



Course & Session Number	SOWK 355 S03	Classroom	SA124A
Course Name	Research in Context		
Day(s) & Time	On-campus sessions, Wednesdays, Sept. 08 – Dec. 08, 2021, 1:00 to 3:50 pm (MT)		
Instructor	Dr. Wasif Ali		
U of C E-mail	wasif.ali1@ucalgary.ca	Phone	Please contact instructor by email

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

Upon completion of this course, students will gain a better understanding of what research is and why it is important in their social work practice. In addition to familiarity with basic research terminology and methods, students will develop their report writing skills. The course emphasis will be on learning more about practice research and the use of different research approaches in different practice situations. Students will learn to view social work research from the perspective of social justice, as well as in relation to the frameworks of anti-oppressive practice; the implications of conducting and consuming social work research will be discussed on macro, mezzo, and micro-levels.

COURSE LEARNING OUTCOMES

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

1. Explain how to apply research to social work practice and how to use social work practice to inform research.
2. Outline the ethical obligations of social work researchers.
3. Describe Western, empirical methods of knowledge development (quantitative and qualitative) and their application to problems that are particularly relevant to social work.

4. Understand and apply key research approaches and processes including: the function of research in social work, research ethics, culturally sensitive and Indigenous approaches, and diversity in research.
5. Evaluate and analyze social work research in order to become critical consumers 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>

Lawrence, W. (2018). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson Education Limited. <http://103.5.132.213:8080/jspui/bitstream/123456789/271/1/social%20research%20methods.pdf>

Jacobson, M., & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups*, 30(4), 21-39
[https://Community-Based Participatory Research: Group Work for Social Justice and Community Change: Social Work with Groups: Vol 30, No 4 \(ucalgary.ca\)](https://Community-Based Participatory Research: Group Work for Social Justice and Community Change: Social Work with Groups: Vol 30, No 4 (ucalgary.ca))

Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Social Development*, 1(1A).
[https:// dev.journalhosting.ucalgary.ca/index.php/jisd/article/view/63043](https://dev.journalhosting.ucalgary.ca/index.php/jisd/article/view/63043)

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

As a foundational course for the BSW program, SOWK 355 enables students to become effective and ethical consumers of research. The purpose of this course is to provide students with the knowledge, skills, and critical thinking they need in order to support the integration of various forms of research into their professional practices and future coursework.

CLASS SCHEDULE

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, 2021

End of Term: Friday, December 24, 2021

Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

Students are expected to complete readings before coming to class. In this schedule “SRM” refers to Social Research Methods book and “SWRE” refers to Social Work Research and Evaluation Book.

Date	Topic	Required Readings and Activities
September 08	Introduction/ Welcome	Complete a profile of yourself on D2L (add photo, short bio, research experiences, interest in the course)
	Why do Research?	Reading: SRM Pages (1-16)
September 15	Quantitative Research	Reading: SRM Page 16
September 22	Qualitative Research	Reading: SRM Page 20
September 29	Use and Audience of Research	Reading: SRM (25 – 41)
October 06	Data Collection Techniques	Reading: SRM (46 – 53)
October 13	Practice Research Guest lecture	Readings: Pages 33 - 35 https://issuu.com/acsw/docs/acsw_advocate_summer_2021 Page 01 -12 https://fieldeducator.simmons.edu/wp-content/uploads/2021/05/20-272-1.pdf

October 20	Research Ethics Tri-Council Policy Statement 2 Course on Research Ethics (TCPS 2 CORE)	Readings: SWRE (Chapter 06 – Page 129) Students will complete this course and share their certificate in the D2L drop-box
October 27	Research with Minority and Disadvantaged Groups Guest lecture	Reading: SWRE (Chapter 07 – Page 163)
November 03	Field Research and Focus Group Research	Reading: SRM (431-473)
November 07 -13		Term break – No classes
November 17	Community-Based Participatory Research: Group Work for Social Justice and Community Change	Pages (1-20) Community-based participatory research: Group work for social justice and community change. https://doi.org/10.1300/J009v30n04_03
November 24	Research with Indigenous communities	Pages (01 -16) https://dev.journalhosting.ucalgary.ca/index.php/jisd/article/view/63043 Group digital story presentations
December 1	Evaluation and Social Work Practice	SWRE (Chapter 25 – Page 631) Group digital story presentations Initial submission of proposals
December 08	Feedback on Proposals Final Discussion	Group digital story presentations During the last class the instructor will provide feedback on each proposal. This will be followed by a discussion session that will conclude the last day of the class.

