

Course Number	SOWK 602	Classroom	Online: Zoom & D2L
Course Name	Research & Philosophy in Advanced Social Work Practice		
Day(s) & Time	Course Dates: June 29 – August 12, 2020 Zoom Sessions: 6-8pm MT June 29; July 8, 15, 22, 29; Aug 5, 12		
Instructor	Alysia Wright	Office Hours/Location	By Appointment
E-mail	acwright@ucalgary.ca	Phone	403-970-9907
SYLLABUS STATEMENT			
<p>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.</p>			
COURSE DESCRIPTION			
<p>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.</p> <p>Course Hours: 3 units; (3S-0)</p> <p>Prerequisite(s): Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice.</p>			
COURSE LEARNING OUTCOMES			
<p>Upon completion of this course, you will be able to:</p> <ol style="list-style-type: none"> 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

Grinnell, R., & Unrau, Y. (2018). *Social work research and evaluation: Foundations of evidence-based practice*. Oxford University Press, Incorporated.

Harms, L., & Connolly, M. (2019). *Social work: From theory to practice* (3rd ed.). Cambridge University.

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

Accessibility: The Grinnell & Unrau (2018) textbook is available at no cost through the University of Calgary Library. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5267434>

Suggested Textbook Chapters: The Grinnell & Unrau (2018) is a comprehensive textbook that covers quantitative, qualitative, and mixed-methods research designs. Each week, it is suggested that students review the textbook chapter summaries and other related text-book activities. These chapters will be listed as Suggested Textbook Readings. **All other readings are required to be read in full prior to the weekly online session.**

Required Readings: (accessible through the library, inter-library loan, or in Content > Readings. For more information about inter-library loans, please go to <https://library.ucalgary.ca/interlibrary/> and complete the form. It may take a few days for your request to be completed so please plan ahead.)

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: https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html

Canella, S., & Lincoln, Y. S. (2012). Deploying qualitative methods for critical social purposes. In S. R. Steinberg, & G. S. Cannella (Eds.), *Critical Qualitative Research Reader* (pp. 105-114). Peter Lang. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=677765&ppg=54>

- Creswell, J. W., & Creswell, J. D. (2018). The selection of a research approach. In *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed., pp. 1-22). SAGE. (Available under Content > Readings).
- Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59(3), 297-324.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.17763/haer.59.3.058342114k266250>
- Fraser, H., & Jarldorn, M. (2015). Narrative research and resistance: A cautionary tale. In S. Strega, & L. Brown (Eds.), *Research as resistance: Revisiting critical, indigenous, and anti-oppressive* (pp. 153-175). Canadian Scholars' Press. (Available under Content > Readings).
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & E. G. Guba (Eds.), *The SAGE Handbook of Qualitative Research* (5th ed., pp. 108-150). SAGE Publications. (Available under Content > Readings).
- Reynolds, V. (2019). Setting an intention for decolonizing practice and justice-doing: Social justice activism in community work and therapy. In S. Collins (Ed.), *Embracing cultural responsiveness and social justice: Re-shaping professional identity in counselling psychology* (pp. 615-630). Counselling Concepts. <https://vikkireynoldsdotca.files.wordpress.com/2019/06/2019-reynolds-v-setting-an-intention-decolinizing-practice-justice-doing.pdf>
- Tracy, S. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1077800410383121>
- Strega, S. (2015). The view from the poststructural margins. Epistemology and methodology reconsidered. In S. Strega, & L. Brown (Eds.), *Research as resistance: Revisiting critical, indigenous, and anti-oppressive* (pp. 119-152). Canadian Scholars' Press. (Available under Content > Readings).

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access.

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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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.

RELATIONSHIP TO OTHER COURSES		
<p>As one of four courses offered in the Advanced Social Work Practice Certificate, 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.</p>		
CLASS SCHEDULE		
Date	Topic	Readings
June 29 Zoom 6-8pm	Welcome, course overview, and paradigms	
	Philosophy and Worldviews	Lincoln, Lynham, & Guba (2018); Wilson (2008) Ch. 4 Creswell & Creswell (2018)
	Integrating worldviews, theory, and research	Harms & Connolly (2019) Ch. 1
July 8 Zoom 6-8pm	Research Ethics	Suggested textbook chapters: Grinnell & Unrau (2018) Ch. 6, 22, 23 Harms & Connolly (2019) Ch. 2
	Accountability and quality assessment	Tracy (2010); Wilson (2008) Ch. 6
	Appraisal review	
July 13 D2L	<p>Discussion Post: Write a position post about your philosophical beliefs, thoughts, feelings, and experiences on the following questions:</p> <ul style="list-style-type: none"> • Explain the four philosophical assumptions (ontology, epistemology, axiology, and methodology). • Based on the course texts, which worldview do you most align with? Explain the shared assumptions between your beliefs and the worldview you align with. • How do worldviews and philosophical assumptions influence the way that you go about designing and participating in social work research? 	Creswell & Creswell (2018) Lincoln, Lynham, & Guba (2018) Wilson (2008) Ch. 4
July 15 Zoom 6-8pm	Critical, Indigenous, and Anti-Oppressive Approaches	Harms & Connolly (2019) Ch. 3 Grinnell & Unrau (2018) Ch. 7
	Exploring colonization in dominant research practices	Ellingson (1989) Wilson (2008) Ch. 2
	Guest lecture: Keeta Gladue – Writing Symbols Lodge	

