

## Summer 2019

<b>Course Number:</b> SOWK 695 S01	<b>Classroom:</b> PF 3208
<b>Course Name:</b> Becoming an Evidenced-Based Leader	
<b>Day &amp; Time:</b> Monday, July 15 to Saturday, July 20, 2019	

<b>Instructor:</b> Dr. Robbie Babins-Wagner	<b>Office Hours:</b> By appointment
<b>Telephone:</b> (403) 691-5908	<b>Email:</b> <a href="mailto:rwagner@ucalgary.ca">rwagner@ucalgary.ca</a>

## COURSE OUTLINE

### Syllabus Statement

This course extends students' abilities to identify, assess, and utilize research knowledge as a problem-solving tool in social work.

### Course Description

The course ensures that students develop the necessary knowledge and skills in research methods, quantitative and qualitative data analyses, and evaluation that are necessary for evidence-based practice and leadership, and for maintaining high standards of accountability. The pre-requisite for this course is SOWK 693.

### Learning Objectives

This course builds on SOWK 693 and continues to explore stages in the research process. The central focus of this course is to provide the basis for the integration of research methods and social work practice.

#### Course Learning Outcomes (CLO):

1. develop knowledge of evidence based practice in social work
2. differentiate between quantitative and qualitative data analysis
3. explore a body of evidence from a practice method or model and be able to comment on its strengths and weaknesses and relevance for practice
4. use research findings and identify programmatic and agency implications for practice
5. differentiate dissemination strategies for practice as a leader
6. describe how to engage in ethically and culturally sensitive research practice

Additionally, this course provides an opportunity to:

- Critique, apply or participate in social work research
- Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.

#### Specialization Learning Outcomes (SLO):

- 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 (PLO):**

- 1) Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.
- 2) Critique, apply, and/or participate in elements of social work research.
- 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 specialization year. It will provide students with knowledge about different approaches to research design and different stages of the research process. This course will link direct social work practice to practice theory and discuss implications for policy development.

**Course Text(s)**

**Required Texts:**

There are two required texts. You are able to download both texts as they are in the public domain. It is expected that students will read Morino (2011) prior to the beginning of the first class.

Morino, M. (2011). **Leap of reason. Managing to outcomes in an era of scarcity.** Washington, DC. Venture Philanthropy Partners.

<https://leapofreason.org/get-the-books/leap-of-reason/>

Hunter, D. E. K. (2013). **Working Hard, Working Well.** Hunter Consulting LLC. Rocky River, OH.

<https://leapofreason.org/get-the-books/working-hard-and-working-well/>

**Journal Articles for Assignment #2.**

Delgado, J., de Jong, K., Lucock, M., Lutz, W., Rubel, J., Gilbody, S., ... McMillan, D. (2018). Feedback informed treatment versus usual psychological treatment for depression and anxiety: A multisite, open label, cluster randomised controlled trial. *The Lancet Psychiatry*, 5(7), 564–572.

[https://doi.org/10.1016/S2215-0366\(18\)30162-7](https://doi.org/10.1016/S2215-0366(18)30162-7)

Amos, R., Morris, L., Mansell, W., & Edge, D. (2018). Clients' experiences of one-to-one low-intensity interventions for common mental health problems: An interpretative phenomenological analysis.

*Psychology and Psychotherapy: Theory, Research and Practice.* <https://doi.org/10.1111/papt.12200>

**Class Schedule**

*Class schedule is subject to change.* A number of guest speakers may be scheduled throughout the course. Updates Schedules will be posted on D2L.

**Class Format:**

This course will be delivered in a face-to-face format and will use inquiry-based learning as a teaching strategy.

	<b>Topic</b>	<b>Readings and Guest Lectures</b>
Monday July 15, 2019 8:40 – 9:10	Welcome & Orientation PF 4 <sup>th</sup> Floor Student Lounge	
Monday July 15, 2019, 9:20 - 12:00	Course Overview – Becoming an evidence based leader	Shaw, I. F. (2007). Is social work research distinctive? <i>Social Work Education</i> , 26(7), 659-669.

