

University
of Regina



COURSE OUTLINE

SW451

SOCIAL WORK RESEARCH

45 HOURS

3 CREDITS

PREPARED BY: Jordan Aslett

DATE: June, 2019

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: 867-456-8535

DATES: Sep 10th -

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.

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ASSIGNMENTS (85%)

1. Community Service-Learning Project

- a. Annotated Bibliography (October 8 - Individual Submission - Group Work) - 20%
- b. Literature Review (October 21 - Individual Submission - Group Work) - 20%
- c. Research Proposal (November 27 - Group Submission - Group Work) - 20%

2. Symposium

- a. Participation (December 6) - 10%
- b. Assessment (Take Home Exam) - 15%

QUIZZES (15% Total)

Quiz 1 - 5% - October 29

Textbook - Part 1 - Research Design

Quiz 2 - 5% - November 20

Textbook - Part 2 - Quantitative Research

Quiz 3 - 5% - Week of December 3 (on Moodle)

Textbook - Part 3 - Qualitative Research

EVALUATION

Assignments	40%
Group Work	20%
Quizzes	30%
Midterm Exam	0%
Participation	10%
Final Exam (Take Home)	15%
Total	100%

Community Service Learning Project - Overview

Overview/Learning Objectives

This course utilizes a 'community service learning' approach to assignments. Community service learning is a model teaching and learning that prioritizes a) the practical application of knowledge b) students as citizens and c) the value of student work for their broader community. In a community service learning model most of students assignments are designed to provide a benefit to an organization in their community.

This year students in SW451 are tasked with creating a research proposal for a community service organization. This research proposal should provide a pathway for the organization to answer a pressing question that they have about how they provide service (an example of a research question might be "how do citizens of Vuntut Gwitchin First Nation perceive are the social and cultural impacts of recent changes to federal policies around medical travel?").

While students will be in groups for this project and will conduct their work in groups, only the final assignment will contain a group mark.

Timeline

Week of September 16th/23rd - Students will meet with community partners to discuss an initial research topic. And determine the area of interest for the Annotated Bibliography

- October 8th - Annotated Bibliography due
- October 21st - Literature Review Due
- October 28th - Students will meet with community partners to discuss the research topic and choose a research question
- November 19th - First Draft of Research Proposal Due
- November 27th - Research Proposal Due/Run Through of Research Presentation
- December 2nd - Presentations of Research Proposal

Assignments

1. Annotated Bibliography (October 8 - Individual Submission - Group Work) - 20%

After having met with their community service learning partner, students will create an 'annotated bibliography' of literature related to their topic. Students can work on this as a group but will submit individual assignments.

2. Literature Review (October 21) - Individual Submission - Group Work) - 20%

Students will turn their 'annotated bibliography' into a formal literature review (as described in the text).

3. Research Proposal (November 27 - Group Submission - Group Work) - 20%

After having met once again with their community service learning partner to discuss the results of the literature review and refine the research question, students will create a proposal for how the community partner might go about answering the research question.

Community Service Learning Partners

Yukon Child and Youth Advocates Office
Yukon Women's Directorate
Yukon Anti-Poverty Coalition

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 TEXTS

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)

Parada, H. & Whebi, S. (2018). *Reimagining Anti-Oppressive Social Work Research*. Toronto, ON: Canadian Scholars Press (Available in book store)

OTHER REQUIRED READINGS*** AVAILABLE ON MOODLE

Charlie, L. (2016). Artist's statement: Indigenous collage. *Decolonization: Indigeneity, Education & Society* 5(1), pp. i-v.

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

Gaudry, A. (2015). Researching the resurgence: Insurgent research and community-engaged methodologies in 21st-century academic inquiry. In S. Strega & L. Brown (Eds.), *Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches* (2nd Ed., pp. 244 - 265). Toronto, ON: Canadian Scholars Press/Women's Press.

Kostera, M. (2006). The narrative collage as research method. *Storytelling, Self, Society*, 2(2), pp. 5 -27.

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

*****OTHER RECOMMENDED 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

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.

