Spring 2019

Course Number: SOWK 645 S01	Classroom: PF 3257
Course Name:	Issues for Social Work Research
Day & Time:	Tuesday and Thursdays 9:00 – 4:00 June 4, 6, 11, 13, 18, 20

Instructor: Dr. Robbie Babins-Wagner	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

An overview of social work research topics and issues.

Course Description

This course will provide students with an opportunity to become familiar with topics and issues relevant to social work research that make it distinct from other disciplines. It will provide an introduction to different contexts, populations and topics typically studied; research designs suitable for exploring social work questions; unique ethical issues to be addressed by social work researchers; and the relationship between social work research, practice and policy. The course has practical importance in that the knowledge and skill domains of research enable social workers to explore practical issues; select the most appropriate interventions, services and programs; monitor their effectiveness; and advocate for change to policy and practice. This course has no pre-requisites.

Learning Objectives

Course Learning Objectives (CLOs)
This course provides an opportunity to
1) Identify ways in which social work research is similar and distinct from other disciplines;
2) Describe various social issues typically studied by social work researchers;
3) Identify unique populations and specific research considerations (e.g., ethics, cultural sensitivity) when conducting research with these populations;
4) Discuss different research designs suitable for clinical, leadership, international and community development related research; and
5) Describe the role of research in informing Social Work practice and policy, and demonstrating accountability to the profession.

Foundation Objectives (FOs)
1) Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
2) Diversity/cultural – Students will critically examine and reflect on the various ways in which their languaging in their practices and in their interactions with other professionals and peers may be interpreted.
3) Social justice – Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

Program Learning Outcomes (PLOs):
6.1 Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.
6.2 Critique, apply, and/or participate in elements of social work research.
6.3 Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

Relationship to Other Courses

This course is an integral part of the MSW Foundation year. It will provide an opportunity for students entering Social Work from other disciplines to explore research topics and issues specific to the profession and within a context of Social Work practice and policy. Topics introduced in other Foundation Year courses will be directly applicable to this course and will be critically analyzed from a research perspective. This course will provide a foundation for the Specialization year research course in which students will apply their knowledge of Social Work research topics and issues to exploring research designs, methodologies and methods.

Course Text(s)

Required Texts:

Marlow, C. R. (2010). **Research methods for generalist social work** (5th ed.). Belmont, CA: Brooks Cole.

Class Schedule *(Class schedule is subject to change. A number of guest speakers may be scheduled throughout the course).*

Date	Topic	Readings and Guest Lectures
June 4, 2019 9 - 12	Course introduction and overview: Understanding why research, policy and practice is essential for social workers How can we critically evaluate good research?	Marlow, Chapters 1 & 2
June 4, 2019 1-4	Challenges in incorporating research into social work Is Social Work research distinct Determine group assignments Research backgrounds & beliefs Similarities & differences across disciplines	Marlow, Chapter 3 Shaw, I. F. (2007). Is social work research distinctive? *Social Work Education, 26*(7), 659-669.
June 6, 2019 9 – 12	Research for social justice Exploring social work research designs Co-creating knowledge: understanding the process	Marlow, Chapter 4 *Guest: To be Determined* *Class Facilitation*
June 6, 2019 1 - 4	Research and accountability Addressing power, privilege and voice within and outside a research context	Marlow, Chapter 5 *Guest: To be Determined* *Class Facilitation*

