Fall 2022

Course & Session Number	**SOWK 741 S01**	**Classroom**	Online
Course Name	**Research Foundations: Epistemology and Professional Knowledge Building**		
Dates and Time	Start of Classes: Friday, September 9, 2022. End of Classes: Friday, December 2, 2022 Dates and Time: Zoom sessions (**9-11.50 am. September 9, 16, 23; October 7, 14, 21, 28; November 4, 18, 25; December 2).** Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Janki Shankar PhD Professor	**Office Hours**	By appointment
UCalgary E-mail	jshankar@ucalgary.ca	**UCalgary Phone**	Contact via email

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.

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[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 exploration of major philosophical issues that have shaped social work's diverse approaches to knowledge building and research methods. The relevance of this exploration to the student's area of interest is emphasized.

COURSE DESCRIPTION

This online seminar course will offer students the opportunity to place the types of research social work scholars undertake within their larger philosophical and methodological traditions, including conceptions of knowing (epistemology), nature of reality (ontology) and doing (praxis). Students are expected to be familiar with basic research methods concepts and processes. This course has no pre-requisites or co-requisites. This course will take place **online** via Desire2Learn (D2L) and Zoom.   To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

COURSE LEARNING OUTCOMES

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

1. Describe the distinguishing features of several sets of research approaches (post-positivist, pragmatic, interpretive, social constructionist, post-modernist, post-structural, transformative and indigenous) used in social work knowledge building.
2. Critically assess strengths and weaknesses of each approach for their own research interest areas.
3. Demonstrate an appreciation for diverse points of view and research approaches.
4. Articulate their own positions about the generation of social work knowledge.
5. Students will develop or deepen presentation and discussion facilitation skills.
6. Demonstrate academic writing skills (research manuscript development for academic journals).

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook for this course. A list of Essential Readings is provided below. An additional list of Recommended Readings is provided in D2L.

The following are the Essential Readings for the course

Knowledge Building, Scientific Research Paradigms and Integrating Research and Practice
(1) LeCroy, C.W (2010) Knowledge Building and Social Work Research: A Critical Perspective. *Research on Social Work Practice*, 20(3) 321 -324

(2) Fazlıoğulları O. (2012). Scientific research paradigms in social sciences. *International Journal of Educational Policies, 6*(1), 41-55.
http://ijep.icpres.org/2012/v6n1/Fazliogullari.pdf

3) Gambrill E (2015) Integrating Research and **Practice**: Distractions, Controversies, and Options for Moving Forward. *Research on Social Work Practice*. 25 (4) 510-522.
 DOI: 10.1177/1049731514544327

Post positivistic and pragmatic approaches
(4) Ryan, Anne B. (2006) *Post-Positivist Approaches to Research.* In: Researching and Writing your thesis: a guide for postgraduate students. MACE: Maynooth Adult and Community Education, pp. 12-26.

(5) Denzin, N.K., (2017), "Critical qualitative inquiry", *Qualitative Inquiry,* 23 (1) 8-16.

(6) Iaysjiev, I. (2013). A pragmatic approach to social sciences. *E-International Relations Student*.
https://www.e-ir.info/2013/03/01/a-pragmatic-approach-to-social-science

Interpretive and Social Constructionist Approaches
(7) Lietz, C. A., & Zayas, L. E. (2010). Evaluating qualitative research for social work practitioners. *Advances in Social Work, 11*(2), 188-202. Retrieved from
http://ksumsc.com/download_center/Archive/3rd/432/Male/First%20semester/Research/13-Qualitative%20Research_/13-589-5582-1-PB.pdf

(8) Carter, S., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies and methods in qualitative research. *Qualitative Health Research, 17*(10), 1316- 1328.

(9) Butt, T., & Parton, N. (2005). Constructivist social work and personal construct theory: The case of psychological trauma. *British Journal of Social Work, 35*(6),793-806.

***P*ost-Modernist and Post- Structural Approaches**
(10) Dominelli, L. (2007). The postmodern 'turn' in social work: The challenges of identity and equality. *Social Work and Society International Online Journal, 5*(3).
http://www.socwork.net/sws/article/view/144/513

(11) Peters, H.I (2009) .Navigating the Shifting Sands of Social Work Terrain: Social Work Practice in Postmodern Conditions. *Journal of Progressive Human Services, 20(1),* 45-58

(12) Campbell, C., & Ungar, M. (2003). Deconstructing knowledge claims: Epistemological challenges in Social Work education. *Journal of Progressive Human Services*, *14*(1), 41-59.

