



Course & Session Number	SOWK 355 S02	Classroom	HNSC 336
Course Name	Research in Context		
Dates and Time	Start of Classes: September 6, 2022 End of Classes: December 6, 2022 Dates and Time: In-person instruction. Tuesdays, from 1:00pm – 3:50pm Add/Drop/Withdrawal Dates: Last day to drop a class without financial penalty - Thursday, September 15 Last day to add or swap a course - Friday, September 16 Last day to withdraw from a course - Wednesday, December 7		
Instructor	Amanda Weightman	Office Hours	Virtual or in-person, by request
UCalgary E-mail	Amanda.weightman1@ucalgary.ca	UCalgary Phone	By e-mail

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

This in-person course will introduce students to the role of research in social work practice and settings. Students will learn about research methods, with a focus on practical applications in community and organizational settings. This will include a review of key historical developments in social work research and in research ethics, with strong grounding in contemporary movements toward culturally responsive, reflexive, and equity focused research practices, as well as an introduction to the First Nations principles of ownership, control, access, and possession (OCAP). Students will learn the basics of research design - including the use of qualitative, quantitative, and mixed methods, and analysis and knowledge mobilization – while learning to critically situate the role of the researcher and of research in an anti-oppressive practice. Students will engage in interactive course discussions, critical appraisals of readings, and practical applications of learning through assignments and in-class activities. There are no pre-requisites for this course.

COURSE LEARNING OUTCOMES

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

1. Demonstrate ability to define a research question and develop a methodology that is grounded in self-reflexive and ethical frameworks
2. Explain the difference between various qualitative and quantitative methods, and assess appropriate applications
3. Apply a critical, self-reflexive lens to assessing evidence and engaging in research
4. Identify key principles and approaches for engaging in ethical and culturally responsive research practices
5. Articulate the role of research for social work practice, including policy change, program development, and social justice

LEARNING RESOURCES

REQUIRED TEXTBOOKS

Van de Sande, A., & Schwartz, K. (2017). Research for social justice: A community-based participatory approach (2nd ed.). Black Point, NS & Winnipeg, MB: Fernwood.

They can buy a pdf copy or ebook or hard copy following this link.
<https://fernwoodpublishing.ca/book/research-for-social-justice697>

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood publishing. Black Point, NS & Winnipeg, MB: Fernwood.
<https://fernwoodpublishing.ca/book/research-is-ceremony-shawn-wilson>

REQUIRED READINGS

Boilevin, L., Chapman, J., Deane, L., Doersken, C., Fresz, G., Joe, D. ...Winter, P. (2019). *Research 101: A manifesto for ethical research in the Downtown Eastside*. <https://dx.doi.org/10.14288/1.0377565>

D’Cruz, H., & Gillingham, P. (2017). Participatory research ideals and practice experience: Reflections and analysis. *Journal of Social Work*, 17(4), 434-452. 10.1177/1468017316644704 <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468017316644704>

Ford, C. L., & Airhihenbuwa, C. O. (2010). Critical Race Theory, race equity, and public health: toward antiracism praxis. *American journal of public health*, 100 Suppl 1(Suppl 1), S30-S35.
<https://doi.org/10.2105/AJPH.2009.171058>

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=52016657&site=ehost-live>

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>

Jacobson, M., & Rugeley, C. (2007). Community-Based Participatory Research: Group Work for Social Justice and Community Change. *Social Work with Groups*, 20(4), 21-39. 10.1300/J009v30n04_03
https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J009v30n04_03

Lahman, M., Geist M., Rodriguez, K., Graglia P., DeRoche, K. (2010, July). *Culturally responsive relational reflexive ethics in research: the three rs*. Springer Science. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11135-010-9347-3>

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>

<https://ezproxy.lib.ucalgary.ca/login?url=https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006534-201008000-00034&D=ovft>

Rodriguez, K., Schwartz, J., Lahman, M., Geist, M. (2011). Culturally Responsive Focus Groups: Reframing the Research Experience to Focus on Participants. *International Journal of Qualitative Methods*.
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/160940691101000407>

Potts & Brown (2005). Becoming an Anti-Oppressive Researcher. In L.Brown & S.Strega (Eds), *Research as Resistance: Critical, Indigenous, and Anti-Oppressive Approaches* (pp. 255-286). Canadian Scholars’ Press. *From 2nd edition published 2015* (<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6282047&ppg=25>)

