

**Winter 2020**

<b>Course Number:</b>	<b>SOWK 747 S01</b>	<b>Classroom</b>	<b>3-193</b>
<b>Course Name:</b>	<b>Research Methods II - Qualitative</b>		
<b>Day &amp; Time:</b>	<b>Friday 1:00 pm to 3:50 p.m.</b>		
<b>Instructor:</b>	Dr. Ralph Bodor, (780) 686-0431	<b>Office Hours:</b> To be arranged as needed	
	Dr. David Nicholas, (780) 492-8094	<b>Email:</b> Dr. Bodor: <a href="mailto:rcbodor@ucalgary.ca">rcbodor@ucalgary.ca</a> Dr. Nicholas: <a href="mailto:nicholas@ucalgary.ca">nicholas@ucalgary.ca</a>	

**COURSE OUTLINE**

**Syllabus Statement**

Qualitative research approaches will be reviewed and critically examined. This course is taught using multiple experiential learning activities and group discussion. Varying qualitative approaches are presented.

**Course Description**

Qualitative methodological and design options in social work research are addressed. This course has no pre-requisites or co-requisites.

**Learning Objectives**

1. Define and explain the nature of qualitative inquiry;
2. Conduct and critique qualitative approaches;
3. Evaluate the effect of the standpoint(s) of the researcher on the research process and the subjects of the inquiry;
4. Develop a qualitative research proposal.

**Relationship to Other Courses**

This qualitative research course builds, together with quantitative research, a solid doctoral foundation from which to evaluate and create research studies.

**Course Texts**

Readings for this course are a combination of peer reviewed journal articles and chapters of texts.

Creswell, J. W., & Poth, C.N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax, NS, Canada: Fernwood.

## Additional Readings

- Archibald, J. (2008). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Thousand Oaks, Sage DOI: <http://dx.doi.org/10.4135/9781452226545.n31>
- Baldy, C. (2015). Coyote is not a metaphor: On decolonizing, (re)claiming and (re)naming Coyote. *Decolonization: Indigeneity, Education & Society* 4(1) 1-20
- Blodgett, A., Schinke, R., Smith, B., Peltier, D., Pheasant, C. (2011) In indigenous words: exploring vignettes as a narrative Strategy for presenting the research voices of aboriginal community members. *Qualitative Inquiry* 17(6) 522-533 Sage
- Coburn, E. (2015). A review of Indigenous statistics: A quantitative research methodology. *Decolonization: Indigeneity, Education & Society* 4(2) 123-133
- Cook, K. & Nunkoosing, K (2008). Maintaining dignity and managing stigma in the interview encounter: The challenge of paid-for participation. *Qualitative Health Research*, 18(3), 418-427.
- Corbin, J., & Strauss, S. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Denton, D. (2011). Betrayals of gravity: The flight of the phoenix. *Qualitative Inquiry*, 17(1), 85-92.
- Drawson, A., Toombs, E., Mushquash, C. (2017). Indigenous research methods: A systematic review. *The International Indigenous Policy Journal* 8(2) <https://ir.lib.uwo.ca/iipj/vol8/iss2/5>
- Ellis, C., Bochner, A., Denzin, N., Lincoln, Y., Morse, J., Pelias, R., & Richardson, L. (2008). Talking and thinking about qualitative research. *Qualitative Inquiry*, 14(2), 254-284.
- Fine, M. (1994). Working the hyphens: Reinventing the self and other in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 70-82). Thousand Oaks, CA: Sage.
- Gauget, J. (2019). Keeoukaywin: The visiting way – fostering an Indigenous Research Methodology. *Aboriginal Policy Studies* 7(2) pp. 47-64
- Goodwill, A. & McCormick, R. (2012). Giibinenimidizomin: Owning ourselves – critical incidents in the attainment of aboriginal identity. *Canadian Journal of Counselling and Psychotherapy* 46(1) pp 21-34
- Lincoln, Y.S., Lynham, S.A., & Guba, E.G. (2018) Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N.K. Denzin & Y.S. Lincoln (Eds.), *SAGE Handbook of Qualitative Research* (5<sup>th</sup> ed.; pp. 108-150).
- Gunn, W., & Løgstrup, L. (2014). Participant observation, anthropology, methodology and design anthropology research inquiry. *Arts & Humanities in Higher Education*, 13(4), 428-442.
- Hale, C. (2006). Activist research v. cultural critique: Indigenous land rights and the contradictions of politically engaged anthropology. *Cultural Anthropology* 21(1) pp. 96-120
- Hart, M., Straka, S., Rowe, G. (2017). Working across contexts: Practical considerations of doing indigenist/anti-colonial research. *Qualitative Inquiry* 23(5) pp. 332-342.
- Holland, S., Williams, A., & Forrester, D. (2014). Navigating ethical moments when researching substance misuse with parents and their children. *Qualitative Research*, 14(4), 411-427.

