



<b>Course &amp; Session Number</b>	SOWK 602 S01	<b>Classroom</b>	Online
<b>Course Name</b>	Research and Philosophy in Advanced Social Work Practice		
<b>Day(s) &amp; Time</b>	October 20 – December 8 2021 via Zoom Tuesdays 6:00 pm – 9:00 pm, Thursdays 6:00 pm – 7:30 pm		
<b>Instructor</b>	Tiffany Gloeckler		
<b>U of C E-mail</b>	<a href="mailto:Tiffany.Gloeckler@ucalgary.ca">Tiffany.Gloeckler@ucalgary.ca</a>	<b>U of C Phone</b>	By email

#### **SYLLABUS STATEMENT**

Explores social work research through examination of various paradigms, methods and approaches (e.g., qualitative, quantitative, Indigenous methodologies, mixed methods, participatory action research, arts-based), and applies social work research to practice.

#### **COURSE DESCRIPTION**

In this course, you will develop your understanding of social work research through examining various approaches, 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, social workers must 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. Social workers must also ensure that research aligns with the values of the profession. A thorough understanding of the array of methodological approaches supports ethical social work practice. This course will consider a wide array of research methodologies, with a focus on ethics and applications to practice.

#### **COURSE LEARNING OUTCOMES**

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, 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 the various methodological approaches discussed in class;
6. Demonstrate skills necessary to incorporate different types of research and evidence into social work practice irrespective of level or field of practice;
7. Critically evaluate research in social work practice.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required for this course. **Please note:** The required reading list includes a few textbook chapters. All of these texts are available electronically and may be accessed via the URLs provided, or through the links provided in D2L. Students **do not** need to purchase the full versions of any of the materials listed in order to complete this course.

Additional supplementary materials will be provided on D2L.

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, L. A., & Strega, S. (2005). *Research as resistance: Critical, indigenous and anti-oppressive approaches* (2<sup>nd</sup> ed.) Canadian Scholars' Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6282047&ppg=127>
- D'Cruz, H., & Gillingham, P. (2017). Participatory research ideals and practice experience: Reflections and analysis. *Journal of Social Work*, 17(4), 434-452. <https://doi.org/10.1177/1468017316644704>
- Grinnell, R., & Unrau, Y. (2018). *Social work research and evaluation: Foundations of evidence-based Practice* (11<sup>th</sup> ed.). Oxford University Press, Incorporated. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5267434&ppg=1>
- Jones, S.R., Torres, V., & Arminio, J. (2013). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). Routledge. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-books/reader.action?docID=1323296&ppg=1>
- Miller, C. (2017). Practice-Based evidence: Therapist as researcher, using outcome measures. *Dramatherapy*, 38(1), 4-15. <https://doi.org/10.1080/02630672.2017.1288263>
- Paez, A. (2017). Gray literature: An important resource in systematic reviews. *Journal of Evidence-Based Medicine*, 10(3), 233-240. <https://doi.org/https://doi.org/10.1111/jebm.12266>
- Penak, N. (2019). The trickiness of storytelling with Indigenous social workers: Implications for research in the era of reconciliation In *Research and Reconciliation: Unsettling Ways of Knowing Through Indigenous Relationships* (pp. 139-151). Canadian Scholars. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6282054>
- Pittaway, E., Bartolomei, L., & Hugman, R. (2010). 'Stop stealing our stories': The ethics of research with vulnerable groups. *Journal of human rights practice*, 2(2), 229-251. <https://doi.org/10.1093/jhuman/hug004>

Sabati, S. (2018). Upholding “colonial unknowing” through the IRB: Reframing institutional research ethics. *Qualitative inquiry*, 25(9-10), 1056-1064. <https://doi.org/10.1177/1077800418787214>

Williams, J. C. (2011). “Stand up and be counted”: The politics of a homeless enumeration. *Poverty & Public Policy*, 3(3), 1-27. <https://doi.org/10.2202/1944-2858.1172>

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone, webcam, and speaker is required for D2L and Zoom access.

**RELATIONSHIP TO OTHER COURSES**

This course is the second of four courses offered in the Advanced Social Work Practice Certificate. SOWK 602 will support you in further developing research skills necessary to critically evaluate existing practice research and identify strategies to evaluate your own practice. This course will also 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.

