



Course Number:	SOWK 677 S01	Classroom:	SA 124
Course Name:	Social Work Research for International and Community Methods		
Day:	Tuesdays	Time:	1pm-3:50pm
Instructor:	Natalie St-Denis	Office Hours/Location:	TBD
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SYLLABUS STATEMENT

International and Community Development Research is designed to provide methodological knowledge and skills specifically oriented to community-based practice abroad or in Canada.

COURSE DESCRIPTION

SOWK 677 offers students facilitated opportunities to explore diverse and culturally relevant research approaches and methodologies to respectfully engage in the co-creation of knowledge within international and Indigenous communities. There is no prerequisite or co-requisite for this course.

In this course, students are invited to consider a social justice lens to research in order to recognize that societies in which we live consist of diverse groups with diverse worldviews, histories, and cultures. Together we will highlight the intersection between knowledge and power, and acknowledge that Eurocentric-based institutions have marginalized, invalidated, and rejected other ways of knowing, being and doing (Battiste, 2005; Ermine, 2007; Kovach, 2009; Little Bear, 2000; Sefa Dei, 2000; Smith, 2012); and as a result, we will explore ways to challenge Eurocentric narratives as the only narrative within the context of international and community research. We will develop an understanding of how research paradigms are guided by ontology, epistemology, axiology and methodology, as well as explore the meaning behind the 4Rs of Indigenous research: respect, relevance, reciprocity and responsibility.

Students are invited to co-create a supportive and safe learning environment, and to engage with an open heart and an open mind to the various learning opportunities throughout the semester. To achieve the learning objectives and outcomes (see below) we will experience and engage in lectures, talking circles, group discussions, class exercises, self-reflection, course assignments, guest speakers, and videos. Typically, the first half of class time will offer theoretical content, whilst the second half will engage students in activities and talking circles to support the integration of theory and practice.

COURSE LEARNING OUTCOMES

The following are the **Course Objectives (CO)**. Upon completion of this course, students should be able:

1. To describe the role of research in community and international development environments and how social workers engage in this area of research.
2. To develop a research proposal.
3. To understand and identify different social research paradigms, theories, approaches, methodologies, and methods and to critically examine them.
4. To develop skills for conducting monitoring and evaluation activities in community and international development work.
5. To identify personal biases, values, and views on research in international and community contexts.
6. To identify key considerations for when engaging in community and international development research such as socio/political/economic/cultural context, diversities, ethics, and reflexive use of self.
7. To describe different ways of collecting, analysis, and disseminating (sharing) research findings.
8. To demonstrate the ability to integrate and cross-examine content and ideas, while critically reflecting on course learning.
9. To engage in a unique community classroom setting whereby learners demonstrate professional skills regarding how to work independently, respectfully, collaboratively, critically, attentively, and cooperatively with peers.

This course outline is designed to reflect and adhere to the following **MSW Program Level Outcomes (PLO)** as outlined by the CASWE Core Learning Objectives for Accreditation Standards as well as the Faculty of Social Work, University of Calgary:

1. Professional Identity: Acquire the ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
2. Values and Ethics in Professional Practice: Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
3. Promote Human Rights and Social Justice: Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
4. Diversity: Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
5. Critical Thinking in Professional Practice: Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
6. Critical Thinking in Professional Practice: Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

7. Research: Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.

8. Research: Critique, apply, and/or participate in elements of social work research.

9. Research: 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 TEXTBOOKS AND READINGS

NOTE: These textbooks are short, engaging and well written, and highly support the learning objectives of this course. Please make sure to get your copies. See the course schedule for additional readings.

Ledwith, M. (2016). *Community development in action: Putting Freire into practice*. Chicago, IL: Policy Press.

Van de Sande, A., & Schwartz, K. (2017). *Research for social justice: A community-based participatory approach* (2nd ed.). Halifax, NS: Fernwood.

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

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 and speaker/sound is required for D2L access.

RELATIONSHIP TO OTHER COURSES

This course complements and builds on the skills and knowledges developed in other ICD courses to further prepare community and international social workers in the area of research.

