



Course & Session Number	SOWK 602 S01	Classroom	Online
Course Name	Research & Philosophy in Advanced Social Work Practice		
Dates and Time	Start of Classes: June 26, 2023 End of Classes: August 8, 2023 Zoom Sessions on: June 26, 28, July 5, 10, 12, 17, 19, 24, 26, will be 5:00 pm – 7:00 pm July 31 & August 2 will be 5:00 pm – 8:00 pm https://ucalgary.zoom.us/j/98043071239 Meeting ID: 980 4307 1239 Passcode: 141026 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Susan Ramsundarsingh MSW, MBA, RSW, PhD	Office Hours	By appointment
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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,

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

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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), 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 applies social work research to practice.

Course Hours: 3 units; (3S-0)

Prerequisite(s): Admission to the MSW with a BSW; or the MSW with a non-BSW and completion of 27 units of foundation courses; or the Graduate Certificate in Advanced Social Work Practice.

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. There will be 11 synchronous Zoom sessions (nine 2 hr sessions and two 3 hr sessions) throughout the term (two per week), with two hours reserved per week for asynchronous learning activities facilitated by the instructor. 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. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

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 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;
9. Understand what ethical research conduct is.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Note: The Parada & Wehbi (2017) text is available through the University of Calgary Library at no charge. The Creswell & Creswell (2018) text is available through the University of Calgary Library, the Bookstore, and third-party vendors.

Text Books

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). SAGE Publications, Inc.

Parada, H., & Wehbi, S. (2017). *Reimagining anti-oppression social work research*. Canadian Scholars.

Readings

Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. *Research Ethics*, 14(2), 1-24.

Sitter, K. (2017). Taking a Closer Look at Photovoice as a Participatory Action Research Method, *Journal of Progressive Human Services*, 28(1), 36-48, DOI: [10.1080/10428232.2017.1249243](https://doi.org/10.1080/10428232.2017.1249243)

Logie, C., Bog0, M., Regehr, C., & Regehr, G. (2013). A Critical Appraisal of the Use of Standardized Client Simulations in Social Work Education. *Journal of Social Work Education*, 49(1), 66–80.
<https://doi.org/10.1080/10437797.2013.755377>

Lorenzetti, L. & Dhungel, R. (2020). Community-Led Transformative Research Tools and Applications: From Canada to Nepal. *Canadian Journal of Action Research*, 20(3), 36–54.

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 the courses offered at the beginning of the MSW program, this course 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 Spring 2023

- Start of Term: Monday, June 26, 2023
- End of Term: Friday, August 25, 2023
- Fee Deadline: Wednesday, July 5, 2023
- Canada Day, no classes: Saturday, July 1, 2023 (observed Monday, July 3, 2023)
- Alberta Heritage Day, no classes, Monday, August 7, 2023

Class Schedule

Date	Topic
June 26, 2023 5:00 – 7:00 PM MST	Overview of Course Schedule & Assignments <i>Objectives</i> <ul style="list-style-type: none">● Review course content and flow● Review assignments● Create guidelines for the classroom community● What is research? How do we use it? Why is it important? <u>Required Readings:</u> Creswell – Chapter 1 & 2
June 28, 2023 5:00 – 7:00 PM MST	Philosophy, worldviews, and paradigms <u>Required Readings:</u> Creswell – Chapter 1, 2, & 3

	Parada & Wehbi - Preface & Ch. 9
July 5, 2023 5:00 – 7:00 PM MST	<p>Research ethics</p> <p>Anti-oppressive practice</p> <p><u>Required Readings:</u></p> <p>Ch 4, 5, 6 & 7 Creswell & Creswell (2018)</p> <p>CASW (2005)</p> <p>CIHR, NSERC & SSHRC (2014, December)</p> <p>Parada & Wehbi (2017) Ch. 5</p>
July 10, 2023 5:00 – 7:00 PM MST	<p>Quantitative research</p> <p><u>Required Readings:</u></p> <p>Creswell & Creswell (2018) - Ch. 8</p> <p>Parada & Wehbi (2017) - Ch. 1</p>
July 12, 2023 5:00 – 7:00 PM MST	<p>Qualitative research</p> <p><u>Required Readings:</u></p> <p>Creswell & Creswell (2018) - Ch. 9</p> <p>Parada & Wehbi (2017) - Ch. 7 & 8</p>
July 17, 2023 5:00 – 7:00 PM MST	<p>Mixed methods research</p> <p><u>Required Readings:</u></p> <p>Creswell & Creswell (2018) - Ch. 10</p>
July 19, 2023 5:00 – 7:00 PM MST	<p>Using research for social change: Critically appraising research</p> <p><u>Required Readings:</u></p> <p>Logie, C., Bogo, M., Regehr, C., & Regehr, G. (2013). A Critical Appraisal of the Use of Standardized Client Simulations in Social Work Education. <i>Journal of Social Work Education, 49</i>(1), 66–80. https://doi.org/10.1080/10437797.2013.755377</p>
July 24, 2023 5:00 – 7:00 PM MST	<p>Participatory approaches to research</p> <p><u>Required Readings:</u></p> <p>Sitter, K. (2017). Taking a Closer Look at Photovoice as a Participatory Action Research Method, <i>Journal of Progressive Human Services, 28</i>(1), 36-48, DOI: 10.1080/10428232.2017.1249243</p>

