



Course & Session Number	SOWK 747 S01	Classroom	TBD
Course Name	Research Methods II - Qualitative		
Dates and Time	Start of Classes: September 6, 2022 End of Classes: December 7, 2022 Dates and Time: Mondays, 1:00 to 3:50pm Drop Deadline: September 15, 2022 Add/Swap Deadline: September 16, 2022 Withdrawal Deadline: December 7, 2022		
Instructor	Julie Drolet, Ph.D, RSW	Office Hours	As requested
UCalgary E-mail	mailto:jdrolet@ucalgary.ca	UCalgary Phone	(780) 492-1594
Instructor	David Nicholas, Ph.D, RSW	Office Hours	As requested
UCalgary E-mail	mailto:nicholas@ucalgary.ca	UCalgary Phone	(780) 492-8094

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

Qualitative methodological and design options in social work research

COURSE DESCRIPTION

This course critically reviews and examines qualitative methodological and design options in social work research with opportunities for individual and collective engagement. Students will engage in interactive class discussion, presentations, facilitations and critical reading. This course is taught in person and has no pre-requisites or co-requisites beyond admission to the Ph.D. program.

COURSE LEARNING OUTCOMES

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

1. Define and explain the nature of qualitative inquiry;
2. Conduct and critique qualitative approaches in relation to populations of study;
3. Evaluate the effect of the standpoint(s) of the researcher on the research process and the subjects of the inquiry; and
4. Develop a qualitative research proposal.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Readings for this course include selected peer reviewed journal articles and chapters of texts. Texts links available on D2L indicated by an *. All other articles or chapters are available via the library.

Recommended textbooks:

Creswell, J. W. (2013). *Research design: qualitative, quantitative, and mixed methods approaches*. 4th ed. Los Angeles: Sage.

Wilson, S. (2008). *Research as Ceremony: Indigenous Research Methods*. Blackpoint, Nova Scotia, Fernwood Publishing.

September 12, 2022

1. Staller, K.M. (2013). Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy. *Qualitative Social Work : QSW : Research and Practice*, 12(4), 395–413. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1473325012450483>
2. Denzin, N.K. (2009). The elephant in the living room: or extending the conversation about the politics of evidence. *Qualitative Research : QR*, 9(2), 139–160. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1468794108098034>

3. Tracy, S. (2010). Qualitative quality: Eight “big tent” criteria for excellent qualitative research, *Qualitative Inquiry*, 16(10), 837-851. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1077800410383121>
4. Recommended: Creswell, J.W. (2013). *Qualitative inquiry & research design*. Chps. 2-4, 6

September 19, 2022

1. Reyes, V. (2020). Ethnographic toolkit: Strategic positionality and researchers’ visible and invisible tools in field research. *Ethnography*, 21(2), 220–240. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1466138118805121>
2. Shaw, R.M., Howe, J., Beazer, J., & Carr, T. (2020). Ethics and positionality in qualitative research with vulnerable and marginal groups. *Qualitative Research : QR*, 20(3), 277–293. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1468794119841839>
3. Elwood, S.A., & Martin, D.G. (2000). “Placing” interviews: Location and scales of power in qualitative research. *Professional Geographer*, 52(4), 649-657. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/0033-0124.00253>
4. Tilley, S., & Gormley, L. (2007). Canadian university ethics review: Cultural complications translating principles into practice. *Qualitative Inquiry*, 13(3), 368-387. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1077800406297654>
5. Recommended: Creswell, J.W. (2013). *Qualitative inquiry & research design*. Chps. 7-8, 10

Indigenous Approaches

1. Gaudet, J.C. (2019). Keeoukaywin: The Visiting Way - Fostering an Indigenous Research Methodology. *Aboriginal Policy Studies (Edmonton, Alberta, Canada)*, 7(2). <https://doi.org/10.5663/aps.v7i2.29336>
2. McGregor, D. (2018). From ‘decolonized’ to reconciliation research in Canada: Drawing from indigenous research paradigms. *ACME an International e-Journal for Critical Geographies*, 17(3), 810–831. <https://web-p-ebSCOhost-com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=0&sid=22df9d8f-e162-41da-a019-63c6a74ea618%40redis>
3. Recommended: Wilson, S. (2008). *Research as Ceremony: Indigenous Research Methods*. Blackpoint, Nova Scotia, Fernwood Publishing.

