



Winter 2019

Course Number: SOWK 659 S02	Classroom: PF 4259
Course Name: Evidence & Clinical Practice	
Day & Time: Fridays 1 – 4 pm	

Instructor: Dr. Robbie Babins-Wagner	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

Research as utilized in the clinical arena will be the focus of this course.

Course Description

This course provides students with a working knowledge of the theoretical and practical issues underlying the application of the research process to professional practice. An underlying theme of the course is to provide a systematic framework to help students make deliberate and credible choices relevant to the formation and application of practice methods. Quantitative, qualitative, and mixed-methods approaches to inquiry are explored as fundamental tools for the practice of professional social work. This course presents students with ideas, techniques, and procedures involved in sound decision-making that are based upon thoughtful analyses of data.

This course will be delivered in a face-to-face format with a combination of instructor presentations, individual and group work, and guest speakers. Power point presentations, class assignments and additional course readings will be posted on D2L. In order to maximize learning, students should review the assigned readings before class. (This course has no prerequisites.)

Learning Objectives

This course is intended for MSW Students in the Clinical Social Work Practice Specialization. The central focus of this course is to develop a basis for the integration of research methods and social work practices.

Course Learning Outcomes (CLO):

- 1) Identify issues and tensions specific to the designing and conducting of social work research;
- 2) Differentiate between various philosophical worldviews; quantitative, qualitative, mixed methods and data collection approaches in social work research;
- 3) Understand and appreciate Indigenous approaches to research;
- 4) Value different ways of doing research according to their purpose and their relevant stakeholders or audiences.
- 5) Be able to carefully appraise published research.

Specialization Learning Outcomes (SLO):

- 1) Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
- 2) Diversity/cultural – Students will critically examine and reflect on the various ways in which their languaging in their practices and in their interactions with other professionals and peers may be interpreted.
- 3) Social justice – Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

Program Learning Outcomes (PLO):

- 1) Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.
- 2) Critique, apply, and/or participate in elements of social work research.
- 3) 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.

Relationship to Other Courses

This course draws connections with the core practice class (SOWK 653) and other foundational courses. The emphasis on critical thinking and consequent practice applications resonate with policy courses and all practice electives.

Course Text(s)

Wampold, B. & Imel, Z. (2015). *The Great Psychotherapy Debate*. (2nd ed.). Routledge, New York, NY: Routledge.

Morino, M. (2011). **Leap of reason. Managing to outcomes in an era of scarcity**. Venture Philanthropy Partners. Washington, DC. The Morino text is not available at the bookstore. It is in the public domain and can be retrieved at no cost from: <http://www.vpppartners.org/leapofreason/overview>.

Journal Articles for Assignment #2.

Delgado, J., de Jong, K., Lucock, M., Lutz, W., Rubel, J., Gilbody, S., ... McMillan, D. (2018). Feedback informed treatment versus usual psychological treatment for depression and anxiety: a multisite, open label, cluster randomised controlled trial. *The Lancet Psychiatry*, 5(7), 564–572. [https://doi.org/10.1016/S2215-0366\(18\)30162-7](https://doi.org/10.1016/S2215-0366(18)30162-7)

Amos, R., Morris, L., Mansell, W., & Edge, D. (2018). Clients' experiences of one-to-one low-intensity interventions for common mental health problems: An interpretative phenomenological analysis. *Psychology and Psychotherapy: Theory, Research and Practice*. <https://doi.org/10.1111/papt.12200>

Class Schedule

The class schedule is subject to change. Guest speakers may be rescheduled. Updated schedules will be posted on D2L.

Class Format:

This course will be delivered in a face-to-face format with a combination of instructor presentations, individual and group presentations, and guest speakers. Power Point presentations, class assignments and additional course readings will be posted on D2L. In order to maximize learning, students should review readings before class.

