

Course Number	SOWK 747 S01	Classroom	Online
Course Name	Qualitative Research II: Qualitative Methods		
Day(s) & Time	Zoom sessions Mondays 9-11:50am on the following dates: September 13, 20; 27; October 4,12,18,25; November 1,15, 22, 29, December 6		
Instructor	Kathleen Sitter		
U of C E-mail	kcsitter@ucalgary.ca	Phone	403-220-4573

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.

COURSE LEARNING OUTCOMES

1. To engage in a critical review and appraisal of qualitative inquiries;
2. To define and explain the nature of qualitative inquiry;
3. To conduct and critique qualitative approaches;
4. To learn about qualitative research designs, including considerations to the role of the researcher, ethics, and power;
5. To develop or deepen manuscript skills.

LEARNING RESOURCES

Readings for this course include a reading set of peer reviewed journal articles and chapters of texts. Guest speakers will also provide recommended readings prior to their respective presentation date. Texts links available on D2L indicated by an *. All other articles or chapters are available via the library.

Required readings are indicated with an asterisk.

Reading Set 1

*Carter, S.M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316-1328.
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1049732307306927>

*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. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1077800407311959>

* 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* (5th ed.); pp. 108-150). Sage.

*Staller, K. M. (2012). 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. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325012450483>

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

Denzin, N. K., & Lincoln, Y. S. (2011). *The sage handbook of qualitative research* (4th ed.). Sage.

Gilgun, J. F. & Abrams, L. S. (2002). The nature and usefulness of qualitative social work research: Some thoughts and an invitation to dialogue. *Qualitative Social Work*, 1(1), 39-55.

Marshall, C. and Rossman, G. (2016) *Designing qualitative research*. (6th ed.). Sage.

Morse, J. M. Using the right tool for the job. *QHR*, 14(8), 1029-1031.

Staller, K. M. (2013). Epistemological book camp: The politics of science and what every qualitative researcher needs to know to survive in the academy. *Qualitative Social Work*, 12(4), 395-413. doi:10.1177/1473325012450483

Reading Set 2

*Social Care Institute for Excellence (2003). Using systematic reviews to improve social care. SCIE Reports: No 4. Retrieved from: <http://www.scie.org.uk/publications/reports/report04.pdf>

*Victor, L. (2008). *Systematic reviewing*. Social Research Update, 4. Retrieved from: <http://sru.soc.surrey.ac.uk/SRU54.pdf>

*Bronson, D. E. & Davis, T. S. (2011). *Finding and evaluating evidence: Systematic reviews and evidence-based practice*. Oxford University Press.

*Hodge, D. R. (2007). A systematic review of the empirical literature on intercessory prayer. *Research on Social Work Practice*, 17, 174-187. Retrieved from: <http://www.sagepub.com/vaughnstudy/articles/intervention/Hodge.pdf>

Reading Set 3

*Denzin, N.K., & Lincoln, Y.S. (2008). Introduction: Critical methodologies and Indigenous inquiry. In N.K. Denzin, Y.S. Lincoln, & L.T. Smith (Eds.), *Handbook of Critical and Indigenous Methodologies* (pp. 1-20). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/handbook-of-critical-and-indigenous-methodologies/n1.xml>

- *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>
- *Hanson, A.J. (2018). "Going Native": Indigenizing ethnographic research. *The Canadian Journal of Native Studies*. 38(2), 83-99. <https://search-proquest-com.ezproxy.lib.ualgary.ca/docview/2246252670/fulltextPDF/F9B0535774A9455FPQ/1?accountid=9838>
- *Sockbeson, R., Weber-Pillway, C., Sinclair, J., Lours, C. (2018). Red hope pedagogy. *Critical Pedagogical Inquiry. Spirit and Heart* 10(2), 50-57. <https://journals.library.ualberta.ca/cpi/index.php/cpi/article/view/29443>
- *Smith, L.T. (2012). Introduction. In L.T. Smith *Decolonizing Methodologies* (2nd ed.; pp.1-19). Zed Books. <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?docID=3563227&ppg=18>
- Debassige, B. (2010). Re-conceptualizing Anishinaabe mino-bimaadiziwin (the good life) as research methodology: A spirit-centered way in Anishinaabe research. *Canadian Journal of Native Education*, 33(1), 11–28.
- Gauget, J. (2019). Keeoukaywin: The visiting way – fostering an Indigenous Research Methodology. *Aboriginal Policy Studies* 7(2) pp. 47-64.
- 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>
- 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). Canadian Scholars' Press
- Smith, L.T. (2012). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed). Zed Books.

