UNIVERSITY OF CALGARY

Winter 2020

Course Number:	SOWK 659 S02	**Classroom:**	TI Studio D
Course Name:	Evidence and Clinical Practice		
Schedule:	Block Week	Monday to Friday 9:00 am – 3:50 pm	January 6-10, 2020
Instructor:	Monica Sesma, PhD, RSW	**Office Hours/ Location:**	By appointment
E-mail:	msesmava@ucalgary.ca	**Phone:**	403.918.6509

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.)

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Be able to identify issues and tensions specific to the designing andconducting of social work research.
    a. Stakeholders and audiences to research and its results.
    b. Pragmatic elements of conducting and disseminating research.
    c. How research in social work resembles/is unique to research in other fields.

2. Be able to differentiate between various philosophical worldviews, a variety of research methodologies, and methods associated with quantitative, qualitative, and mixed methods approaches in social work research.
    a. Understand and appreciate different theoreticalor philosophical bases to research and how they inform specific ways of doing research.

b. Understand and appreciate Indigenous approaches to research, action methodologies, and arts-based research.
c. Value different ways of doing research according to their purpose and their relevant stakeholders or audiences.

3. Be able to carefully appraise published research.
   a. Understand the use of the rubric provided in class to appraise researcharticles.
   b. Demonstrate a proficient use of this rubric in appraising two research articles.
   c. Appreciate specific positive aspects of articles while also noticing troublesome or problematic aspects.

4. Be able to examine and critically think on cultural and economic diversity issues in research practices, and the social structures and systems that impact experiences of diverse and marginalized communities. In addition, students will develop relational and collaborative research skills and necessary tools to facilitate accessible, inclusive and social justice oriented social work practice with these communities.

5. Practice (a) deep and generous listening through personal reflection and in conversations with classmates and the instructor, and (b) responding in thoughtful ways that increase understanding and potential for change [each teacher determines content].

LEARNING RESOURCES

The following readings do **not** have to be purchased:

St. George, S., Wulff, D., & Tomm, K. (2015). Research as daily practice. *Journal of Systemic Therapies, 34*(2), 3-14.

Wulff, D., & St. George, S. (2014). Research as daily practice. In G. Simon & A. Chard (Eds.), *Systemic inquiry: Innovations in reflexive practice research* (pp. 292-308). London, UK: Everything is Connected Press. (posted on D2L)

University of Calgary. (2018). *ii' taa'poh'to'p – Together in a good way: A journey of transformation and renewal.* Calgary, AB: Author.

RECOMMENDED BOOKS

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Los Angeles, CA: Sage.

Hardwick, L., Smith, R., & Worsley, A. (Eds.). (2016). *Innovations in social work research: Using methods creatively.* London, UK: Jessica Kingsley.

RELATIONSHIP TO OTHER COURSES

This is one of the required courses of the MSW clinical specialization.

CLASS SCHEDULE		
Date	**Topic—Focus and Practice**	**Preparations/Readings/ Assignments Due**
Monday, January 6	**Focus**: Getting acquainted Review course outline Article Appraisal Rubric Introduction to the class topic **Activity**: Class discussion **Focus**: Evidence Based vs Practice Based Evidence (what do we know?) **Activity**: Debate LUNCH BREAK **Focus**: "Research As Daily Practice" **Activity**: Small groups & dialogues Clinical interview **Focus**: Research Design and Methodological Thinking Outcome research **Activity:** Qualitative research design, data collection and data analysis Research questions Outcome assessments	1. Look for the differences and similarities between *Evidence Based vs Practice Based Evidence* at the resources of your choice. Come prepared for class discussion. 2. St. George & Wulff article or book chapter 3. Look at Creswell, Chapters 1-4 on research design or any research methodology resources/books of your choice. The focus will be on examining the components and strategies of qualitative, quantitative, and mix methods designs.
Tuesday, January 7	**Focus**: (Cont.) Research Design and Methodological Thinking: Action Research Participatory Research Relational Research Digital Storytelling	1. Read any sources of your choice. Come prepared to contribute to class discussion. Bring at least one example of each methodology on a clinical or mental health topic/area. Suggested reading: Hardwick, L., Smith, R., & Worsley, A. (Eds.). (2016). *Innovations in social work research: Using methods*

