Course & Session Number	SOWK 602 S01	Classroom	SA 124
Course Name	**Research and Philosophy in Advanced Social Work Practice**		
Dates and Time	Start of Classes: May 27, 2022 End of Classes: June 16, 2022 Dates and Time: In-person instruction Mondays and Wednesdays from 9am to noon and 1pm to 4pm (May 30, June 1, June 6, June 8, June 13, June 15) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Natalie St-Denis, MSW, RSW, PhD(c)	Office Hours	As requested
UCalgary E-mail	natalie.stdenis@ucalgary.ca	UCalgary Phone	587-224-8820 (cell)

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy.](#)

SYLLABUS STATEMENT

Explores social work research through examination of various paradigms, methods and approaches (eg., 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 our professional Code of Ethics. A thorough understanding of quantitative, qualitative, Indigenist, Africentric and critical approaches support ethical practice. This course will consider the wider array of research methodologies that is inclusive and representative of diverse voices and experiences. This course will be taught in person using etuaptmumk principles (two eyed seeing) which will provide us with many opportunities to learn from different worldviews and explore diverse research paradigms and approaches. The course will be taught from decolonial and critical lenses with a strong focus on ethical space and relational accountability. I will teach the course using ppt presentations as well as sharing circles to support the integration and co-creation of knowledge. I value and acknowledge the insights and knowledges that you bring to the classroom and will invite you to respectfully share your thoughts and experiences with your co-learners during our sharing circles and in-class activities.

COURSE LEARNING OUTCOMES

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. Describe the paradigms that inform and differentiate quantitative, qualitative, mixed methods, Indigenist, Africentric and critical research approaches;

3. Recognize shared understandings and commitments across quantitative, qualitative, Indigenist, Africentric and critical research approaches in social work practice;

4. Articulate how research can inform the profession's efforts to promote social justice;

5. Discuss the research design, data collection, and data analysis strategies used in quantitative and qualitative approaches within a western model, as well as the gathering and meaning making of information within an Indigenous paradigm;

6. Demonstrate skills necessary to incorporate quantitative, qualitative, Indigenist, Africentric

and critical research into social work practice irrespective of level or field of practice;

7. Design and critically evaluate research in social work practice; and

8. Apply course learnings to your specialization and the exit requirements of the MSW program.

LEARNING RESOURCES

REQUIRED TEXTBOOKS

Strega, S., & Brown, L. (Eds.) (2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches* (2nd ed.). Canadian Scholars' Press.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood Publishing.

REQUIRED READINGS/VIDEOS

NOTE: You can also access the following articles/links at
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/12976337150004336?auth=SAML

Alley, S., Jackson, S. F., & Shakya, Y. B. (2015). Reflexivity: A methodological tool in the knowledge translation process? *Health Promotion Practice, 16*(3), 426-431.
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1524839914568344

Davis, S. K., Williams, A. D., & Akinyela, M. (2010). An Afrocentric approach to building cultural relevance in social work research. *Journal of Black Studies, 41*(2), 338-350.
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0021934709343950

Davis, W. (2010) *The wayfinders: Why ancient wisdom matters in the modern world*. The Long Now Foundation. https://www.youtube.com/watch?v=af_QsG16ixc

King, R. U., Este, D. C., Yohani, S., Duhaney, P., McFarlane, C., & Ka Kei Liu, J. (2021). Actions needed to promote health equity and the mental health of Canada's Black refugees. *Ethnicity & Health*.
https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13557858.2021.1955092

Liebenberg, L. (2018). Thinking critically about photovoice: Achieving empowerment and social change. *International Journal of Qualitative Methods, 17*(9).
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1609406918757631

Lindstrom, G., & Choate, P. (2016). Nistawatsiman: Rethinking assessment of Aboriginal parents for child welfare following the Truth and Reconciliation Commission. *First Peoples Child & Family Review, 11*(2), 45-59.
https://www-erudit-org.ezproxy.lib.ucalgary.ca/fr/revues/fpcfr/2016-v11-n2-fpcfr06452/1082337ar/