	Identifying and reviewing existing literature as a foundational skill	
June 11, 2019 9 – 12	Integrating research, practice, policy and theory	Marlow, Chapter 6 Gardner, F., & Nunan, C. (2007). How to develop a research culture in a human service organization. *Qualitative Social Work, 6*(3), 335-351. McLaughlin, A. M., Rothery, M., Babins-Wagner, R., & Schleifer, B. (2010). Decision-making and evidence in direct practice. *Clinical Social Work Journal, 38,* 155-163. *Class Facilitation*
June 11, 2019 1-4	Researching social issues with vulnerable, marginalized and diverse populations	Marlow, Chapter 7 *Guest: To be Determined* *Class Facilitation*
June 13, 2019 9 - 12	Engaging in collaborative/participatory research	Marlow, Chapter 8 *Guest: To be Determined* *Class Presentation*
June 13, 2019 1 - 4	Considering social work research ethics	Marlow, Chapter 9 Barsky, A. E. (2010). The virtuous social work researcher. *Journal of Social Work Values and Ethics, 7*(1). Retrieved from http://www.socialworker.com/jswve/spring2010/6virtuoussw.pdf *Class Facilitation*
June 18, 2019 9 – 12	Research with Indigenous Populations Moving Research into collective action	Marlow, Chapter 10 Fleming, J., & Ledogar, R. J. (2008). Resilience, an evolving concept: A review of literature relevant to Aboriginal research. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, *6*(2), 7-23. *Class Facilitation*
June 18, 2019 1-4	Community and international development research	Marlow, Chapter 11 Coulton, C. (2005). The place of community in social work practice research: Conceptual and methodological developments. *Social Work Research, 29*(2), 73-86. *Class Facilitation*
June 20, 2019 9 - 12	Clinical Social Work research	Marlow, Chapter 12 Holden, G., Barker, K., Rosenberg, G., & Cohen, J. (2012). Information for clinical social work practice: A potential solution. *Clinical Social Work Journal, 40*(2), 166-174. *Class Facilitation*
June 20, 2019 1-4	Final Class Integrating research issues and specializations How does it all fit together? Being a research consumer and creator – next steps.	Marlow, Chapter 13. *Class Facilitation*

Assignments

There are two assignments for this course and a participation assessment.

1.   Class Facilitation
Due date: According to topic and class schedule
Value: 40%.

Length: Maximum 1-hour (60 minutes) facilitation (includes class involvement and class discussion)
Learning Objectives: Meets PLO 6.1, 6.3; CLO 1, 2, 3, 4, 5: FLO 1, 2, 3

Framework for the Facilitations:
This is a class facilitation, not a presentation. This assignment is designed to actively engage your class colleagues in the learning process. Class facilitation will include a) presentation (PowerPoint or Prezi), b) a brief overview of key factors associated with the topic, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected social work approach. The intent is for the class to experience techniques and processes unique to each approach and to further learning about each approach and its application. Please note that the presentations must be provided to the instructor at the end of the class and they will be made available to all students on D2L.

An introduction could briefly describe the key concepts and underlying assumptions of the theory, its historical context, its application to social work practice, and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how this social work approach addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age and ability.
A group grade will be assigned after completion of the facilitation. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

Rubric: Grading criteria for class facilitation:
• quality, clarity and creativity of facilitation;
• understanding of the generalist practice approaches;
• summarizing the most significant concepts;
• appropriate use of the theory;
• engaging the class in meaningful activities to facilitate learning

2.   Paper
Due date: June 27, 2019 (hard copy handed in at class)
Value: 40%
Prepare a 10-page paper (excluding cover page and references) reflecting on the following points:

1)   What is distinctive about social work research?
         Integrate course topics, social work specializations, course readings, presentations, and your
         experiences/examples.
2)   How can research be used to inform practice and policy and also demonstrate accountability?
         Integrate course readings, presentations and your own experiences/examples.
3)   Based on your learnings in the course, how will you apply research in your current or future
         practice?
         Discuss activities related to being a research consumer and creator. Consider the relationship
         among research, practice and policy. Include a discussion of potential barriers and enablers that
         may impact your research activities.

Rubric:

The paper will be assessed based on your ability to:

1.   address all three questions and the requirements for each
2.   demonstrate integration (across topics, specializations, resources)
3.   demonstrate critical thinking (not just listing points and describing them but posing questions, identifying challenges, thinking deeply about the topic, elaborating on ideas), and
4.   demonstrate writing at an academic graduate level standard of writing will apply including APA 6th edition referencing.

Learning Objectives: Meets PLO 6.1, 6.2, 6.3; CLO 1, 2, 3, 4, 5; FLO 1, 2, 3

3. **Participation: Value: 20%**

Each day of class students are expected to attend class and present an event from field placement, an event in a newspaper, or any other topic relevant to the course goals to discuss briefly (2-3 minute presentation followed by 2-3 minute discussion). Each student will bring a discussion question and discussion points once during the semester regarding the readings.

