Summer 2022

Course & Session Number	SOWK 602 S02	Classroom	Zoom
Course Name	**Research & Philosophy in Advanced Social Work Practice**		
Dates and Time	Start of Classes: June 28, 2022 End of Classes: August 9, 2022 Dates and time (Synchronous Zoom Class): Between June 28, 2022 and Aug 9, 2022 (every Tuesdays and Thursdays) from 5pm to 7pm (MST) plus one-hour self-directed asynchronous learning before/after each class Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Dora Tam	**Office Hours**	By Appointment as Requested
UCalgary E-mail	dtam@ucalgary.ca	**UCalgary Phone**	Please contact via email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy.](#)

SYLLABUS STATEMENT

Explores social work research through examination of various paradigms, methods and approaches (eg., qualitative, quantitative, Indigenous methodologies, mixed methods, participatory action research, arts-based), and methods and applies social work research to practice.

COURSE DESCRIPTION

In this course, you will develop your understanding of social work applied research through examining various approaches (qualitative and quantitative), paradigms, and methods. Competence in applied 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 applied 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 critical approaches, supports ethical practice. This course will consider the wider array of research methodologies, with a focus on quantitative and qualitative approaches.

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

This course will be delivered online via Zoom. There will be one-hour self-directed asynchronous learning before/after each class.

COURSE LEARNING OUTCOMES

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 different ways of knowing;
2. Understand the paradigms that inform and differentiate quantitative, qualitative, mixed methods, and critical research approaches;
3. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, and critical research approaches in social work practice;
4. Understand how applied research can inform the professions' efforts to promote social justice;
5. Understand the applied 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; and
7. Critically evaluate research in social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Patton, M. Q., & Campbell-Patton, C. E. (2022). *Utilization-Focused Evaluation (5th ed.)*. Sage Publication.

An electronic version of this textbook is also available through the University's Bookstore.

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

As one of four courses offered at the beginning of the MSW program, this course will support you in developing research skills necessary to critically evaluate existing practice research and identify strategies to evaluate your practice.

CLASS SCHEDULE

Important Dates for Spring 2022
- o Start of Term: Monday, June 27, 2022
- o End of Term: Friday, August 26, 2022
- o Fee deadline: Wednesday, July 6, 2022
- o Victoria Day, no classes: Monday, August 1, 2022

Dates (Zoom 5pm–7pm, MST)	Topic(s)	Readings/Assignment Due Dates
June 28, 2022 (Tues)	▪ Welcome and Introductions ▪ Course Overview ▪ Diverse Worldviews and Research ▪ Research Ethics ▪ Using Evaluation to Contribute to a More Equitable and Sustainable World	▪ Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). ▪ Morton- Ninomiya, M. E, Hurley, N., & Penashue, J. (2020). ▪ CIHR, NSERC, and SSHRC (2014, December). ▪ Patton & Campbell-Patton (2022). Ch. 18
June 30, 2022 (Thurs)	▪ Diverse Research Approaches ▪ Introduction of Utilization-Focused Evaluation	▪ Creswell, J. W., & Creswell, J. D. (2018). ▪ Fast, E., & Kovach, M. (2019). ▪ Patton & Campbell-Patton

Dates (Zoom 5pm–7pm, MST)	Topic(s)	Readings/Assignment Due Dates
		(2022). Ch. 1
July 5, 2022 (Tues)	▪ Essence of Utilization-Focused Evaluation ▪ Guest Speaker (TBD)	▪ Patton & Campbell-Patton (2022). Ch. 2
July 7, 2022 (Thurs)	▪ Utilization-Focused Evaluative Thinking ▪ High Stakes of Evaluation Use, Non-use, and Misuse	▪ Patton & Campbell-Patton (2022). Ch. 3 ▪ Patton & Campbell-Patton (2022). Ch. 4
July 12, 2022 (Tues)	▪ Student Lead Agency/Community Visit	
July 14, 2022 (Thurs) **Assignment 1 Due before Class**	▪ Guide to Utilization-Focused Evaluation Principles ▪ Contextualize: U-FE Operating Principle 1	▪ Patton & Campbell-Patton (2022). Ch. 5 ▪ Patton & Campbell-Patton (2022). Ch. 6
July 19, 2022 (Tues)	▪ Personalize: U-FE Operating Principle 2 ▪ Customize: UFE Operating Principle 3 ▪ Project Team 1 Presentation	▪ Patton & Campbell-Patton (2022). Ch. 7 ▪ Patton & Campbell-Patton (2022). Ch. 8
July 21, 2022 (Thurs)	▪ Align: U-FE Operating Principle 4 ▪ Prioritize: U-FE Operating Principle 5 ▪ Project Team 2 & 3 Presentations	▪ Patton & Campbell-Patton (2022). Ch. 9 ▪ Patton & Campbell-Patton (2022). Ch. 10
July 26, 2022 (Tues)	▪ Engage Users: U-FE Operating Principle 6 ▪ Strategize Process Use: U-FE Operating Principle 7 ▪ Project Team 4 & 5 Presentations	▪ Patton & Campbell-Patton (2022). Ch. 11 ▪ Patton & Campbell-Patton (2022). Ch. 12
July 28, 2022 (Thurs)	▪ Adapt: U-FE Operating Principle 8 ▪ Mobilize Follow-Through: U-FE Operating Principle 9 ▪ Project Team 6 & 7 Presentations	▪ Patton & Campbell-Patton (2022). Ch. 13 ▪ Patton & Campbell-Patton (2022). Ch. 14
Aug 2, 2022 (Tues)	▪ Reflect and Learn: U-FE Operating Principle 10 ▪ Learning Breakthroughs in Applying U-FE Evaluation Principles ▪ Project Team 8 Presentation	▪ Patton & Campbell-Patton (2022). Ch. 15 ▪ Patton & Campbell-Patton (2022). Ch. 16
Aug 4, 2022 (Thurs)	▪ Project Consultations	
Aug 9, 2022 (Tues)	▪ Evaluation for Transformation ▪ Course Wrap-up and Feedback	▪ Patton & Campbell-Patton (2022). Ch. 19