Reading Set 4

- *Herr, K., & Anderson, G.L. (2005). The continuum of positionality in action research. In K. Herr & G.L. Anderson *The Action Research Dissertation: A Guide for Students and Faculty* (pp. 29-48). Sage. <https://methods-sagepub-com.ezproxy.lib.ualgary.ca/book/the-action-research-dissertation/n3.xml>
- *Sitter, K.C., Burke, A.C., Ladhani, S., Malloy, N. (2019). Supporting positive sexual health for persons with disabilities: Stories about the right to love. *BILD*, 47(4), 255-263. <https://onlinelibrary-wiley-com.ezproxy.lib.ualgary.ca/doi/full/10.1111/bld.12287>
- *Zuber-Skerritt, O., & Fletcher, M. (2007). The quality of action research thesis in the social sciences. *Quality Assurance in Education*, 15(4), 413-436. <https://www-emerald-com.ezproxy.lib.ualgary.ca/insight/content/doi/10.1108/09684880710829983/full/html>
- Katsui, H., & Koistinen, M. (2008). The participatory research approach in non-Western

countries: Practical experiences from Central Asia and Zambia. *Disability & Society*, 23(7), 747-757.

Lorenzetti, L. (2013). Research as a social justice tool: An activist's perspective. *Affilia: Journal of Women and Social Work*, 28(4), 451-457.

Reading Set 5

*Elwood, S.A., & Martin, D.G. (2000). "Placing" interviews: Location and scales of power in qualitative research. *Professional Geographer*, 52(4), 649-657. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/0033-0124.00253>

*Lather, P. (1986). Issues of validity in openly ideological research: Between a rock and a soft space. *Interchange*, 17, 63-84. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/BF01807017>

*Tilley, S., & Gormley, L. (2007). Canadian university ethics review: Cultural complications translating principles into practice. *Qualitative Inquiry*, 13(3), 368-387. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1077800406297654>

*Tracy, S. (2010). Qualitative quality: Eight "big tent" criteria for excellent qualitative research, *Qualitative Inquiry*, 16(10), 837-851. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1077800410383121>

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

Reading Set 6

*Bagnoli, A. (2009). Beyond the standard interview: The use of graphic elicitation and arts-based methods. *Qualitative research*, 9(5), 547-570. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1468794109343625>

(Pick between Faulker and Kuttner) Faulkner, S.L. (2018). Poetic inquiry: poetry as/in/for social research. In P. Leavy (ed.). *Handbook of Arts-Based Research* (pp.208-230). The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4979052>

Kuttner, P.J., Sousanis, N., Weaver-Hightower, M.B. (2018). How to draw comics the scholarly way: Creating comic-based research in the academy. In P. Leavy (ed.). *Handbook of Arts-Based Research* (pp.396-422). The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4979052>

*Leavy, P. (2018). Introduction to arts-based research. In P. Leavy (ed.). *Handbook of Arts-Based Research* (pp.3-21). The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4979052>

*Sitter, K. C., & Grittner, A. L. (2021). When participatory approaches are inaccessible: A movement toward research engagement through multisensory storytelling. In J. N. Lester & E. A. Nusbaum (eds). *Centering diverse bodyminds in critical qualitative inquiry* (pp. 37-48). London: Routledge.

Barthes, R. (1980). *Camera lucida: Reflections on photography*. Hill & Wang.

Drobnick J. (2011). The city, distilled. In M.Diaconu, E. Heuberger, R. Mateus-Berr L.M. Vosicky (Eds.) *Senses and the City: An Interdisciplinary Approach to Urban Senses* (pp. 257-275). Lit Verlag.

Stanczak, G. C. (2007). *Visual research methods: Image, society, and representation*. Sage Publications.

