

<b>Course Number</b>	SOWK 355 S02	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	Research in Context		
<b>Day(s) &amp; Time</b>	Zoom sessions on Tuesdays 1:00-3:50pm Mountain Time		
<b>Instructor</b>	Dr. Yeonjung Lee		
<b>U of C E-mail</b>	<a href="mailto:yeonjung.lee@ucalgary.ca">yeonjung.lee@ucalgary.ca</a>	<b>Phone</b>	(403) 220-2031

### SYLLABUS STATEMENT

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

### COURSE DESCRIPTION

By the end of SOWK 355, students will be expected to be effective and ethical consumers of research, and to have a basic understanding of different research paradigms, qualitative and quantitative methodologies, and to have developed research report writing skills. Both Western (Euro-Canadian) and Indigenous epistemologies and methodologies will be honoured and discussed. An emphasis will be placed on positioning and understanding research from within a social justice and practice-based framework, and 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**

Van de Sande, A., & Schwartz, K. (2017). *Research for social justice: A community-based participatory approach* (2<sup>nd</sup> ed.). Fernwood.

University of Calgary. (2018). *ii' taa'poh'to'p – Together in a good way: A journey of transformation and renewal*. Calgary, AB : Author. Available at <https://ucalgary.ca/indigenous/ii-taapohtop>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

NOTES: Other readings assigned as needed and will be listed 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 D2L and Zoom access.

### **RELATIONSHIP TO OTHER COURSES**

SOWK 355 is a required and foundational component of the BSW Program and helps students to become effective and ethical consumers of research who can apply their knowledge to evidence-based social work practices.

### **IMPORTANT DATES FOR FALL 2021**

- Block Week: Monday – Friday, August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9<sup>th</sup>, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

### **CLASS SCHEDULE**

Students are expected to complete readings before coming to class. The following topics align with the textbook chapters; other topics will be covered in class. In this schedule “VS” refers to page numbers in the Van de Sande and Schwartz text; “IP” refers to page numbers in *ii' taa'poh'to'p*.

Date	Topic	Readings	Zoom & Assignments Due
September 6-12	Introduction	VS 1-8 IP 1-13; 46-47	<b>No Zoom</b> See D2L and participate the activity as noted
September 13-19	Quantitative Methods I	VS 170-193	<b>Zoom</b> – September 14, 1:00pm
September 20-26	Library Session  How to create research questions	VS 48-61 IP 23-26	<b>Zoom</b> – September 21, 1:00pm

September 27-October 3	Qualitative Methods	VS 146-168	<b>Zoom</b> – September 28, 1:00pm
October 4-10	Research Ethics	VS 29-45	<b>No Zoom</b> Assignment 2 due October 10
October 11-17	Research Ethics Board	See D2L IP 27-29	<b>Zoom</b> – October 12, 1:00pm
October 18-24	Research with Indigenous People	VS 100-112 IP 19-22; 34-39	<b>Zoom</b> – October 19, 1:00pm Assignment 3 due October 24
October 25-October 31	Geographic Information System (GIS)	See D2L	<b>Zoom</b> – October 26, 1:00pm
November 1-7	Photovoice & Participatory Action Research (PAR)	VS 85-98 See D2L	<b>Zoom</b> – November 2, 1:00pm Assignment 4 due November 8
November 8-14	Term Break – No class		Reading Week
November 15-21	Quantitative Methods II	See D2L	<b>Zoom</b> – November 16, 1:00pm
November 22-28	Equity, Diversity and Inclusion (EDI) in Research Presentation I		<b>Zoom</b> – November 23, 1:00pm Assignment 5*
November 29-December 5	Knowledge Dissemination Presentation II		<b>Zoom</b> – November 30, 1:00pm Assignment 5*
December 6-12	Wrap-up Presentation III		<b>Zoom</b> – December 7, 1:00pm Assignment 5*
Note: * There are three different deadlines for Assignment 5 depending on which week you are signed up for presentation. Please see Assessment Component below for the details and sign up via D2L.			

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

##### **EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

##### **USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

### **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 (e.g., to review a recorded 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 Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### **LIVE OFFICE HOUR VIA ZOOM**

The instructor will hold a live office hour via zoom by appointment. Students are expected to contact the instructor in advance to schedule date/time for meeting.

## **ASSESSMENT COMPONENTS**

SOWK 355 is a core course in a professional faculty. A student seeking to be successful in SOWK 355 should demonstrate elevated standards of ethical conduct, oral and written communication, independent and collaborative participation, and on time completion of all course requirements.

### **Assignment 1 (Individual Assignment): Discussion Board Posts & Zoom (20%) – Weekly, as noted on D2L**

Aligned Course Learning Outcome: 1, 3, 4, 5

To engage with course content and to foster a collaborative and collegial learning environment, students are expected to attend and engage in Zoom sessions. Students will also create discussion board posts on D2L that integrate concepts from that week's readings and activities. Questions to guide discussion will be provided.

Students are expected to make their first posting by the Wednesday of the due date week, and then comment on TWO other students' posts by the Friday of the due date week. Please note students are

welcome and encouraged to comment on more than two posts, but only the first two replies will be graded.

For the first post, students may use up to 300 words (but succinctness is a skill that is encouraged). Replies should be brief and not exceed 100 words. Students are responsible for maintaining the threads to their posts (e.g., responding to another classmate's comments as a cordial closure for the conversation). Students are expected to draw on and integrate the week's readings/activities when creating their original post and replies. Students can also integrate other course materials as relevant. Students are responsible for editing, proofreading, and monitoring the tone of their posts. While posts can maintain a conversational tone, ensure that any citations use proper APA formatting.

