

Summer 2019

Course Number:	SOWK 602 – S01	Classroom: Online
Course Name:	Research and Philosophy in Advanced Social Work Practice	
Day & Time:	July 2, 2019 to August 13, 2019	

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COURSE OUTLINE**Syllabus Statement**

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

Course Description

In this course, you will develop your understanding of social work research through examining various approaches (qualitative and quantitative), paradigms, and methods. Competence in research is a foundational notion of social work practice and is highlighted in professional codes of ethics. As producers and consumers of research, often in collaboration with and across cognate disciplines, social workers must also ensure that research is conducted with and for the benefit of those served by the profession, across all levels and fields of social work practice, and that it aligns with the values of the profession. A thorough understanding of quantitative, qualitative and mixed methods research, and Indigenous and critical approaches, supports ethical practice. This course will consider the wider array of research methodologies, with a focus on quantitative and qualitative approaches.

Learning Objectives

Upon completion of this course, you will be able to:

1. Understand the relationship between research methodologies and philosophical systems that create and maintain ontological frameworks and ways of knowing;
2. Understand the paradigms that inform and differentiate quantitative, qualitative, mixed methods, Indigenous and critical research approaches;
3. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous and critical research approaches in social work practice;
4. Understand how research can inform the professions' efforts to promote social justice;
5. Understand the research design, data collection, and data analysis strategies used in quantitative, qualitative, and mixed method approaches;
6. Demonstrate skills necessary to incorporate quantitative, qualitative and mixed methods research into social work practice irrespective of level or field of practice;
7. Critically evaluate research in social work practice, and

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

Relationship to Other Courses

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

Required Course Texts

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.

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

Required Readings

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

Canadian Association of Social Workers. (2005). *Code of Ethics*. https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf

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

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

Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59(3), 297-324.

McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from Indigenous research paradigms. *ACME An International Journal for Critical Geographies*, 17(3), 810-831.

Reynolds, V. (2019). Setting an intention for decolonizing practice and justice-doing. In *Justice-Doing at the intersections of power* (pp. 615-630). Adelaide, Australia: Dulwich Publications.

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

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

Tracy, S. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

Suggested Readings

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

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

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

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

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

Class Schedule

Class #, Date & Times	Topics	Readings
Class 1 Zoom Session: July 4 6:30 to 9:30 PM MST	<ul style="list-style-type: none"> • Introductions • Course overview • Research definition 	
	<ul style="list-style-type: none"> • Overview of philosophical worldviews, theories and research designs • Integrating worldview, theory, research and practice • Situating paradigms and theories in relation to each other • Analyze a qualitative article from different paradigmatic lenses 	Ch. 1 & 3 Creswell & Creswell (2018) Ch. 1 Strega & Brown (2015) Reynolds (2019)
Week 1 Discussion	<ul style="list-style-type: none"> • What are the four philosophical assumptions that you need to consider before conducting research, and what do they mean for leadership in your organization? • Of the four worldviews outlined in the Creswell & Creswell (2018) text, which one do you align with most? Why? 	

<p>Class 2 Zoom Session: July 11 6:30 to 9:30 PM MST</p>	<p>Ethics, Accountability, and Rigour</p> <ul style="list-style-type: none"> • What does “rigour” mean in a social work research context? • Accountability vs. Rigour • Anticipating ethical issues • The relationship between worldviews, ethics, and leadership <p>Designing research</p> <ul style="list-style-type: none"> • Approaches • Literature reviews • Purpose statements • Questions and hypotheses • Recruitment, sampling, and collection 	<p>Ch 4 Creswell & Creswell (2018)</p> <p>Ch. 2 Strega & Brown (2015)</p> <p>CASW (2005)</p> <p>Datta (2018) <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i></p> <p>Guest Lecture</p>
<p>Week 2 Discussion</p>	<ul style="list-style-type: none"> • How have ethical considerations or concerns affected your leadership practice? • What would constitute meaningful research designs in your organization? What could bring about the change that you are working toward? 	<p>Ch. 2, 5, and 6 Creswell & Creswell (2018)</p> <p>Tracy (2010)</p>
<p>Class 3 Zoom Session: July 18 6:30 to 9:30 PM MST</p>	<p>Critical, Indigenous, & Anti-oppressive Approaches</p> <ul style="list-style-type: none"> • Exploring colonization in dominant research practices • Identifying decolonizing practices in critical, Indigenous, and anti-oppressive social work approaches • Integrating anti-oppressive approaches into daily practice 	<p>Ch. 2, 3 & 7 Strega & Brown (2015)</p> <p>Ellsworth (1989)</p> <p>Rowe, Baldry, & Earles (2015)</p>
<p>Week 3 Discussion</p>	<p>On the discussion forum, answer the following questions:</p> <ul style="list-style-type: none"> • What does colonization mean to you? • In what ways has colonization influenced the way that we go about “doing” research? • What does it mean to do research in “a good way”? <p>In what ways has your leadership practice been affected by colonization (personally, professionally, organizationally)?</p>	

