



**Fall 2021**

<b>Course &amp; Session Number</b>	<b>SOWK 355 S04</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Research in Context		
<b>Day(s) &amp; Time</b>	Tuesdays from 9:00 am – 11:50 am via Zoom		
<b>Instructor</b>	Tiffany Gloeckler		
<b>U of C E-mail</b>	<a href="mailto:Tiffany.Gloeckler@ucalgary.ca">Tiffany.Gloeckler@ucalgary.ca</a>	<b>U of C Phone</b>	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**

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 analyse 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**

### **Textbooks**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

**Note:** Every course within the faculty has now transitioned to APA 7. If you have not already purchased a copy for use in other courses, ensure that you purchase the 7<sup>th</sup> edition of the APA manual when you do.

### **Readings**

- Associated Press. (2020). *Cyborgs, Trolls and Bots: A guide to online misinformation*. Snopes. <https://www.snopes.com/ap/2020/02/07/cyborgs-trolls-and-bots-a-guide-to-online-misinformation/>
- Canadian Association of Social Workers. (2005). *Code of Ethics*. [https://www.casw-acts.ca/sites/default/files/attachements/casw\\_code\\_of\\_ethics.pdf](https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf)
- D’Cruz, H., & Gillingham, P. (2017). Participatory research ideals and practice experience: Reflections and analysis. *Journal of Social Work, 17*(4), 434-452. <https://doi.org/10.1177/1468017316644704>
- Eppley, K., & Shannon, P. (2017). Practice-based evidence: Intelligent action inquiry for complex problems. *Literacy Research: Theory, Method, and Practice, 66*(1), 389-405. <https://doi.org/10.1177/2381336917719685>
- Gaudet, J. C., & Chilton, C. (2018). Milo Pimatisiwin project: Healthy living for Mushkegowuk youth. *International Journal of Indigenous Health, 13*(1), 20-40. <https://doi.org/10.18357/ijih.v13i1.30264>
- Grinnell, R., & Unrau, Y. (2018). *Social work research and evaluation: Foundations of evidence-based Practice* (11<sup>th</sup> ed.). Oxford University Press, Incorporated. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5267434&ppg=1>
- Kral, M. J., & Allen, J. (2016). Community-based participatory action research. In *Handbook of methodological approaches to community-based research* (pp. 253-260). Oxford University Press.
- 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. *Nordic Social Work Research, 1*-10. <https://doi.org/10.1080/2156857X.2020.1793807>
- McDonald, B. (2019, November 16). The return of race science — the quest to fortify racism with bad biology [Audio podcast episode]. In *Quirks and Quarks with Bob McDonald*. 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>
- Nicholas, D. B., Orjasaeter, J. D., & Zwaigenbaum, L. (2019). Considering methodological accommodation to the diversity of ASD: A realist synthesis review of data collection methods for examining first-person experiences. *Review Journal of Autism and Developmental Disorders, 6*(2), 216-232. <https://doi.org/10.1007/s40489-019-00164-z>
- Office of Research & Doctoral Services. (2015a). *Overview of qualitative research methods [Video]*. Youtube. <https://www.youtube.com/watch?v=IsAUNs-IsSQ>
- Office of Research & Doctoral Services. (2015b). *Overview of quantitative research methods [Video]*. Youtube. <https://www.youtube.com/watch?v=cwU8as9ZNI>

- Pannucci, C. J., & Wilkins, E. G. (2010). Identifying and avoiding bias in research. *Plastic and reconstructive surgery*, 126(2), 619-625. <https://doi.org/10.1097/PRS.0b013e3181de24bc>
- Probst, B. (2015). The eye regards itself: Benefits and challenges of reflexivity in qualitative social work research. *Social Work Research*, 39(1), 37-48. <https://doi.org/10.1093/swr/svu028>
- Reid, C., Greaves, L., & Kirby, S. (2017b). Strategies and approaches for making change and the role of the researcher. In *Experience, research, social change* (3rd ed., pp. 317-336). University of Toronto Press.
- Silentmiaow. (2007, January 14). *In my language*. [Video]. Youtube. <https://www.youtube.com/watch?v=JnylM1hl2jc>
- Truth and Reconciliation Commission of Canada. (2012). *Truth and Reconciliation Commission of Canada: Calls to action*. Truth and Reconciliation Commission of Canada. [https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)
- White, E. (2014). Science, pseudoscience, and the frontline practitioner: The vaccination/autism debate. *Journal of evidence-based social work*, 11(3), 269-274. <https://doi.org/10.1080/15433714.2012.759470>

