



Course & Session Number	SOWK 602 S02	Classroom	Zoom
Course Name	Research & Philosophy in Advanced Social Work Practice		
Dates and Time	Start of Classes: June 27, 2023 End of Classes: August 8, 2023 Dates and Time (Synchronous Zoom Class): Between June 27, 2023 and Aug 8, 2023 (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.

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](#), 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 (e.g., 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

Van de Sande, A., & Schwartz, K. (2017). *Research for Social Justice: A community-based participatory approach*, 2nd ed. Fernwood Publishing.

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 Summer 2023

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

Dates (Zoom Class) (5pm–7pm, MST)	Topic(s)	Readings/Assignment Due Dates
June 27, 2023 (Tues)	<ul style="list-style-type: none">▪ Welcome and Introductions▪ Course Overview▪ Research as Politics▪ Research Paradigms	<ul style="list-style-type: none">▪ Van de Sande, & Schwartz (2017). Ch. 1 & 2▪ Read one more suggested reading or self-select reading on related topic
June 29, 2023 (Thurs)	<ul style="list-style-type: none">▪ Research Ethics▪ Systematic literature review	<ul style="list-style-type: none">▪ Van de Sande, & Schwartz (2017). Ch. 3▪ Read one more suggested reading or self-select reading on related topic▪ Complete the TCPS2 CORE Tutorial, which can be found online at:

Dates (Zoom Class) (5pm–7pm, MST)	Topic(s)	Readings/Assignment Due Dates
		https://research.ucalgary.ca/conduct-research/ethics-compliance/tcps2-core-tutorial
July 4, 2023 (Tues)	<ul style="list-style-type: none"> ▪ Overview of Basic Research Methods 	<ul style="list-style-type: none"> ▪ Rubin, A., & Babbie, E. (2016). <i>Essential research methods for social work</i>. Cengage Learning. ▪ Read one more suggested reading or self-select reading on related topic
July 6, 2023 (Thurs)	<ul style="list-style-type: none"> ▪ Developing Research Proposal ▪ Research with Diverse Populations 	<ul style="list-style-type: none"> ▪ Van de Sande, & Schwartz (2017). Ch. 4 & 7 ▪ Read one more suggested reading or self-select reading on related topic
July 11, 2023 (Tues)	<ul style="list-style-type: none"> ▪ Research Partners ▪ Participatory Action Research 	<ul style="list-style-type: none"> ▪ Van de Sande, & Schwartz (2017). Ch. 5 & 6 ▪ Read one more suggested reading or self-select reading on related topic
July 13, 2023 (Thurs)	<ul style="list-style-type: none"> ▪ Program Evaluations ▪ Needs Assessment 	<ul style="list-style-type: none"> ▪ Van de Sande, & Schwartz (2017). Ch. 8 & 9 ▪ Read one more suggested reading or self-select reading on related topic
July 18, 2023 (Tues)	<ul style="list-style-type: none"> ▪ Quantitative Methods 	<ul style="list-style-type: none"> ▪ Van de Sande, & Schwartz (2017). Ch. 11 ▪ Read one more suggested reading or self-select reading on related topic
July 20, 2023 (Thurs)	<ul style="list-style-type: none"> ▪ Qualitative Methods 	<ul style="list-style-type: none"> ▪ Van de Sande, & Schwartz (2017). Ch. 10 ▪ Read one more suggested reading or self-select reading on related topic
July 25, 2023 (Tues)	<ul style="list-style-type: none"> ▪ Research Proposal Consultations and Team Work 	
July 27, 2023 (Thurs)	<ul style="list-style-type: none"> ▪ Project Team 1 & 2 Presentations 	
Aug 1, 2023 (Tues)	<ul style="list-style-type: none"> ▪ Project Team 3 & 4 Presentations 	
Aug 3, 2023 (Thurs)	<ul style="list-style-type: none"> ▪ Project Team 5 & 6 Presentations 	
Aug 8, 2023 (Tues)	<ul style="list-style-type: none"> ▪ Project Team 7 & 8 Presentations ▪ Course Wrap-up and Feedback 	<ul style="list-style-type: none"> ▪ Van de Sande, & Schwartz (2017). Ch. 12

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

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: Literature Review (25%) – Due July 24, 2023 on or before 5:00pm (MST) (Group Work)

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

Assignment Description: In a small group of 2 – 3 students, complete a comprehensive literature review on a topic related to your area of practice interest. Submit your review in a 3,000 words paper (excluding cover page and references). Your submission will be assessed based on comprehensiveness of the literature search, synthesis of the review, depth of integration of content and ideas, level of critical analysis, and professional presentation. This literature review needs to be written in the format for submission to a reputation scholarly journal. Include a cover letter as appendix for submission to the select journal (word count does not apply to this cover letter). Use of APA Publication Manual 7th Edition is required.

Assignment 2: Research Proposal Presentation (30%) – Dates refer to class schedule (Group Work)

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

Assignment Description: Each student group will present their research proposal outline, which should include the followings:

- a. Title of the Research Project
- b. Literature Review and Research/Knowledge Gaps
- c. Theoretical Framework
- d. Statement of Research
- e. Overarching Research Question
- f. Specific Research Questions and Research Objectives
- g. Methodology (Specific research design, sampling, sample size, data collection, measures or interview guide)

Assignment 3: Research Proposal (35%) – Due on Aug 15, 2023 (Group Work)

Aligned Course Learning Outcomes: 1 through 7

Assignment Description: Continue building upon assignment 1 and 2, each student group has to develop a research proposal. The proposal has to include the following sub-sections:

- a. Title of the Research Project
- b. Introduction
- c. Literature Review and Research/Knowledge Gaps (4-5 pages)
- d. Theoretical Framework (2-3 pages)
- e. Statement of Research
- f. Overarching Research Question
- g. Specific Research Questions and Research Objectives
- h. Methodology (Specific research design, sampling, sample size, data collection, measures or interview guide) (3-4 pages)
- i. Ethical Considerations (1-2 pages)
- j. Data Analysis Plan (1-2 pages)
- k. Expected Outcomes (1-2 page) (i.e., scientific and social contributions)
- l. Knowledge Mobilization Plan (1-2 page)
- m. Timeline
- n. List of references (word count does not apply)
- o. Appendices (word count does not apply)

This Research 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 7th ed. format). Your submission will be assessed based on comprehensiveness of discussion; depth of integration of content, readings and ideas; level of critical analysis; professional presentation; and graduate standard of writing.

Assignment 4: Class Participation (10%) – Due on Aug 10, 2023 (Individual Work)

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. There will not make arrangement for missed participation.

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 of 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 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 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
- Emergency Evacuation/ Assembly Points
- Safewalk