



<b>Course &amp; Session Number</b>	SOWK 602 S01	<b>Classroom</b>	Online
<b>Course Name</b>	Research & Philosophy in Advanced Social Work Practice		
<b>Dates and Time</b>	Start of Classes: June 27, 2022 End of Classes: August 10, 2022 Dates and Time: Synchronous Zoom Instruction Mondays and Wednesdays (5PM MST to 7PM MST) June: 27, 29; July: 4, 6, 11, 13, 18, 20, 25, 27 August: 3, 8, 10 Asynchronous Instruction: 2 hours per week, Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u> <sup>1</sup> .		
<b>Instructor</b>	Alysia Wright, MSW RSW PhD Candidate	<b>Office Hours</b>	By appointment
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**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

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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 (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.

This course will take place online via Desire2Learn (D2L) and Zoom. There will be 14 synchronous Zoom sessions throughout the term (two per week), with two hours reserved per week for asynchronous learning activities facilitated by the instructor. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

### **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. 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.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

*Note: The Parada & Wehbi (2017) text is available through the University of Calgary Library at no charge. The Creswell & Creswell (2018) text is available through the University of Calgary Library, the Bookstore, and third-party vendors.*

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). SAGE Publications, Inc.

Parada, H., & Wehbi, S. (2017). *Reimagining anti-oppression social work research*. Canadian Scholars.

Recommended readings will be posted to D2L before the first day of class.

### **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 and speaker is required for D2L and Zoom access.

## CLASS SCHEDULE

### **Important Dates for Summer 2022**

- Start of Term: Monday, June 27, 2022
- End of Term: Friday, August 26, 2022
- Fee deadline: Wednesday, July 6, 2022
- Victoria Day, no classes: Monday, August 1, 2022

Synchronous Sessions	Topic	Readings
June 27 5PM to 7PM MST	<b>Welcome, course overview, and paradigms</b>	Creswell & Creswell (2018) Ch. 1 & 2
	Philosophy and Worldviews	Parada & Wehbi (2017)
	Assumptions, Bias, and Self	Preface & Ch. 9 Ermine (2007) Tracy (2010)
June 29 5PM to 7PM MST	<b>Deconstructing Paradigms</b>	Creswell & Creswell (2018)
	Relating worldviews, theory, and research designs	Ch. 3

		Lincoln, Lynham, & Guba (2018) Little Bear (2000)
July 4 5PM to 7PM MST	<b>Research Ethics</b>	Creswell & Creswell (2018) Ch. 4 & 5 Weinberg & Banks (2019)
	Relationship, Reciprocity, and Accountability	
July 6 5PM to 7PM MST	<b>Critical and Anti-Oppressive Approaches to Research</b>	Parada & Wehbi (2017) Ch. 5
	Exploring anti-racism and critical approaches to research	
July 11 5PM to 7PM MST	<b>Indigenous Approaches to Research</b>	Fast & Kovach (2019)
	Guest Lecture: Decolonizing Stories Keeta Gladue – Writing Symbols Lodge	
July 13 5PM to 7PM MST	<b>Pair Facilitations</b>	
July 18 5PM to 7PM MST	<b>Pair Facilitations</b>	
July 20 5PM to 7PM MST	<b>Qualitative Approaches to Research</b>	Creswell & Creswell (2018) Ch. 9 Parada & Wehbi (2017) Ch. 7 & 8 Cannella & Lincoln (2012)
	Qualitative research for critical purposes	
July 25 5PM to 7PM MST	<b>Quantitative Approaches to Research</b>	Creswell & Creswell (2018) Ch. 8 Parada & Wehbi (2017) Ch. 1
	Exploring quantitative research in social work	
July 27 5PM to 7PM MST	<b>Pair Facilitations</b>	
Aug 3 5PM to 7PM MST	<b>Pair Facilitations</b>	
Aug 8 5PM to 7PM MST	<b>Mixed Methods Approaches to Research</b>	Creswell & Creswell (2018) Ch. 10
Aug 10 5PM to 7PM MST	<b>Knowledge Mobilization and Closing Circle</b>	Strega & Brown (2015) ch. 10