	Activity: Exercises, research questions, hypothesis, research design, data collection, data analysis LUNCH BREAK **Focus**: Qualitative and Quantitative research, evidence-based clinical interventions and your preferred therapeutic approach **Activity:** Class discussion Students will share their quantitative studies on their preferred therapeutic methodology	*creatively.* London, UK: Jessica Kingsley. 2. This class will focus on research questions and selection of the most appropriate research design. Look for resources on research questions, hypothesis and variety of research methodologies. Come prepared to design your own practice-based research. Suggested readings: *Creswell*, Chapters 5-7 *Hardwick et al*., Section 2 3. Bring to class one qualitative and quantitative study focused on your preferred therapeutic approach. Your article must claim evidence-based practice. Come prepared to share and discuss. Suggested complementary reading: *Creswell,* Chapter 8
Wednesday, January 8	**Focus**: Practice-led and Practice-based Research. Part 1 **Activity**: Class research exercises LUNCH BREAK **Focus**: Practice-led and Practice-based Research. Part 2 **Activity**: Class research exercises	1. Bring to class one research study focused on practice-led and/or practice-based. 2. Come prepared to be in small group dialogues to share and discuss the therapeutic approach, methodologies used, and main findings. 3. Choose one therapeutic skill to practice in class.
Thursday, January 9	Group Facilitations Groups: 1 and 2 LUNCH BREAK	No readings. Come prepared with your team to facilitate your presentation and activities.

	Group Facilitations Groups 3 and 4	
Friday, January 10	Group Facilitations Groups: 5 and 6 LUNCH BREAK Indigenous Research *Guest: TBD* Practice-Based Research vs Practice-Led Research Closing activities	Read: *ii' taa'poh'to'p UofC booklet:* University of Calgary. (2018). *ii' taa'poh'to'p – Together in a good way: A journey of transformation and renewal.* Calgary, AB: Author. Look for the differences and similarities between *Practice Based Research and Practice-Led Research* for the resources of your choice. Come prepared for class discussion. Suggested complementary reading: *Hardwick et al.,* Section 3 and 4

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

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

Note: All assignments should be submitted via D2L - Dropbox

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome*
Essay	Write a brief essay that describes how you see the relationship between research and clinical practice, both what it is and what it	Wednesday January 8, 2020 by 11:59pm	20%	*Program Learning Outcomes: 1, 2, 5, 6*

	could be (2-3 pages in length, using 12-point font and one-inch margins). Use references as you see fit. Use APA citation formatting.			
Class Facilitation (in groups) 6 groups Suggested models: CBT DBT Systemic Solution Focus Narrative Multicultural Indigenous approach	**Length**: Maximum 80 minutes facilitation (includes presentation, exercises or activities, class involvement and class discussion) **Framework for the Facilitations:** This is a class facilitation with a 20-30 min max 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 the same day 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/clinical approach or therapeutic model, 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	Groups will be assigned on the first day of class. Facilitations will take place on Thursday and Friday.	40%	*Program Learning Outcomes: all 9*

	class, race, gender, sexual orientation, age and ability. The emphasis should be on the characteristics of this model in relationship to the research available on it, evidence or practice-based studies, why this model or approach is relevant, how could the outcome be evaluated, etc. 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. Groups will be determined the first day of class and you will have only two days to prepare the facilitation. This is not about your expertise on this approach, it is about sharing research information on the approach.			
Class Participation	Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work in class	Everyday submit **one** photo via D2L as an evidence of	20%	*Program Learning Outcomes: 1, 2, 3, 4, 5, 6*

	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, to clarify the assignments, and/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 participation. For example, a photo of the white board, your notes, you in the classroom, etc.		
Qualitative **OR** Quantitative Article Appraisal	**1. Quantitative Article** Using the journal appraisal rubric provided, critically appraise the article suggested by the instructor. Alternatively, choose one quantitative article that focuses on the therapeutic approach of your preference. Please use the appraisal rubric as the foundation for your critique. All aspects of the rubric need to be covered.	TBD	20%	*Program Learning Outcomes: 6*

	2. Qualitative Article Using the journal appraisal rubric provided, critically appraise the article suggested by the instructor. Alternatively, choose one qualitative article that focuses on the therapeutic approach of your preference. Please use the appraisal rubric as the foundation for your critique. All aspects of the rubric need to be covered.			

PARTICIPATION EXPECTATIONS

Due to the very interactive focus of this course, your attendance and active participation in class will be a key ingredient in your learning. Critical discourse, student reflections, guest lectures and experiential learning (e.g., role plays) will all contribute to the learning structure to acquire knowledge and skills for working ethically and effectively in group work.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L in Word format. 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

We ask that you handle this professionally and speak with your instructor.

