



Winter 2019

Course Number: SOWK 693	Classroom: ONLINE
Course Name: Research as a Foundation for Leadership	
Day & Time: Online: with scheduled Zoom sessions	
Instructor: Dr. Jeannette Waegemakers Schiff	Office Hours: by appointment
Telephone: 403-220-2212	Email: schiff@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

This course will provide students with a working understanding for the study and nature of the theoretical and practical issues underlying the application of the research process to professional and leadership practice.

Course Description

This course provides students with an opportunity to explore research topics and approaches on program evaluation relevant to leadership and administration. It examines the role of research in leadership, how leaders can be both consumers and creators of research knowledge, and how research can be used for quality assurance and accountability, and to inform best practices and impact policy. Topics within the framework of evaluation include evidence-based practice, critical appraisal of literature, quantitative and qualitative research, ethics, and knowledge mobilization. This course has practical importance in preparing administrators and leaders to understand and implement practice-based methods of inquiry in ongoing program operations, to select appropriate interventions, services and programs; monitor their efficacy and effectiveness; and advocate for change to policy and practice. There is no prerequisite for this course.

Learning Objectives

Program Level Outcomes (PLO)

- 2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
- 2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.

- 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
- 3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

- 4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
- 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.

- 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

- 6.1) Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.
- 6.2) Critique, apply, and/or participate in elements of social work research.
- 6.3) 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.

Leadership Objectives (LO)

- 1. Leadership & Management:** Students will be equipped with knowledge, and skills to understand the role of being a supervisor for providing leadership and management excellence in a not-for-profit organization in social services sector. In addition, students will be able to apply these knowledge and skills to start and/or develop an organization within a changing environment.
- 2. Diversity and Organization Cultures:** Students will be equipped with knowledge and skills to understand and examine the diversity and cultures within an organization. In addition, students are able to apply the knowledge to facilitate developing an inclusive organization.
- 3. Advocacy and Social Justice:** Students will be equipped with knowledge and skills to examine the macro and external environment which affect the survival and development of an organization. Students are able to apply this knowledge to strengthen the organization and advocate for the clients and the communities from a social justice orientation.
- 4. Data-informed Decision-Making:** Students will be equipped with the knowledge and skills on how to make leadership and management decisions by using the literature and data.

Course Objectives (CO)

Upon successful completion of this course, students will have the knowledge and skills to:

1. describe the role of research in informing best practices, policy development and social change;
2. articulate the relationship between research and accountability to clients, agency/organization, funders and the profession;
3. understand accreditation and accountability to certifying organizations using research practices;
4. understand research processes and discuss different research designs suitable for addressing targeted issues;
5. understand the key components of a literature review and be able to search academic literature critically and appraise journal articles as sources of evidence to inform practice;
6. demonstrate beginning skills for conducting a needs assessment, environmental scan and program.

Relationship to Other Courses

This course is an integral part of the leadership program and will enable students to integrate research competencies with theory, practice, and policy content from other courses. Content covered in this course can be applied to the exit requirement and may be applicable to practicum placements.

Course Text(s)

Dudley, J. R. (2013). *Social work evaluation: Enhancing what we do*. New York, NY: Oxford University Press.

Class Schedule

Week	Module	Topics	Adobe Connect	Readings
Module 1 Jan 10 -16	Unit 1: The role of evaluation research in leadership practice CO: 1,2,5 LO: 1,3,4 PLO: 3,4,5,6	Evaluation research for accessing staff and program performance best practices, interventions, program activities, organization climate	Thursday Jan 10 6:30 - 7:30 PM MST	Dudley Ch. 1 , 2
Jan 17 – 23	Unit 2: Best practice, evidence-based practice and literature reviews Research ethics	How to conduct an evaluation lit review. Ethical guidelines, ethics applications, review boards, ethical dilemmas	Thursday Jan 17 6:30 - 7:30 PM MST	Dudley, ch. 3. Tri-Council Policy

