



**Fall 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 602 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Research and Philosophy in Advanced Social Work Practice</b>		
<b>Dates and Time</b>	Start of Classes: October 22, 2024 End of Classes: December 5, 2024 Dates and Time: Zoom sessions (Tuesday & Thursday 5:30pm to 8:30pm) Thursday Oct 22, Oct 29, Nov 5, Nov 19, Nov26, Dec 3 Tuesday Oct 24, Oct 31, Nov 7, Nov 21, Nov 28, Dec 5		
<b>Instructor</b>	Dr. Beth Archer-Kuhn, PhD, MSW, BSW, RSW	<b>Office Hours</b>	4:30 pm – 5:15 pm Tuesday & Thursday
<b>UCalgary E-mail</b>	<a href="mailto:beth.archerkuhn@ucalgary.ca">beth.archerkuhn@ucalgary.ca</a>	<b>UCalgary Phone</b>	403-220-5425

**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.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), 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 approaches (qualitative and quantitative), paradigms, and methods and applies social work research to theories as students develop their professional practice model.

## **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.

This course will take place online via Desire2Learn (D2L) and Zoom. Students will work independently, in small and large groups during this on-line course. Both synchronous learning (i.e., real-time/Zoom) and asynchronous learning (i.e., students complete on their own time) will be applied. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.

Course Hours: 3 units; (3S-0) Prerequisite(s): Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice.

## **COURSE LEARNING OUTCOMES**

Upon completion of this course, students 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. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous and critical research approaches in social work practice;
3. Illustrate how research can inform the professions' efforts to promote social justice;
4. Describe the research design, data collection, and data analysis strategies used in quantitative, qualitative, and mixed method approaches;
5. Demonstrate skills necessary to incorporate quantitative, qualitative and mixed methods research into social work practice irrespective of level or field of practice;
6. Critically evaluate research in social work practice, and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Texts:

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

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

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

Suggested Textbook Chapters: The Grinnell & Unrau (2018) is a comprehensive textbook that covers quantitative, qualitative, and mixed-methods research designs. From this text, 8 chapters are required reading for this course. There are 6 chapters from the Harms & Connelly text and 3 chapters from the Wilson text, all required reading (see Class Schedule below). You can access the Grinnell & Unrau, and Harms & Connolly text on-line through the UCalgary library (see below). All other required reading is available on the D2L site. In addition to the course text chapters, two hours each week of course time is dedicated to required readings and can be found on the course D2L site. All readings are required to be read in full prior to the weekly online session.

Required Readings: (accessible through the library, inter-library loan, and available on D2L under Readings. For more information about inter-library loans, please go to <https://library.ucalgary.ca/interlibrary/> and complete the form. It may take a few days for your request to be completed so please plan ahead.)

Accessibility: The Grinnell & Unrau (2018) textbook is available at no cost through the University of Calgary Library.

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/1rf6mu5/alma991028149197304336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991028149197304336)

Grinnell & Unrau (2018) is also available on google books,

[https://books.google.ca/books?id=SO9IDwAAQBAJ&pg=PA107&source=gbs\\_toc\\_r&cad=3#v=onepage&q&f=false](https://books.google.ca/books?id=SO9IDwAAQBAJ&pg=PA107&source=gbs_toc_r&cad=3#v=onepage&q&f=false)

Additional Required Readings:

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

Canadian Association of Social Workers. (2005). *Code of Ethics*.

[https://www.caswacts.ca/sites/default/files/attachements/casw\\_code\\_of\\_ethics.pdf](https://www.caswacts.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/policypolitique\\_tcps2-eptc2\\_2018.html](https://ethics.gc.ca/eng/policypolitique_tcps2-eptc2_2018.html)

Canella, S., & Lincoln, Y. S. (2012). Deploying qualitative methods for critical social purposes. In S. R. Steinberg, & G. S. Cannella (Eds.), *Critical Qualitative Research Reader* (pp. 105-114). Peter Lang.

<https://ebookcentral-proquestcom.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/reader.action?docID=677765&ppg=54>

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

## **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 in the Advanced Social Work Practice Certificate (600, 602, 604, 606), this course, 602, will support you in further developing research skills necessary to critically evaluate existing practice research and identify strategies to evaluate your practice. This course will assist you as you examine the profession's commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work's unique contribution to change efforts and the promotion of social justice across all levels of practice.

## **CLASS SCHEDULE**

### **Important Dates for Fall 2024**

- Start of Term: Monday, August 26, 2024
- End of Term: Friday, December 24, 2024
- Fee deadline: Friday, September 20, 2024

- Labour Day, no classes: Monday, September 2, 2024
- National Day for Truth and Reconciliation, no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- Remembrance Day, no classes: Monday, November 11, 2024

### Class Schedule

The following class schedule provides an overview of the course content and **how you can prepare** for each zoom session. In addition to the course readings the highlighted content below contains readings or activities to be reviewed and completed independently outside of the zoom session and within the designated hours for the course. There are 36 instructional hours on zoom and 3 hours of asynchronous learning through ethics certification for a total of 39 instructional hours.

