UNIVERSITY OF CALGARY

Course Number	**SOWK 645 S01**	**Classroom**	Online
Course Name	**Issues in Social Work Research**		
Day(s) & Time	**Course dates: July 7-23** **Synchronous Zoom sessions: 9AM to 12PM: July 7, 9, 14, 16, 21, 23** **Asynchronous activities: details below and posted in D2L**		
Instructor	**Alysia Wright**	**Office Hours/Location**	**By Appointment**
E-mail	**acwright@ucalgary.ca**	**Phone**	**403-970-9907**

SYLLABUS STATEMENT

An overview of social work research topics and issues.
Course Hours: *3 units; H3S-0)*
Prerequisite(s): *Admission to the MSW program.*

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.

COURSE LEARNING OUTCOMES

Course Learning Objectives (CLOs)
This course provides an opportunity to
1) Identify ways in which social work research is similar and distinct from other disciplines;
2) Describe various social issues typically studied by social work researchers;
3) Identify unique populations and specific research considerations (e.g., ethics, cultural sensitivity) when conducting research with these populations;
4) Discuss different research designs suitable for clinical, leadership, international and community development related research; and
5) Describe the role of research in informing Social Work practice and policy, and demonstrating accountability to the profession.

Foundation Objectives (FOs)
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 (PLOs):

6.1 Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.

6.2 Critique, apply, and/or participate in elements of social work research.

6.3 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.

LEARNING RESOURCES

Required Texts: There are two required textbooks.

Grinnell, R., & Unrau, Y. (2018). *Social Work Research and Evaluation: Foundations of Evidence-Based Practice*. Oxford University Press, Incorporated.

Note: This 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 sessions**

Accessibility: This textbook is available at no cost through the University of Calgary Library Database. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5267434

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

Required Readings (accessible through the library or inter-library loan unless otherwise noted. 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.)

Berg, B., Hewson, J., & Fotheringham, S. (2012). Collaborating to explore social work research ethics. *Canadian Social Work, 14*(1), 11-26.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=89080461&site=ehost-live

Collins, P. H. (2012). Looking back, moving ahead: Scholarship in service to social justice. *Gender & Society, 26*(1), 14-22.
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/23212234

Danso, R. (2015). An integrated framework of critical cultural competence and anti-oppressive practice for social justice social work research. *Qualitative Social Work, 14*(4), 572-588. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325014558664

Dunk-West, P. (2014). Social work identity, power, and selfhood: A re-imagining. In C. Cocker, and T. Hafford-Letchfield (Eds.), *Rethinking anti-discriminatory and anti-oppressive theories for social work practice* (pp. 20-31). Palgrave Macmillan. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4008028&ppg=37

Fassinger, R., & Morrow, S. L. (2013). Toward best practices in quantitative, qualitative, and mixed-method research: A social justice perspective. *Journal for Social Action in Counselling and Psychology, 5*(2), 69-82.
Available at https://openjournals.bsu.edu/jsacp/article/view/491/469
Also available in
LCR: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=93598272&site=ehost-live

Fook, J. (2001). Linking theory, practice and research. *Critical Social Work, 2*(1). https://ojs.uwindsor.ca/index.php/csw/article/view/5624/4595

Gambrill, E. (2016). Is social work evidence-based? Does saying so make it so? Ongoing challenges in integrating research, practice and policy. *Journal of Social Work Education, 52*(Sup1), S110-S125. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2016.1174642

Grady, M., & Keenan, D. (2014). Beyond the manual: Using research and evidence in social work practice. *Clinical Social Work Journal, 42*(2), 101-106. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-014-0494-1

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 in Content > Readings).

Social Sciences and Humanities Research Council [SSHRC]. (2019, June 17). *Guidelines for effective knowledge mobilization*. https://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge_mobilisation-mobilisation_des_connaissances-eng.aspx

Trevithick, P. (2009). Revisiting the knowledge base of social work: A framework for practice. *British Journal of Social Work, 38*(6), 1212-1216. https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/38/6/1212/1655039
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=105698536&site=ehost-live

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. In addition to Zoom sessions, students will be required to participate in asynchronous learning activities each week (approx. 4 hours per week).

RELATIONSHIP TO OTHER COURSES

This course is an integral part of the MSW Foundation year. It will provide an opportunity for students entering Social Work from other disciplines to explore research topics and issues specific to the profession and within a context of Social Work practice and policy. Topics introduced in other Foundation Year courses will be directly applicable to this course and will be critically analyzed from a research perspective. This course will provide a foundation for the Specialization year research course in which students will apply their knowledge of Social Work research topics and issues to exploring research designs, methodologies and methods.