- Johnson, P. (2016). Indigenous knowledge within academia: Exploring the tensions that exist between indigenous, decolonizing, and nehwiyawak methodologies. *Totem: The University of Western Ontario Journal of Anthropology* 24(1) Article 4 <http://ir.lib.uwo.ca/totem/vol24/iss1/4>
- Linhorst, D. (2002). A review of the use of potential of focus groups in social work research. *Qualitative Social Work*, 1(2), 208-228.
- Magnat, V. (2012). Can research become ceremony? Performance ethnography and indigenous epistemologies. *Project Muse* CTR 151 Summer 2012
- Makokis, L. (2009). Disordered dependencies: The impact of language loss and residential schooling on indigenous peoples. *Rural Social Work and Community Practice* 14(2) pp. 6-11
- Makokis, L., Shirt, M., Chisan, S., Mageau, A., Steinhauer, D. (2010). mamawi-nehiyaw iyinikahiwewin. Blue Quills First Nations College SSHRC Report pp. 1-64 [http://www.bluequills.ca/wp-content/uploads/2017/03/BQ\\_SSHRC\\_2010\\_final\\_report.pdf](http://www.bluequills.ca/wp-content/uploads/2017/03/BQ_SSHRC_2010_final_report.pdf)
- Marshall, C. and Rossman, G. (2016) *Designing qualitative research*. (6<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications
- McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from indigenous research paradigms. *ACME: An International Journal for Critical Geographies* 17(3) 810-831
- Mclvor, O., Napoleon, A., Dickie, K. (2009). Language and culture as protective factors for at-risk communities. *Journal of Aboriginal Health*, November pp. 6-25
- O'Reilly, M., & Parker, N. (2012). 'Unsatisfactory saturation': A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research*, 13(2), 190-197.
- Roy, D., Kustra, E., & Borin, P. (2003). *What is a "good" inquiry question?* McMaster University. CLL Resources. Retrieved from [http://cll.mcmaster.ca/resources/misc/good\\_inquiry\\_question.html](http://cll.mcmaster.ca/resources/misc/good_inquiry_question.html)
- Sloan, A., & Bowe, B. (2014). Phenomenology and hermeneutic phenomenology: The philosophy, the methodologies, and using hermeneutic phenomenology to investigate lecturers' experiences of curriculum design. *Quality and Quantity*, 48, 1291-1303. Retrieved from <https://doi.org/10.1007/s11135-013-9835-3>
- Staller, K. M. (2012, June 21 -- OnlineFirst). Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy. *Qualitative Social Work*, 12(4), 1-19. doi:10.1177/1473325012450483
- Tilley, S., & Gormley, L. (2007). Canadian university ethics review: Cultural complications translating principles into practice. *Qualitative Inquiry*, 13(3), 368-387.
- Tuck, E., & Yang, K. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*. 1(1) pp. 1-40
- University nuhelot'jne thaiyots'j nistameyimâkanak Blue Quills Research Ethics Policy pp. 1-16 <http://www.bluequills.ca/wp-content/uploads/2012/03/UnBQ-Ethics-Policy.pdf>
- Wulff, D., & St. George, S. (2014). Research as daily practice. In G. Simon & A. Chard (Eds.), *Systemic inquiry: Innovations in reflexive practice research* (pp. 292-308). London, UK: Everything is Connected Press.