	Topic	Readings and Guest Lectures
Friday January 11, 2019	Introduction Review of Course Outline	Shaw, I. F. (2007). Is social work research distinctive? <i>Social Work Education</i> , 26(7), 659-669.
Friday January 18, 2019	Research as Daily Practice	<i>St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice. Journal of Systemic Therapies, 34(2), 3-14.</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday January 25, 2019	History of Research Methods	<i>Wampold & Imel, Chapter 1</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday February 1, 2019	Clinical Practice and Healing Practice	<i>Wampold & Imel, Chapter 2</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday February 8, 2019	Research Models in Clinical Practice	<i>Wampold & Imel, Chapter 3</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday February 15, 2019	Practice Based Evidence vs. Evidence Based Practice	<i>To be determined</i>
Friday February 22, 2019	Reading Week	<i>No Class</i>
Friday March 1, 2019	Meta Analytic Research	<i>Wampold & Imel, Chapter 4</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday March 8, 2019	Common Factors Research	<i>Wampold & Imel, Chapter 5</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday March 15, 2019	Therapist Effects	<i>Wampold & Imel, Chapter 6</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday March 22, 2019	General Effects	<i>Wampold & Imel, Chapter 7</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday March 29, 2019	Specific Effects	<i>Wampold & Imel, Chapter 8</i> <i>Class Presentation:</i> <i>Guest Lecture: To be confirmed</i>
Friday April 5, 2019	Implications of Research on Clinical Practice, Theory and Policy Pulling it all Together	<i>Wampold & Imel, Chapter 9</i> Last Class

Assignments

There are three assignments for this course and a participation assessment. There will be no final exam for this course. For written assignments, standard of writing will be a factor in grading.

1. Class Facilitation: Value 40%

Due date: According to topic and class schedule

Length: Maximum 1-hour (60 minutes) facilitation (includes class involvement and class discussion)

Learning Objectives: Meets; CLO 1,2, 3, 4, 5: SLO 1, 2, PLO 1,2,3

Framework for the Facilitations:

This is a class facilitation, not a presentation. This assignment is designed to actively engage your class colleagues in the learning process. Class facilitation will include a) presentation (PowerPoint or Prezi), b) a brief overview of key factors associated with the topic, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected social work approach. The intent is for the class to experience techniques and processes unique to each approach and to further learning about each approach and its application. Please note that the presentations must be provided to the instructor at the end of the class and they will be made available to all students on D2L.

An introduction could briefly describe the key concepts and underlying assumptions of the theory, its historical context, its application to social work practice, and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how this social work approach addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age and ability.

A group grade will be assigned after completion of the facilitation. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

Grading criteria for class facilitations:

- quality, clarity and creativity of facilitation;
- understanding of the generalist practice approaches;
- summarizing the most significant concepts;
- appropriate use of the theory;
- engaging the class in meaningful activities to facilitate learning

Learning Objectives: Meets PLO 1, 2, 3; CLO 1, 2, 3, 4, 5; SLO 1, 2, 3

2. Journal Article Appraisal: 20% Due: March 22, 2018

Students have been provided two articles, one quantitative and one qualitative. Student are to select one of the two articles to complete an appraisal (using the posted rubric). The proposal should be ten (10) pages in length, using normal size font (12 point) and one inch margins. Recommended format is an outline, listing each question followed by your response and cut-and-pasted verbatim support from the article. Appraisals include both comments that compliment as well as criticize.

Critically appraise either the Delgadillo et al. (2018) article or Amos, R., Morris, L., Mansell, W., & Edge, D. (2018) article.

3. Reflection Paper: 20% Due: March 29, 2018

You are asked to write a 1000-word paper to share your reflection and viewpoints toward any one of the presentations by the guest speakers or knowledge content area covered in a particular class. Although you are encouraged to be reflective in writing the paper, the following format for the paper is required to be used: 1) introduction, 2) key messages of guest speakers/knowledge content area covered in class, 3) your perspectives and viewpoints (supported by rationales and reasons), 4) learning emerged.