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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

Assessment Criteria: Related assessment rubrics will be provided in-class/posted on D2L. Integration of relevant discussion and references materials that reflect various paradigms, methods and approaches and methods to social work research in practice is expected in each of the assignment.

All assignments are to be uploaded onto the Drop-box for this course's D2L site before deadline line.

Assignment 1: Program Evaluation Outline (15%) – Due July 14, 2022 before class (Group assignment)

Aligned Course Learning Outcomes: 1, 2, 4, 7

Assignment Description: In a small group of 3-4 students, each group is asked to develop a community-based social service program evaluation outline. Excluding the cover page, references, and/or appendices, the length of this program evaluation outline should be approximately 8 – 10 pages (in 12-point Times New Roman or 11-point Arial) double line spacing with good sub-headings and relevant references.

Assignment 2: Project Presentation (35%) – See Class Schedule for Student Project Presentation Dates (Group Assignment)

Aligned Course Learning Outcomes: 3, 4, 5, & 6

Assignment Description: Each student group is asked to select one of the topics on the student project presentation dates from the class schedule, and to present their group's program evaluation plan based on the chosen presentation topic (i.e., the U-FE Operating Principle) supported with at least three reference material that are relevant to the socio-cultural and economical context of the client population of which the social service agency or program serves. Each presentation is approximate 50 minutes including discussion and feedback. Each group is required to provide a copy of their PowerPoint slides and/or any supplement materials to the Instructor before class. Include relevant references when applicable.

Assignment 3: Program Evaluation Proposal (35%) – Due August 15, 2022 before mid-night (MST) (Group Assignment)

Aligned Course Learning Outcomes: 1 through 7

Assignment Description: Work collaboratively with the agency contact person identified for Assignment 1, each group is required to develop a program evaluation proposal that is built upon the program evaluation proposal outline developed for Assignment 1, and integrate course related materials on the Utilization-Focused Evaluation (Patton & Campbell-Patton, 2022). One of the specific features to be included is the socio-cultural and economic context of the client population, and to integrate appropriate research methods onto the program evaluation proposal.

This Program Evaluation Proposal is approximate 22 pages in length (no more than 10% above or below this page limit) exclusive of the cover page, table of contents, references, and appendices (double-spacing, 12-point in Times New Roman or 11-point in Arial, and use latest APA format).

Assignment 4: Class Participation (15%) – Due August 11, 2022 before mid-night (MST) (Individual Assignment)

Aligned Course Learning Outcomes: 1 through 7

Assignment Description: Students are expected to participate actively in class and/or group activities. Active participation involves both quantitative and qualitative components. Each student is required to complete a self-and-peer participation assessment that includes a self-reflection on participation and learning (approximate 300 words, single-line spacing).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments to be submitted electronically through their respective Dropbox in D2L before deadline. Except for appendices, please submit your assignment in Word. Assignments should have a file name as follows: "Full name, course number, and assignment number" (e.g., Jane Smith, SOWK602S02,

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 only in exceptional circumstances and at the discretion or the instructor. Assignments submitted after the deadline without prior agreement by the instructor will be subject to a sub-grade reduction per day for up to 7 days after which a zero grade will be assigned to that particular assignment.

Extensions will only be given for exceptional circumstances. The amount of time is at the discretion of the instructor. If the assignment request for extension is not requested in advance students will receive a 0.

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 Range
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.

ADDITIONAL SUGGESTED READINGS

Additional Suggested Readings will be provided in the first week of class.

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's Code of Conduct.

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the Registrar's website 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