Class 4 Zoom Session: July 25 6:30 to 9:30 PM MST	Designing a quantitative study <ul style="list-style-type: none"> • Approaches • Data collection • Recruitment, sampling, and collection • Analysis & discussion 	Ch. 8 Creswell & Creswell (2018) Guest lecture
Week 4 Discussion	What role does quantitative research play in your organization? How has this affected the way that you collect and report data?	
Class 5 Zoom Session: Aug 1 6:30 to 9:30 PM MST	Designing a qualitative study: <ul style="list-style-type: none"> • Approaches • Data collection • Recruitment, sampling, and collection • Analysis & discussion 	Ch. 9 Creswell & Creswell (2018) Ch. 4 & 6 Strega & Brown (2015)
Week 5 Discussion	What are the prominent discourses or values that “show up” for you when you think about qualitative research? What steps could you take to make these transparent in the research that you design or undertake in your organization? How are qualitative approaches useful or not useful for your daily practice?	
Class 6 Zoom Session: August 8 6:30 to 9:30 PM MST	Mixed Methods: <ul style="list-style-type: none"> • Approaches • Data collection • Recruitment, sampling, and collection • Analysis & discussion 	Ch. 10 Creswell and Creswell (2018) Ch. 9 & 10 Strega & Brown (2015)
Week 6 Discussion	How could a mixed methods study be deployed in your organization? What methods would you use if you were to design a mixed methods study, and how do the philosophical assumptions of these methods align? How do these assumptions align with your organization’s values, vision, and mission?	
Class 7 Zoom Session: August 13 6:30 to 9:30 PM MST	<ul style="list-style-type: none"> • Knowledge mobilization • Wrapping up a research project • “Passing the torch” • Closing circle 	Guest lecture St. George, Wulff & Tomm (2015)

Assignments

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

1. Initial Reflections on Research

Value: 10%

Due date: submitted to Dropbox by 11:39PM MST on July 5, 2019

Length and format: 750-1000 words (maximum 2 pages)

Write a reflective journal about your perspectives, thoughts, feelings and experiences on the following questions:

- What are your thoughts and feelings about research in general?
- What role, if any, does research play in your everyday practice as a social worker?
- From your perspective, how do research, social justice and social work practice relate to each other?
- What one or two things would you really like to get out of taking this class?

Marks will be awarded based on demonstration of self-reflection, critical thinking, and adherence to APA formatting.

2. Complete the Research Ethics TCPS2 CORE Tutorial

Value: 10%

Due date: submitted to Dropbox by 11:59 PM MST on July 8, 2019

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

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

3. Developing a Research Question

Value: 20%

Due date: submitted to Dropbox by 11:59PM MST on July 12, 2019

Length and format: 1200-1500 words (2 to 3 pages)

Based on your learnings during the first week of class, this assignment allows you to articulate the beginning processes of designing a research study, including ethical and philosophical considerations. More specifically, you are asked to write a brief paper outlining the following six questions:

- Philosophical worldview – situate yourself within a philosophical worldview. What is your philosophical worldview? How does it align with your personal and professional values and beliefs?
- Theoretical perspectives – situate yourself within a theoretical framework. What theories underlie your social work practice? Your leadership practice? How do these align with your philosophical worldview and personal and professional beliefs?
- Research design – Given your philosophical worldview and theoretical perspectives, which research design would you use if you were to conduct a research study relevant to your area of work, experience, or position? What policies would you need to take into account when designing the study?

- Research question – Design a research question consistent with your chosen research design that you may use if you were to conduct your own research study relating to leadership, policy development, organizational management, or other relevant topic of interest.
- Contribution - How would your study contribute to social work practice and promote social justice? What change might it bring about?
- Ethics – What ethical issues do you anticipate you may encounter if you were to carry out this research study? What are the organizational values and ethics that you need to consider to carry out this study?