Transformative and Arts based Approaches

(13) Danso, R (2015). An integrated framework of critical cultural competence and anti-oppressive practice for social justice social work research. *Qualitative Social Work, 14(4)* 572–588

(14) Barbera, R (2008) Relationships and the Research Process: Participatory Action Research and Social Work, *Journal of Progressive Human Services*, 19:2, 140-159, DOI: 0.1080/10428230802475448

(15) Bergold, J., & Thomas, S. (2012). Participatory research methods: A methodological approach in Motion *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 13*(1). Retrieved from http://nbn-resolving.de/urn:nbn:de:0114-fqs1201302.

Indigenous Approaches

(16) Rowe, S., Baldry, E & Earles, W (2015), Decolonising Social Work Research: Learning from Critical Indigenous Approaches. *Australian Social Work,* Vol. 68, No. 3, 296–308. http://dx.doi.org/10.1080/0312407X.2015.1024264

(17) Kovach, M. (2010). Conversational method in indigenous research. *First Peoples Child & Family Review, 5*(1), 40-48.

(18) Peters, W. (2013). *Use of indigenous/indigenist research methodologies.* http://crcaih.org/assets/documents/Use_of_Indigenous-Indigenist_Research_Methodologies.pdf

Student Selected Readings

- Carlson, E. (2016). Anti-colonial methodologies and practices for settler colonial studies. *Settler Colonial Studies.* https://www.tandfonline.com/doi/full/10.1080/2201473X.2016.1241213

- Grady, D.M., Yoder, J., & Brown , A (2021). Childhood Maltreatment Experiences, Attachment, Sexual Offending: Testing a Theory. Journal of Interpersonal Violence 2021, Vol. 36(11-12). DOI: 10.1177/0886260518814262

- Branom, C. (2012). Community-based participatory research as a social work research and intervention approach. Journal of Community Practice, 20(3), 260-273.

- Lal, Suto, M., & Ungar, M. (2012). Examining the potential of combining the methods of grounded theory and narrative inquiry: a comparative analysis. *Qualitative Report, 17*(21), https://nsuworks.nova.edu/tqr/vol17/iss21/1/

- Ottenvall, H, Dahlin-Ivanoff, S, WIhelmson, K, & Eklund, K (2014). Shifting between self-governing and being governed: A qualitative study of older person's self-determination, BMC Geriatrics, 14:126.

  Use APA (7th edition) formatting for citations (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains recommended 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 741 is a core research methods course for PhD students. Collectively, SOWK 741, SOWK 745 (*Quantitative Research Methods*), SOWK 747 (*Qualitative Research Methods*) will assist PhD students to develop competency in research design and implementation.

CLASS SCHEDULE

Course content will be presented through instructor, student-led class discussion, and experiential activities. The instructor will provide a framework for discussion and a preliminary bibliography of essential and recommended readings. Students will be expected to attend class and participate fully, including leading or co-leading discussion on selected topics/readings. As this is a doctoral level course, students are expected to spend approximately 8-10 hours per week on average on coursework outside of class time. Several weeks have been set aside for independent work or student-directed activities. D2L may be employed at the students' discretion for continuing dialogue and sharing of materials collected.

Important Dates for Fall 2022
   o Start of Term: Monday, August 29, 2022
   o End of Term: Friday, December 23, 2022
   o Fee deadline: Friday, September 23, 2022
   o Labour Day, no classes: Monday, September 5, 2022
   o National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
   o Thanksgiving Day, no classes: Monday, October 10, 2022
   o **Remembrance Day, no classes: Friday, November 11, 2022**

Date		Topics
Class 1 Sept 9, 2022	Introductions and Course outline And expectations	Knowledge Building, Scientific Research Paradigms and Integrating Research and Practice:
Class 2 Sept 16, 2022		Knowledge Building, Research Paradigms, Post positivistic and pragmatic approaches
Class 3 Sept 23, 2022		Post positivistic and pragmatic approaches

Class 4 Oct 7, 2022	Student led presentations on approaches to knowledge building ***Assignment 1 Part I is due***	Approaches to knowledge building
Class 5 Oct 14, 2022		Interpretive and Social Constructionist Approaches
Class 6 Oct 21, 2022		Post-Modernist and Post-Structural Approaches
Class 7 Oct 28, 2022		Transformative and Arts based Approaches
Class 8 Nov 4, 2022		Indigenous Approaches
Nov 7- 11, 2022	Reading Week: No class . Time set for individual consultations for final assignment on Nov 10, (9. 30 am – 12.30 pm). ***Assignment 2. Part 1 is due Nov 11***	
Class 9 Nov 18, 2022	Student class presentation ***Assignment 2. Part 2***	Student selected readings and presentations
Class 10 Nov 25, 2022	Student class presentation ***Assignment 2 Part 2***	Students selected readings and presentations
Class 11 Dec, 2, 2022	Student led presentations on Approaches to knowledge building Part 2 ***Assignment 1 Part 2 is due***	Approaches to knowledge building
Dec 9, 2022	No Class ***Assignment 3 is due***	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Your Approach to Knowledge Building (value: 15%)