COURSE TOPICS AND ASSIGNED READINGS

<p style="text-align: center;"><u>Week 1 - September 10</u> Introduction Community Service Learning</p>

In this class students will have the opportunity to discuss their existing technical and theoretical understandings about social research as well as become oriented to the course objectives and assignments.

Required Reading

Neuman & Robson: Chapter 1

Parada & Whebi: Chapter 10

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)

<p style="text-align: center;"><u>Week 2 - September 17</u> Theory and Ethics in Social Research</p>

Social research practices and ethics are heavily informed by theories about 'how we know what we know' and 'how we decide what we want to know'. In this class students will survey the major theories that inform Quantitative and Qualitative research. Students will also review the ethical considerations of conducting research both with individuals and within communities. Particular attention will be paid to current and historical Indigenous perspectives on social research and the impact of social research on Indigenous communities as well as considerations for research in the North and in rural communities.

Required Reading

Neuman & Robson: Chapter 2

Neuman & Robson: Chapter 3

Parada & Wehbi: Preface

Week 3 - September 24
Conducting a Literature Review
CONFIRMED GUEST SPEAKER: Adam Gaudry, University of Alberta (Indigenous Governance)

Literature reviews are the foundation on which nearly all research studies are built. A review of existing knowledge (scholarly as well as non-academic) on a research topic enables researchers to decide what is to be studied, as well as potential ethical and theoretical considerations. In this class students will review and discuss the process of conducting a literature review as well as the relationship between a literature review and a research question.

Required Reading

Neuman & Robson: Chapter 4

Gaudry, A. (2015). Researching the resurgence: Insurgent research and community-engaged methodologies in 21st-century academic inquiry. In S. Strega & L. Brown (Eds.), *Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches* (2nd Ed., pp. 244 - 265). Toronto, ON: Canadian Scholars Press/Women's Press.

Week 4 - October 1
Designing a Study

In this class students will review the primary components of qualitative and quantitative research design and their major differences. This includes a review of pre-planned vs. emergent research questions, the three types of variables (independent, dependent and intervening), the characteristics of a hypothesis, and the 5 types of explanation errors.

Required Reading

Neuman & Robson: Chapter 5

Parada & Whebi: Chapter 2

Week 5 - October 8
Measurement & Sampling
Annotated Bibliography Due

In this class students will review the various methods through which a social researcher defines, operationalizes and measures the variables involved in their study. This includes a description of the process by which a researcher moves from

developing an abstract concept into a concrete measure as well as a discussion of reliability and validity. Concepts and methods involved in the process of sampling will also be discussed.

Required Reading

Neuman & Robson: Chapter 6

Neuman & Robson: Chapter 7

Week 6 - October 15

Community Based and Participatory Action Research

Annotated Bibliography Due

***CONFIRMED GUEST SPEAKER: Sobia Shaikh, Memorial University of Newfoundland (Social Work)**

Community Based and Participatory Action research are both approaches to research practice, and methods of research in themselves. The two terms encapsulate a diverse group of attempts to build community into research processes, on a spectrum of participation that ranges from having community members act as participant-researchers to having community action as the sole goal of research projects. This class looks at the ethics, values and theories behind community based and participatory action research as well as some tangible examples of these approaches in practice. Dr. Sobia Shaikh will be joining us to discuss her use of community-based research principles while working with anti-racist community service agencies.

Required Reading

Parada & Whebi: Chapter 4

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

Week 7 - October 22

Arts-Based Research Methods

CONFIRMED GUEST SPEAKER: Lianne Charlie, Yukon College (Indigenous Governance)

Arts-based and visual research methods are increasingly challenging dominant western paradigms about how information is gathered, interpreted and disseminated to the public. In this class we will learn about some of the theories behind arts-based methodology by examining the approaches of Indigenous Collage and Photo-Voice. Indigenous Governance Instructor Lianne Charlie will also discuss her use of collage as a research methodology.