**Please note:** The required reading list includes several chapters from Grinnell, M., & Unrau, Y. A. (2018). Because we will only be reviewing select chapters in this textbook, students **do not** need to purchase the full versions of this textbook or any other textbook in order to complete this course. With the exception of the APA 7 manual, all required readings are available electronically and may be access via the URLs provided, or through links and direct downloads provided in 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 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

This course contains synchronous and asynchronous activities. Students will meet each Tuesday morning at 9:00 am over Zoom to review and discuss lecture materials and assigned readings, meet with guest speakers as laid out in the course outline, and engage in in-class activities during the first portion of the class. Time in each class will be allotted for students to complete asynchronous activities. Zoom information will be provided on D2L.

Date	Topic	Review before class
Sept 7	<b>Introduction and Overview</b> <ul style="list-style-type: none"> <li>- Introductions; Course overview; Review of APA7 and academic integrity; What is research?</li> </ul>	<b>Lecture notes (posted on D2L):</b> Sept. 7 <sup>th</sup> <b>Readings:</b> Grinnell & Unrau (2018) - Ch. 1 Liedgren, P. (2020)
Sept 14	<b>Introduction and Overview</b> <ul style="list-style-type: none"> <li>- Introduction to SW research; Ways of knowing; Knowledge generation; Bias and positioning</li> <li>- Types of evidence (peer-review; grey literature; evidence-based vs practice based)</li> </ul>	<b>Lecture notes:</b> Sept. 14 <sup>th</sup> <b>Readings:</b> Eppley & Shannon (2017) Grinnell & Unrau (2018) - Ch. 2, Ch. 10
Sept 21	<b>Introduction and Overview</b> <ul style="list-style-type: none"> <li>- Research questions; Accessing and evaluating evidence; SW implications</li> </ul>	<b>Lecture notes:</b> Sept. 21 <sup>st</sup> <b>Readings:</b> Associated Press (2020) White (2014) <b>Download for class:</b> CASW Code of Ethics
Sept 28	<b>Ethics, obligations, and considerations</b> <ul style="list-style-type: none"> <li>- Overview; History and present-day consequences; Implications for practice;</li> </ul>	<b>Lecture notes:</b> Sept. 28 <sup>th</sup> <b>Readings:</b> Grinnell & Unrau (2018): Ch. 6, 7 <b>Multimedia:</b> McDonald, B. (2019)
Oct 5	<b>Ethics, obligations, and considerations</b> <ul style="list-style-type: none"> <li>- Ethical and cultural quandaries in research; Sampling; Ableism, intersections, and critical theories</li> </ul> <p style="color: red; margin-top: 5px;"><b>Guest speaker: Amber Young – Critical Disability and Neurodiversity in Research</b></p>	<b>Lecture notes:</b> Oct. 5 <sup>th</sup> <b>Readings:</b> Nicholas et al., (2019) <b>Multimedia:</b> Silentmiaow (2007)
Oct 12	<b>Ethics, obligations, and considerations</b> <ul style="list-style-type: none"> <li>- Boards, bodies, and formal processes; Code of Ethics; Spotting bias in the wild; Understanding cognitive bias</li> </ul>	<b>Lecture notes:</b> Oct. 12 <sup>th</sup> <b>Readings:</b> D’Cruz (2017) Pannucci & Wilkins (2010)
<b>October 17<sup>th</sup> - Assignment 2A due</b>		