Osteen, P. (2015). Data and statistics 101: Key concepts in the collection, analysis, and application of child welfare data. Florida Institute of Child Welfare. Florida State University College of Social Work.
https://ficw.fsu.edu/sites/g/files/imported/storage/original/application/3be7e05e8e0bc16981225ffa9267bc1a.pdf

Phipps, D., Cummings, J., Pepler, D., Craig, W., & Cardinal, S. (2016). The co-produced pathway to impact describes knowledge mobilization processes. *Journal of Community Engagement & Scholarship, 9*(1), 31-40.
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=122471589&site=ehost-live

Pryce, J., Yelick, A., Zhang., & Fields, K. (n.d.) Using artificial intelligence, machine learning, and predictive analytics in decision-making. Florida Institute for Child Welfare.
https://ficw.fsu.edu/sites/g/files/upcbnu1106/files/Final%20Reports/FICW%20Using%20Artificial%20Intelligence%2C%20Machine%20Learning%2C%20and%20Predictive%20Analytics%20in%20Decision-Making.pdf

St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice. *Journal of Systemic Therapies, 34*(2), 3-14.

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 is required for D2L.

RELATIONSHIP TO OTHER COURSES

As one of four courses offered at the beginning of the MSW program, this course will support you in further developing research skills necessary to critically evaluate existing practice research, develop your own research projects and identify strategies to evaluate your practice. This course will assist you as you examine the profession's commitment to social justice, anti-racist, anti-colonial 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 we are required to provide 39hrs of instruction for each course. We will be in class together face-to-face from 9am to noon, and from 1 to 4 pm on Mondays and Wednesdays which adds up to 36 hours. The additional hours are being covered by the 2-hour video "The wayfinders: Why ancient wisdom matters in the modern world" which you need to watch before our first class together, and the 2-3 hour TCPS 2 Tutorial on Research Ethics online course, which is also your second assignment.

Date	Topic	Readings/Videos/Assignment Due
May 30	**AM: Opening Circle** Protocols of sharing circles Introductions Course overview	Strega & Brown (2015) Intro & Chapter 1 Wilson (2008) Chapters 1 & 2 **Prior to class:** Please watch recorded lecture by Activist Anthropologist, Dr. Wade Davis prior to

	PM: How do you know what you know? Research history; Ontology, Epistemology, Axiology and Methodology.	class: "The Wayfinders: Why ancient wisdom matters in the modern world" (2hrs) https://www.youtube.com/watch?v=af_QsG16ixc **Questions to reflect on**: What is knowledge? Which knowledge is valued? Who controls knowledge and why? How is knowledge used? Why should we honour diverse ways of knowing, being, and doing and connecting in research?
June 1	**AM: Research Foundations** **The research process and proposal**: 1) social location; 2) worldviews, theories & research designs; 3) developing a research question; 4) literature review; 5) gathering data; 6) results and knowledge sharing **PM: Research as Daily Practice** Drs. Sally St. George & Dan Wulff	Wilson (2008) Chapter 3 Strega & Brown (2015) Chapter 5 St. George, S., Wulff, D., & Tomm, K. (2015)
June 6	**AM Quantitative Research** Overview of research designs, data collection & data analysis Big Data and Social Work Practice Dr. Alan Fedoruk **PM Clinical Assessment Research**	Osteen, P. (2015) Pryce, J. et al. (n.d.) Lindstrom & Choate (2016) **Assignment #1 Due**: TCPS 2 Tutorial on Research Ethics - online course (2-3hrs)
June 8	**AM: Indigenist Research** Epistemology, historical context, storytelling, meaning making, OCAP, cultural humility **PM: Africentric Research**	Wilson (2008) Chapters 4 & 5 Davis et al. (2009) King et al. (2021)
June 13	**AM: Qualitative Research**: Research designs, sampling, data collection & analysis **PM: Critical Approaches to Research** Photovoice Interactive Activity	Strega & Brown (2015) Chapters 3 & 8 Liebenberg, L. (2018)