CLASS SCHEDULE

Date	Topic	Readings
Week 1		
Weekly Reading & Activities	**Read:** Content > Required Weekly Readings > Week 1 Prepare: K-W-L chart based on readings Discussion board: details will be posted in D2L each week	See below
Zoom July 7 9AM to noon	• Introductions • Review course outline • Positioning research within paradigms and worldviews	• Collins (2012) • Dunk-West (2014) • Lincoln, Lynham & Guba (2018) • Wilson (2008) Ch. 1, 2, & 4
Zoom July 9 9AM to noon	• Research as social justice activity in social work • Research "evidence" and knowledge • Role of research in social work practice	• Fassinger & Morrow (2013) • Grady & Keenan (2014) • Suggested Textbook Readings: Grinnell & Unrau (2018) Ch. 3 - 5
Week 2		
Weekly Reading & Activities	**Read:** Content > Required Weekly Readings > Week 1 Prepare: K-W-L chart based on readings Discussion board: details will be posted in D2L each week	See below
Zoom July 14 9AM to noon	• Considering social work research ethics • Research with vulnerable and marginalized populations • Ethical practice in times of crisis	• Berg, Hewson, & Fotheringham (2012) • Danso (2015) • Suggested Textbook Readings: Grinnell & Unrau (2018) Ch. 8 - 11

Zoom July 16 9AM to noon	• Engaging in collaborative/participatory research • Indigenous research approaches	• Wilson (2008), Chapter 5-7
Week 3		
Weekly Reading & Activities	**Read:** Content > Required Weekly Readings > Week 1 Prepare: K-W-L chart based on readings Discussion board: details will be posted in D2L each week	See below
Zoom July 21 9AM to noon	• Integrating research, policy, and practice • Critical thinking to dispel dis-information	• Gambrill (2016) • Fook (2001) • Wilson (2008) Ch. 6
Zoom July 23 9AM to noon	• Research across specializations • Knowledge mobilization • Virtual circle closing	• SSHRC (2019) • Trevithick (2008)

ASSESSMENT COMPONENTS

Assignment & Asynchronous Activities	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Asynchronous Activities: Weekly Reading and Engagement (approx. 4 hrs per week)	Read and complete the K-W-L Chart for the weekly required readings. Submit at least **one (1) chart per week (for a total of 3)** to the K-W-L Chart Dropbox. Students are asked to engage in weekly Zoom sessions, discussion boards, and readings. Students are responsible to communicate any barriers or challenges to participating in these sessions to the instructor.	Week 1: July 10 Week 2: July 17 Week 3: July 24	**20%**	
Pair – Research - Share: Discussion and Facilitation	We are living in a time of separation and distance. In an effort to encourage connection and engagement, students will be paired off at the beginning of the course. These pairs will work together on this assignment and the same grade will apply to both students. **Pairs:** Pairs will be pre-assigned on D2L.	P1: July 8 P2: July 8 P3: July 8 P4: July 13 P5: July 13 P6: July 13 P7: July 15 P8: July 15 P9: July 15	**40%**	PLO: 6.1, 6.3 CLO: 1, 2, 3, 4, 5, 6 FLO: 1, 2, 3

	Pairs are responsible to sign up for a topic on a list made available on June 29, 2020. **Discussion Post**: Both students will work together to find a research article, policy, or relevant news item about their topic. Pairs will create a discussion post with the following information: (a) cite the resource, (b) provide a brief summary, and (c) write a critical reflection about the implications of the resource for social work practice. **Discussion Facilitation**: Each pair will have 10 minutes to facilitate a discussion about their topic and resource in a breakout room during the weekly Zoom sessions. **Discussion Post Length**: 550 to 750 words.	P10: July 20 P11: July 20 P12: July 20 P13: July 22 P14: July 22 P15: July 22		
Reflection Essays: Social Work Research in Practice	The final reflection assignment is comprised of three essays (500 words each). Please answer the following questions: Q1: What is distinctive about social work research, and how does social justice "show up" in the way that social work research is done? Integrate course topics, social work specializations, course readings, presentations, and your experiences/examples. Q2: How can research be used to inform practice and policy and also demonstrate accountability? Integrate course readings, presentations and your own experiences/examples.	August 6	**40%**	PLO: 6.1, 6.2, 6.3 CLO: 1, 2, 3, 4, 5, 6 FLO: 1, 2, 3

	Q3: Based on your learnings in the course, how will you apply research in your current or future practice? Reflect upon your initial opinions about research in social work practice, and how you might use research in your future role as a social worker. Please be sure to reference a minimum of three (3) sources per essay. There should be a minimum of six (6) unique sources cited, meaning that students can use the same sources across essays and will also be expected to find unique sources to answer each question. **Submission:** Dropbox **Essay Length:** 500 words per essay, excluding references. **Format**: All essays should be part of one document. A sample format will be available on the first day of class. **Citations**: For all cited materials, adhere to APA 7th Edition formatting for in-text citations and reference lists. **Assessment**: A detailed rubric will be provided on D2L.				

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ASSESSMENT OF ASSIGNMENTS
Detailed rubrics for each assignment will be provided to students on the first day of class. Assessment of assignments will be based upon depth of learning, addressing the different components of the assignments, and writing quality (i.e., clarity, organization, adherence to APA 7th Edition formatting, and mechanics and grammar). As this is a graduate-level course, students are expected to produce high-quality written, oral, and/or visual work.

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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or Discussion Board. 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). Assignments are due before midnight on their due date. 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 to make arrangements.

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 7th 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 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	80-84

		minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	
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**