



Course Number	SOWK 355 S05/S06	Classroom	Online
Course Name	Research in Context		
Day(s) & Time	Zoom Seminars will occur on Tuesdays/Thursdays from 9:00 – 11:50 am		
Instructor	Tiffany Gloeckler		
U of C E-mail	Tiffany.Gloeckler@ucalgary.ca	Phone	N/A

SYLLABUS STATEMENT

An introduction to basic research methodology, data analysis, critical appraisal and application of research findings within a reflective model of practice.

COURSE DESCRIPTION

By the end of SOWK 355, students should understand and demonstrate how to be effective and ethical consumers of research. Students will gain a basic understanding of fundamental research terms and concepts, will be able to differentiate between various research methodologies and understand how and when each approach might be used. An emphasis will be placed on understanding research from within a social justice and practice-based framework. The implications of conducting and consuming social research will be linked to micro, mezzo, and macro level social work practice.

COURSE LEARNING OUTCOMES

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

1. Understand how to apply research to social work practice, and how to use social work practice to inform research.
2. Understand the ethical obligations of social work researchers.
3. Understand the distinctions between Western and Indigenous research epistemologies and methodologies.
4. Understand and apply key research approaches and processes including: the function of research in social work, research ethics, qualitative, quantitative, culturally sensitive and Indigenous approaches and diversity in research.
5. Evaluate and analyze social work research in order to be a critical consumer of research.
6. Understand and apply the process of program evaluation across various social work contexts.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based Practice* (11th ed.). Oxford University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5267434>

Note: A digital version of this textbook is available free of cost for University of Calgary students through ProQuest books. Additional materials will be posted on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for full participation in D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 355 is a required foundational component of the BSW program which prepares students to become effective and ethical consumers of research. This course provides students with the knowledge, skills, and critical thinking needed to support the application of various forms of research into their current and future professional practice and their future coursework.

CLASS SCHEDULE

Unit	Topics	Pre-Seminar Learning Activities
<p>Course Introduction</p> <p>Sept. 9 – 15</p>	<p>Week 1:</p> <ul style="list-style-type: none"> • Introductions • Code of Ethics; • Ways of knowing; <p>Course Learning Objectives (CLO): 2</p>	<p>Read:</p> <p>Textbook chapter: 1</p> <p>Liedgren, P. (2020). ‘We know what we are, but know not what we may be’ – research-minded practitioners and their possible futures in social work. <i>Nordic Social Work Research</i>, 1-10. https://doi.org/10.1080/2156857X.2020.1793807</p> <p>Colleen Reid, Lorraine Greaves, & Kirby, S. (2017a). Demystifying research. In <i>Experience, research, social change</i> (3rd ed., pp. 3-18). University of Toronto Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4931386</p>
<p>Introduction to Social Work Research</p> <p>Sept. 16 - 29</p>	<p>Week 2:</p> <ul style="list-style-type: none"> • Knowledge generation; • Research questions; • Reflexivity and positioning; <p>CLO: 1, 2, 5</p>	<p>Read:</p> <p>Textbook Chapter: 2</p> <p>Brown, N., & Leigh, J. (2018, 2018/07/03). Ableism in academia: Where are the disabled and ill academics? <i>Disability & Society</i>, 33(6), 985-989. https://doi.org/10.1080/09687599.2018.1455627</p> <p>Probst, B. (2015, January 14). The eye regards itself: Benefits and challenges of reflexivity in qualitative social work research. <i>Social Work Research</i>, 39(1), 37-48. https://doi.org/10.1093/swr/svu028</p>
	<p>Week 3:</p> <ul style="list-style-type: none"> • Overview of methodologies and approaches; • Science and COVID-19; • Accessing, analyzing and evaluating peer-reviewed literature; 	<p>Read:</p> <p>Associated Press. (2020). <i>Cyborgs, Trolls and Bots: A guide to online misinformation</i>. Snopes. https://www.snopes.com/ap/2020/02/07/cyborgs-trolls-and-bots-a-guide-to-online-misinformation/</p> <p>View:</p> <p>Gerstein Science Information Centre. (2019). <i>Searching the literature: A guide to comprehensive searching in the health sciences</i>. University of Toronto. https://guides.library.utoronto.ca/c.php?g=577919&p=4123572</p> <p>Libraries and Cultural Resources. (2020). <i>Finding articles</i>. University of Calgary.</p>

