



Course & Session Number	SOWK 355 S04	Classroom	3-282
Course Name	Research in Context		
Dates and Time	<p>Start of Classes: Tuesday, September 6th</p> <p>End of Classes: Wednesday, December 7th</p> <p>Dates and Time: Tuesdays from 9:00 a.m. to 11:50 a.m.; in-person instruction with exceptions as noted in the Class Schedule</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u>¹.</p>		
Instructor	Rick Enns, PhD, RSW	Office Hours	As requested
UCalgary E-mail	renns@ucalgary.ca	UCalgary Phone	Use email to contact instructor outside of class hours

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.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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

Professional codes of ethics require social workers to critically evaluate existing research literature to guide decision making, evaluate the effectiveness of practice, and contribute to the knowledge base of the profession, regardless of the field or level of practice. Competence in research supports the profession's commitment to equity, diversity and inclusion utilizing anti-racist and decolonizing approaches. Students are introduced to Indigenous research approaches, but quantitative and qualitative research approaches will be featured. The course will also consider how research has functioned as a tool of oppression and examine insurgent and liberatory models of research that can illuminate the effects of ongoing colonizing and inform social work practice. Course assignments will encourage understanding of specific research methods, self-reflection, and integration of course material.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. understand how western research methodologies have been used to advance colonization, marginalization, and racialization,
2. understand the importance of liberatory and insurgent approaches to research, and the importance of participatory research models and data ownership, to counter the colonial impacts of research in social work practice,
3. understand the place and importance of research in social work practice and the ethical obligations of social work researchers,
4. understand the distinctions between Indigenous and Western research approaches,
5. consider their research standpoint and understand how standpoint affects the research process,
6. understand basic quantitative and qualitative methods of data analysis, and
7. evaluate and analyze social work research to be a critical consumer of research.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

DeCarlo, M. (2018). *Scientific Inquiry in Social Work*. Open Social Work Education. This is an open source book available for free download at <https://scientificinquiryinsocialwork.pressbooks.com/>

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course and 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

Through SOWK 355, students are helped to understand and critique research that informs all fields and levels of social work practice. As such, SOWK 355 material is relevant to the BSW curriculum generally. Students will be encouraged to link the processes of knowledge development with various aspects of social work practice covered in other BSW courses. Students will be encouraged to take a reflective, critical approach toward what is often “taken for granted” in social work research and practice.

COMMITMENTS UNDERLYING THIS COURSE

The following principles and commitments underlie the design and delivery of this course.

- The classroom is an inclusive space where all are welcome and should be free from all prejudice and discrimination, including such based on gender, race, ethnicity, class, age, ability, religion, sexual orientation, and gender identity.
- The instructor and students will commit to full inclusion through self-reflection, peer support and constructive dialogue.
- Ideas, rather than individuals, are open to challenge. Students’ familiarity with the topics we discuss in this course will differ; all questions contribute to learning and all voices should be heard.
- Students can regulate their engagement in specific discussions or topic areas in response to emotional or other discomfort they may experience and within a personal commitment to full engagement in the course.
- Everyone in the classroom is a potential teacher and learner. Everyone brings valuable life experiences from which all can learn. Some may contribute prior learning and experience; others’ contributions may come through skill and consideration in asking questions or knowledge of other cultures, protocols, or contexts. All contributions reflecting the principles described here will be honoured and appreciated.
- Students are responsible for their own learning and commit to reading and viewing assigned materials, contributing to group planning, discussions, or presentations in an ongoing and timely fashion, and to supporting one another to achieve course and personal learning objectives.
- The instructor will monitor and be responsive to students’ questions and ensure that learning objectives and course requirements are clearly stated and understood.

CLASS SCHEDULE*

Week and Date		Modality	
1	Sept. 6	Introductions and course expectations	In-class
2	Sept. 13	The use and misuse of research and research standpoint <ul style="list-style-type: none">• Research standpoint• Research as a tool of colonization CLOs 1, 2, 4 & 5	In-class
3	Sept. 20	Research ethics and the research process and research design <ul style="list-style-type: none">• Ethical consideration and codes of ethics• OCAP and other ethical considerations• The ethical space of engagement• Research process• Research design CLOs 2 & 3	In-class
4	Sept. 27	Introduction to quantitative research <ul style="list-style-type: none">• Descriptive and inferential data analysis• Research questions and hypothesis testing CLOs 3, 6 & 7	In-class
Sept. 30		National Day for Truth and Reconciliation	
5	Oct. 4	Descriptive data analysis CLOs 6 & 7	In-class
6	Oct. 11	Inferential data analysis CLOs 6 & 7	Online
7	Oct. 18	Inferential data analysis CLOs 6 & 7	In-class
8	Oct. 25	Introduction to qualitative research (and mixed methods) <ul style="list-style-type: none">• Qualitative research approaches	In-class

		<ul style="list-style-type: none"> Collecting qualitative data CLOs 6 & 7	
9	Nov. 1	Analyzing qualitative data CLOs 6 & 7	In-class
10	Nov. 8	Reading Week	No class
11	Nov. 15	In-class exam on quantitative and qualitative research approaches	In-class
12	Nov. 22	Insurgent research CLOs 1 & 2	In-class
13	Nov. 29	Indigenist research approaches CLOs 1, 2, 4 & 5	In-class
14	Dec. 6		No class

*Text chapters and assigned articles for each week are listed on the D2L site for the course.