July 22 Zoom 6-8pm	Quantitative Research Designs	Suggested textbook reading: Grinnell & Unrau (2018) Ch. 3, 19, 20 Harms & Connolly (2019) Ch. 4 & 5
	Guest lecture: Dr. Deinera Exner-Cortens	
July 27 D2L	Discussion Post: What frameworks or models of practice align with your values and worldview, and how do these models relate to social justice and ethical practice?	Connolly & Harms (2019) Ch. 2; Reynolds (2019)
July 29 Zoom 6-8pm	Qualitative Research Designs	Suggested textbook reading: Grinnell & Unrau (2018) Ch. 4, 18, 21 Harms & Connolly (2019) Ch. 6 & 7
	Qualitative research for critical purposes	Cannella & Lincoln (2012)
	In-Class Activity: Decision-making, representation, and accountability	Fraser & Jarldon (2015)
Aug 5 Zoom 6-8pm	Mixed Methods Research	Suggested textbook reading: Grinnell & Unrau (2018) Ch. 5
Aug 10 D2L	Discussion Post: Develop a research question based on your practice or research interests, and explain what research approach would be most appropriate to explore it. Consider issues around power, representation, voice, and relational accountability in your discussion.	Ellsworth (1989); Strega (2015)
Aug 12 Zoom 6-8pm	Knowledge Mobilization and Closing	Harms & Connolly (2019) Ch. 8

Assignments

Assignment	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Research Ethics TCPS2 CORE Tutorial	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/ 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	July 7, 2020	20%	4

	completion to the TCPS2 Dropbox on D2L to receive marks for this assignment.			
Policy or Research Appraisal Assignment	<p>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 quantitative, qualitative, mixed methods, or policy document.</p> <p>In this assignment, you will have an opportunity to search for and select a policy document or research article of your choice related to your social work research or practice interests. If you choose a qualitative article, you will use the CASP Assessment. If you choose a quantitative article, you will use the EPHPP assessment. If you choose a mixed-methods article, you will choose the assessment best suited to the content of the article. We will review both assessments in the first week of class.</p> <p>There are two parts to this assignment: 1) assessment and 2) summary, including a brief assessment of the fit between (a) the research question and the (b) author’s philosophical assumptions, theories, designs, and ethical implications present in the article.</p> <p>3.1 Assessment (15%):</p> <ol style="list-style-type: none"> 1) Choose an article related to your social work practice or research interests. 2) Share your article citation and a brief rationale for choosing the article to the CASP discussion board in D2L by July 8 at 11:59pm MT. 3) Complete the assessment for your selected article, available on D2L in Course Content > Article Assessments, by Aug 4 at 11:59pm MT. 	<p>Article and rationale: July 8</p> <p>Assessment: Aug 4</p> <p>Respond to post: Aug 8</p>	40%	5, 6, 7, 8

	<p>3.2 Summary (15%)</p> <ol style="list-style-type: none"> 1) Post your overall summary of the assessment to the Discussion Board by Aug 4 at 11:59pm MT. 2) Respond to at least one of your classmates' summaries by August 8 at 11:59pm MT. 			
Discussion Board Posts	<p>Students will participate in three (3) discussion board activities. Students will answer the discussion board question and 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.</p> <p>Length: 500 to 600 words Format: Discussion post References: Minimum of two (2) resources, cite according to APA 7th Edition.</p>	<p>P1: July 13 R1: July 18</p> <p>P2: July 27 R2: Aug 1</p> <p>P3: Aug 7 R3: Aug 10</p>	40%	1-8

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Guidelines for Submitting Assignments

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 the student's 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>

GRADING

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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

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. Students may be asked to provide formative feedback during the course, through anonymous surveys in D2L.

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 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 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). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**