Reviere R. Toward an Afrocentric Research Methodology. *Journal of Black Studies*. 2001;31(6):709-728. doi:10.1177/002193470103100601 <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/002193470103100601>

Romn, N. (2015, January). Conducting Focus Groups in Terms of an Appreciation of Indigenous Ways of Knowing: Some Examples from South Africa. *Forum Qualitative Sozialforschung*. <https://www.qualitative-research.net/index.php/fqs/article/view/2087>

Waddell, C. M., Herron, R. V., Gobeil, J., Tacan, F., De Jager, M., Allan, J. A., & Roger, K. (2020). Grounded in Culture: Reflections on Sitting Outside the Circle in Community-Based Research With Indigenous Men. *Qualitative Health Research*, 30(14), 2343–2350. 10.1177/1049732320960050 <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1049732320960050>

White, E. (2014). Science, pseudoscience, and the frontline practitioner: The vaccination/autism debate. *Journal of evidence-based social work*, 11(3), 269-274. 10.1080/15433714.2012.759470 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15433714.2012.759470>

Learners will be able to access the textbook and listed readings via the Ucalgary library (<https://library.ucalgary.ca/>) or hyperlinks to open access articles. Please check this list prior to readings for specific page numbers, hyperlinks when available, and for other suggested resources to support your learning.

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 material is relevant to the BSW curriculum generally and students will be encouraged to connect their learning around research to other courses and aspects of social work. Foundational concepts and approaches of various research methodologies will be introduced as ways of knowledge building to inform practice and influence policy.

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- Star of Classes: Tuesday, September 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

Class dates	Topic	Readings (read prior to class)
1. Tuesday, September 6, 2022	Social work research & research for social work: history, frameworks, applications	Van de Sande, A (2017), pp 1-8 Wilson, S (2008), pp 33-38
2. Tuesday, September 13, 2022	Introduction to research methods: research questions, types of research, sampling, participatory methods	D’Cruz, H., & Gillingham, P. (2017). Potts & Brown (2005).
3. Tuesday, September 20, 2022	Library Session – forming a research question, reviewing literature	Van de Sande, A (2017), 48-61
4. Tuesday, September 27, 2022	Research ethics: ethics boards, ethical considerations, community-based ethics boards	Van de Sande, A (2017), pp 29-45 Pannucci, C. J. (2010). Lahman, M. (2010, July).
5. Tuesday, October 4, 2022	Research with Indigenous People: OCAP, Indigenous research methods	Wilson, S (2008), pp 15-19 Hart, M. A. (2010).
6. Tuesday, October 11, 2022	Quantitative methods: types, applications, descriptive statistics, interpreting data	Van de Sande, A (2017), 170-193 Assignment 1 due – 11:59pm
7. Tuesday, October 18, 2022	Quantitative methods: data for equity	Ford (2010)
8. Tuesday, October 25, 2022	Qualitative methods: types, applications	Van de Sande, A (2017), 146-168 Waddell, C.M. (2020) Romm, N. (2014)
9. Tuesday, November 1 - online	Practical applications of research: program evaluations, client feedback, participant action research, needs assessments	Van de Sande, A (2017), 85-98; 113-43 Assignment 2 due Nov 4 - 11:59pm
10. Tuesday, November 8, 2022	Term break – no classes	
11. Tuesday, November 15, 2022	Contemporary movements in research & knowledge generation: reflexivity, open	Van de Sande, A (2017), 12 -26; 62-83 Boilevin, L. (2019)

	access, cultural responsiveness, peer research	Reviere, R. (2001) Assignment 3 due - 11:59pm
12. Tuesday, November 22, 2022	Interviews, focus groups, and qualitative feedback	Jacobson, M. (2007). Rodriguez, K. (2011).
13. Tuesday, November 29, 2022	Survey design and analysis & data visualization	In-class interview practice
14. Tuesday, December 6, 2022	Knowledge mobilization: key considerations, community-based approaches, audiences	White, E. (2014) Assignment 4 due 11:59pm
December 16, 2022	No classes	Assignment 5 due 11:59pm

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

All assignments will be assessed partly on writing skills. Writing skills include not only the mechanics of writing (e.g., 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>

All assignments should follow APA formatting: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

ASSESSMENT COMPONENTS

Assignment 1: Annotated bibliography & research question (15%) – Due October 11, in class
Aligned Course Learning Outcomes: 1, 3

Assignment Description: Students will identify a research topic relevant to the social work field, complete a brief scan of literature, and articulate a research question. This will be the beginning of the research design assignment. This assignment must be submitted in hardcopy, in class.