CLASS SCHEDULE

Date	Topic	Readings
<p>January 14, 2020 <i>Who are you?</i></p>	<p>Opening Circle</p> <p>Introductions Review of Course Outline & Expectations</p> <p>Tree of Life Activity</p> <p>Discussion & Reflection on readings</p>	<p>Ledwith, Chapter 1 Van de Sande & Schwartz, Chapter 1 Wilson, Chapter 1</p> <p>Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. <i>Reflective Practice, 6</i>(3), 341-351.</p>

<p>January 21, 2020 <i>How do we know what we know?</i></p>	<p>Research Paradigms Epistemology Ontology Axiology Methodology (Review of leadership and facilitation assignment)</p>	<p>Wilson, Chapter 2 Ledwith, Chapter 2 Van de Sande & Schwartz, Chapters 2 & 3</p>
<p>January 28, 2020 <i>Who controls knowledge?</i></p>	<p>Knowledge Production Ethics and Power (Review of research proposal assignment)</p>	<p>Ledwith, Chapters 4 & 7 Van de Sande & Schwartz, Chapter 4 Wilson, Chapter 3 Sultana, F. (2007). Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. <i>ACME: An International E-Journal for Critical Geographies</i>, 6(3), 374-385</p>
<p>February 4, 2020 <i>Are we helping or doing harm?</i></p>	<p>Research in Community and International Contexts</p>	<p>Ledwith, Chapters 5 & 6 Van de Sande & Schwartz, Chapters 5, 8 & 9</p>
<p>February 11, 2020</p>	<p>Indigenous Research Storytelling as methodology</p>	<p>Van de Sande & Schwartz, Chapter 7 Wilson, Chapters 5, 6 & 7 Hart, M. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. <i>Journal of Indigenous Voices in Social Work</i>, 1(1), 1-16.</p>
<p>February 18, 2020</p>	<p>NO CLASS</p>	<p>Winter Break ☺</p>
<p>February 25, 2020 Gentle Reminder Assignment Reflexive Journal Due January 31</p>	<p>Participation/Emancipatory Action Research Presenters: 1. TBD 2. TBD (Guest: Olivia Cullen, Youth-PAR)</p>	<p>Ledwith, Chapter 8 Van de Sande & Schwartz, Chapters 6 & 10 Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with Indigenous youth. <i>Social Work</i>, 58(4), 314-332.</p>
<p>March 3, 2020</p>	<p>Arts-based Inquiry Poetry, photography, digital/film, photo-voice, art, performance Presenters: 1. TBD 2. TBD (Guest: Alison Grittner, Sensory Ethnography)</p>	<p>Lenette, C., Cox, L., & Brough, M. (2015). Digital storytelling as a social work tool: Learning from ethnographic research with women and refugee backgrounds. <i>British Journal of Social Work</i>, 45, 988-1005. Russell, A. C., & Diaz, N. D. (2011). Photography in social work research: Using visual image to humanize findings. <i>Qualitative Social Work</i>, 12(4), 433-453. Szto, P., Furman, R., & Langer, C. (2005). Poetry and photography. <i>Qualitative Research</i>, 4(2), 135-156.</p>

<p>March 10, 2020</p>	<p>Case Studies</p> <p>Presenters: 1. TBD 2. TBD (Guest: TBC)</p>	<p>Lee, E., Mishna, F., & Brennenstuhl, S. (2010). How to critically evaluate case studies in social work. <i>Research on Social Work Practice, 20</i>(6), 682-689.</p> <p>Raineri, M. L., & Calcaterra, V. (2018). Social work strategies against crisis in everyday practice: An anti-oppressive case study. <i>International Social Work, 61</i>(1), 130-142.</p> <p>Schenk, C. J., Blaauw, P. F., Viljoen, J. M. M., & Swart, E. C. (2018). Social work and food security: Case study on the nutritional capabilities of the landfill waste pickers in South Africa. <i>International Social Work, 61</i>(4), 571-586.</p>
<p>March 17, 2020</p> <p>Gentle Reminder Assignment Research Proposal Due March 20</p>	<p>Quantitative Methods</p> <p>Presenters: 1. TBD 2. TBD (Guest: Vibha Kaushik, Mixed methods)</p>	<p>Van de Sande & Schwartz, Chapter 11</p> <p>Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. <i>Journal of Mixed Methods Research, 1</i>(2), 112-133.</p> <p>Hicks, J. (2007). The social determinants of elevated rates of suicide among Inuit youth. <i>Indigenous Affairs, 4</i>, 30-37.</p>
<p>March 24, 2020</p>	<p>Community Assessments Tools</p> <p>CART SWOT RBM</p> <p>Presenters: 1. TBD 2. TBD (Guest: TBC)</p>	<p>Global Affairs Canada. (2016). <i>Results-based management (RBM) for international assistance programming: A how-to guide</i>. Retrieved from https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf</p> <p>Pfefferbaum, R. L., Pfefferbaum, B., Van Horn, R. L., Klomp, R. W., Norris, F. H., & Reissman, D. B. (2013). The communities advancing resilience toolkit (CART): An intervention to build community resilience to disasters. <i>Journal of Public Health Management Practice, 19</i>(3), 250-258.</p> <p>Skinner, K., Hanning, R. M., Sutherland, C., Edwards-Wheesk, R., & Tsuji, L. J. S. (2012). Using a SWOT analysis to inform healthy eating and physical activity strategies for a remote First Nations community in Canada. <i>American Journal of Health Promotion, 26</i>(6), e159-e170.</p>
<p>March 31, 2020</p> <p>Gentle Reminder Assignment</p>	<p>Assessments using the Medicine Wheel</p> <p>(Review of Reflexive Storytelling Assignment)</p>	<p>Absolon, K. (2010). Indigenous wholistic theory: A knowledge set for practice. <i>First Peoples Child & Family Review, 5</i>(2), 74-87.</p>