Reading Set 7

*Cook, D.A. & Dixon, A.D. (2013) Writing critical race theory and method: a composite counterstory on the experiences of black teachers in New Orleans post-Katrina, *International Journal of Qualitative Studies in Education*, 26(10), 1238-1258, doi: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09518398.2012.731531>

*Madison, D.S. (2008). Narrative poetics and performative interventions. In N.K. Denzin, Y.S. Lincoln, & L.T. Smith (Eds.), *Handbook of Critical and Indigenous Methodologies* (pp. 391-406). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/handbook-of-critical-and-indigenous-methodologies/n19.xml>

*Owusu-Ansah, F.E. & Mji, G. (2013). African indigenous knowledge and research. *African Journal of Disability*, 2(1), 30-35. <https://ajod.org/index.php/ajod/article/view/30>

*Solorzano, D.G. & Yosso, T.J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for educational research. *Qualitative Inquiry*, 8(1), 23-44. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/107780040200800103>

Parker, L., & Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry*, 8(1), 7-22.

Reading Set 8

* Bloomberg, L.D., & Volpe, M. (2018). Achieving alignment throughout your dissertation. In L.D. Bloomberg, & M. Volpe (pp. 88-118). *Completing your qualitative dissertation: A roadmap for beginning to end* (4th ed.). Sage.

* Marshall, C., & Rossman, G. (2016). Basic Data Collection Methods. In C. Marshall, & G. Rossman Chapter 6. *Designing qualitative research* (6th ed.). Sage.

*Nagel, D., F Burns, V. F., Tilley, C., & Aubin, D. (2015). When novice researchers adopt constructivist grounded theory: Navigating less travelled paradigmatic and methodological paths in PhD dissertation work. *International Journal of Doctoral Studies*, 10, 365–383. <https://doi.org/10.28945/2300>

Given, L. M. (2012). Poststructuralism. *The SAGE encyclopedia of qualitative research methods* (Vols. 1-0). (pp. 667-670). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412963909

Reading Set 9

*Atkinson, R. (2007). The life story interview as a bridge in narrative inquiry. In J. D. Clandinin (ed.) *Handbook of narrative inquiry: Mapping a methodology* (pp. 224-246). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/handbook-of-narrative-inquiry/n9.xml>

*Gould, J. (2013). A nice piece of cake and a kibitz: reinventing Sabbath hospitality in an institutional home. *Home Cultures*, 10(2), 189-206. <https://doi-org.ezproxy.lib.ucalgary.ca/10.2752/175174213X13589680718652>

*Nusbaum, E.A, & Sitter, K.C. (2016). Disrupting the able-bodied normativity of shared power in the duoethnographic process: A critical disability studies lens. *Critical Questions in Education* 7(3), 306-317. <https://files.eric.ed.gov/fulltext/EJ1114649.pdf>

*Riessman, C. K. (2012). Analysis of personal narratives. In J. F. Gubrium & J. A. Holstein (eds.). *Handbook of Interview research: Context and method (2nd ed.)*. (pp. 367-380). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/handbook-of-interview-research-2e/n26.xml>

*Starks, H. & Trinidad, S. B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17(10), 1372-1380. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1049732307307031>

Alvesson, M., & Skoldberg, K. (2000). *Reflexive methodology: New vistas for qualitative research*. Sage.

Brinkmann, S. & Kvale, S. (2014). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). Sage.

Charmaz, K. (2005). Grounded theory in the 21st Century: Applications for advancing social justice studies. In N. K. Denzin & Y.S. Lincoln (eds). *The sage handbook of qualitative research (3rd edition)* (pp. 507-536). Sage.

Clandinin, J. D., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.

Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview. In N. K. Denzin & Y.S. Lincoln (Eds), *Handbook of qualitative research*. (pp. 273-285). Sage.

Reading Set 10

*Plano Clark, V. & Ivankova, N. (2016). What is the core of mixed methods research practice?: *introducing the mixed methods research process*. In Plano Clark, V., & Ivankova, N. *Mixed methods research: A guide to the field* (pp. 31-52). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/mixed-methods-research-a-guide-to-the-field/i737.xml>

*Plano Clark, V. & Ivankova, N. (2016). How do interpersonal contexts shape mixed methods?: *considering interactions with research participants, teams, and reviewers in mixed methods*

research. In Plano Clark, V., & Ivankova, N. *Mixed methods research: A guide to the field* (pp. 217-246). Sage

<https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/mixed-methods-research-a-guide-to-the-field/i1693.xml>

*Walton, J. B., Plano Clark, V. L., Foote, L. A., & Johnson, C. C. (2019). Navigating Intersecting Roads in a Mixed Methods Case Study: A Dissertation Journey. *Journal of Mixed Methods Research*. <https://doi.org/10.1177/1558689819872422>
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1558689819872422>

Frost, N., Brooks-Gordon, B., Esin, C., Holt, A., Mehdizadeh, L., A., Shinebourne, P. (2010). Pluralism in qualitative research: The impact of different researchers and qualitative approaches on the analysis of qualitative data. *Qualitative Research*, 10(4), 441-460.