	CLO: 1, 2, 4	https://ucalgary.libwizard.com/id/1839018fa0a705e67c70dd1b1b56dd4e Libraries and Cultural Resources. (2020). <i>Using databases</i> . University of Calgary. https://ucalgary.libwizard.com/id/601ea35f0737e84bc291f85b830a6122
Ethics, obligations, and Considerations Sept 30 – Oct 20	Week 4: <ul style="list-style-type: none"> History and present day implications; Politics and ethics in social work research; Research ethics boards, bodies, and formal procedures; CLO: 1, 2, 3, 4, 5	Read: Milton, D., & Bracher, M. (2013). Autistics speak but are they heard? <i>Journal of the BSA Medsoc Group</i> , 7(2), 61-69. https://pdfs.semanticscholar.org/089d/9e49864210a66dac9fa30c6bbe01bccd6a42.pdf Pittaway, E., Bartolomei, L., & Hugman, R. (2010). 'Stop stealing our stories': The ethics of research with vulnerable groups. <i>Journal of Human Rights Practice</i> , 2(2), 229-251. https://doi.org/10.1093/jhuman/huq004 Watch: Porter, J. (2015, July 29). <i>Residential school nutrition experiments explained to Kenora survivors</i> . CBC News. https://www.cbc.ca/news/canada/thunder-bay/residential-school-nutrition-experiments-explained-to-kenora-survivors-1.3171557 TeleSUR. (2017, July 7). <i>Canada's starvation experiments on Indigenous children</i> [Video]. Youtube. https://www.youtube.com/watch?v=NPojMulnajk
Guest Speaker: Amber Young	Week 5: <ul style="list-style-type: none"> Ethical/cultural challenges in research; Sampling, bias, and ableism; Critical Disability research; CLO: 1, 2, 3, 4, 5, 6	Read: Bölte, S. (2014). The power of words: Is qualitative research as important as quantitative research in the study of autism? <i>Autism</i> , 18(2), 67-68. https://doi.org/10.1177/1362361313517367 Nicholas, D. B., Orjasaeter, J. D., & Zwaigenbaum, L. (2019, 2019/06/01). Considering Methodological Accommodation to the diversity of ASD: A realist synthesis review of data collection methods for examining first-person experiences. <i>Review Journal of Autism and Developmental Disorders</i> , 6(2), 216-232. https://doi.org/10.1007/s40489-019-00164-z Watch: Silentmiaow. (2007, January 14). <i>In my language</i> . [Video]. Youtube. https://www.youtube.com/watch?v=JnylM1hI2jc
	Week 6: <ul style="list-style-type: none"> Facilitating diversity and inclusion in research; 	Read: Textbook Chapters: 6, 7 Yergeau, M. (2013). Clinically significant disturbance: On theorists who theorize theory of mind. <i>Disability Studies Quarterly</i> , 33(4). https://dsq-sds.org/article/view/3876/3405

	<ul style="list-style-type: none"> • Anti-oppressive and trauma-informed practices; <p>CLO: 1, 2, 3, 5</p>	<p>Listen: McDonald, B. (2019, November 16). The return of race science — the quest to fortify racism with bad biology [Audio podcast episode]. In <i>Quirks and Quarks with Bob McDonald</i>. CBC. https://www.cbc.ca/listen/live-radio/1-51-quirks-and-quarks/clip/15746778-the-return-of-race-science-the-quest-to-fortify-racism-with-bad-biology</p>
<p>Research Methods</p> <p>Oct. 21 – Nov. 10</p> <p>Guest speaker: Kaila Kornberger</p>	<p>Week 7:</p> <ul style="list-style-type: none"> • Indigenous research approaches <p>CLO: 1, 2, 3, 4, 5</p>	<p>Read: Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. <i>Research Ethics</i>, 14(2), 1-24. https://doi.org/10.1177/1747016117733296 Gaudet, J. C., & Chilton, C. (2018). Milo Pimatisiwin Project: Healthy living for Mushkegowuk youth. <i>International Journal of Indigenous Health</i>, 13(1), 20-40. https://doi.org/10.18357/ijih.v13i1.30264</p>
	<p>Week 8:</p> <ul style="list-style-type: none"> • Quantitative research methodology <p>CLO: 1, 2, 4, 5, 6</p>	<p>Read: Textbook Chapter: 3 Wang, M., Yan, A., & Katz, R. (2018, 10/06). Researcher requests for inappropriate analysis and reporting: A U.S. national survey of consulting biostatisticians. <i>Annals of Internal Medicine</i>, In Press. https://doi.org/10.7326/M18-1230</p> <p>Watch: Center for Research Quality. (2015b, August 13). <i>Overview of quantitative research methods</i> [Video]. Youtube. https://www.youtube.com/watch?v=cwU8as9ZNI</p>
	<p>Week 9:</p> <ul style="list-style-type: none"> • Qualitative Research Methodology <p>CLO: 1, 2, 4, 5, 6</p>	<p>Read: Textbook chapter: 4 D’Cruz, H., & Gillingham, P. (2017). Participatory research ideals and practice experience: Reflections and analysis. <i>Journal of Social Work</i>, 17(4), 434-452. https://doi.org/10.1177/1468017316644704</p> <p>Watch: Center for Research Quality. (2015a, August 13). <i>Overview of qualitative research methods</i> [Video]. Youtube. https://www.youtube.com/watch?v=lsAUNs-loSQ</p>
<p>Research in Practice</p> <p>Dates: Nov 11 - 24</p> <p>Guest Speaker: Ralph Bodor</p>	<p>Week 10:</p> <ul style="list-style-type: none"> • The research cycle; • Dissemination <p>CLO: 1, 2, 3 4, 5, 6</p>	<p>Read: Brownson, R. C., Eyler, A. A., Harris, J. K., Moore, J. B., & Tabak, R. G. (2018). Getting the word out: New approaches for disseminating public health science. <i>Journal of Public Health Management and Practice: JPHMP</i>, 24(2), 102-111. https://doi.org/10.1097/PHH.0000000000000673</p> <p>Watch:</p>