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### 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 Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

## **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

## **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: Research Ethics TCPS2**

**Due Date: July 3, 2022 5PM MST**

**Weight: 10%**

**Alignment with Course Outcomes: 4**

**Description:** Complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: [https://ethics.gc.ca/eng/education\\_tutorial-didacticiel.html](https://ethics.gc.ca/eng/education_tutorial-didacticiel.html). Self-register using your @ucalgary email address and complete the tutorial. Please note that this tutorial takes 2-3 hours to complete. Submit your certificate of completion to the TCPS2 Dropbox on D2L to receive marks for this assignment.

#### **Assignment 2: Disrupting Our Echo Chambers**

**Due Date: July 3, 2022 5PM MST**

**Weight: 10%**

**Alignment with Course Outcomes:**

**Description:** The social justice issues we address in our social work practice are multi-faceted and understood from a variety of different perspectives. The term "echo chambers" is used to describe curated spaces where the voices and perspectives shared are similar and do not take into account different perspectives on issues. One example of an echo chamber could be social media feeds that are made up of accounts and feeds that have the same or similar worldviews as we do.

Being an ethical and responsible social worker involves being familiar with many different types of information from a variety of sources. This allows us to prevent or mitigate the spread of misinformation and prepares us to have a strong foundation for social work research in practice. By completing this exercise, you will learn how to identify different sources of information and critically analyze resources about the same topic, from different perspectives.

Students will work individually to select a research topic of interest, then seek out information about that topic from two different sources, one trusted and the other dis-trusted. Students will complete a worksheet and compare two resources about the topic, one from each source, then complete a critical reflection discussion post about what they learned in the process.

**Assignment 3: Pair – Appraise – Share**

**Due Date:** To be assigned on the first day of class

**Weight:** 40%

**Alignment with Course Outcomes:** 4, 5, 6, 7, 8

**Format:** Details to be provided on the first day of class.

**References:** Minimum of two (2) academic references, cite according to APA 7<sup>th</sup> Edition.

**Assessment:** Detailed rubrics will be provided on the first day of class.

**Description:** 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 peer-reviewed research article or policy document.

Students will work in pairs to identify a research article or policy document of their choice related to their social work research or practice interests. Each pair will appraise the article with a provided assessment rubric, create an interactive document about their learning, and facilitate an in-class discussion about their appraisal and implications for social work. This activity is similar to developing policy briefs and recommendation reports then presenting them in professional social work settings.

**Assignment 4: Critical Reflections**

**Due Date:** July 10, July 24, and August 7 2022 by 5PM MST

**Weight:** 40%

**Alignment with Course Outcomes:** 4, 6, 7, 8

**Essay Length:** 500 words, excluding references

**Format:** Discussion post

**References:** Minimum of two (2) academic references, cite according to APA 7<sup>th</sup> Edition

**Assessment:** Detailed rubrics will be provided on the first day of class.

**Description:** Critical thinking and reflection are daily habits of social workers that require ongoing development. These three posts are scaffolded so that students will have the opportunity to explore their underlying beliefs and assumptions about the world, how these assumptions shape their research and practice, and how they will conduct and participate in social work research in the field. By the final post, students will have a complete essay about their philosophical foundations and approach to social work research, social justice, and ethics.

**Tasks:**

- Students will participate in three (3) discussion board activities
- Students will answer the discussion board question with one (1) 500-word discussion post
- Students will respond to one (1) post shared by another student. Responses should be constructive and critical, provide a new perspective or insight, and pose a question for further reflection.

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION****ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components

section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- All assignments are due on Sunday evenings by 5PM MST. This due date is intended to provide students with flexibility to utilize time during the weekends to complete assignments and to reduce the number of late nights that students experience when they attempt to complete assignments due at midnight.
- If you need to request an extension or other support to complete these assignments, please contact that instructor via email at [acwright@ucalgary.ca](mailto:acwright@ucalgary.ca)
- Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.
- Please submit all assignments electronically through their respective Discussion Topic or 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).

### **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 7<sup>th</sup> edition format. 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**

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

## 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