



Course & Session Number	SOWK 355 S01	Classroom	HNSC 334
Course Name	Research in Context		
Dates and Time	Start of Classes: Tuesday September 6, 2022 End of Classes: Tuesday December 6, 2022 Dates and Time: Tuesdays, 1 – 3:50 pm Add/Drop/Withdrawal Dates: September 23, 2022		
Instructor	Dr. Beth Archer-Kuhn, PhD, MSW, BSW, RSW	Office Hours	Tuesday & Wednesday 12:00-12:45 pm
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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. Students will work both individually and in small groups throughout the in-person course. This course will be taught using inquiry-based learning pedagogy.

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. Explain the ethical obligations of social work researchers.
3. Understand the distinctions between Western and Indigenous research epistemologies and methodologies.
4. Demonstrate 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.
6. 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* (2nd 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* (7th 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 is required for D2L 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.

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Classes: Tuesday September 6, 2022
- End of Classes: Tuesday December 6, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022
- Fall Break, no classes: Sunday – Saturday, November 6-12, 2022

Class Schedule

Date	Topics	Class Preparation	Assignments Due
Sept. 6	Introduction to Course Introduction to IBL Research Paradigms Small group formations	Van de Sande & Schwartz (2017), Pages 1-8; 12-26 University of Calgary (2018), Pages 1-13; 46-47	
Sept. 13	Library Session Creating Inquiry Questions	Van de Sande & Schwartz (2017), Pages 48-61 University of Calgary (2018), Pages 23-26 Bring a summary of three peer reviewed articles related to a topic of interest for you	Assignment #1 Due: Midnight in D2L
Sept. 20	Qualitative Methods Needs Assessments	Van de Sande & Schwartz (2017), Pages 127-143; 146-168 Bring a summary of three peer reviewed qualitative research articles related to your topic of interest	

Sept. 27	Knowledge sharing Mini Presentation & Large Group Consultation		Assignment #2a Due: Midnight September 30
Oct. 4	Research Ethics	Van de Sande & Schwartz (2017), Pages 29-45 University of Calgary (2018), Pages 27-29	
Oct. 11	Research Ethics Board Asynchronous activity	See instructions on D2L site for completing TPS2	Assignment #3, Due: 6:00 pm in D2L
Oct. 18	Quantitative Methods Program Evaluation	Van de Sande & Schwartz (2017), Pages 113-126; 170-193 Bring a summary of three peer reviewed quantitative research articles related to your topic of interest	
Oct. 25	Knowledge Sharing Mini Presentations & Large Group Consultation		Assignment #2b Due: During class
Nov. 1	Research with Indigenous Peoples Photovoice & Participatory Action Research (PAR)	University of Calgary (2018), Pages 19-22; 34-39 Van de Sande & Schwartz (2017), Pages 85-98; 100-112	
Nov. 8	Fall Break No Class	Fall Break No Class	Fall Break No Class
Nov. 15	Equity, Diversity and inclusion (EDI) in Research Research Proposal Presentation I	Van de Sande & Schwartz (2017), Pages 62-83 Perez et al. (2020) (See D2L)	Assignment #4
Nov. 22	Knowledge Dissemination Research Proposal Presentation II		Assignment #4
Nov. 29	Knowledge Dissemination Research Proposal Presentation III		Assignment #4
Dec. 6	Wrap up Course Evaluation		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR IN PERSON CLASSES

Students are expected to participate actively in all classes and particularly in their small groups. All students are expected to behave in a professional manner during all in-person classes.