		HomewardT. (2012, October 2). <i>Part 1: Perspectives on the Housing First program by Indigenous participants</i> . [Video]. Youtube. https://www.youtube.com/watch?time_continue=1053&v=9POreslHej4&feature=emb_logo
	<p>Week 11:</p> <ul style="list-style-type: none"> • Evidence-based practice; • Program evaluation; • Research on the frontlines; • Class evaluations; <p>CLO: 1, 2, 6</p>	<p>Read:</p> <p>Textbook Chapter: 11 Colleen Reid, Lorraine Greaves, & Kirby, S. (2017b). Strategies and approaches for making change and the role of the researcher. In <i>Experience, research, social change</i> (3rd ed., pp. 317-336). University of Toronto Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4931386</p> <p>Michael J. Kral, & James Allen. (2016). Community-based participatory action research. In <i>Handbook of methodological approaches to community-based reserach</i> (pp. 253-260). Oxford University Press.</p>
<p>Wrap Up</p> <p>Dates: Nov 25 – Dec. 9</p>	<p>Week 12:</p> <ul style="list-style-type: none"> • Final notes/wrap up • Presentations • Closing circle <p>CLO: 1</p>	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in class. Students should be prepared to turn on their webcams during class discussions and when facilitating presentations.

ZOOM RECORDINGS OF ONLINE CLASSES

Unless there is a special circumstance (guest lecture, in-class workshop, etc.), class sessions will **not** be recorded or posted on D2L. Students will be advised when and if the instructor initiates a recording of a Zoom session. Any recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Course Engagement (20%) – Due date: Ongoing

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Students are expected to engage in class activities, discussions, and assignments throughout the course. Completion of all virtual classroom activities is required for the student to receive full marks in this category. These activities include weekly group discussions via D2L and engagement in Zoom activities (10%), and post-unit questions (10%). Each activity will be listed in D2L via a weekly checklist and in the online course calendar.

Assignment 2: Social Media Fact Check

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5

Part 1: Position statement and Research Question (20%) – Due date: Oct. 14 @ 18:00 via Dropbox.

Part 2: Presentation of Findings and Discussion (40%) – Due date: Nov. 18 @ 18:00 via D2L.

Students will pick **two** social media posts (tweet, Facebook claim, infographic, etc) from a **verified** individual or organizational account. Pick one post that you agree with, and one that you disagree with. Using available scholarly research, debunk or confirm each post. This assignment has two parts: In part one, students will create a position statement and research question for each post. In part two, students will disseminate **ONE** of their findings using an infographic, then facilitate a D2L discussion with your peers via D2L. Assignment specifications and rubrics will be posted on D2L.

Assignment 3: Reflection (15%) – Due date: Dec 2 @ 18:00 via Dropbox at D2L site.

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Students will create a reflection (maximum 500 words) discussing their experiences working through the social media assignment and describing how their learning will impact their current or future professional practice. Further details and marking guidelines will be posted on D2L.

Assignment 4: Resource Sharing (5%) – Due date: Last day of class via Zoom

Aligned Course Learning Outcomes: 1, 4, 5

Students will present a resource, reflection, or realization that they uncovered over the duration of the course that they plan to take with them into their future practice/coursework. Students will receive full marks if they are able to clearly describe the item/insight, how and why it became relevant, and how this tool, idea, or insight might be utilized by the student's peer in under the 5 minutes time allotment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected attend online sessions regularly, and to be fully present and engaged in class activities. Engagement in online discussions and attendance in synchronous sessions both make up a component of the course engagement grade, as outlined above. PowerPoint slides and other supplemental materials discussed in class will be posted to D2L for any students who missed class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit assignments according to the submission guidelines listed for each assignment. Written assignments must be submitted via Word (.doc or .docx) format. **Please note:** 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

To ensure that assignments are graded and returned to students in a timely fashion, late assignments will not be accepted. Any late submission resulting from exceptional or unavoidable circumstances will be evaluated on a case-by-case basis by the instructor. Students are responsible for contacting the instructor as soon as possible in these cases.

EXPECTATIONS FOR WRITING

All assignments must be properly documented and referenced in APA7 format. All written assignments will assess writing skills, which include surface correctness (grammar, punctuation, sentence structure, etc.) as well as general clarity and organization. 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 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 **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL DATES

No refunds for withdrawal from **fall courses** after September 17, 2020. The last day to add or swap fall session courses is September 17, 2020. The last day to withdraw with permission from courses is 4:00 p.m on Wednesday December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

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.

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.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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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**