



COURSE OUTLINE

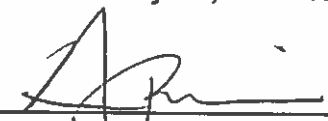
SW 451

SOCIAL WORK RESEARCH

45 HOURS

3 CREDITS

PREPARED BY: _____ DATED: _____
Dana Jennejohn, Instructor

APPROVED BY:  _____ DATED: Dec. 23, 2014
Dr. Andrew Richardson, Dean

YUKON COLLEGE

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Course Outline prepared by Dana Jennejohn, November 2013.

Yukon College

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School of Health Education and Human Service
Social Work Research
Credit Course
Winter 2015

SOCIAL WORK RESEARCH

INSTRUCTOR:	Dana Jennejohn & Susan Preston	
OFFICE HOURS:	By appointment	(Susan available Mon & Tues only)
OFFICE LOCATION:	A2011 (Dana)	Yukon Research Centre (Susan)
TELEPHONE:	668-8746 (Dana)	email only (Susan)
E-MAIL:	djennejohn@yukoncollege.yk.ca	spreston@yukoncollege.yk.ca
DAYS & TIMES:	Mondays, 1pm to 4pm	DATES: Jan. 5 - April 24, 2015

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.

EQUIVALENCY OR TRANSFERABILITY

For information about the transferability for this course, please contact the Bachelor of Social Work Office.

COURSE OBJECTIVES

Goal: to acquaint the student with research methods and procedures relevant to social work policy and practice.

Objectives: by the end of the course, the student will be able to:

- demonstrate basic knowledge and critical understanding of the research process, including the interrelationships between research, theory, and practice
- identify various research methods, both quantitative and qualitative, and discuss their strengths and limitations
- 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 province/territory [e.g. First Nations, rural, immigrant, children, youth, women, seniors, unemployed, those with health issues or disabilities, etc.]
- explain the relevance of the CASW Code of Ethics to human service research
- assess and evaluate the quality and applicability of research reports and studies

DELIVERY METHODS

Active participation by the learner is a critical part of the course. A variety of instructional techniques will be used, including a combination of readings, lectures, audio-visual materials and guest speakers. In class group exercises will be utilized to assist students on evaluating and interpreting the assigned readings.

SOCIAL WORK STUDENT CONDUCT

As future social workers, students must subscribe to a set of social work values and ethics, which include equality, justice, non-discrimination, advocacy, confidentiality, discretion, trust and utmost good faith (from Faculty of Social Work, University of Regina). Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

More information on expectations of student academic and non-academic conduct is found in the University of Regina Undergraduate Calendar (5.14) and the University of Regina Faculty of Social Work website (Policy and Procedures Related to Unsatisfactory Professional Development).

COURSE REQUIREMENTS

Attendance:

Attendance and participation is an expectation of all students preparing themselves for the responsibilities of professional social work practice. Courtesy to others, curiosity about the subject and diligence to the task of learning are all required for a student's success in this course. Readings and assignments are to be completed on schedule, punctuality for class is required, and full engagement in experiential learning within class time is mandatory.

“Regular and punctual attendance is expected of students in their courses. Students who are persistently tardy or absent or who neglect academic work may be subject to disciplinary action and may be excluded from the final examination” (University of Regina, 1996-97, p. 19).

Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed or portion thereof. Students must sign in at the beginning of each class. It is the student's responsibility to ensure that they are signed in by the end of the class if they arrive late for class.

Readings: Students are expected to attend classes prepared to discuss assigned readings. Most class sessions involve assigned readings from the textbooks, handouts, material from library and/or material posted on MyYC. Additional material may also be assigned. The specific reading assignments for each class are found on the course schedule at the end of this document.

Participation: 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. Students will be assessed on their comprehension of the material demonstrated by completed assignments.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

ASSIGNMENTS AND METHODS OF EVALUATING STUDENT PERFORMANCE

1. Assignments

Details about each of these assignments will be handed out in the first class.

<i>Assignment #1</i>	Literature Review & Research Question	Due: Feb 9	25%
<i>Assignment #2</i>	Research Design	Due: Mar 2	25%
<i>Assignment #3</i>	Research Proposal	Due: Apr 7	30%
<i>Final Exam</i>	Two hour final exam during examination period		20%

2. Writing Expectations, Due Dates and Penalties

- Competence in writing is expected in courses. Wherever possible, instructors are expected to conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing for a passing grade. (University of Regina Calendar)
- Write assignments using appropriate language. Check grammar and spelling.
- References from professional journals and books are required for all assignments.
- APA format is to be used for all assignments. Be certain that credit for ideas is properly documented.
- Assignments are to be submitted by email to Susan (spreston@yukoncollege.yk.ca) on the due date. Students are encouraged to submit assignments before class so receipt of assignment can be confirmed by Susan in class. Assignments submitted by email after 11:59pm on due date are considered late and late penalties will apply. If submission of assignments by email is a concern, please speak with Susan about this well in advance of the due dates.-
- 5% will be deducted for every day late up to a maximum of 5 late days, after which time the assignment will not be accepted.
- **The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking.** Rewriting provides an extra burden of work for the instructor and an uneven and potentially unfair evaluation process. If the instructor permits a rewrite, be advised that the maximum mark that can be achieved will be 70% for the assignment.

ACADEMIC INTEGRITY (UNIVERSITY OF REGINA CALENDAR)

5.14.2 Academic Misconduct

Acts of academic dishonesty or misconduct contravene the general principles described in §5.14.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.14.5.

5.14.2.1 Cheating

Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Do not jeopardize your academic future with plagiarism. It is dishonest, unprofessional and has serious consequences.

5.14.2.2 Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources such as the University of Toronto Writing Centre's "How Not to Plagiarize": www.utoronto.ca/writing/plagsep.html.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

5.14.2.3 Other Examples of Academic Misconduct

The following list contains other examples of dishonest acts. It is not intended to be comprehensive.

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer (see also §2.1.2);
- Providing false information to obtain a deferral of term work or examination;
- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;
- Alteration or destruction of the work of other students;
- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may be considered to be academic misconduct unless authorized by the course instructor.

- Submitting the same or substantially the same work for credit in more than one course. Students who wish to submit work they have

prepared for another course must consult the course instructor and receive permission to do so.

- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

GRADING DESCRIPTIONS (Taken from the University of Regina Calendar)

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 analyze 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:

- a 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 READINGS

Rubin, A., & Babbie, E. (2013) *Essential research methods for social work* (2nd ed.). Belmont, CA: Thompson Brooks/ Cole Publishing. (available at Yukon College Bookstore)
Canadian Association of Social Workers. (2005). *Code of ethics*. Ottawa, ON: Author.
Canadian Association of Social Workers (2005). *Guidelines for ethical practice*. Ottawa, ON: Author. (both available online as pdf downloads from <http://www.casw-acts.ca/en/what-social-work/casw-code-ethics>)

Additional readings will be required as noted throughout the schedule. Print items will be available on reserve at Yukon College library. Online items will be available through libraries of Yukon College and/or University of Regina. Any readings that are a sole book chapter or sole journal article from a single source also will be posted on MyYC

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.

ACADEMIC ACCOMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). 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.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.