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>

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) for your best learning experiences. 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.

ASSESSMENT COMPONENTS

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

Students are expected to engage in class activities and discussions throughout the course. Completion of all class activities is required for the student to receive full marks for course engagement. Learning activities will include weekly group discussions, formulating questions, and creating infographics.

Assessment Criteria:

Course engagement marks will be a combination of your self-assessment (10%) and the instructor's assessment (10%).

Self-assessment will be based on participation and engagement, including consistent class attendance, group poster presentation, participation in class activities, professionalism and respectful engagement in class, engagement with guest speakers, contributions to class discussions and learnings, evidence of having completed assigned readings, and the ability to pose questions and provide constructive feedback to peers.

Instructor's assessment criteria for engagement will include participation in class activities, contributions to class discussions and learning community, and evidence of students having completed assigned readings in class discussions and learning activities.

A grading rubric will be posted on D2L.

Assignment 02 (Individual Assignment): An Annotated Bibliography (20%) Due October 05, 2021 at 11:59 pm MT

This assignment will help you to understand how to conduct a literature search to develop an annotated bibliography. Students will choose, review, and analyze a minimum of 10 peer-reviewed relevant articles to include in their annotated bibliography and to support their research idea.

Consider the following points to prepare an annotated bibliography:

- Search criteria for annotated bibliography
- Locate research objectives and questions
- Identify research methods
- A sample annotated bibliography will be provided
- Use current and recent peer-reviewed research papers (2015-2021)
- Use APA 7th reference style

Assessment Criteria:

Assessment will be based on the relevance of identified peer review research papers to the topic of discussion, search criteria, presentation of research objectives, questions, and methods, and correct use of referencing style.

A grading rubric will be posted on D2L.

Assignment 03 (Individual Assignment): TCPS 2 CORE Certificate (10%)
Due October 19, 2021 at 11:59pm MT

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, although more time might be required for students who wish to thoroughly peruse supplementary materials. In order to facilitate the completion of this certificate, there will not be a class on October 19th, but the instructor will be available on Zoom to facilitate any discussion or questions.

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 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 without prior arrangements with the instructor due to exceptional circumstances, or who submit it after 11:59pm MT on the due date.

Assignment 4 (Group Assignment): Digital Story (25%)
Due Dates: November 15 & 22, 2021 at 11:59pm MT

Each group will create a digital story that explores a contemporary social issue and its importance and establishes why it is beneficial to conduct research to examine the issue.

Based upon an outline, each group will develop a digital story that includes images, photos, drawings, symbols, spoken words and/or music to explore your selected topic. Digital stories should demonstrate creativity, evidence of critical thinking, and deep reflection on the issue or topic. The digital story should be approximately three to five minutes in length. A variety of formats may be used (Zoom recording, PowerPoint, iMovie, Podcast, digital narrative, etc.)

Groups will have the opportunity to share their digital story with their peers during the final three classes. More details about this assignment, expectations and grading criteria will be provided and discussed in class.

Assessment Criteria:

In evaluating the digital story, the following components will be considered:

- Idea (Research topic and its significance)
- Explore and learn (Introduction)
- Content - script
- Image - audio - video – use of technology and demonstration
- Concluding thoughts and reflections

A grading rubric will be posted on D2L.

All group members will receive the same grade for the assignment.

**Assignment 5 (Group assignment): Research Proposal Submission (25%)
Due November 30, 2021 at 11:59pm MT**

Based on feedback from the instructor and discussion with peers about the annotated bibliography and digital story assignments, groups will create and share a final research proposal. The research proposal will introduce and establish the significance of the topic and include research objectives and questions, literature review, method of data collection and expected outcomes.

- Proposal will consist of 4 to 5 pages (1000-1250 words)
- The instructor will review and provide feedback on the research proposal before the final submission.
- APA 7th Edition style will be used for referencing

Assessment criteria:

Assessment will be based on the clarity of research topic description, demonstration of research objectives, questions, and methods, quality of literature review and presentation of expected outcomes.

All group members will receive the same grade for the assignment.

A grading rubric will be posted on D2L.

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 class discussions and participation 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 APA 7 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>

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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/. 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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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