	Lorenzetti, L. & Dhungel, R. (2020). Community-Led Transformative Research Tools and Applications: From Canada to Nepal. <i>Canadian Journal of Action Research</i> , 20(3), 36–54.
July 26, 2023 5:00 – 7:00 PM MST	Indigenous perspectives and approaches to research <u>Required Readings:</u> Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. <i>Research Ethics</i> , 14(2), 1-24.
July 31, 2023 5:00 – 8:00 PM MST	Research Design Presentations
August 2, 2023 5:00 – 8:00 PM MST	Research Design Presentations

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

Assignment 1: Research Ethics TCPS2

Due Date: July 3, 2022 by 6:00 PM MST

Weight: 10%

Alignment with Course Outcomes: 7

Description: Complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE), which can be found online at: https://ethics.gc.ca/eng/education_tutorial-didacticiel.html. 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: Discussion board

Due Date: July 2, July 9, and July 16 2023 by 6:00 PM MST

Weight: 30% Alignment with Course

Outcomes: 1, 2, 4, 9

Essay Length: 500 words, excluding references Format: Discussion post References: Minimum of two (2) academic references, cite according to APA 7th Edition

Assessment: Detailed rubrics will be provided on the first day of class.

Description: Critical thinking and reflection are daily habits of social workers that require ongoing development. These three posts are scaffolded so that students will have the opportunity to explore their underlying beliefs and assumptions about the world, how these assumptions shape their research and practice, and how they will conduct and participate in social work research in the field. By the final post, students will have a complete essay about their philosophical foundations and approach to social work research, social justice, and ethics.

Tasks:

- Students will participate in three (3) discussion board activities
- Students will answer the discussion board question with one (1) 500-word discussion post
- Students will 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.

Assignment 3: Critical Appraisal

Due Date: July 23 2023 by 5PM MST

Weight: 30% Alignment with Course

Outcomes: 4, 6, 7, 8

Format: Paper (pairs or individual)

Paper Length: 5 pages words, excluding references

References: Minimum of two (2) academic references, cite according to APA 7th Edition

Assessment: Detailed rubrics will be provided on the first day of class.

Description: Critical thinking and reflection are daily habits of social workers that require ongoing development. When using research in our practice it is important to critically examine the research method and findings to identify gaps or bias that may impact the quality of the findings. Select two

article in the same area of interest and critically appraise and compare them. In your paper you should address the following making comparisons between the two articles in for each question:

- 1) Are the study findings relevant to the research question/area of interest you are trying to answer/understand?
- 2) Does the research design demonstrate an understanding of the population?
- 3) What values and beliefs are reflected in the research design?
- 4) Was the research conducted in an ethical manner?
- 5) What potential bias is present in the research?
- 6) Was the study design appropriate for the research question?
- 7) Does the data provided justify the conclusions?
- 8) Does the study provide new information to the field?
- 9) Which study was best suited to answering the proposed research question and why?

Assignment 4: Research Proposal

Due Date: July 31 or August 2 2023 in Class

Weight: 30% Alignment with Course

Outcomes: 4, 6, 7, 8, 9

Format: Presentation

Presentation Length: 30 minutes

Assessment: Detailed rubrics will be provided on the first day of class.

Description: Research design reflects an understanding of the population, clarity in the research questions, and alignment of method and values. In this project you will work in small groups of 2-4 people to identify a population and topic that you would like to better understand through research and develop a research proposal. You will present this proposal as a group to your classmates from whom you are seeking support to conduct your research. Your proposal must include the following:

- 1) Description of the population that you are researching.
 - a. Who are they?
 - b. What are their demographic characteristics?
- 2) Research questions
 - a. What do you already know about the population that you are researching?
 - b. What is the gap that you would like to explore?
 - c. Why is it important to answer this question? What impact can be achieved with this knowledge?
- 3) Research methods
 - a. What type of research will you conduct to answer your research questions?
 - b. Why have you chosen this type of research?
- 4) Ethical considerations
 - a. What are the ethical considerations for working with this population?
 - b. How does your research design account for these ethical considerations?
- 5) Use of research findings
 - a. How will you use your research findings to achieve you social justice goals?

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. If students miss a class session, they must contact the instructor within 24 hours to discuss options to make-up for that component.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All assignments are due on Sunday evenings by 6PM MST. This due date is intended to provide students with flexibility to utilize time during the weekends to complete assignments and to reduce the number of late nights that students experience when they attempt to complete assignments due at midnight.
- If you need to request an extension or other support to complete these assignments, please contact that instructor via email at sramsund@ucalgary.ca
- 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.
- Please submit all assignments electronically through their respective Discussion Topic or 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).

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 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

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	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. 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 of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements	

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

Additional suggested readings will be posted 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'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
- Emergency Evacuation/ Assembly Points
- Safewalk