Monday July 15, 2019, 1:00 – 4:00	Does the research literature inform practice? Research as daily practice.	<i>St. George, S., Wulff, D., &amp; Tomm, K. (2015). Research as daily practice. Journal of Systemic Therapies, 34(2), 3-14.</i> <i>Guest Lecture: To be confirmed</i>
Tuesday July 16, 2019, 9:00 – 12:00	Practice Based Evidence	<i>Chapters 1 &amp; 2, Leap of Reason</i> <i>Guest Speaker: to be determined</i>
Tuesday July 16, 2019, 1:00 – 4:30	1 – 1:50 Portfolio – Regine King 2:00 – 4:30 Practicum, Sarah Fotheringham	
Wednesday July 17, 2019, 9 - 12:00	The challenges and opportunities of implementing accountability systems in Social Service Agencies	<i>Chapters 3 &amp; 4, Leap of Reason</i>
Wednesday July 17 2019, 1:00 – 4:00	The integration of research and policy  Class Presentations - Research Methodology	<i>Guest Speaker: to be determined</i>
Thursday July 18, 2019, 9:00 – 12:00	Quantitative Lab	<i>Chapter 5 Leap of Reason</i> <i>Chapter 1, Working Hard, Working Well</i> <i>Guest Speaker: to be determined</i>
Thursday July 18, 2019, 1:00 – 4:00	Group Work	<i>Guest Speaker: to be determined</i>
Friday July 19, 2019 9:00 – 12:00	From outcomes or impact - the effect on human services.	<i>Chapters 2 &amp; 3, Working Hard Working Well</i>
Friday July 19, 2019, 1:00 – 4:00,	Group Work	<i>Guest Speaker: to be determined</i>
Saturday July 20, 2019 9:00 - noon	Bringing it all together	<i>Chapters 4 &amp; 5, Working Hard Working Well</i>
12:00 – 1:00	Light lunch	
1:00 – 4:00	Instructor Consultations	

## Assignments

There are two major assignments for this course and a grade for participation.

### **Assignment #1: Using Evidence in Leadership Practice: 50%. Due July 28, 2019.**

In advance of the first class, students will search for the assigned body of evidence/research articles. All are available online. Students are advised not to read any of the articles prior to start of the course. As part of class discussion we will collectively review the various methodologies used in the papers and discuss the strengths and weaknesses of the research findings.

**Scenario:** You are a social work manager in an agency/program. A staff member at the agency has just been to a conference where they hear a speaker present about a specific practice model (to be

determined by the instructor). The staff member has returned to work and has been lobbying you (their manager) to develop a new program in that will use the practice model presented at the conference. As a social work manager, you have decided to look to the evidence to assist you in making your decision whether or not to support or reject the suggested practice model.

The proposal will include a description of the strengths and weaknesses of the practice model and will refer to the following elements found in the data analysis: study design, clinical population, data collection methods, assessment of rigor (credibility/validity/reliability), rationale and implications of approach, ethical and cultural issues, need for practice subject area within the agency/program, human resource issues, timing, costs, training, etc. Students will also discuss the relevance of the practice subject area and the evidence for clinical practice.

Each student will prepare and submit an 8-10 page proposal making the case, using the evidence, to support or reject the use of the practice method in his or her associated agency/program.

**Learning Objectives:** Meets; CLO 1,2, 3, 4, 5: SLO 1, 2,3: PLO 1,2,3

**Assignment #2: Journal Article Appraisal: 30% Due: July 24, 2019**

Students have been provided two articles, one quantitative and one qualitative. Student are to select one of the two articles to complete an appraisal (using the posted rubric). The proposal should be ten (10) pages in length, using normal size font (12 point) and one inch margins. Recommended format is an outline, listing each question followed by your response and cut-and-pasted verbatim support from the article. Appraisals include both comments that compliment as well as criticize.

Critically appraise either the Delgadillo et al. (2018) article or Amos, R., Morris, L., Mansell, W., & Edge, D. (2018) article.

**Learning Objectives:** Meets; CLO 1,2, 4, 5: SLO 1, 2, PLO 1,2,3

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

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.

**Learning Objectives:** All

**Recommended Readings**

**Qualitative Research**

Cocks, A. (2008). Researching the lives of disabled children: The process of participant observation in seeking inclusivity. *Qualitative Social Work*, 7(2), 163-180.

Creswell, J. (2009). *Research design* (3rd ed.). Los Angeles, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, 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.

Hesse-Biber, S. N., & Leavy, P. (Eds.). (2006). *Emergent methods in social research*. Thousand Oaks, CA: Sage.

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

Poso, T., Honkatukia, P., & Nyqvist, L. (2008). Focus groups and the study of violence. *Qualitative Research, 8*(1), 73-89.

Silverman, D. (2005). *Doing qualitative research: A practical handbook*. Thousand Oaks, CA: Sage.

Ulin, P. (2005). *Qualitative methods in public health: A field guide for applied research*. San Francisco, CA: Jossey-Bass.

**Quantitative Research**

Newton, R. R., & Rudestam, J. E. (1999). *Your statistical consultant: Answers to your data analysis questions*. Thousand Oaks, CA: Sage.

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.

**Grading**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. 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. <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

### **Late Assignments, Extensions and Assignment Modifications**

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 block-day late (e.g., A- becomes a B+). Poor planning or lack of time management is not grounds for deadline extensions.

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.

The use of laptops in the classroom 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](http://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](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](mailto: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](mailto: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](mailto: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/](http://ucalgary.ca/wellnesscentre/counselling/personal/) ) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://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>