

OFFICIAL COURSE OUTLINE INFORMATION

FACULTY/DEPARTMENT:	SCHOOL OF SOCIAL WORK	
SOWK 799	N/A	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
Major Paper/Project		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This is an independent, self-directed study, that entails working under the supervision of a faculty member. The major paper should be related to the student's primary area of interest and should be the result of a project (e.g. program evaluation) or an in-depth critical analysis of a relevant social work issue. The major paper will include an integration of theory and practice. The paper may encompass a variety of modes, including discourse analysis, media analysis, critical review of research, and program evaluation, and should focus on a specific social welfare or social work practice issue. Topics will be negotiated with the supervising faculty member.

PREREQUISITES: **Admission to the MSW program; SOWK 700, 704, 710, 711, 720, and at least one of SOWK 750, 783, or 797.**
 COREQUISITES: **None**

TOTAL HOURS PER TERM:	_____	MAXIMUM ENROLLMENT:	_____ <u>n/a</u>
* STRUCTURE OF HOURS		EXPECTED FREQUENCY OF COURSE OFFERINGS:	_____
Lectures:		On a yearly basis	
Seminar:			
Laboratory:			
Field Experience:			
Student Directed Learning:			
Other (Specify):			
Independent Study			

AUTHORIZATION SIGNATURES:			
Course Designer(s):	_____	GPC Chair:	_____
	Adrienne S. Chan, MSW, RSW, PhD		John Hogg
Dean:	_____	GSC Chair:	_____
	Rosetta Khalideen		Yvon Dandurand
GSC Approval in Principle Date:		GSC Final Approval Date:	August 27, 2009

COURSE IMPLEMENTATION DATE: September 1, 2010
 COURSE REVISED IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (4 years after approval): August 1, 2013

COURSE OBJECTIVE - The overall purpose / rationale for this course is:

To develop the student's academic skills by writing a major paper that is the conclusion of a research project. The written submission demonstrates the ability to articulate the findings of a program evaluation or needs assessment. The course and major paper are related to the student's major area of interest.

LEARNING OUTCOMES – Upon successful completion of this course, students will be able to:

- Demonstrate the ability to conceptualize and execute the examination of a specific problem or question related to social work theory and practice;
 - Demonstrate an advanced level of knowledge of the chosen subject area;
 - Write a cohesive and critical academic paper at an advanced level.
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*** METHODS:**

This course will be conducted as an independent study. Students are required to meet with the faculty supervisor on a regular basis. Student contact hours will be approximately 45 hours, but students will spend a minimum of an additional 45 hours in conceptualizing and writing their assignments.

*** COURSE CONTENT:**

- Identifying the thesis question or problem: Problem statement
 - How to address the thesis question or problem: methodology, theoretical frameworks
 - Writing the proposal; how to start, getting organized, addressing issues in writing
 - Knowledge production
 - Answering the thesis question or problem
 - Analysis of literature/data
 - Writing the major paper
 - Submission of draft; writing about implications for theory and practice, revising previous work
 - Submission of draft; writing conclusions, revising previous work
 - Submission of draft, revising previous work
 - Submission of major paper
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*** STUDENT EVALUATION:**

Evaluation of this course will be done in accordance with UFV regulations. Please refer to:
http://www.ufv.ca/_shared/assets/Guidelines_on_the_Preparation___Supervision19773.pdf

Graduate Studies

* TEXTBOOKS, REFERENCES, MATERIALS:

Gallthorn, A.A. & Joyner, R.L.,(2005) Writing the winning thesis or dissertation: A step-by-step guide (2nd edition). Thousand Oaks, CA: Sage.

American Psychological Association. (2009). Concise Rules of APA Style, 6th Edition.

* SUPPORT MATERIALS:

Berger, P. & Luckmann, T. (1966). The social construction of reality. New York, NY: Doubleday

Bourdieu, P. (1972) (1977). Outline of a theory of practice. New York, NY: Cambridge University Press.

Caputo, R.K. (2007). Social theory & its relation to social problems: An essay about theory and research with social justice in mind. Journal of Sociology & Social Welfare. (March) Volume XXXIV. Number 1.

Chambon, A., Irving, A. & Epstein, L. (Eds.) (1999). Reading Foucault for social work. New York, NY: Columbia University Press.

Cox, P. & Hardwick, L.(2002). Research and critical theory: Their contribution to social work education and practice. Social Work Education. Volume 21. Number 1.

Fook, J. (2002) Social work: Critical theory and practice. Thousand Oaks, CA: Sage.

Freire, P. (1998). Pedagogy of Freedom: Ethics, democracy and civic courage. Oxford: Rowman & Littlefield Publishers, Inc.

George, P., Coleman, B., & Barnoff, L. (2007). Beyond "providing services". Voices of serve users in structural social work practice in community-based social service agencies. Canadian Social Work Review. Volume 24. Number 1.

Hogdkinson, A. (2006). Conceptions and misconceptions of inclusive education – one year on. A critical analysis of newly qualified teachers' knowledge and understanding of inclusion. Research in Education. Number 76. Pp 43-55.

Ife, J. (1997). Rethinking social work: Towards critical practice. Melbourne: Addison Wesley Longman Australia Pty Limited.

Matsuba, M.K., Elder, G.J. , Franca Petrucci, F., & Marleau, T. (2008).Employment training for at-risk youth: A program evaluation focusing on changes in psychological well-being. Child Youth Care Forum. pp 15-26.

Parton, N. (1996) Social theory, social change and social work. London: Routledge.

Seidman, Steven. 1994. Contested Knowledge. Social Theory in the Postmodern Era. Cambridge, MA: Blackwell.

Sung-chan, P. & Yuen-Tsang. (2008). Bridging the theory-practice gap in social work education: A reflection on action research in China. Social Work Education. Volume 27. Number 1. pp 51-69.

Suarez-Balcazar, Y., & Harper, G. W. (2004). Empowerment and participatory evaluation in community intervention: Multiple benefits. Binghamton, NY: Haworth Press, Inc.

Unrau, Y.A., Gabor, P.A., & Grinnell, R.M. (2007) Evaluation in Social Work. (4th edition). Toronto, ON: Oxford University Press. (available as an E-book)

Weiss, H., & Jacobs, F. (Eds.). (2008). Evaluating family programs: Current issues in theory and policy. Edison, NJ: Aldine Transaction Publishers.

Windsor, R., Noreen, C., Boyd, N. R., Goodman, R. M. (2003). Evaluation of health promotion, health education, and disease prevention programs with PowerWeb Bind-in Passcard (3rd ed.). New York, NY: McGraw-Hill.

About Thesis writing:

Author. (2005). Reflections on how to write and organize a research thesis. Nurse Researcher. Vol 13. No 2. pp 27-39.

Bolker, J. (1998). Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising and Finishing Your Doctoral Thesis. Owl Publishers.

Hunt, C. (2001) Climbing out of the void: moving from chaos to concepts in the presentation of a thesis. Teaching in Higher Education. Volume 6. Number 3. Pp 351-367.

Reitsma-Street, M. (2007). A guide to completing a thesis or project proposal. Victoria, BC: University of Victoria, Faculty of Human and Social Development. Guide available at: www.uvic.ca/spp

Warrington, M. (1997). Reflections on a recently completed PhD. Journal of Geography in Higher Education. Vol.21. No 3. pp 401-410.

On Reserve:

Examples of major papers at the Master's level

Publication Manual of the American Psychological Association. (2009) 6th edition.

Graduate Studies

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) YES NO

*** If YES specify how:**

* These sections are subject to change at the discretion of the department and the content will vary.