<b>Supplemental Readings (as needed by students)</b>
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- Ajjawi, R., & Higgs, J. (2007). Using hermeneutic phenomenology to investigate how experienced practitioners learn to communicate clinical reasoning. *The Qualitative Report*, 12(4), 612-638. Retrieved from <http://www.nova.edu/ssss/QR/QR12-4/ajjawi.pdf>
- Alaggia, R., & Millington, G. (2008). Male child sexual abuse: A phenomenology of betrayal. *Clinical Social Work*, 36(3), 265-275.
- Archer-Kuhn, B. (2013). Structured controversy: Inquiry-based learning in place of traditional group presentations. *Teaching Innovations Projects*, 3(1), Article 14.
- Berge, J. M., Mendenhall, T. J., & Doherty, W. J. (2009). Using community-based participatory research to target health disparities in families. *Family Relations*, 58, 475-488.
- Bruce, A., Beuthin, R., Sheilds, L., Molzahn, A., & Schick-Makaroff, K. (2016). Narrative research evolving: Evolving through narrative research. *International Journal of Qualitative Methods*, 15(1), 1-6. doi:10.1177/1609406916659292
- Campbell, M. (1998). Institutional ethnography and experience as data. *Qualitative Sociology*, 21(1), 55-73.
- Carey, M. (2012). Focus groups. *Qualitative Research Skills for Theory and Practice* (pp. 127-134). Burlington, VT: Ashgate Publishing.
- Cheek, J. (2007). Qualitative inquiry, ethics, and the politics of evidence: Working within these spaces rather than being worked over by them. *Qualitative Inquiry*, 13(8). doi:10.1177/107780040730822
- Cook, T., & Hess, E. (2007). What the camera sees and from whose perspective: Fun methodologies for engaging children in enlightening adults. *Childhood*, 14(1), 29-45.
- Craig, S., & Muscat, B. (2013). Bouncer, brokers, and glue: The self-described roles of social workers in urban hospitals. *Health & Social Work*, 38(1), 7-16.
- Creswell, J.W., & Creswell, J.D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Cunliffe, A.L., & Karunanayake, G. (2013). Working within hyphen-spaces in ethnographic research: Implications for research identities and practice. *Organizational Research Methods*, 16(3), 364-392. doi:10.1177/1094428113489353
- Davies, J., Bukulatipi, S., Sharma, S., Davis, J., & Johnston, V. (2014). "Only your blood can tell the story" – A qualitative research study using semi-structured interviews to explore the Hepatitis B related knowledge, perceptions and experiences of remote dwelling Indigenous Australians and their health care providers in northern Australia. *Biomedcentral Public Health*, 14, 1-14. <https://doi.org/10.1186/1471-2458-14-1233>. Available at: <https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/1471-2458-14-1233?site=bmcpublichealth.biomedcentral.com>
- D'Cruz, H., & Gillingham, P. (2017). Participatory research ideals and practice experience: Reflections and analysis. *Journal of Social Work*, 17(4), 434-452.
- Denzin, N. (2017). The elephant in the room, or extending the conversation about the politics of evidence. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (5<sup>th</sup> ed., pp. 839-853). Thousand Oaks, CA: Sage.
- Enosh, G., Ben-Ari, A., & Buchbinder, E. (2008). Sense of differentness in the construction of knowledge. *Qualitative Inquiry*, 14(30), 450-465.