Students are expected to apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, you will be expected to develop a way to "make up" the absence or to contribute in an extra way.

Recommended Readings

You will be expected to develop a way to "make up" the absence or to contribute in an extra way.

Recommended Readings

In additional to required readings, a list of recommended readings selected by the instructor and students (in preparation for group presentations) may be posted on D2L.

Selected Resources

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Los Angeles, CA: Sage.

Duncan, B., Miller, S. D., Wampold, B., & Hubble, B. (Eds.). (2010). *The heart & soul of change*: *Delivering what works in therapy* (2nd ed.). Washington, DC: American Psychological Association.

Field, A. P. (2013). *Discovering statistics using SPSS* (4th ed.). London, UK: Sage.

Guillemin, M. (2004). Understanding illness: Using drawings as a research method. *Qualitative Health Research*, *14*(2), 272-289.

Holliday, A. (2002). *Doing and writing qualitative research*. Thousand Oaks, CA: Sage.

Hubble, M. A., Duncan, B. L., & Miller, S. D. (Eds.). (1999). *The heart and soul of change: What works in therapy*? Washington, DC: American Psychological Association.

Lambert, M. J. (2010). *Preventing treatment failure*. Washington, DC: American Psychological Association.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

Padgett, D. (Ed.). (2004). *The qualitative research experience*. Belmont, CA: Thomson-Brooks/Cole.

Rossman, G., & Rallis, S. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Quantitative Research

Rosenthal, J. A. (2001). *Statistics and data interpretation for the helping professions*. Belmont, CA: Wadsworth.

Salkind, N. J. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage.

Weinbach, R. W., & Grinnell, R. M., Jr. (2000). *Statistics for social workers* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Qualitative and Quantitative

Cameron, P., & Este, D. (2008). Engaging students in social work research education. *Social Work Education, 27*(4), 390-406.

Creswell, J., & Clark, V. (2006a). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Creswell, J., & Clark, V. (2006b). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Engel, R. J., & Scutt, R. K. (2005). *The practice of research in social work*. Thousand Oaks, CA: Sage.

Thyer, B. (Ed.). (2009). *The handbook of social work research methods* (2nd ed.). Thousand Oaks, CA: Sage.

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. A student must achieve an A for each assignment to receive an A in the course.

The University of Calgary Graduate Grading System will be used.

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

Late Assignments, Extensions and Assignment Modifications

To be fair to all class members, any extension in the class written assignment must be discussed with the instructor prior to the due date. Leaving voice messages, written notes or e-mails informing the instructor that you will not be able to make the deadline do not constitute a formal agreement that an extension for handing in the assignment has been granted. Assignments that are not received directly by the instructor via email or drop box in D2L, or received and date stamped by the main office by 4:00 p.m. on the day the assignment is due will be considered late unless other arrangements are made in consultation with the instructor. Assignments handed in late without prior approval will be deducted a half letter grade for each day late (e.g., A- becomes a B+).

Extensions will only be granted under exceptional circumstances, such as the death of an immediate family member or illness requiring treatment by a physician. Poor planning or lack of time management are not grounds for deadline extensions.

In considering a deferral, please understand that if a deferral is granted, the student cannot withdraw from the course. It may be better to withdraw from the course and repeat it rather than request and accept a deferral. Supporting documentation must be provided for a deferral or it will not be approved.

Special circumstances requiring modifications to assignment due date must be discussed and negotiated with the instructor well in advance of the due date. This holds for students formally requesting academic accommodation through Student Accessibility Services, as well as for students with other considerations. If modifications are not negotiated in advance, assignment expectations will be commensurate with those of other students'.

Use of Laptops in the Classroom
The use of laptops in the class room is supported for the purposes of taking notes and class presentations. Students will be asked to shut down or remove their laptops if they are found chatting on IM tools, web-surfing, using Facebook or other social networking sites.

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 (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf
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

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: http://ucalgary.ca/ssc/graduatestudent

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

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

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 of the Faculty of Graduate Studies Calendar.

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.

STUDENTS WITH DISABILITIES
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).

Building Evacuations
When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:
http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333
Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

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 supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) 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, 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/policies/files/policies/sexual-violence-policy.pdf