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

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

CLASS SCHEDULE

- First Day of Classes: Tuesday, September 13
- Sunday-Saturday, November 7-13: Term Break – no classes
- Last Day of Classes for fall courses: Wednesday, December 8

Class dates	Topic	Reading Set	Assignments
September 13	Introduction	Reading Set 1 & 2	Assignment 1 Part A
September 20	Indigenous Approaches	Reading Set 3	
September 27	Transformative Researcher Positionality	Reading Set 4	
October 4	Ethics and Trustworthiness Quality Criteria	Reading Set 5	
October 12	Arts-Based Methods	Reading Set 6	
October 18	Afrocentric and Critical Race Theory Counter Storytelling	Reading Set 7	Assignment 3 Part A due

October 25	Research Design Data Collection	Reading Set 8	
November 1	Interpretive and Social Construction Approaches Narrative Ethnography	Reading Set 9	
November 7-13	Reading Week (no classes)		
November 15	Post-Positivist and Pragmatic Approaches Mixed Methods	Reading Set 10	
November 22	Prepare for Facilitation Assignment		
November 29			Facilitation Assignment 2
December 6			Assignment 1 Part 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

There are three assignments for this course.

Assignment 1: Your Approach to Knowledge Building

Due dates: September 13th (Part A) and December 6th (Part B)

Total value 15% for this course (submit in conjunction with 741)

At the beginning and end of the course, you will be required to reflect on your own approach to knowledge building within the context of your area(s) of research and practice interest. Summarize your position in a 1-2 paragraph description and/or table/graphic representation. Briefly, outline a question that conceptualizes your area of research. Be sure to explore the following; 1) how do you think about knowledge? 2) what are some of the ways in which you have come to know and experience the world? 3) what are the potential approaches to answering your research question? 4) identify any uncertainties, questions, and further considerations you currently hold. Repeat the assessment of your position at the end of the term, and reflect on if and how your position has changed. Please bring copies of your position statement for all class members or post on D2L. Hand in both parts on December 6.

Assignment 2: Methods Facilitation

Due date: November 29

Total value: 35%

For this assignment, students will pick a multisensory method and will have 40 minutes to lead a course facilitation. Students will provide a detailed overview of a multisensory method, and how it supports different ways of knowing in qualitative research. Further criteria will be provided in class. As part of the facilitation, students will be expected identify two articles at least two weeks prior, and include an experiential exercise to assist in class learning.

Assignment 3: Qualitative Research Manuscript

Due dates: October 18 (Part A Identified Journal and Draft) and December 6th (Final Paper)

Total value: 50%

For this assignment, you are expected to write a paper with a focus on a research methodology that could be submitted for publication to the journal of your choice. The topic of the paper can be whatever is useful to build your qualitative research expertise. Some suggested formats include: a critique of current approaches in your areas of interest (e.g. Sitter, K.C. (2017). Taking a look at photovoice as a participatory action research method, *JPHS*, 28(1), 36-48), a comparison between different methodologies (e.g. Starks, H., & Trinidad, S.B. (2007). Choose your method: A comparison of

phenomenology, discourse analysis, and grounded theory. QHR, 17(10), 1372-1370), or cross-disciplinary research methods (e.g. Grittner, A.L. & Burns, V.F. (2020), Enriching social work research through architectural multisensory methods: Strategies for connecting the built environment and human experience, QSW, <https://doi.org/10.1177/1473325020924456>). It is expected that you will write the manuscript according to the selected journal's "instructions to the authors" in terms of formatting, word count, referencing style, etc. When you and in the final paper, please also hand in the instructions to the authors for the journal you have selected.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to have read reading sets prior to class, attend class regularly, and to be fully present and engaged in class activities.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments are due before midnight on their due date. 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

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. 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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average 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. Note: 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 welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**