- Goodley, D., & Moore, M. (2000). Doing disability research: Activist lives and the academy. *Disability and Society*, 15(6), 861-882.
- Henry, M. (2007). If the shoe fits: Authenticity, author and agency feminist diasporic research. *Women's Studies International Forum*, 30(1), 70-80.
- Hordyk, S., Soltane, S., & Hanley, J. (2014). Sometimes you have to go underwater to come up. *Qualitative Social Work*, 13(2), 203-220.
- Hurst, S., Arulogun, O., Owolabi, M., Akinyemi, R., Uvere, E., Warth, S., & Ovbiagele, B. (2015). Pretesting qualitative data collection procedures to facilitate methodological adherence and team building in Nigeria. *International Journal of Qualitative Methods*, 14, 53-64.
- Jackson, A., & Mazzaei, L. (2017). Thinking with theory: A new analytic for qualitative inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (5<sup>th</sup> ed., pp. 717-737). Thousand Oaks, CA: Sage.
- Johnson, C. W., & Parry, D. C. (2015). *Fostering social justice through qualitative inquiry: A methodological guide*. Walnut Creek, CA: Left Coast Press.
- Kawulich, B. B. (2005). Participant observation as a data collection method. *Forum: Qualitative Social Research/Sozialforschung*, 6(2). Available at: <http://www.qualitative-research.net/index.php/fqs/article/view/466/>
- Kovach, M. (2005). Emerging from the margins: Indigenous methodologies. In L. Brown & S. Strega (Eds.), *Research as resistance: Critical, Indigenous, and anti-oppressive approaches* (pp. 19-36). Toronto, ON: Canadian Scholars' Press.
- Lietz, C. A., Langer, C. L., & Furman, R. (2006). Establishing trustworthiness in qualitative research in social work: Implications from a study regarding spirituality. *Qualitative Social Work*, 5(4), 441-458.
- Lincoln, Y. (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative Inquiry*, 1(3), 275-289.
- Lipponen, L., Rajala, A., Hilppö, J., & Paananen, M. (2016). Exploring the foundations of visual methods used in research with children. *European Early Childhood Education Research Journal*, 24(6), 936-946. doi:10.1080/1350293X.2015.1062663
- Lorenzetti, L. (2013). Research as a social justice tool: An activist's perspective. *Affilia: Journal of Women and Social Work*, 28(4), 451-457.
- Mishna, F., Antle, B., & Regehr, C. (2004). Tapping the perspectives of children: Emerging ethical issues in qualitative research. *Qualitative Social Work*, 3(4), 449-468.
- Mykhalovskiy, E., & McCoy, L. (2002). Troubling ruling discourses of health: Using institutional ethnography in community-based research. *Critical Public Health*, 12(1), 17-37.
- Ng, S., Stooke, R., Regan, S., Hibbert, K., Schryer, C., Phelan, S., & Lingard, L. (2013). An institutional ethnography inquiry of health care work in special education: A research protocol. *International Journal of Integrated Care*, 13, 1-11.
- Patton, M. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5), 1189-1208.
- Qwul'sih'yah'maht (Thomas, R. A.) (2015). Honoring the oral traditions of the Ta't Mustimuxw (ancestors) through storytelling. In L. Brown & S. Strega (Eds.), *Research as Resistance: Revisiting Critical, Indigenous, and Anti- Oppressive Approaches* (pp. 177-198). Toronto, ON: Canadian Scholars' Press

- Rankin, J. (2017). Conducting analysis in institutional ethnography: Guidance and cautions. *International Journal of Qualitative Methods*, 16, 1-11. doi:10.1177/1609406917734472
- Roer-Strier, D., & Sands, R.G. (2015). Moving beyond the 'official story': When 'others' meet in a qualitative interview. *Qualitative Research*, 15(2), 251-268. doi:10.1177/1468794114548944
- Sands, R. G., Bourjolly, J., & Roer-Strier, D. (2007). Crossing cultural barriers in research interviewing. *Qualitative Social Work*, 6(3), 353-372.
- Roy, D., Kustra, E., & Borin, P. (2003). *What is a "good" inquiry question?* McMaster University. CLL Resources. Retrieved from [http://cll.mcmaster.ca/resources/misc/good\\_inquiry\\_question.html](http://cll.mcmaster.ca/resources/misc/good_inquiry_question.html)
- Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing and Health*, 18, 179-183.
- Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. *Research in Nursing and Health*, 21, 375-382.
- Speedy, J., & "The Unassuming Geeks". (2011). "All googled out on suicide": Making collective biographies out of silent fragments with "The Unassuming Geeks". *Qualitative Inquiry*, 17(2), 134-142.
- Stewart, H., Gapp, R., & Harwood, I. (2017). Exploring the alchemy of qualitative management research: Seeking trustworthiness, rigor and credibility through crystallization. *The Qualitative Report*, 22(1), 1-19. Retrieved from <http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=2604&context=tqr>
- Teram, E., Schachter, C. L., & Stalker, C. A. (2005). The case for integrating grounded theory and participatory action research: Empowering clients to inform professional practice. *Qualitative Health Research*, 15(8), 1129-1140.
- Valentine, C. (2008). Methodological reflections: Attending and tending to the role of the researcher in the construction of bereavement narratives. *Qualitative Social Work*, 6(2), 159-176.
- Vaught, S. (2008). Writing against racism: Telling white lies and reclaiming culture. *Qualitative Inquiry*, 14(4), 566-589.
- Wagle, T., & Cataffa, D.T. (2008). Working our hyphens-exploring identity relations in qualitative research. *Qualitative Inquiry*, 14(10), 135-159.
- Warren, C. A. B., & Karner, T. X. (2010). Introduction to qualitative methods. In *Discovering qualitative methods: Field research, interviews, and analysis* (2<sup>nd</sup> ed., pp. 1-31). New York, NY: Oxford Press.
- Wilbeck, V., Abrandt-Dahlgren, M., & Oberg, G. (2007). Learning in focus groups: An analytical dimension for enhancing focus group research. *Qualitative Research*, 7(2), 249-267.