	CO: 1,3 LO: 2,3,4 PLO: 2,4,5,6			
JAN. 28 Assignment 1 Tri-Council Certificate due				
Jan 24 – Feb 6	Unit 3: Evaluation research designs – qualitative & quantitative methodologies CO:4 LO: 1,4 PLO: 2,4,5,6	Models of program and practice evaluation	Thurs. Jan. 31 6:30 - 7:30 PM MST	Dudley, ch 4. https://theonnc.ca/wp-content/uploads/2016/01/Report_ONN-Evaluation-Literature-Review_2016-01-21.pdf
Feb 24 Assignment 2 literature review due				
Reading Week – Feb 17 -24				
Feb 7 - March 6	Unit 4 Focusing an evaluation CO: 4 LO: 1, 4 PLO: 2,4,5,6	Logic models	Thurs. Feb 14 6:30 - 7:30 PM MST	Dudley Ch. 6 https://www.researchgate.net/publication/237568681_The_Logic_Model_for_Program_Planning_and_Evaluation
March 7 - 20	Unit 5: Program Evaluation: CO: 4, 5 LO: 1,3, 4 PLO: 2,4,5,6	Evaluation designs implementation, process or outcomes Problem identification, level of data collection (individual, program)	Thurs. March 7 6:30 - 7:30 PM MST	Dudley Ch. 5,6,7
Mar. 21 – April 3	Unit 6: Choosing a measure: surveys, scales and interviews; basic statistical tests CO:4, 5, 6 LO: 1, 4 PLO: 2,4,5,6	Fundamentals of statistics; use and abuse of statistics Tests of significance Correlation and causality	Thurs. March 21 6:30 - 7:30 PM MST	Dudley Ch. 9,10

April 4 - 11	Unit 7: Knowledge mobilization, knowledge management & wrap-up CO:5, 6 LO: 2, 3,4 PLO: 2, 3,4,5,6	Current and future methodologies Project presentations & discussion	Tues. Apr. 4 6:30 - 7:30 PM MST	Dudley Ch. 11, 12
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April 14 Assignment 3 due

Assignments

There is no final exam. There are three assignments for this course. There is also a participation mark.

Assignment 1 : Please complete the Tri-Council TCPS 2 Tutorial Course on Research Ethics (CORE): <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. Submit your certificate of completion to the D2L drop box in fulfillment of Assignment 2. CO 3, 6; PLO 2,3,4; LO 2,4,5,
Due date: January 28; Value: 15%

For Assignments 2 & 3 students will be placed in teams of 2 and each team will submit a completed assignment.

Assignment 2. Literature review. Research problem identification and determining best practices. This assignment will require each student team to take a specific topic/research question related to program evaluation, conduct a literature review of the topic, and synthesize the findings to include at least the following:

- a) a gap in the literature which could be addressed by a proposed study, AND
- b) recommendations for practice in a specific context, OR
- c) recommendations for policy (agency, local or provincial level).

Submit your review as a 10-12 page paper (2500 – 2800 words, excluding references). Your submission will be assessed based on comprehensiveness of the literature search and discussion, depth of integration of content and ideas, level of critical analysis, professional presentation, and graduate level standard of writing.

Addresses CO 1,3; LO 2,3,4; PLO 2,4,5,
Due date: February 24, 2019 Value: 30%

Assignment 3. Program Evaluation Proposal

This assignment requires that you develop a program evaluation proposal that is based on the topic presented in the second assignment. It must be considered a research-based evaluation. The proposal should include the purpose of the inquiry: significance/implications of the evaluation for practice and/or policy. It must include your research design, including quantitative and qualitative components, what types of data will be included in your data collection and how you proposed to gather this information, which components will be research considerations, including ethical concerns, and finally what considerations you have for a dissemination/action plan.

You will submit your team's proposed project as a 12-14 page paper (2800- 3000 words, excluding references). All team members will receive the same grade.

Addresses CO 5, 6; LO 2, 3,4; PLO 2, 3,4,5,
Due date: April 14, 2018 Total Value: 40%%

Participation: Based on contributions during Zoom sessions (link to be provided) and quality of discussion postings.

This class requires ongoing and active participation in Zoom sessions and on the D2L discussion board. Student will need a computer with camera, microphone and speakers to participate in Zoom sessions. Please plan to have these in place and configured for adequate reception prior to the first class. A participation grade will be based on the quality (i.e., illustrative of critical reflection and integration) and quantity of your contributions.

Addresses course objectives 1,5, LO 2,4, PLO 2,4,
Value: 15%

Recommended Readings

Relevant readings will be posted on the D2L site.

Grading

A student's final grade for the course is the sum of the separate assignments and the participation grade. It is not necessary to pass each assignment separately in order to pass 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

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 strongly encouraged to discuss the process and content of the course at any time with the instructor.

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/p8lgb1nucdh/>

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

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>