

APPLIED ARTS DIVISION
School of Health, Education & Human Services
Fall, 2017

University
of Regina



COURSE OUTLINE

SW451

SOCIAL WORK RESEARCH

**45 HOURS
3 CREDITS**

PREPARED BY: Jordan Aslett

DATE: June, 2017

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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SW451: Social Work Research

INSTRUCTOR: Jordan Aslett, MSW

OFFICE HOURS: Tuesdays 12pm-1pm

OFFICE LOCATION: A2208

CLASSROOM: A2605

E-MAIL: jaslett@yukoncollege.yk.ca

TIME: Tuesdays - 9am - 12pm

TELEPHONE: N/A

DATES: Sept 12th - Dec 5th

COURSE DESCRIPTION

This course focuses on the contributions of research to effective social work practice and policy. Emphasis is placed on understanding and critically assessing social work research, and on how to employ a variety of quantitative, qualitative, and community-based research methodologies to advance social work knowledge and practice.

PREREQUISITES

Admission to BSW program

RELATED COURSE REQUIREMENTS

None

EQUIVALENCY OR TRANSFERABILITY

For information on transferability and equivalency please contact the Bachelor of Social Work Office

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- 1) Demonstrate basic knowledge and critical understanding of the research process, including the interrelationships between research, theory, and practice

- 2) Identify various research methods, both quantitative and qualitative, and discuss their strengths and limitations
- 3) Apply basic skills in a range of research methods applicable to social work or social welfare settings, with particular emphasis on diverse populations relevant to the territory [e.g. First Nations, rural populations, newcomers, children, youth, women, seniors, unemployed, those with health issues or disabilities, etc.]
- 4) Explain the process of ethical review in the local context [eg. First Nations ethics processes and Northern research ethics] as well as the relevance of the CASW Code of Ethics to human service research
- 5) Evaluate the quality and applicability of research reports and studies
- 6) Describe emerging trends in social work research, particularly with regards to anti-oppressive research, indigenous knowledge(s), Northern research, Queer and disability perspectives, anti-racist approaches and the influence of feminism.
- 7) Compare scientific and alternative research approaches and describe how they inform individual, organizational and community based social work practice

COURSE FORMAT:

ASSESSMENTS

Detailed explanations of course assignments and instructions for completion will be provided on the 1st day of classes.

Attendance & Participation

Participation Self-Evaluation - December 5th - Completed in Class (10%)

A portion of each class will be devoted to group participation and discussion. Students are expected to be actively involved in the class by raising questions and joining in the discussion. A Participation Self-Evaluation will be required of each student.

Minor Assignment - Group Reading

Group Reading Assignment - Various Dates (10%)

In pairs or alone students will choose one assigned (non-textbook) reading to discuss in class. In the first class the instructor will demonstrate how such a discussion might be structured by covering the first assigned student directed reading. A full description of this assignment will be provided in the first class.

Major Assignment - Qualitative Research Proposal

For the major assignment students will be expected to complete a Qualitative Research Proposal. This proposal is worth 40% of the final grade and is to be completed in 3 stages. The first stage is a short outline of a Research Question that can be approached using Qualitative Research methods. The second stage is a review of the academic literature relevant to the research question. The third stage is a final proposal that includes an updated literature review, the methodology chosen to approach the research question, an overview of the data analysis method and the ethical and cultural considerations/implications of the research. This Assignment can be completed in pairs or alone, each partner will receive the same mark. A full description of the assignment will be provided in week 1. On select weeks 1 hour long 'seminars' will be devoted to a discussion of students' progress.

Research Assignment - Research Question - September 26th - Handed in In-Class (5%)

Through class discussion and meetings with the instructor students will develop a research question that addresses the research topic they wish to address (1-2 pages)

Research Assignment - Literature Review - October 17th (10%)

Develop a review of the literature relevant to the research question (10 Pages)

Research Assignment - Final Proposal - November 28th - Handed in In-Class (25%)

Using the research question and literature review as a foundation, develop a research proposal (20 Pages)

Exams

Midterm Exam - Week 7 - (20%)

Will cover weeks 1 through 6 (Research Theory, Design & Ethics, and Quantitative Data Collection)

Final Exam - TBA (20%)

Will cover weeks 8 through 12 (Quantitative Analysis, Qualitative Data Collection, and Qualitative Analysis)

EVALUATION

Assignments	50%
Quizzes	0%
Midterm Exam	20%
Participation	10%
Final Exam	20%
Total	100%

Assignments, Exams and Quizzes will be graded using the criteria set out by the University of Regina. See below for the description of how your assignments will be graded.