**CLASS SCHEDULE**

Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

The following timetable provides brief overview of the course structure and itinerary as well as a list of readings to be completed **before the start of each week**. Suggested readings are not required, and are intended to supplement core course materials and assignments. All classes will begin synchronously at 6:00 pm as indicated in the schedule above. Students may periodically be given the option to log off in order to complete in-class activities asynchronously. This option will not be available for all in-class activities so students are asked to ensure that they are prepared to attend all synchronous sessions in their entirety.

Topic	Dates	Preparation for Class
<b>Week 1: Introduction and Overview</b> Course introduction; scholarly and academic integrity; epistemology and worldviews	Oct 21	<b>Required:</b> Jones et. al. (2013): Ch. 1 <b>Suggested:</b> Grinnell & Unrau (2018): Ch. 1, 2
<b>Week 2: Ethics</b> History; anti-racism; intersectionality & ableism; critical theory; <b>Guest speaker: Zipporah Greenslade – Anti-racism in research</b>	Oct 26, 28	<b>Required:</b> Brown & Strega (2005): Ch. 3 Penak (2019) Pittaway (2010) <b>Suggested:</b> Grinnell & Unrau (2018): Ch. 6
<b>October 31 – Assignment 1 Due @ 18:00 via Dropbox</b>		

<b>Week 3: Ethics</b> Formal ethics procedures; bias and cognitive fallacies; research questions; positioning; research planning	Nov 2, 4	<b>Required:</b> Brown & Strega (2005): Ch. 5 Jones et. al. (2013): Ch. 4 Sabati (2018) <b>Suggested:</b> Grinnell & Unrau (2018): Ch. 6, 7 Jones et. al. (2013): Ch. 7
<b>November 7 – Assignment 2 Due @ 18:00 via Dropbox</b>		
<b>Week 4: Methodologies</b> Indigenous research methods; research with Indigenous groups; program and evaluation practices <b>Guest Speakers</b> <b>Nov. 16<sup>th</sup>:</b> Kaila Kornberger – Indigenous Methodologies <b>Nov. 18<sup>th</sup>:</b> Dylan Richards – Indigenous Program Development	Nov 16, 18	<b>Required:</b> Brown & Strega (2005): Ch. 2 Miller (2017) Penak (2019) <b>Suggested:</b> Grinnell & Unrau (2018): Ch. 18, 19, 25 Jones et. al. (2013): Ch. 3
<b>Week 5: Methodologies</b> Qualitative; Mixed methods; grey literature; incorporating peer and client feedback; what is “evidence?” <b>Guest Speaker</b> <b>Amber Young – Neurodiversity in Research</b>	Nov 23, 25	<b>Required:</b> Braun & Clarke (2006) Brown & Strega (2005): Ch. 6 Grinnell & Unrau (2018): Ch. 23 Paez (2017) <b>Suggested:</b> Grinnell & Unrau (2018): Ch. 5, 10
<b>November 28 – Assignment 3(a) Due @ 18:00 via Dropbox</b>		
<b>Week 6: Methodologies</b> Quantitative methods; selection and critical evaluation of evidence;	Nov 30, Dec 2	<b>Required:</b> Grinnell & Unrau (2018): Ch. 22, Jones et. al. (2013): Ch. 6 Williams (2011) <b>Suggested:</b> Grinnell & Unrau (2018): Ch. 3, 4, 20, 21
<b>Week 7: Research in Practice</b> Issues and controversies; evidence in daily practice; final projects; closing.	Dec 7	<b>Required:</b> D’Cruz (2017) Wang (2018) <b>Suggested:</b> Grinnell & Unrau (2018): Ch. 11
<b>December 7 - Assignment 3(b) Due @ 9:00 in class</b>		

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can

strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in class. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **ASSESSMENT COMPONENTS**

### **Assignment 1: TCPS 2 (15%) – Due October 31<sup>st</sup> @ 18:00**

**Aligned Course Learning Outcomes:** 4, 5, 6

**Assignment Description:** Students will complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: <https://www.tcps2core.ca/>

To complete the tutorial, you will need to self-register using your @ucalgary email address. The tutorial takes approximately 3 hours to complete. Submit your certificate of completion to the TCPS2 Dropbox on D2L to receive grading for this assignment.