Date	Topic	Preparation for class
October 22	Welcome, course overview Philosophy and Worldviews Integrating worldviews, theory and research Develop small working groups	Lincoln, Lynham, & Guba (2018) Wilson (2008) Ch. 4 Creswell & Creswell (2018) Harms & Connolly (2019) Ch. 1
October 24	Research Ethics Accountability and assessment My developing/evolving research/inquiry question	Review Library Session #1 (link on D2L) Grinnell & Unrau (2018) Ch. 6, Harms & Connolly (2019) Ch. 2 Tracy (2010) Wilson (2008) Ch. 6 Possible Guest speaker
October 29 Assignment #1 due 12 midnight in D2L dropbox	My developing/evolving research/inquiry question Informal peer consultation and feedback	Bring summary of 3 articles (Area of Interest template on D2L) to share
October 31 Assignment #2 due 12 noon in D2L dropbox 3-hours asynchronous	Critical, Indigenous and AOP approaches - Exploring colonization in dominant research practices	Wilson (2008) Ch. 2
November 5	Understanding and assessing quantitative evidence Quantitative research for critical purposes Peer consultation and feedback	Review Library Session #2 (link on D2L) Bring summary of 3 quantitative research articles (Area of Interest template on D2L) to share
November 7 Assignment #3 due at midnight in D2L dropbox	Understanding and assessing quantitative evidence 3-5 minute presentation Formative peer and instructor feedback	Large group presentation

November 19	Understanding and assessing qualitative evidence Qualitative research for critical purposes Peer consultation and feedback	Review Library Session #3 (link on D2L) Grinnell & Unrau (2018) Ch. 4 Grinnell & Unrau (2018) Ch. 18 Harms & Connolly (2019) Ch. 6 & 7 Bring summary of 3 qualitative research articles (Area of Interest template on D2L) to share Cannella & Lincoln (2012) Fraser & Jarldon (2015)
November 21	Understanding and assessing qualitative evidence 3-5 minute presentation Formative peer and instructor feedback	Large group presentation
November 26	Quantitative and qualitative data collection and analysis	Grinnell & Unrau (2018) Ch. 20 & 21 Braun & Clarke (2006) Review in-class assignments on quantitative analysis and qualitative analysis
November 28 Assignment #4 due in class for some	Final analysis presentations begin	
December 3 Assignment #3 due midnight in D2L dropbox Assignment #4 due in class for some	Final analysis presentations continue	Formal peer feedback
Dec 5	Final analysis presentations continue (if needed) Final review of course Celebration of course completion Student evaluation of teaching	

**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.

## ASSESSMENT COMPONENTS

**All assignments and rubrics for assignments 1 and 3 are located on the course D2L site.**

### **Assignment #1: Developing Research/Inquiry Question (15%) – Due October 29 at midnight in D2L, CLO: 1, 2**

Students will develop their research/inquiry question following a number of assigned group activities. The development of the inquiry question will be based on the student research of the relevant literature and feedback by peers and the instructor. Students are encouraged to discuss their ideas with their instructor and their colleagues. Each student will have a unique inquiry question to pursue and to support their learning of the research process.

The inquiry question will be focused on a relevant area for social work practice and will allow you to reflect on multiple components of the research process while pursuing your inquiry question throughout the duration of the course. This assignment includes the identification of the inquiry question along with the rationale for developing the inquiry question (maximum 1 page, double spaced).

### **Assignment #2: TCPS 2 (20%) – Due Oct 31 at midnight in D2L – CLO: 3, 4**

For this assignment, you will complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. To complete the tutorial, you will need to self-register using your @ucalgary email address. Please note that this tutorial takes approximately 3 hours to complete. Submit your certificate of completion to the TCPS2 Dropbox on D2L to receive grading for this assignment. Successful completion and submission within the noted timeline will earn you 20% of the course grade. No rubric is required for this assignment.

### **Assignment #3: Peer Feedback (15%) – Due Nov 7 & Dec 3 at midnight in D2L, CLO: 6, 7**

Each class has a component of small group work to support your learning of the research process, typically 3-5 students depending on class size. In these groups you will learn to give and receive constructive feedback to support yours and your colleagues' learning. After classes 5 and 11 you will provide formal peer feedback (template on D2L). Your grade on peer feedback will reflect the thoughtfulness and constructiveness of your formative peer feedback to your small group of colleagues.

### **Assignment #4: Analysis Presentation (50%) – Due in class Nov 28, Dec 3 or Dec 5 (TBD), CLO: 1-7**

In this assignment you are invited to reflect on your learnings about the research process. You will prepare for and deliver (using powerpoint) an analysis presentation of approximately 10-15 minutes (depending on class size) and will respond to the following invitation:

Tell us about your learnings in the course beginning with your understanding of how ways of knowing influence research methodologies, and ending with how research can inform social work practice with a focus on social justice. As part of your presentation, you will include the following;

- A statement about your research or inquiry question to let the audience know why you chose it and how it relates to social work practice (5%)
- A description of the process you followed that helped you to answer your inquiry question. For example, what resources, people, activities supported your learnings (15%)
- Which type of research design would best fit with your inquiry question, and which methods of data collection do you think you would want to use (15%)
- How might you anticipate using the results/findings from your research to inform practice, and with who (10%)
- In what ways will your research encourage social justice in social work practice? In what ways might it not (5%)

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. The zoom sessions and activities with peers will support you in completing your assignments. Peer feedback is an important component of becoming a social work professional and as such you will be learning to provide and receive constructive peer feedback.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. Assignments are to be submitted in **Word** 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 ensure that the proper version is submitted. Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Students must meet with the instructor to discuss an extension. Assignments submitted after the deadline may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. 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. 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. Only final grades will be rounded up. 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. <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

**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**

Available on D2L course site.

### **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