Oct 19	<b>Research Methodologies</b> - Qualitative approaches;	<b>Lecture notes:</b> Oct. 19 <sup>th</sup> <b>Readings:</b> Grinnell & Unrau (2018): Ch. 3 <b>Multimedia:</b> Office of Research & Doctoral Services (2015a)
Oct 26	<b>Research Methodologies</b> - Indigenous Methodologies <b>Guest speaker: Kaila Kornberger – Indigenous Research Methods</b>	<b>Lecture notes:</b> Oct. 26 <sup>th</sup> <b>Readings:</b> Gaudet et al., (2018) Truth and Reconciliation Commission of Canada (2012)
Nov 2	<b>Research Methodologies</b> - Quantitative methods	<b>Lecture notes:</b> Nov. 2 <sup>th</sup> <b>Readings:</b> Office of Research & Doctoral Services (2015b) Grinnell & Unrau (2018): Ch. 4
<b>Nov 9 - Term Break – No classes</b>		
Nov 16	<b>Research Methodologies</b> - Mixed methods; program development and evaluation; <b>Guest Speaker: Dylan Richards – Turning evidence into practice</b>	<b>Lecture notes:</b> Nov. 16 <sup>th</sup> <b>Readings:</b> Grinnell & Unrau (2018): Ch. 11
<b>Nov 21, 6:00 pm – Assignment 2B Due</b>		
Nov 23	<b>Research in Practice</b> - Research cycles from start to finish; Compiling, summarizing, and presenting evidence;	<b>Lecture notes:</b> Nov. 23 <sup>th</sup> <b>Readings:</b> Kral & Allen (2016)
Nov 30	<b>Research in Practice</b> - Research as a daily practice; selecting methodologies for use in practice;	<b>Lecture notes:</b> Nov. 30 <sup>th</sup> <b>Readings:</b> Probst, B. (2015) Reid et al., (2017)
<b>Dec 5<sup>th</sup> at 6:00 pm – Final Quiz Submission</b>		
Dec 7	<b>Wrap-up/Closing</b> - Assignment 4 presentations; Final thoughts and questions	<b>Lecture notes:</b> Dec. 7
<b>Dec 7 at 9:00 am – Assignment 4 Due In-Class</b>		

## **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 (15%) – 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 students to receive full marks in this category. Examples of these activities may include: large and small group discussions over Zoom, breakout room activities, in-class exercises and reflections, and self-assessment activities. All activities are designed to be completed during scheduled class time either synchronously or asynchronously.

### **Assignment 2: Social Media Fact Check**

**Part A: Position statement and Research Question (25%) – Due date: Oct. 17 @ 18:00 via Dropbox.**

**Part B: Presentation of Findings and Discussion (40%) – Due date: Nov. 21 @ 18:00 via D2L.**

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

Students will find **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 the information presented 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 discussion with your peers. Assignment specifications, exemplars, and rubrics will be posted on D2L.

### **Assignment 3: Unit Quizzes (15%) – Due date: Dec. 5th @ 18:00 via D2L.**

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

Students will complete a series of quizzes in D2L at the end of each topic. These assessments will be multiple-choice and based off of the assigned readings, textbook materials, and lecture notes listed in the course outline. Grading will be completed automatically and posted on D2L once each quiz has been completed. All quizzes must be completed and submitted to D2L for assessment **no later** than Dec. 5<sup>th</sup> in order to receive marks.

### **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 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.

## **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit assignments according to the submission guidelines listed for each assessment. Written assignments must be submitted via D2L in either **Word (.doc or .docx) or PDF** format. Email submissions of assignments will not be accepted. It is up to each student to ensure that they have reviewed the submission guidelines prior to submitting their work. **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, any assignment submitted past the due date without prior approval from the instructor 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

## 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.

## ADDITIONAL SUGGESTED READINGS

Any supplemental reading materials and resources used in this course will be posted under the “supplemental materials” section in D2L.

## 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 <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