Required Reading

Parada & Whebi: Chapter 3

Charlie, L. (2016). Artist's statement: Indigenous collage. *Decolonization: Indigeneity, Education & Society* 5(1), pp. i-v.

Kostera, M. (2006). The narrative collage as research method. *Storytelling, Self, Society*, 2(2), pp. 5 -27.

<p style="text-align: center;"><u>Week 8 - October 29</u></p>

<p style="text-align: center;">Surveys</p>
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<p style="text-align: center;">Quiz 1</p>

Surveys and experiments are the two primary components of quantitative research. In Week 7 and Week 8 students will identify the major characteristics of each. This will include a discussion of the advantages and disadvantages of survey research, the difference between open and closed ended questions, basic questionnaire design and the impact of bias. A major topic of discussion will be the ethical and epistemological implications of using experimentation in social research.

Required Reading

Neuman & Robson: Chapter 8

Parada & Whebi: Chapter 6

<p style="text-align: center;"><u>Week 9 - November 5</u></p>

<p style="text-align: center;">Experiments</p>
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Surveys and experiments are the two primary components of quantitative research. In this class students will identify the major characteristics of each. This will include a discussion of the advantages and disadvantages of survey research, the difference between open and closed ended questions, basic questionnaire design and the impact of bias. A major topic of discussion will be the ethical and epistemological implications of using experimentation in social research.

Required Reading

Neuman & Robson: Chapter 9

Parada & Whebi: Chapter 5

<p style="text-align: center;"><u>Week 10 - November 13</u></p>

<p style="text-align: center;"><i>Quantitative Analysis</i></p>

<p style="text-align: center;">POSSIBLE GUEST SPEAKER: Jake Pyne, McMaster University (Social Work)</p>
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This class will serve as an introduction to the handling and reporting of Quantitative data. This includes an overview of coding data, one, two and three variables, the concept of linear regression, inferential statistics and Type I and Type II errors.

Special attention will be paid to the historical impact of Quantitative methods and data analysis on marginalized and oppressed groups & communities as well as new perspectives on the value of quantitative data to the pursuit of social justice.

Required Reading

Neuman & Robson: Chapter 11

Parada & Wehbi: Chapter 1

<p><i>Week 11 - November 20</i> Qualitative Interviewing & Field Research Quiz 2</p>

Interviews are the primary method of data collection for qualitative researchers because they tend to gather highly detailed & rich descriptions of peoples experiences, life-histories and understanding of social life. In this class students will review how to determine if interviewing is appropriate for a research study, some of the procedures for conducting a qualitative interview, the different methods of developing interview questions and the difference between an interview and a focus group. Special attention will be paid to Indigenous knowledge(s) and indigenous understandings of interviewing as well as traditional interview practices (including storytelling).

In addition to interviews, qualitative researchers often use field research to gather data (particularly in ethnographic studies and case studies), as well as 'non-reactive' or 'secondary' methods (such as historical research, content analysis and discourse analysis). In the second half of this class students will review elements of each of these types of data collection including the steps taken to conduct these types of research and their potential ethical implications.

Required Reading

Neuman & Robson: Chapter 12

Neuman & Robson: Chapter 13

Parada & Whebi: Chapter 8

<p><i>Week 12 - November 27</i> Qualitative Analysis</p>

This class will serve as an introduction to the handling of qualitative research data. This will include a comparison of the 4 traditional strategies for analyzing data, the use of coding and its role in concept formation and the challenges to qualitative analysis presented by groups traditionally excluded from western academic research,

particularly through the development of participatory action research (PAR).

Required Reading

Neuman & Robson: Chapter 15

Parada & Whebi: Chapter 7

Week 13 - December 6 (FRIDAY CLASS)

Knowledge Sharing Circle

Quiz 3 (On Moodle)

Students from Social Work, the Yukon Native Teacher Education Program, and the Indigenous Governance program will take part in a knowledge sharing circle alongside community members at the Nakwat'a Ku Potlach House (tentative). Students will choose to be part of one of six panel discussions on a topic of their interest (list of topics to be provided in October), and relate that topic to their learnings in the course.