

<b>Course &amp; Session Number</b>	<b>SOWK 602 S02</b>	<b>Classroom</b>	Online: Zoom, Top Hat, and D2L
<b>Course Name</b>	<b>Research &amp; Philosophy in Advanced Social Work Practice</b>		
<b>Day(s) &amp; Time</b>	June 28 to August 11, 2021 <b>Tuesdays and Thursdays, 5-7PM MST</b>		
<b>Instructor</b>	<b>Alysia Wright</b>		
<b>U of C E-mail</b>	<a href="mailto:acwright@ucalgary.ca">acwright@ucalgary.ca</a>	<b>U of C Phone</b>	<b>Please contact via email</b>

<b>SYLLABUS STATEMENT</b>
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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.

<b>COURSE DESCRIPTION</b>
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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 Hours:** 6 units; (6S-0)

**Prerequisite(s):** Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice.

<b>COURSE LEARNING OUTCOMES</b>
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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**

**Accessibility:** The Brown & Strega (2015) textbook is available at no cost through the University of Calgary Library. The Wilson (2008) textbook is available in both ebook and paperback format for purchase through the University of Calgary Bookstore and third-party vendors.

Brown, L. A., Strega, S. (2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches*. Canadian Scholars Press.

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

**Required Readings: All readings will be available through the Reading List tool in our D2L course shell.**

Canadian Association of Social Workers. (2005). *Code of Ethics*. [https://www.casw-acts.ca/sites/default/files/attachements/casw\\_code\\_of\\_ethics.pdf](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](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.

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.

Creswell, J. W., & Creswell, J. D. (2018b). Quantitative methods. In *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed., pp. 147-176). SAGE.

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), p. 193-203.

Fast, E., & Kovach, M. (2019). Community relationships within indigenous methodologies. In S. Windchief & T. San Pedro (Eds.), *Applying indigenous research methods: Storying with peoples and communities* (pp. 23-36). Taylor & Francis.

Grosland, T. J. (2019). Through laughter and through tears: Emotional narratives to antiracist pedagogy. *Race Ethnicity and Education*, 22(3), 301-318.

Kincheloe, J. L., McLaren, P., Steinberg, S. R., & Monzo, L. D. (2018). Critical pedagogy and qualitative research: Advancing the bricolage. In Y. S. Lincoln & E. G. Guba (Eds.), *The SAGE handbook of qualitative research* (5th ed., pp. 236-260). SAGE Publications.

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.

Little Bear, L. (2000). Jagged worldviews colliding. In M. Battiste (Ed.), *Reclaiming indigenous voice and vision* (pp. 77-85). UBC Press.

Ladhani, S., & Sitter, K. C. (2020). The revival of anti-racism. *Critical Social Work, 21*(1), 54-65.

Sabati, S. (2019). Upholding “colonial unknowing” through the IRB: Reframing institutional research ethics. *Qualitative Inquiry, 25*(9-10), 1056-1064.

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

Weinberg, M., & Banks, S. (2019). Practising ethically in unethical times: Everyday resistance in social work. *Ethics and Social Welfare, 13*(4), 361-376.

**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.

**RELATIONSHIP TO OTHER COURSES**

**CLASS SCHEDULE**

<b>Synchronous Sessions</b>	<b>Topic</b>	<b>Readings</b>
June 29 5PM to 7PM MST	<b>Welcome, course overview, and paradigms</b>	Wilson (2008) Ch. 4
	Philosophy and Worldviews	Strega & Brown (2015) ch. 1
	Assumptions, Bias, and Self	Ermine (2007); Tracy (2010)
July 6 5PM to 7PM MST	<b>Deconstructing Paradigms</b>	Lincoln, Lynham, & Guba (2018)
	Relating worldviews, theory, and research designs	Little Bear (2000) Creswell & Creswell (2018)
July 8 5PM to 7PM MST	<b>Research Ethics</b>	Weinberg & Banks (2019)
	Relationship, Reciprocity, and Accountability	Wilson (2008) ch. 6
July 13 5PM to 7PM MST	<b>Critical and Anti-Opressive Approaches to Research</b>	Ladhani & Sitter (2020)

	Exploring anti-racism and critical approaches to research	Strega & Brown (2015) ch. 3
July 15 5PM to 7PM MST	<b>Indigenous Approaches to Research</b>	Fast & Kovach (2019)
	Guest Lecture: Decolonizing Stories Keeta Gladue – Writing Symbols Lodge	
July 20 5PM to 7PM MST	<b>Pair Facilitations</b>	
July 22 5PM to 7PM MST	<b>Pair Facilitations</b>	
July 27 5PM to 7PM MST	<b>Qualitative Approaches to Research</b>	Strega & Brown (2015) ch. 6
	Qualitative research for critical purposes	Cannella & Lincoln (2012)
July 29 5PM to 7PM MST	<b>Quantitative Approaches to Research</b>	Creswell & Crewell (2018) ch. 8
	Exploring quantitative research in social work	
Aug 3 5PM to 7PM MST	<b>Pair Facilitations</b>	
Aug 5 5PM to 7PM MST	<b>Pair Facilitations</b>	
Aug 10 5PM to 7PM MST	<b>Knowledge Mobilization and Closing Circle</b>	Strega & Brown (2015) ch. 10

Last day to drop a class without penalty: July 2, 2021

Last day to withdraw from a course: August 11, 2021

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**EQUITY, DIVERSITY AND INCLUSION**

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

**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.

**MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use 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 8, 2021 11:59PM 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://tcps2core.ca/welcome>

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: Asynchronous Activities: Weekly Reading and Engagement**

**Due Date: July 5, July 12, July 19, July 26, August 9 2021 by 11:59PM MST**

**Weight: 10%**

**Alignment with Course Outcomes: 1, 2, 3, 7**

**Description:** 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 6) 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.

### **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**

**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.

**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.

#### **Assignment 4: Interactive Reflections**

**Due Date:** July 9, July 23, and August 6 2021 by 11:59PM MST

**Weight:** 40%

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

**Description:** Students will participate in three (3) discussion board activities. Students will answer the discussion board question through the use of an interactive document 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.

**Length:** 500 to 600 words

**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.

#### **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 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 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**

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.

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. <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

Student

**COURSE EVALUATION**

feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students will have the opportunity to participate in ongoing formative feedback surveys to ensure that the course content and delivery are meeting the needs of the class. Students are welcome to discuss the process and content of the course at any time with the instructor.

**ADDITIONAL SUGGESTED READINGS**

Additional readings will be made available on 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.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/](http://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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.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/legal-services/sites/default/files/teams/1/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**