June 15	AM: Relational Accountability, Reflexivity & Knowledge Mobilization PM: Closing Circle & Feast	Wilson (2008) Chapter 6 Alley et al. (2016) Phipps et al. (2016)
June 19		**Assignment #2**: Participation Self-Evaluation
June 22		**Assignment #3**: Research Proposal

Assignment 1: Complete the Research Ethics TCPS2 CORE Tutorial (25%) – due June 6 by 11:59 MST
Aligned course learning outcomes: 1, 4, 6, 7 & 8

Complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: https://research.ucalgary.ca/conduct-research/ethics-compliance/tcps2-core-tutorial

Click on the "Go to TCPS2 Core Tutorial" button. Self-register using your @ucalgary e-mail address and complete the tutorial. Please note that this tutorial takes 2-3 hours to complete. Submit your certificate of completion in the D2L Dropbox to receive marks for this assignment.

If you have completed this tutorial in the last 12 months (June 1, 2021 or later), you have the option to submit your existing certificate of completion to receive a grade for this assignment.

Assignment 2: Self-Assessment Participation (30%) – due June 19 by 11:59 MST
Aligned course learning outcomes: 1, 2, 3, 4, 5, 6, 7 & 8

You are strongly encouraged to attend all classes and to be actively engaged in your learning journey. Attending lectures, and your active participation in the sharing circles and activities are all important and interconnected aspects of this course. If you are unable to attend a class, please contact your instructor prior to class. A missed class will require that you to provide your thoughtful reflections on the contents of that day on D2L in the Discussion Board. This D2L post is due before the beginning of the next day of classes.

- Your self-assessment participation mark will be based on your ongoing timely presence in the different aspects of the course. Please complete your self-assessment following these criteria:
  - Class attendance = 12 (12 sessions (am and pm) x 1 mark each)
  - Participating in sharing circles & activities = 10 (each sharing circle or activity x 1 mark each)
  - Completing readings/videos **before** class = 8 (your classroom experience will be greatly enhanced if you do the readings prior to class – it will deepen and enrich your leaning journey)

- Submit a 1 to 2 pages (single space) self-assessment of course participation and reflections in which you assess your engagement in your learning journey throughout the course and reflect

on the following questions: 1) What stood out for you? 2) What shifted for you? and 3) How will you include research in your evolving social work practice? Please use the 'grading' system explained above. I expect each one of you to engage in ethical practice and reflexivity to complete an honest and fair self-assessment. **Note**: The instructor has the right to change this grade if it does not reflect classroom observations.

Assignment 3: Research Proposal (45%) – due June 22 by 11:59pm
Aligned course learning outcomes: 1, 2, 3, 4, 5, 6, 7 & 8
Length: 2,500-3,000 words or 10-12 double-spaced pages maximum

Engaging in research allows social workers to contribute to the knowledge base of our profession and to inform our practice. This assignment will help you to demonstrate your comprehension of research design elements and your ability to apply research skills through the creation of a research proposal. For this assignment, each student will propose a clinical research study in an area of interest that could feasibly be carried out in their social work practice. You will develop the proposal for clinical research following the rubric posted on D2L.

GUIDELINES ON SUBMITTING ASSIGNMENTS
- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Please note that it is your responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS
- Late assignments will be accepted at the discretion of the instructor – please contact the instructor prior to the assignment due date.

EXPECTATIONS FOR WRITING
- All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format 7th edition. 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 particular 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

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. If your grade has a decimal, I will round up (e.g. 9.1 will become 10).

Grade	Grade Point	Description	Percentage Range
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

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.

ADDITIONAL SUGGESTED READINGS

A list of additional suggested readings can be found on the D2L site for the course.

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's Code of Conduct.

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).

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. 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. Please refer to the full policy on Student Accommodations.

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 before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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