Assessment Criteria: Students will be assessed based on overall construction of the bibliography, relevance of articles, logical articulation of a research question, and writing.

A detailed assessment rubric and assignment requirements will be provided in class/posted on D2L.

Assignment 2: Draft research design (5%) – Due November 4 – 11:59pm

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

Assignment Description: Students will complete a full draft of their research design with at least some of all components developed: literature review, research question, approach/orientation, methods, sampling plan, ethical considerations, and knowledge mobilization plan. This assignment is an opportunity for critical feedback to strengthen your submission for the final assignment.

Detailed instructions will be posted on D2L.

Assessment Criteria: Students will be assessed on relative completeness of the draft, including the inclusion of all major components of the research design and on writing. Those who fail to submit the assignment will receive a zero for this assignment and lose the opportunity for feedback.

A detailed assessment rubric will be provided in_class/posted on D2L.

Assignment 3: Complete ethics certificate (10%) – Due November 15 - 11:59pm

Aligned Course Learning Outcomes: 3, 4

Assignment Description: The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) is a joint policy of Canada's three federal research agencies, namely the Canadian Institutes of Health Research, the Natural Science and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council. The agencies require researchers to address ethical issues that arise in the course of research involving humans.

Learners will complete the online tutorial on research ethics, TCPS 2 CORE, which can be accessed at:<https://tcps2core.ca/welcome>. The tutorial takes approximately three hours to complete, though more time might be required for learners who wish to thoroughly peruse supplementary materials. Upon completion of the tutorial, each learner will be immediately awarded a completion certificate by the Panel on Research Ethics.

This assignment should not be completed until after the September 27 class.

Assessment Criteria: By the due date for this assignment, learners will submit their certificates of completion to the instructor via the SOWK 302 Dropbox in D2L and receive full marks. Those who fail to submit their certificates on the due date (by 11:59pm) will receive a zero for this assignment.

Assignment 4: Final research design (40%) – Due December 6 by 11:59pm

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

Assignment Description: Building on their work from Assignments 1, 2 and 3, learners will develop a research proposal (eight to 10 pages, excluding references). Learners will address all key components of a research proposal including a research question and rationale, approach or orientation, methodological design, ethical considerations, sampling plan, and knowledge mobilization plan. Students will integrate appropriate considerations for the population group or topic of interest.

Detailed instructions will be posted on D2L.

Assessment Criteria: Students will be assessed based on inclusion of all key components, a well-developed research question, appropriate methodologies, ethical considerations, knowledge mobilization plan, and overall presentation and readability.

A detailed assessment rubric will be provided in_class/posted on D2L.

Assignment 5: Self-reflexive essay (20%) – Due December 6 in class

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

Assignment Description: This short, narrative assignment will support learners to continually engage in self-reflexivity throughout the course. Learners will reflect on how their worldviews, beliefs, assumptions, social locations, and related life experiences have guided their understandings of research and ethics. Students will also discuss how to address their social location and the social location of participants when engaging in research. Students will be expected to draw on and to integrate the readings and learning activities throughout this course. While learners can maintain a personal tone, they will use proper APA formatting for citations.

Detailed instructions will be posted on D2L.

Assessment Criteria: A detailed assessment rubric will be provided in_class/posted on D2L.

Assignment 6: Participation (10%)

Aligned Course Learning Outcomes: 3, 5

Assignment Description: Students are expected to participate in classroom discussion and small-group activities. Students will also make two separate 250 word reflection posts in response to course readings or questions posed online over the course of the semester.

Detailed instructions will be posted on D2L.

Assessment Criteria: Students will be assessed based on attendance, level of engagement, quality of posts, and in-class collegiality.

A detailed assessment rubric will be provided in_class/posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Absences should be communicated in advance. Graded in-class activities, if missed, can be made up in a subsequent session only with prior written approval. Late assignments are not accepted. Reasonable accommodations for late assignments can be made so long as they are agreed upon in writing, at least two weeks prior to due date.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments should be submitted in hard (in-class) and soft copy (electronically, in Word or PDF, through Dropbox in D2L.

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

Assignments submitted after the deadline will be penalized 5% for every day after the due date.

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

Missed quizzes or exams cannot be made up unless pre-approved in writing prior to the exam date.

Pre-submission accommodations can be made if discussed and approved in writing at least one week prior to due date.

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 for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. 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

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 additional materials will be provided 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’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