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 with peer and instructor support): Developing Inquiry Question (15%) – Due September 13, 2022 at midnight MT
Aligned Course Learning Outcome: 1, 3, 4, 5

Assignment Description: Students will pursue and develop their inquiry question based on their area of interests related to a specific population (i.e., preschool children, youth, older adults) and an identified social issue (i.e. homelessness, domestic violence, addictions). These examples are only examples and students are expected to choose their own population and social issue. The development of the inquiry question will be based on the student research of the relevant literature and consultations with peers and instructor. Students are expected to conduct a search of the research literature using keywords related to your population and social issue. From your search you will choose three peer reviewed journal articles of interest. Using the Area of Interest form located on D2L, you will summarize these three articles and bring 3-4 hard copies of the completed form to class to be shared with your small group of peers. Time in class will be used for the purpose of peer consultation. Using your own interest, the research literature, and peer and instructor feedback, you will construct an inquiry question to pursue throughout the course.

You will submit a one-page document on D2L that clearly identifies your inquiry question and no more than 2 paragraphs that describes the process you followed and any influences that led to your final inquiry question.

Assessment Criteria: A rubric is provided on D2L site

Assignment 2 (Individual Assignment with peer support): Presenting Evidence (30%) – Due in two phases, 2a September 30 Midnight, 2b October 25 During class time
Aligned Course Learning Outcome: 1, 3, 5

Assignment 2a Description: Based on peer feedback, students will present evidence to the instructor in the form of a brief report outlining how the evidence (qualitative articles and other) led to the development of and supports their inquiry question. Strengths and weaknesses of the evidence will be

identified and linked to their specific topic of interest. A checklist, located on D2L, will be provided to guide students. The brief report will be no more than 1-2 pages, double spaced.

Assessment Criteria: A rubric is provided on the D2L course site

Assignment 2b Description: Based on peer feedback, students will present evidence to the class in the form of a 5 min (max.) presentation outlining how the evidence (quantitative articles and other) led to the development of and supports their inquiry question. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest. A checklist, located on D2L, will be provided to guide students.

Assessment Criteria: A rubric is provided on the D2L course site

Assignment 3 (Individual or Group Assignment): TCPS 2 CORE Certificate (10%) – Due October 11, 2021 at 6:00pm MT

Aligned Course Learning Outcome: 1, 2, 4

Assignment Description: 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 11, 2021. While students may complete the course at any time before this date, class time on October 11 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. Please save the document. By the due date for this assignment, each student will upload their certificate of completion via the SOWK 355 Dropbox in D2L. You are welcome to work in small groups to complete this assignment, however, each student must submit their own certificate of completion.

Assessment Criteria: 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 6:00pm MT on the due date.

Assignment 4 (Individual Assignment): Research Proposal Presentation (35%)

Due November 15, November 22, November 29, 2021 at 11:59pm MT

Aligned Course Learning Outcome: 1, 4, 5, 6

Assignment Description: 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 one of three classes. A sign-up list will be available in class at the beginning of the semester.

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/inquiry question your study will answer?
3. Methods and data collection strategies – how will you gather the data to answer your question? What ethical considerations will you need to keep in mind? How will you incorporate equity, diversity and inclusion in your proposed study?
4. Successes and challenges – outline and describe the successes and challenges of your inquiry process considering also how your learning developed, the role of small groups and peer feedback, anything else that supported your inquiry process.

Assessment Criteria: The instructor will provide formative and summative feedback using a rubric posted on the D2L course site.

Assignment 5 (Individual Assignment): Formative Peer Feedback (10%)

Aligned Course Learning Outcome: 1-5

Due throughout the course with assignments 1, 2, 4, and at mid and end of term. Submission of all peer formative feedback receives the full grades.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be supportive and provide constructive formative feedback to peers as part of their professional development and class participation. Ten percent of the course grade will reflect formative feedback to peers.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may only be submitted in Word 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 7th edition 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 (or students in the case of group assignments) 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 and when applicable rounding up will occur at this stage. For example, if the total sum of assignment grades is 82.5, rounding up will give the student a final grade of 83. 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. This grading system overrides the grading system in D2L.

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

The University of Calgary Graduate Grading System and Faculty of Social Work Percentage Conversion will be used.

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's [Code of Conduct](#).

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 \(2019\)](#).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the Registrar's website 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