**Assessment Criteria:** Successful completion and submission within the noted timeline will earn you 15% of your course grade. Submit via dropbox.

### **Assignment 2: Research Question and Position Statement (20%) Due November 7<sup>th</sup> @ 18:00**

**Aligned Course Learning Outcomes:** 2, 3, 4, 5

**Assignment Description:** Students will create a research question and position statement on a topic that they are interested in conducting research on in a personal or professional context (i.e., a class

assignment, work project, etc.). This assignment is designed to support students in conducting the research they will need for assignment 3, but using this assignment for the next one is not a requirement, and students are free to create a research question for any topic they choose.

**Assessment Criteria:** This assignment should be formatted according to APA7 standards and be no more than **2 pages** in length not including title and reference pages. A rubric for this assignment will be posted on D2L. Submit via dropbox.

### **Assignment 3: Program Development and Evaluation**

**Aligned Course Learning Outcomes:** 1, 2, 3, 6, 7

**Description:** Using the research skills and competencies developed in class, students will be divided into groups in order to develop a skeleton for an evidence-based program which could be further developed and implemented in a real practice scenario. Upon completion, each group will share their program research and other documents in class, and a repository of program research and evaluation items will be created for students who wish to use them in their own practice. For further details, see the Assignments section in D2L. This assignment contains 2 parts:

#### **3(a) – Program Proposal (45%)- Due Nov. 28<sup>th</sup> @ 18:00 via Dropbox**

**Description:** The proposal will contain a full overview of the proposed program and must include: Program overview and rationale; a research question; and evidence/literature to support the need for the proposed program and justifies the use of the chosen program design.

**Assessment Criteria:** This assignment should be formatted according to APA7 standards and be no more than **10 pages**, not including title and reference pages. Rubrics and further assignment details will be posted on D2L. Submit via dropbox.

#### **3(b) – Measurement Documents (20%) - Due Dec 7<sup>th</sup> in class**

**Description:** Utilizing what they have learned about evidence-gathering and evaluating data, students will create the intake and evaluation documents to be used in their proposed program. Each group will present their documents to the class, focusing on the processes and resources they used to develop their tools.

**Assessment Criteria:** No more than **4 pages** total for both documents. No title or reference pages needed. The evaluation rubrics for this assignment will be developed in class then posted to D2L once finalized. Rubrics and further assignment details will be posted on D2L. Present in class and submit any electronic materials to dropbox by the presentation date.

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

A significant amount of course time will be dedicated to discussions, projects, and group activities which will require students to attend online sessions prepared and ready to engage with their peers. If a student misses a class, it is their responsibility to ensure they've caught up with any lecture materials or group activities that they missed. PowerPoint slides and other supplemental materials discussed in class will be posted to D2L at least a day in advance of the lecture.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit assignments according to the submission guidelines listed for each assignment. Written assignments must be submitted via **Word** (.doc or .docx) or **PDF** format. **Please note:** it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Due to the possibility of rapidly changing circumstances brought on by COVID-19, with the exception of assignments due in-class, students will be allotted a 5-day grace period after each due date. During this period, students may submit their assignment without a late penalty and without prior approval from the instructor. To ensure that assignments are graded and returned to students in a timely fashion, assignments submitted after this grace period **will not be graded** unless prior approval has been given by the instructor. Any late submission resulting from exceptional or unavoidable circumstances will be evaluated on a case-by-case basis and will be subject to a grade reduction at the discretion of the instructor. Students are responsible for contacting the instructor as soon as possible in these cases.

### **EXPECTATIONS FOR WRITING**

All assignments must be properly documented and referenced in APA7 format. All written assignments will assess writing skills, which include surface correctness (grammar, punctuation, sentence structure, etc.) as well as general clarity and organization. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **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** and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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

### 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. Additionally, students will be asked to provide formative feedback throughout the course. This may include a request for verbal feedback or participation in anonymous D2L surveys.

### ADDITIONAL SUGGESTED READINGS

A list of suggested readings will be provided on D2L.

### UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

#### 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.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 and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

### **RESEARCH ETHICS**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they 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.

### **ACADEMIC MISCONDUCT**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL AND GENDER-BASED 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, or 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information