EXPECTATIONS FOR WRITING

Grading will be based on the depth of analysis and reflections and the level of clinical understanding demonstrated. The paper should be 12 font, double spaced and use APA formatting. Marks will be deducted if any of the areas listed for the assignment are not clearly identified and addressed in your paper. Sources used in research papers must be properly documented and referenced in APA 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 in order to pass the course. The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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 welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Brinkman, S. (2012). *Qualitative inquiry in everyday life: Working with everyday life materials*. Los Angeles, CA: Sage.

Brown, L., & Strega, S. (Eds.). (2005). *Research as resistance: Critical, indigenous and anti-oppressive approaches*. Toronto, ON: Canadian Scholars' Press.

Chilisa, B. (2012). *Indigenous research methods*. Los Angeles, CA: Sage.

Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.

Clarke, A. E., Friese, C., & Washburn, R. (Eds.). (2015). Situational analysis in practice: Mapping research with grounded theory. Walnut Creek, CA: Left Coast Press.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process.* London, UK: Sage.

Denzin, N. K., & Giardina, M. D. (Eds.). (2008). *Qualitative inquiry and the politics of evidence*. Walnut Creek, CA: Left Coast Press.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). Los Angeles, CA: Sage.

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies.* Los Angeles, CA: Sage.

Flyvbjerg, B. (2004). *Making social science matter: Why social inquiry fails and how it can succeed again*. Cambridge, UK: Cambridge University Press.

Frank, A. W. (2010). *Letting stories breathe: A socio-narratology.* Chicago, IL: The University of Chicago Press.

Harrison, B. (2001). *Collaborative programs in Indigenous communities: From fieldwork to practice*. Walnut Creek, CA: Altamira Press.

Hesse-Biber, S. N. (2010). *Mixed methods research: Merging theory with practice*. New York, NY: The Guilford Press.

Holstein, J. A., & Gubrium, J. F. (Eds.). (2008). *Handbook of constructionist research*. New York, NY: The Guilford Press.

Jason, L. A., Keys, C. B., Suarez-Balcazar, Y., Taylor, R. R., & Davis, M. I. (Eds.). (2004). *Participatory community research: Theories and methods in action*. Washington, DC: American Psychological Association.

Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto, ON: University of Toronto.

Kuntz, A. M. (2015). *The responsible methodologist: Inquiry, truth-telling, and social justice*. Walnut Creek, CA: Left Coast Press.

Lather, P., & Smithies, C. (1997). *Troubling the angels: Women living with HIV/AIDS*. Boulder, CO: Westview Press.

MacDonald, C. (2012). Understanding participatory action research: A qualitative research methodology option. *Canadian Journal of Action Research, 13*(2), 34-50. Retrieved from http://cjar.nipissingu.ca/index.php/cjar/article/view/37/33

Mazzei, L. A. (2007). *Inhabiting silence in qualitative research: Putting poststructural theory to work*. New York, NY: Peter Lang.

McNamee, S., & Hosking, D. M. (2012). *Research and social change: A relational constructionist approach*. New York, NY: Routledge.

McTaggart, R. M. (Ed.). (1997). *Participatory action research: International contexts and consequences*. Albany, NY: State University of New York.

Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. *Journal of Mixed Methods Research, 1,* 212-225. doi:10.1177/1558689807302881

Mertens, D. M., Cram, F., & Chilisa, B. (Eds.). (2013). *Indigenous pathways into social research: Voices of a new generation*. Walnut Creek, CA: Left Coast Press.

Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry in practice*. London, UK: Sage.

Scheurich, J. J. (1997). *Research method in the postmodern* (Qualitative Studies Series 3). London, UK: Routledge/Falmer.

Smith, L. T. (2002). *Decolonizing methodologies: Research and Indigenous peoples*. London, UK: Zed Books.

Steinhauer, E. (2002). Thoughts on an Indigenous research methodology. *Canadian Journal of Native Education, 2,* 69-81.

Tamasese, K., Peteru, C., Waldegrave, C., & Bush, A. (2005). Ole Taeao Afua, the new morning: A qualitative investigation into Samoan perspectives on mental health and culturally appropriate services. *Australian and New Zealand Journal of Psychiatry, 39,* 300-309. (available through the Taylor Digital Library)

van de Sande, A., & Schwartz, K. (2011). *Research for social justice: A community-based approach*. Halifax, NS: Fernwood.

Weber-Pillwax, C. (2004). Indigenous researchers and indigenous research methods: Cultural influences or cultural determinants of research methods. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health, 2*(1), 77-90. Retrieved from http://www.pimatisiwin.com/uploads/1470824524.pdf

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

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 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 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). Both can be found online at: https://acsw.ab.ca/site/practice-resources?nav=sidebar

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . 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. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

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 (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) 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 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

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines 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**