Advanced Social Work Practice Certificate, this course will support you in further developing research skills necessary to critically evaluate existing practice research and identify strategies to evaluate your practice. This course will assist you as you examine the profession's commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work's unique contribution to change efforts and the promotion of social justice across all levels of practice.

Required Course Texts

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.
- Strega, S., & Brown, L. (Eds.). (2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches* (2nd ed.). Toronto, ON: Canadian Scholars' Press.

Required Readings

All required readings are available for free through the University of Calgary library or available for download in Course Content > Readings.

- Canadian Association of Social Workers. (2005). *Code of Ethics*. https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf
- Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59(3), 297-324.
- McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from Indigenous research paradigms. *ACME An International Journal for Critical Geographies*, 17(3), 810-831.
- Reynolds, V. (2019). Setting an intention for decolonizing practice and justice-doing. In *Justice-Doing At the Intersections of Power* (pp. 615-630). Adelaide, Australia: Dulwich Publications.
- St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice. *Journal of Systemic Therapies*, 34(2), 3-14.
- Tracy, S. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

Suggested Readings

- Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. (2014, December).. *Tri-Council Policy Statement: Ethical conduct for research involving humans*. Secretariat on Responsible Conduct of Research. Ottawa, ON. Available at: http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf

Coates, J., Hetherington, T., Yellow Bird, P., Gray, M., Jordan, D., & O'Leary, P. (2016). *Decolonizing social work*. Farnham, UK: Routledge.

Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. *Research Ethics*, 14(2), 1-24.

Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto, ON: University of London Press.

Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work research: Learning from critical Indigenous approaches. *Australian Social Work*, 68(3), 1-13.

Van de Sand, A., & Schwartz, K. (2017). *Research for social justice: A community-based participatory approach* (2nd ed.). Halifax, NS: Fernwood.

Vito, R. (2018). Social work leadership revisited: Participatory versus directive approaches during service system transformation. *Journal of Social Work Practice*, 1-15.

Class Schedule

Class #, Dates & Times	Topics	Readings
Class 1 Zoom Session: October 22 6:30 to 8:30pm MST	Welcome <ul style="list-style-type: none"> • Introductions • Course overview 	
	Philosophy and Worldviews <ul style="list-style-type: none"> • Overview of philosophical worldviews, theories and research designs • Integrating worldview, theory, research and practice • Analyze a qualitative article from different worldviews (article to be provided before the class) 	Creswell & Creswell (2018) - Ch. 1 & 3 Strega & Brown (2015) - Ch. 1 Reynolds (2019)
Class 2 Zoom Session: October 29 6:30 to 8:30pm MST	Designing research <ul style="list-style-type: none"> • Ethics • Accountability and rigor • Introductions and purpose statements • Questions and hypotheses 	Creswell & Creswell (2018) - Ch. 4, 5, 6, 7 CASW (2005) St. George, Wulff & Tomm (2015) Tracy (2010)
On-Campus Residency November 1 – 3		

Class 3 Zoom Session: November 5 6:30 to 8:30pm MST	Critical, Indigenous, & Anti-oppressive Approaches <ul style="list-style-type: none"> • Exploring colonization in dominant research practices • Identifying decolonizing practices in critical, Indigenous, and anti-oppressive social work approaches • Integrating anti-oppressive approaches into daily practice 	Ellsworth (1989) McGregor (2018) Strega & Brown (2015) – Ch. 2, 3, 7 Guest lecture
READING WEEK SELF DIRECTED READING AND LEARNING	Mixed Methods <ul style="list-style-type: none"> • Approaches • Data collection • Recruitment, sampling, and collection • Analysis & discussion 	Creswell and Creswell (2018) - Ch. 10 Strega & Brown (2015) - Ch. 9
Class 4 Zoom Session: November 19 6:30 to 8:30pm MST	Designing a quantitative study <ul style="list-style-type: none"> • Approaches • Data collection • Recruitment, sampling, and collection • Analysis & discussion 	Creswell & Creswell (2018) - Ch. 8 Guest lecture
Class 5 Zoom Session: November 19 6:30 to 8:30pm MST	Designing a qualitative study <ul style="list-style-type: none"> • Approaches • Data collection • Recruitment, sampling, and collection • Analysis & discussion 	Creswell & Creswell (2018) - Ch. 9 Strega & Brown (2015) - Ch. 4 & 6 Guest Lecture
Class 6 Zoom Session: November 26 6:30 to 8:30 MST	<ul style="list-style-type: none"> • Knowledge mobilization • Wrapping up a research project • Ethics and exit 	Strega & Brown (2015) - Ch. 10
Class 7 Zoom Session: December 3 6:30 to 8:30 MST	<ul style="list-style-type: none"> • “Passing the torch” • Reflections • Closing circle 	

You are required to be present at each of the live Zoom meetings, on time, and for the entire duration of the meeting. We have limited time together and you are expected to contribute to the discussion orally (a working microphone and reliable internet connection are necessary, and a working video camera is strongly encouraged).

A detailed schedule of the on-campus residency (November 1-3) will be provided in D2L on the first day of class. Attendance and participation is required November 1 from 6:00 – 9:00pm, November 2 from 9:00 – 4:00pm, and November 3 from 9:00 – 4:00pm.