Important Dates for Fall 2022

- Start of Term: Monday, August 29th, 2022
- End of Term: Friday, December 23rd, 2022
- Tuition and fee payment deadline: Friday, September 23rd, 2022
- Labour Day: Monday, September 5th, 2022 (no class)
- National Day for Truth and Reconciliation: Friday, September 30th, 2022 (no class)
- Thanksgiving Day: Monday, October 10th, 2022 (no class)
- Fall term break: Sunday, November 6th to Saturday, November 12th (no classes)
- Remembrance Day: Friday, November 11th, 2022 (no class)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media, or other 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.

VIDEO RESOURCES POSTED TO D2L

The instructor may record and post course material to the course D2L site. These recordings will be used to support student learning. These recordings are to be accessed only through the D2L site and are not to be copied either in whole or in part or distributed for any purpose. Failure to comply with expectations noted here may be classified as instances of academic misconduct and subject to academic misconduct penalties and other sanctions as outlined by the university.

ASSESSMENT COMPONENTS

1. Written assignment (due September 23 by 11:59 p.m.): 20% of final grade

This assignment is an opportunity for students to identify a topic of interest (and of relevance to social work practice) and examine their research standpoint. More details will be provided on the course D2L site.

Length: maximum 4 to 6 double-spaced pages, not including title or reference pages

Format: 12-point Times New Roman font, APA 7th. ed. format

Course learning objectives: 1 & 5

Submission: Submit assignment as a WORD document to the designated D2L Dropbox.

CLOs 1, 3 & 5

2. TCPS-2 ethics tutorial (due October 7 by 11:59 p.m.): 10% of final grades

Students will complete the Tri-Council Policy Statement 2 tutorial on Research Ethics (TCPS 2 CORE). The TCPS 2 CORE is an online course and can be accessed at: <https://tcps2core.ca/welcome>. The tutorial takes approximately three hours to complete, though more time might be required for students who wish to thoroughly peruse supplementary materials. A certificate of completion is generated upon completion of the tutorial and this needs to be deposited to the designated D2L Dropbox before or by the due date for this assignment. Please contact the instructor by email if you have previously completed this tutorial.

CLOs 3

3. In-class exam (November 15): 40% of final grade

Written in class, the exam will be a combination of multiple choice and short answer questions, drawing on material from the text, other assigned readings, and classroom discussions relating to quantitative and qualitative data analysis.

Length: 2 hours

CLOs 6 & 7

4. Research reflection (due December 9 by 11:59 p.m.): 30% of final grade

Students will work in groups of 3 established by the instructor to reflect on the role and place of research in social work practice. This assignment will focus on the integration of material from across the term including research standpoint, practice issues, qualitative and quantitative approaches, and insurgent and disruptive research. Time will be provided in class to prepare this assignment and full details will be provided on the course D2L site and in class.

Length: 30 to 45 minutes

Format: recorded Zoom conversation or equivalent

CLOs 1 to 7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GRADING CONVENTIONS USED IN THIS COURSE

Grades assigned for each assignment will be rounded to 2 decimal points if necessary. All grades will be totalled at the end of term, and rounded using standard rounding conventions, to determine the final grade for the course. Students must meet or exceed the lower threshold of the percentage range indicated in the grading table after rounding to achieve the corresponding letter grade for the course.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are due by 11:59 p.m. on the due date specified. Assignments should be submitted to the designated D2L Dropbox. Written assignments must be submitted as WORD documents.

LATE ASSIGNMENTS

All assignments are due by the date and time indicated on the course outline, unless an extension has been discussed and agreed upon with the instructor, as a result of emergency or unexpected circumstances, or for other reasons approved by the instructor. Five percent of the grade allocated for the assignment will be deducted for each day or portion thereof for late assignments if an extension has not been approved.

EXPECTATIONS FOR WRITING

Quality of writing is an important component of all written assignments. Students are expected to use APA 7th edition guidelines for formatting, and each written assignment will be evaluated for the quality and clarity of writing. Grading guidelines for each written assignment will include further details. Sources used in research papers must be properly documented and referenced in APA 7th edition format. [Click here](#) to connect with the Student Success Centre and [click here](#) for abbreviated APA 7th ed. resources. Additional APA resources can be found [here](#).

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.

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