## Class Schedule

Class Dates	Primary Instructor	Theme	Student-led Discussion	Required Readings
January 17	Ralph and David	Introduction		
January 24	David	Theory and Approaches		<p>Creswell (2013). <i>Qualitative inquiry &amp; research design</i>. Chs. 1-3</p> <p>Ellis et al. (2008). Talking and thinking about qualitative research.</p> <p>Staller (2012). Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy.</p> <p>Lincoln, Y.S., Lynham, S.A., &amp; Guba, E.G. (2018) Paradigmatic controversies, contradictions, and emerging confluences, revisited.</p>
January 31	Ralph	IRM – Approach Overview		<p>University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills Research Ethics Policy pp. 1-16</p> <p>Drawson, A., Toombs, E., Mushquash, C. (2017). Indigenous research methods: A systematic review.</p> <p>Johnson, P. (2016). Indigenous knowledge within academia: Exploring the tensions that exist between indigenous, decolonizing, and nehwiyawak methodologies.</p> <p>Makokis, L. (2009). Disordered dependencies: The impact of language loss and residential schooling on indigenous peoples.</p> <p>Wilson (2008) Chs 1 &amp; 2</p>
February 7 (Elder Visit)	Ralph	IRM – Wisdom Seeking		Magnat, V. (2012). Can research become ceremony? Performance

				<p>ethnography and indigenous epistemologies.</p> <p>Coburn, E. (2015). A review of Indigenous statistics: A quantitative research methodology.</p> <p>Hart, M., Straka, S., Rowe, G. (2017). Working across contexts: Practical considerations of doing indigenist/anti-colonial research.</p> <p>Tuck, E., &amp; Yang, K. (2012). Decolonization is not a metaphor.</p> <p>Wilson (2008) Ch. 3</p>
February 14	David	Methods and Ethics		<p>Creswell (2013). <i>Qualitative inquiry and research design</i>. Ch 4</p> <p>Sloan and Bowe (2014). Phenomenology and hermeneutic phenomenology.</p> <p>Corbin, J., &amp; Strauss, S. (2015). Basics of qualitative research: Techniques and procedures for developing grounded theory (4th ed.).</p> <p>Gunn and Løgstrup (2014). Participant observation, anthropology, methodology and design anthropology research inquiry</p>
February 21 No Class – Reading Week				
February 28	David	Methods – Data collection and analysis – Part 1	Contrast of Substantive Area Student Presentation and Discussion #1 (2 students)	<p>Creswell (2013). Ch. 7</p> <p>Marshall and Rossman (2016). Ch. 6</p> <p>Cook and Nunokoosing (2008). Maintaining dignity and managing stigma in the interview encounter: The challenge of paid-for participation.</p> <p>Linhorst (2002). A review of the use of potential of focus groups in social work research.</p>
March 6	Ralph	IRM – Data collection and analysis – Part 1	Contrast of Substantive Area	Gauget, J. (2019). Keeoukaywin: The visiting way – fostering an



			Student Presentation and Discussion #2 (2 students)	<p>Indigenous Research Methodology.</p> <p>Goodwill, A. &amp; McCormick, R. (2012). Giibinenimidizomin: Owning ourselves – critical incidents in the attainment of aboriginal identity.</p> <p>Archibald, J. (2008). Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues.</p> <p>McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from indigenous research paradigms.</p> <p>Wilson (2008) Chs 4 &amp; 5</p>
March 13	David	Methods – Data collection and analysis – Part 2		<p>Creswell (2013). Ch. 6</p> <p>Marshall and Rossman (2016). Chs. 3 &amp; 5</p> <p>Holland, Williams and Forrester (2014). Navigating ethical moments when researching substance misuse with parents and their children.</p> <p>O'Reilly and Parker (2012). 'Unsatisfactory Saturation': A critical exploration of the notion of saturated sample sizes in qualitative research.</p> <p>Tilley and Gormley (2007). Canadian University Ethics Review: Cultural complications translating principles into practice.</p>
March 20	Ralph	IRM – Data collection and analysis – Part 2	Contrast of Research Design Student Presentation and Discussion #1 (2 students)	<p>Mclvor, O., Napoleon, A., Dickie, K. (2009). Language and culture as protective factors for at-risk communities.</p> <p>Baldy, C. (2015). Coyote is not a metaphor: On decolonizing, (re)claiming and (re)naming Coyote.</p> <p>Blodgett, A., Schinke, R., Smith, B., Peltier, D., Pheasant, C. (2011) In</p>