Reflexive Storytelling With object In class April 14		Freeman, B., & Lee, B. (2007). Towards an Aboriginal model of community healing. <i>Native Social Work Journal</i> , 6, 97-120.
April 7, 2020 <i>Are we honouring our responsibilities?</i>	Knowledge Sharing Relational Accountability	Ledwith, Chapter 9 Van de Sande & Schwartz, Chapter 12 Ball, J., & Janyst, P. (2008). Enacting research ethics in partnerships with Indigenous communities in Canada: "Do it in a good way." <i>Journal of Empirical Research on Human Research Ethics</i> , 3(2), 33-51. Herie, M., & Martin, G. W. (2002). Knowledge diffusion in social work: A new approach to bridging the gap. <i>Social Work</i> , 47(1), 85-95.
April 14, 2020 Feast	Closing Circle Reflexive Storytelling Assignment	Remember to bring your 'object' to class as part of your reflexive storytelling, as well as an offering for the feast.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS
The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

Talking Circle protocols will be reviewed during our first class and ongoing as needed. Please note that during Talking Circles the use of laptop or mobile devices is not acceptable.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria DETAILED RUBRICS WILL BE POSTED IN D2L	Due Date	Weight	Aligned Course Learning Outcome
Reflexive Written Journal	<i>Part 1.</i> Please discuss your social location and describe your ontological, epistemological and axiological commitments and what experiences in your life have influenced how you know what you know and what you believe to be true. <i>Part 2.</i> In light of your social location and belief systems, what are your opportunities and challenges in engaging in community-based and/or international research.	January 31, 2020 by 11:59pm	20%	COs # 1, 5, 6, 9 PLOs # 1, 2, 5

	<p>Length and Format: 5-7 pages (not including cover page), headings preferred, and in first person please.</p> <p>Please consult the grading rubric in D2L for guidance.</p>			
Leadership & Facilitation	<p>You will pair up with a colleague to prepare a 30-minute presentation on the topic of the week – a research methodology or method. You will also develop and facilitate a 30-minute interactive activity that helps integrate theory with practice. More details and examples will be provided in class.</p> <p>Please consult the grading rubric in D2L for guidance.</p>	TBD	30%	COs # 1, 3, 4, 6, 8, 9; PLOs # 1, 2, 3, 4, 5, 6, 7, 9
Research Proposal	<p>Chose an area of interest related to community/international development and develop a research proposal to address a gap or need. The research proposal will include a well-defined research question, introduction which includes an overview of gap/needs, a literature review, a research methodology/design, as well as implications and contribution to knowledge. More details and examples will be provided in class.</p> <p>Length and Format: 12-15 pages (not including cover page and references), headings preferred, APA 6.0; use a minimum of 15 references.</p> <p>Please consult the grading rubric in D2L for guidance.</p>	March 20, 2020 by 11:59pm	40%	COs # 1, 2, 3, 7 PLOs # 3, 7, 8, 9
Reflexive Storytelling	<p>In our closing circle, each learner will engage in a five to seven-minute reflexive storytelling exercise that highlights key learnings, what stood out for you, opportunities for further development, favorite and challenging moments and experiences in your learning journey. Your storytelling should be accompanied by an object of your choosing, this object should symbolically represent your research journey in this class and should be integrated in your story (speak about how this object relates to you and your journey).</p> <p>Please consult the grading rubric in D2L for guidance.</p>	April 14 during class. Attendance is required.	10%	COs # 1, 5, 6, 9 PLOs # 1, 2, 5

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. Reading course materials prior to class is critical for meaningful exchanges and professional growth. Your attendance is not graded, however, our last class on April 14th requires your attendance due to the reflexive storytelling assignment. If you are unable to attend this class, please discuss with me.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments must be submitted in Word only, not PDF, so that I can provide feedback on your copies. 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 only in exceptional circumstances and at the discretion of the instructor. Please discuss any challenges that may prevent you from submitting your assignment on time prior to the deadline with your instructor.

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. 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. 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.

ADDITIONAL SUGGESTED READINGS

A separate document with additional suggested readings will be provided 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**