4. Article Appraisal Assignment (3 parts)

Value: 40%

- 1) CASP Assessment (15%)
- 2) CASP Summary (5%)
- 3) Paper (20%)

Due dates:

- 1) CASP Assessment submitted to Dropbox by 11:59PM MST on July 24, 2019
- 2) CASP overall summary submitted to Discussion Board by 11:59PM MST on July 24, 2019
- 3) Paper must be submitted to Dropbox by 11:59PM MST on August 9, 2019

Length and format:

- 1) CASP Rubric 9 to 11 pages (follow rubric)
- 2) CASP Overall Summary (approximately 300 to 350 words, posted to discussion board)
- 3) Paper: Minimum 1500 words, maximum 2500 words (excluding title page and reference list)

One of our major aims as social work practitioners and leaders is to base our practice on current evidence – i.e., using best-available research evidence to guide our practice. Evidence-based practice requires that we have the knowledge and skills to critically and meaningfully engage with research. This assignment will help you to demonstrate your comprehension of research design elements and to apply critical research appraisal skills through the review of a quantitative, qualitative, mixed methods or other research article.

In this assignment, you will have an opportunity to search for and select a research article of your choice related to leadership, policy developing, organizational management, or other topic of interest.

There are three parts to this assignment: 1) CASP assessment, 2) CASP summary, and 3) the critique paper.

4.1 CASP Assessment (15%):

- 1) **Choose** an article related to leadership and/or your specific area of interest.
- 2) **Share** your article in .pdf form and a brief rationale for choosing the article to the CASP discussion board in D2L by **July 9th at 11:59PM MST**.
- 3) **Complete** the CASP Rubric for your selected article, available on D2L in Course Content > Rubrics. We will review how to use the CASP Rubric in the second week of class.

4.2 CASP Summary (5%)

- 1) **Post** your overall summary of the CASP assessment (final box on the rubric) to the Discussion Board by **11:59PM MST on July 24, 2019**
- 2) **Respond** to at least two of your classmates' summaries by **11:59PM MST on July 29, 2019**.
- 3) **Reply** to at least two responses to your post by **11:59PM MST on August 2, 2019**.

4.3 Assessment Paper (20%):

Choose a specific interpretive lens (your worldview) by which you will assess the article. Write a critical assessment of the article based upon this lens, your findings from the CASP exercise, and reflections from the course. Similar to your second assignment, the critical appraisal should include review and critique of:

- a. The philosophical assumptions and paradigm present in the article,
- b. The theories or theoretical perspectives present in the article,
- c. The research design that the authors used in the study,
- d. The research question or issue of concern, and
- e. The ethical implications of the study, including risks and benefits to participants, ethical oversight and approval, potential ethical concerns that you noticed in your review.

Think of this paper as a way of communicating the key features of the article to your team. Write for clarity and critical reflection, demonstrating critical thinking through engagement with varied sources of information. It is expected that you will integrate the course material, readings, and learning that you have gained while we have worked together in this course. **This means that you will need to reference at least 5 (5) sources cited in this paper, not including the source text.**

The paper will be graded according to a detailed rubric that will be provided on the first day of class.

5. Course Participation

Value: (20%)

Due date: by 11: 59PM MST on August 13, 2019

Length and format: (1) Weekly contribution to the discussion board and (2) attendance at the weekly Zoom sessions.

Discussion board contribution: As this is an online course, our interactions will occur on the weekly discussion board (see course schedule for weekly questions). It is expected that you will contribute to the discussion board each week by:

- 1) **Posting** your answer to the weekly discussion board topic (300 to 400 words);
- 2) **Replying** to at least 1 (one) of your colleagues' posts; and,
- 3) **Responding** to at least 1 (one) of the replies on your discussion post.

A detailed rubric will be provided on the first day of class for assessment.

Zoom engagement: It is expected that you will attend each weekly Zoom session. If you cannot attend the session, you will need to (a) review the lecture recording and (b) complete a 1 -2 page summary of the weekly readings and relate them to the lecture material. The weekly reading summary must be completed and emailed to acwright@ucalgary.ca before the beginning of the next Zoom session (i.e. if you miss the session on July 18, you will need to send the summary before the beginning of class on July 25).

A detailed rubric will be provided on the first day of class for assessment.

Participation will be assessed between July 4, 2019 and August 13, 2019.