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

Assignment Description:

Part 1: In the first two weeks of the course students will be required to reflect on their own approach to knowledge building within the context of their area(s) of research and practice interest. Using the criteria that will be discussed in class, students will summarize their position in a **1-2 paragraph description and/or table/graphic representation**. Students will bring copies of this statement for all class members and post it on D2L before class.   During class (October 4) students will introduce their statements on their approach to knowledge building and lead the class discussion. Students will repeat the assessment of their position at the end of the term (December 2) , reflect on whether and how their position has changed.

Due Dates: Part 1: for presentation in class October 7, 2022.   Post Part 1 to drop box in D2L on **October 7**. Part 2: Post Part 2 to drop box in D2L on **December 2**.

Assignment 2: Critical Reading Assignment (30%)

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

Assignment description Part 1 (15%). Part 2 (15%)

Part 1: Annotated Bibliography: Complete an annotated bibliography of at least 12 peer reviewed sources that relate to your topic of interest. An annotation is a summary of the reading including

summary and/or evaluation of each of the sources. What topics are covered? What are the main arguments? How will this reading contribute to your current research? (up-to 2000 words)

Part 2: Class presentation: This assignment is based on the readings that each of you has selected. You are required to discuss your reading in class, critically assess it as it relates to social work research, practice and policy. The goal is to identify its epistemological, theoretical and methodological positioning (based on readings covered during classes 1-8). You will assess the quality of the author's arguments and raise your own particular perspective as a reader. The purpose is to foster your critical consciousness skills as new social work researchers. After class discussion, you **will   post to the drop box** either a write up (double spaced, up to 1000 words) of the main points OR the visual display that you used to explain the main points. You must include any references you have used for preparation of this presentation.

Your class presentation will be reviewed by two of your peers who will each submit their one page reviews to the instructor.   Reviewers will be selected one day before the presentation.

Due dates: Part 1: November 11;   Part 2: Nov 18, Nov 25.

Assignment 3: Theories and Theoretical frameworks in area of research OR   A critical review of literature (45%)

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

Assignment Description:

The focus of this assignment is on aspects of the epistemology of research and social work scholarship that can be submitted for publication to the journal of your choice. The topic of the paper can be whatever is useful to build your theoretical and/or research methods expertise. The assignment can be on theories/theoretical frameworks and discourses that are relevant to your area of research.   The paper could be a synthesis and/or critique of existing theories/frameworks relevant to your area of research. Students may develop a description of the theoretical frame that they plan to use in their thesis, and describe the basic theoretical assumptions behind this frame.

Alternatively, students may choose to do a Critical review of the literature in which your proposed research topic is situated. You may discuss what is already known about this topic; how people think about or conceptualize this topic; knowledge gap(s) and how your research question(s) fit(s) into current knowledge. For this : (1) Provide a synthesis of the existing knowledge that is most relevant to your proposed research topic or questions(s): at least *eight* scholarly articles should be reviewed. (2) Develop an *integrated* description (as opposed to a sequential summary) of the conceptual themes and debates in the literature and (3) Explain how your research topic or question(s) will build on, complement or contrast with the existing work.

 It is expected that students will write the manuscript according to the selected journal's "instructions to authors" in terms of formatting, referencing style, etc. The expected word count can be around 4000 (double spaced 12 font).

Individual consultation time (November 10, 9.30 am -12.30 pm) has been set aside to discuss paper ideas, outlines and issues. Please make an appointment for the meeting. When you hand in the final paper in electronic version, please submit the "instructions to authors" for the journal you have selected in document form or link to the journal. The assessment of the paper will include adherence to the journal requirements (formatting, reference style, etc.). You are strongly encouraged to continue to develop the paper for submission to a journal after the course is completed

Date Due: December 9

Assignment 4: Class participation and attendance (10%)

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.

If you miss a class, you will provide a make up assignment for that class

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments must be submitted in Word format. Assignments should have a file name as follows: Full name and assignment number" (e.g., Jane Smith Assignment 2, Part 1). Assignments are due by 11:59pm 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 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 Graduate Grading System and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	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.

Additional recommended readings are 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