A grading rubric will be provided on D2L.

**Assignment 2 (Individual Assignment): TCPS 2 CORE Certificate (5%) – Due October 10, 2021 at 11:59pm MT**

Aligned Course Learning Outcome: 1, 2, 4

Students will complete the Tri-Council Policy Statement 2 Course on Research Ethics (TCPS 2 CORE). The TCPS 2 CORE is an online course and can be accessed at: <https://tcps2core.ca/welcome>

The course takes approximately three hours to complete, though more time might be required for students who wish to thoroughly peruse supplementary materials. In order to facilitate the completion of this course, there will not be class on October 5, 2021. While students may complete the course at any time before this date, class time on October 5 will be specifically set aside for this reason. Upon completion of the course, each student will be immediately awarded a completion certificate by the website. By the due date for this assignment, each student will upload their certificate of completion via the SOWK 355 Dropbox in D2L.

Full marks will be given to students who submit their certificate of completion by the due date. Zero marks will be given to students who fail to submit their certificate of completion, or who submit it after 11:59pm MT on the due date.

**Assignment 3 (Group Assignment): Understanding Research Objective and Question (15%) – Due October 24, 2021 at 11:59pm MT**

Aligned Course Learning Outcome: 1, 4, 5

This assignment will help you to understand how to create research question. Students will choose and read 5 peer-reviewed articles and locate research objectives and questions from each article.

1. The groups (no more than 3 people per group) will be randomly assigned.
2. Search and select 5 peer-reviewed research articles.
3. Locate research objectives and questions. Describe each research objective and question as a sentence. You also should provide the evidence with direct quote regarding where you get the conclusion.

I will hold a practice session to demonstrate how to do this assignment on September 21. A form will be provided on D2L. Submit it via Dropbox in D2L.

**Assignment 4 (Group Assignment): Article Appraisal and Ethics Application (30%) – Due November 8, 2021 at 11:59pm MT**

Aligned Course Learning Outcome: 1, 2, 4, 5

This assignment will help you to demonstrate your comprehension of research design elements and ability to apply critical research appraisal skills through the review of a quantitative, qualitative, mixed methods, or other research article.

For this assignment, you will have an opportunity to search for and select a research article (peer reviewed) from one of your own choice in an area of interest to you. Then, you will critically appraise the article that you have chosen and complete an ethics application that could be submitted to the Research Ethics Board.

1. The groups (no more than 3 people per group) will be randomly assigned.
2. Search and select a peer-reviewed research article. The selected article must involve human participants.
3. Pretend that you are a principal investigator of the research conducted in the article and responsible for implementing and overseeing the entire research study. All research projects involving human participants must obtain an approval from the Research Ethics Board before conducting the research. Critically appraise the article and complete the ethics application assuming that you have not conducted the research project yet.
4. Ethics application form will be provided.

A grading rubric will be provided on D2L. Submit it via Dropbox in D2L.

**Assignment 4 (Individual Assignment): Research Proposal Presentation (30%)  
Due November 23, November 30, December 7, 2021 at 11:59pm MT**

Aligned Course Learning Outcome: 1, 4, 5

This assignment offers students the opportunity to synthesize course learnings about the research process. Students will choose a topic of interest, create a basic research study and present it during the Zoom session.

The research proposal will include the following elements:

1. Problem – what is the social issue you are researching? Why is it important? Here, you will justify your study using academic literature in APA format.
2. Research question – what is the research question your study will answer?
3. Methods and data collection strategies – how will you gather the data to answer your question?

Students will sign up for a week among the three options as below and present their research proposal during the Zoom session and answer the questions raised by peers. Each week is limited to max 10-11 presenters. That way, we can have 10-11 presentations per week for three weeks. Much like at a research conference, students will be invited to virtually “walk through” the proposal presentations and ask questions. When you ask questions, try to balance across the postings. If someone has already posted questions/responses on a poster, try to respond to other postings. Deadlines for each week are as following:

**Presentation I:** After presentation, presenters should post their research proposal **by November 23**. All students (including the presenters) read the postings and respond to **at least TWO postings by November 25**. Presenters are also expected to **re-respond to all peers' comments by November 28**.

**Presentation II:** After presentation, presenters should post their research proposal **by November 30**. All students (including the presenters) read the posters and respond to **at least TWO postings by December 2**. Presenters are also expected to **re-respond to all peers' comments by December 5**.

**Presentation III:** After presentation, presenters should post their research proposal **by December 7**. All students (including the presenters) read the posters and respond to **at least TWO postings by December 9**. Presenters are also expected to **re-respond to all peers' comments by December 12**.

A grading rubric will be posted in D2L. Please submit the assignment via Dropbox in D2L as well.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Active class participation and engagement through D2L discussion board and Zoom sessions are expected and will be assessed by the instructor as part of the course grade. If students might have to miss a Zoom session for excusable reasons, a make-up option may be provided at the discretion of the instructor. Whenever possible, advanced notice must be given.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Please note that 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**

Documentable absence for personal or family illness, religious or spiritual commitments, or for serious unforeseen circumstances are excusable. Whenever possible, advanced notice must be given. Any assignment that is submitted after the due date without an explanation will receive a grade of zero.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. 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 particular 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

#### **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/](http://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**