90-99 An outstanding performance with very strong evidence of:

- *An insightful and comprehensive grasp of the subject matter;*
- *A clear ability to make sound and original critical evaluation of the material given;*
- *Outstanding capacity for original creative and/or logical thought;*
- *An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

80-89 Very good performance with strong evidence of:

- *A comprehensive grasp of the subject matter;*
- *An ability to make sound critical evaluation of the material given;*
- *A good capacity for original, creative, and/or logical thinking;*
- *A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

70-79 Above average performance with evidence of:

- *A substantial knowledge of the subject matter;*
- *A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;*
- *Some capacity for original, creative, and/or logical thinking;*
- *An above-average ability to organize, to analyse and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.*

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- *An acceptable basic grasp of the subject material;*
- *A fair understanding of the relevant issues;*
- *A general familiarity with the relevant literature and techniques;*
- *An ability to develop solutions to moderately difficult problems related to the subject material;*
- *A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.*

50-59 A barely acceptable performance with evidence of:

- *Familiarity with the subject material;*
- *Some evidence that analytical skills have been developed;*
- *Some understanding of relevant issues;*
- *Some familiarity with the relevant literature and techniques;*
- *Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;*
- *Basic competence in writing.*

0-49

- *An unacceptable performance.*

REQUIRED TEXTBOOKS AND MATERIALS

*****PRIMARY REQUIRED TEXT*****

Neuman, L.W., & Robson, K. (2018). *Basics of social research: Qualitative and quantitative approaches* (4th Canadian ed.). Toronto, ON: Pearson Canada.
(Available in the book store)

*****OTHER REQUIRED READINGS*** AVAILABLE ON MOODLE**

Baskin, C. (2011). Strong helpers' teachings: The value of Indigenous Knowledges in the helping professions. Toronto, ON: Canadian Scholars Press. Chapter 12 pp. 221-244 Moodle

The First Nations Information Governance Centre (2014). Ownership, Control, Access and Possession (OCAP™): The path to First Nations information governance. Ottawa, Canada: The First Nations Information Governance Centre.
http://fnigc.ca/sites/default/files/docs/ocap_path_to_fn_information_governance_en_final.pdf (pp 1-9) Available On-Line

Smith, L. (2012). Decolonizing methodologies: Research through Indigenous eyes (2nd ed.). New York, NY: Zed Books. (Chapter 2 44-59). Moodle

Moosa-Mitha, M. (2005). Situating anti-oppressive theories within critical and difference centred perspectives. In L. Brown and S. Strega (Eds.) *Research as Resistance: Critical, Indigenous & Anti-Oppressive approaches*, 37-73. Moodle

Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among the five approaches* (3rd Ed.). Thousand Oaks, CA: Sage Publications. Chapter 2 - pp. 15- 40 Moodle

van de Sande, A., & Byvelds, C. (2015). *Statistics for social justice: A structural perspective*. Winnipeg, MB: Fernwood Publishing (Chapters 1 & 2, pp. 1-24). Moodle

Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations and contexts*. Toronto, ON: University of Toronto Press. Chapter 5: Story as Methodology - pp. 94-108 Moodle

Torre, M.E., Stoudt, E.M., & Fine, M. (2017). Critical participatory action research on state violence: Bearing wit(h)ness across fault lines of power, privilege and dispossession. In N. Denzin & Y. Lincoln (Eds.) *The Sage Handbook of Qualitative Research* (5th ed.) (492-515). Thousand Oaks, CA: SAGE. Moodle

McLaughlin, H. (2012). *Understanding social work research*. Thousand Oaks, CA: SAGE Publications. Chapter 7: Getting Research into Practice, pp. 112-134. Moodle

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

WRITING COMPETENCE/LATE ASSIGNMENTS/STYLE

Writing Competence: Competency in written work is a basic requirement for all students at a college or university level. Wherever possible, instructors are expected to obtain evidence of students' writing skills, and to require that students meet a reasonable standard of competence in their written work before they can be given a passing grade. Students who require additional academic assistance and/or wish to improve their writing skills may find it useful to contact the Writing Centre. Free 30-minute one-on-one coaching sessions are available in the YC Library. Appointments are arranged online dl1.yukoncollege.yk.ca/writingcentre.

Late Assignments: Five (5) % of the assignment's value will be deducted for every day it is late, up to a maximum of five days, after which the assignment will not be accepted

Style: Assignments must be typed and written using appropriate language. Carefully proof your work. Errors in spelling, grammar, and punctuation will affect your mark.

American Psychological Association 6th Edition (APA): You must use APA 6th Edition format when submitting your work. For general information on APA please visit Purdue Owl <https://owl.english.purdue.edu/owl/section/2/10/>.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations. It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

REQUIREMENTS FOR # OF PAGES AND # OF REFERENCES

The requirements outlined for the length and number of references that accompany each assignment are non-negotiable. The purpose of including these requirements is to ensure that students complete the assignment objectives in an academically rigorous manner.

The submission of an assignment that is less than the number of required pages will result in a grade of [F] on the assignment. The number of pages required does not include Cover Page, Appendixes and Reference List. These are not considered part of the page count for academic papers.

The submission of an assignment that does not include the minimum number of peer-reviewed sources will result in a grade of [F] on the assignment.

Peer-reviewed sources are books and journal articles that have undergone the peer-review process. Government publications, reports from NGO's/Think Tanks, and Newspaper articles while relevant and important for the completion of assignments - do not count as peer-reviewed sources.

For help determining whether or not a source is peer-reviewed please see the following website <https://library.mcmaster.ca/faq/how-can-i-tell-if-a-journal-peer-reviewed>. If students feel that they will not be able to complete the assignment with the required number of pages or references, they are required to discuss this with the instructor no more than 2 weeks before the assignment due date.