				<p>indigenous words: exploring vignettes as a narrative Strategy for presenting the research voices of aboriginal community members.</p> <p>Makokis, L., Shirt, M., Chisan, S., Mageau, A., Steinhauer, D. (2010). mamawi-nehiyaw iyinikahiwewin. Blue Quills First Nations College SSHRC Report pp. 1-64</p> <p>Wilson (2008) Ch. 6, 7 and Conclusions</p>
March 27	David	Writing and data sharing	Contrast of Research Design Student Presentation and Discussion #2 (2 students)	<p>Roy, Kustra and Borin (2003). Developing good inquiry questions.</p> <p>Denton (2011). Betrayals of gravity: The flight of the phoenix.</p> <p>Denzin (2017). The elephant in the room or extending the conversation about the politics of evidence.</p> <p>Wulff and St. George (2014). Research as daily practice.</p> <p>Fine (1994). Working the hyphens: Reinventing self and other in qualitative research.</p>
April 3	David and Ralph			Qualitative Research Proposal Discussion

## Assignments

There are 3 assignments in this course. Two assignments will be completed within class time, two will include formal presentations and the final assignment will be submitted after the last class

Assignment	Weight	Due
Assignment 1: Contrast of Substantive Area	30%	In Class February 28 and March 6 (2 students per class)
Assignment 2: Contrast of Research Design	30%	In Class March 13 – 20 (2 students per class)
Assignment 3: Proposal Paper	40%	April 10, 2020 at 11:59 pm

### Assignment 1: Contrast of Substantive Area Class Presentation

Students will engage in a critical discussion that contrasts their selected substantive area from the varying vantage points of diverse world views and theoretical underpinnings relative to the inquiry process. Specific instructions will follow in class, but overall students will convey a range of qualitative perspectives of relevance, how their topic/issue will be understood accordingly, and their current determination of how they will position their topic/issue, along with justification. Students will provide at least two relevant papers one week ahead of their class presentation for colleagues to understand the student's position. Students will complete a 15-minute presentation followed by facilitating 15-minute class discussion.

Students will:

1. Introduce the issue/topic and your thesis focus: why it is important to address the issue(s) and how various perspectives would locate your chosen area, along with clear justification for your way of locating and approaching the substantive area. In justifying your selection, explain how you hope your work in this area will be impactful.

Percentage of Final Grade: 30% - Due when scheduled.

### Assignment 2: Contrast of Research Design Class Presentation

Students will engage in a critical discussion that contrasts their selected research approach/design from the range of possible approaches. Specific instructions will follow in class, but overall students will convey a range of qualitative approaches and methods of relevance, how their topic/issue would be understood accordingly, and their current determination of how they will position their research design, along with justification for this determination. Students will provide at least two relevant papers one week ahead of their class presentation for colleagues to understand the student's position. Students will complete a 15-minute presentation followed by facilitating a 15-minute class discussion.

Students will:

1. Introduce approach/design considerations, including their application to the student's thesis research: how various perspectives could locate and focus the chosen study, along with clear justification for one's selection of approach. In justifying selected approach, explain specific knowledge translation plans for optimal benefit and impact.

Percentage of Final Grade: 30% - Due when scheduled.

### Assignment 3: Qualitative Research Proposal and Presentation

Students will develop a full qualitative proposal that corresponds to their dissertation area or related area of interest. Using Marshall and Rossman's (2016) two major sections of a research proposal, a) the conceptual framework, and b) the design and research methods, and using any of the examples of research proposals from the Creswell (2013) text, your (15-20 page) proposal will describe a potential research project.

Percentage of Final Grade: 40% - Due on April 10, 2020

### 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 Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

### 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 encouraged to discuss the process and content of the course at any time with the instructor.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

### WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

### IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

#### **Wellness Centre Phone Support (403) 210-9355 24 hours/day**

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

**STUDENTS WITH DISABILITIES**

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

**Building Evacuations**

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.