Structure of this paper should include:

1. An introduction: Provide an interesting entry point for the readers, a clear and succinct overview of the reflective paper itself
2. Key messages clearly and accurately identified and explained
3. Own perspectives and views are clearly identified and explained with details with legitimate (preferably evidence based) rationales and supporting evidence/arguments
4. Identified own learning from the presentation and clearly discuss the implications of the learning to social policy and policy changes

Learning Objectives: Meets CLO 1, 2, 4, 5; SLO 1, 2, 3; PLO 1, 2, 3

3. Participation: Value: 20%

Each week students are expected to attend class and present an event from field placement, an event in a newspaper, or any other topic relevant to the course goals to discuss briefly (2-3 minute presentation followed by 2-3 minute discussion). Each student will bring a discussion question and discussion points once during the semester regarding the readings.

Students are expected to apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, you will be expected to develop a way to "make up" the absence or to contribute in an extra way.

Learning Objectives: All

Recommended Readings

In addition to required readings, a list of recommended readings selected by the instructor and students (in preparation for group presentations) may be posted on D2L.

Selected Resources

- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Los Angeles, CA: Sage.
- Duncan, B., Miller, S. D., Wampold, B., & Hubble, B. (Eds.). (2010). *The heart & soul of change: Delivering what works in therapy* (2nd ed.). Washington, DC: American Psychological Association.
- Field, A. P. (2013). *Discovering statistics using SPSS* (4th ed.). London, UK: Sage.

- Guillemin, M. (2004). Understanding illness: Using drawings as a research method. *Qualitative Health Research, 14*(2), 272-289.
- Holliday, A. (2002). *Doing and writing qualitative research*. Thousand Oaks, CA: Sage.
- Hubble, M. A., Duncan, B. L., & Miller, S. D. (Eds.). (1999). *The heart and soul of change: What works in therapy?* Washington, DC: American Psychological Association.
- Lambert, M. J. (2010). *Preventing treatment failure*. Washington, DC: American Psychological Association.
- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.
- Padgett, D. (Ed.). (2004). *The qualitative research experience*. Belmont, CA: Thomson-Brooks/Cole.
- Rossman, G., & Rallis, S. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Quantitative Research

- Rosenthal, J. A. (2001). *Statistics and data interpretation for the helping professions*. Belmont, CA: Wadsworth.
- Salkind, N. J. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage.
- Weinbach, R. W., & Grinnell, R. M., Jr. (2000). *Statistics for social workers* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Qualitative and Quantitative

- Cameron, P., & Este, D. (2008). Engaging students in social work research education. *Social Work Education, 27*(4), 390-406.
- Creswell, J., & Clark, V. (2006a). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Creswell, J., & Clark, V. (2006b). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Engel, R. J., & Scutt, R. K. (2005). *The practice of research in social work*. Thousand Oaks, CA: Sage.
- Thyer, B. (Ed.). (2009). *The handbook of social work research methods* (2nd ed.). Thousand Oaks, CA: Sage.

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. A student must achieve an A for each assignment to receive an A in the course.

The University of Calgary Graduate Grading System 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

Late Assignments, Extensions and Assignment Modifications

Any extension in the class written assignment must be discussed with the instructor prior to the due date. Leaving voice messages, written notes or e-mails informing the instructor that you will not be able to make the deadline do not constitute a formal agreement that an extension for handing in the assignment has been granted. Assignments that are not received directly by the instructor via email or drop box in D2L, or received and date stamped by the main office by 4:00 p.m. on the day the assignment is due will be considered late unless other arrangements are made in consultation with the instructor. Assignments handed in late without prior approval will be deducted a half letter grade for each block-day late (e.g., A- becomes a B+). Extensions will only be granted under exceptional circumstances, such as the death of an immediate family member or illness requiring treatment by a physician. Poor planning or lack of time management is not grounds for deadline extensions.

Special circumstances requiring modifications to assignment due date must be discussed and negotiated with the instructor well in advance of the due date. This holds for students formally requesting academic accommodation through Student Accessibility Services, as well as for students with other considerations.

If modifications are not negotiated in advance, assignment expectations will be commensurate with those of other student expectations.

The use of laptops in the classroom is supported for the purposes of taking notes and class presentations. Students will be asked to shut down or remove their laptops if they are found chatting on IM tools, web-surfing, using Facebook or other social networking sites

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.

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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency

Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:
<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

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>