Assignments

Please ensure all writing submissions for assignments conform to the *American Psychological Association (APA) format, 2010 Publication Manual (6th ed.)*

1. Complete the Research Ethics TCPS2 CORE Tutorial

Value: 10%

Due date: submitted to Dropbox by 11:59 PM MST by October 25, 2019

Please complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

Please self-register using your @ucalgary email address and complete the tutorial. Please note that this tutorial takes 2-3 hours to complete. Please submit your certificate of completion to the TCPS2 Dropbox on D2L to receive marks for this assignment.

2. Philosophical Position and Reflection Post (2 parts)

Value: 30%

- 1) Philosophical position (20%)
- 2) Reflections from on-campus residency (10%)

Due dates:

- 1) Philosophical position submitted to the Discussion Board by 11:59PM MST on **October 30, 2019**
- 2) Reflection post submitted as a reply to your original discussion post by 11:59PM MST on **November 10, 2019**

Length and format: 850-1250 words

- 1) Philosophical position: 500 to 750 words
- 2) Reflection: 350 – 500 words

Course learning objectives: 1, 2, 3

Write a position paper about your philosophical beliefs, thoughts, feelings, and experiences on the following questions:

- Explain the four philosophical assumptions (ontology, epistemology, axiology, and methodology).
- Based on the course texts, which worldview do you most align with? Explain the shared assumptions between your beliefs and the worldview you align with.
- How do worldviews and philosophical assumptions influence the way that you go about designing and participating in research?
- From your perspective, how do research, social justice, and social work practice relate to each other?

Reflection:

- How did the on-campus residency challenge, affirm, and/or inform your philosophical position?
- What were two key learnings that you took away from the on-campus residency related to the intersections of social justice, research, and social work practice?
- In what ways does your philosophical position align or not align with the values and position of the work that you are doing?

3. Policy or Research Appraisal Assignment: Critical Appraisal Skills Programme (CASP) (2 parts)

Value: 30%

- 1) Critical Appraisal Skills Programme (CASP) or Effective Public Health Practice Project (EPHPP) Assessment (15%)
- 2) Assessment Summary (15%)

Due dates:

- 1) Assessment submitted to Dropbox by 11:59PM MST on **November 20, 2019**
- 2) Overall summary submitted to Discussion Board by 11:59PM MST on **November 22, 2019**

Length and format:

- 1) Assessment rubric 9 to 11 pages (follow rubric)
- 2) Overall Summary (approximately 500-750 words, posted to discussion board)

Course Learning Objectives: 7, 8

One of our major aims as social work practitioners and clinicians is to base our practice on current evidence – i.e., using best-available research and policies to guide our practice. This assignment will help you to demonstrate your comprehension of research design elements and to apply critical research appraisal skills through the review of a quantitative, qualitative, mixed methods, or policy document.

In this assignment, you will have an opportunity to search for and select a policy document or research article of your choice related to **clinical practice AND your social justice issue of interest from SOWK 600**. If you choose a qualitative article, you will use the CASP Assessment. If you choose a quantitative article, you will use the EPHPP assessment. If you choose a mixed-methods article, you will choose the assessment best suited to the content of the article. We will review both assessments in the first week of class.

There are two parts to this assignment: 1) assessment and 2) summary, including a brief assessment of the fit between (a) the research question and the (b) philosophical assumptions, theories, designs, and ethical implications present in the article.

3.1 Assessment (15%):

- 1) **Choose** an article related to clinical practice and your social justice issue of interest.
- 2) **Share** your article citation and a brief rationale for choosing the article to the CASP discussion board in D2L by **October 28 at 11:59PM MST**.
- 3) **Complete** the assessment for your selected article, available on D2L in Course Content > Article Assessments.

3.2 Summary (15%)

- 1) **Post** your overall summary of the assessment to the Discussion Board by **11:59PM MST on November 22, 2019**
- 2) **Respond** to at least one of your classmates' summaries by **11:59PM MST on November 27, 2019**.
- 3) **Reply** to at least one response(s) to your post by **11:59PM MST on November 29, 2019**.

4. Developing a Research Proposal – Social Justice Integration

Value: 30%

Due date: submitted to Dropbox by 11:59PM MST on December 3, 2019

Length and format: 1500 to 2000 words

Course Learning Objectives: 4, 5

This assignment integrates learnings from SOWK 600 – Social Justice and Theory in Advanced Social Work Practice. Design a research proposal using the social justice issue that you identified in

Assignment 2 of SOWK 600. You will build from your positive disruption plan by developing a research question and design that aligns with your philosophical position. The research proposal should include brief statements explaining the:

- Research question – Develop a research question consistent with your philosophical position that relating to leadership, policy development, organizational management, or other relevant topic of interest. What is the context or background of this social justice issue?
- Philosophical worldview – Building from your philosophical position paper, situate yourself within a philosophical worldview. How does it align with your personal and professional values and beliefs? How does your worldview align with the social justice issue you have identified? What are the assumptions
- Theoretical perspectives – situate yourself within a theoretical framework. What theories are relevant for this social justice issue? How does this/these theory(ies) align with your philosophical worldview and personal and professional beliefs?
- Research approach and design – Given your philosophical worldview and theoretical perspectives, which research approach and design would you use to examine your social justice issue? Explicitly state the approach (qualitative, quantitative, or mixed methods) and the subsequent research design, explaining why you chose both.
- Contribution - How would your study contribute to social work practice and promote social justice? What change might it bring about?
- Ethics – What ethical issues do you anticipate you may encounter if you were to carry out this research study? What role does accountability and/or rigor play in this design?