Action Research and Participatory

1. Zuber-Skerritt, O., & Fletcher, M. (2007). The quality of action research thesis in the social sciences. *Quality Assurance in Education*, 15(4), 413-436. <https://www-emerald-com.ezproxy.lib.ucalgary.ca/insight/content/doi/10.1108/09684880710829983/full/html>
2. Muhammad, M., Wallerstein, N., Sussman, A. L., Avila, M., Belone, L., & Duran, B. (2015). Reflections on researcher identity and power: The impact of positionality on community based participatory research (CBPR) processes and outcomes. *Critical Sociology*, 41(7-8), 1045–1063. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0896920513516025>
3. Herr, K., & Anderson, G.L. (2005). The continuum of positionality in action research. In K. Herr & G.L. Anderson *The Action Research Dissertation: A Guide for Students and Faculty* (pp. 29-48). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/the-action-research-dissertation/n3.xml>

Ethnography

1. Nusbaum, E.A, & Sitter, K.C. (2016). Disrupting the able-bodied normativity of shared power in the duoethnographic process: A critical disability studies lens. *Critical Questions in Education* 7(3), 306-317. <https://files.eric.ed.gov/fulltext/EJ1114649.pdf>
2. Townsend, R.C. & Cushion, C. J. (2021). “Put that in your fucking research”: reflexivity, ethnography and disability sport coaching. *Qualitative Research : QR*, 21(2), 251–267. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1468794120931349>
3. Gould, J. (2013). A nice piece of cake and a kibitz: reinventing Sabbath hospitality in an institutional home. *Home Cultures*, 10(2), 189-206. <https://doi-org.ezproxy.lib.ucalgary.ca/10.2752/175174213X13589680718652>

Grounded Theory

1. Walsh, I., Holton, J. A., Bailyn, L., Fernandez, W., Levina, N., & Glaser, B. (2015). What Grounded Theory Is...A Critically Reflective Conversation Among Scholars. *Organizational Research Methods*, 18(4), 581–599. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1094428114565028>
2. Bryant, A. & Charmaz, K. (2019). *The SAGE Handbook of Current Developments in Grounded Theory*. SAGE Publications, Limited. (Chapter 3). <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/the-sage-handbook-of-grounded-theory-2e>
3. Gentles, S.J., Jack, S.M., Nicholas, D.B., & McKibbin, K.A. (2014). A critical approach to reflexivity in grounded theory. *The Qualitative Report*, 19(How To Article 25), 1-14, <http://www.nova.edu/ssss/QR/QR19/gentles25.pdf>

Phenomenology

1. van Manen, M. (2017). But is it phenomenology? *Qualitative Health Research*, 27(6), 775–779. <https://journals.sagepub.com/doi/pdf/10.1177/1049732317699570>
2. Sloan, A & Bowe, B. (2013). Phenomenology and hermeneutic phenomenology: the philosophy, the methodologies, and using hermeneutic phenomenology to investigate lecturers’ experiences of curriculum design. *Quality & Quantity*, 48(3), 1291–1303. <https://link-springer-com.ezproxy.lib.ucalgary.ca/content/pdf/10.1007/s11135-013-9835-3.pdf>

Arts-Based and Creative Approaches

1. Leavy, P. (2018). Introduction to arts-based research. In P. Leavy (ed.). *Handbook of Arts-Based Research* (pp.3-21). The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4979052>
2. Bagnoli, A. (2009). Beyond the standard interview: The use of graphic elicitation and arts-based methods. *Qualitative research*, 9(5), 547-570. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1468794109343625>
3. *Drolet, J., Lalani, N., & McDonald-Harker, C. (2022). Empowering disaster-affected communities: Using creative art research approaches to assess arts-based interventions with children in post-disaster contexts. In E. Huss & E. Bos (Eds.) *Social work research using arts-based methods*. pp. 117-126. Policy Press.

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

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

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 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 and Primary Instructor	Topic	Reading Set	Assignments Due
September 12 Julie and David	Introduction to Qualitative Research, Methodology and Theory; Equity, Diversity and Inclusion	#1	
September 19	Exploring Research Topic and Interests; Reflexivity in Qualitative Research; Ethics and Trustworthiness	#2	
September 26	<i>TBD</i> Student Seminar Facilitation #1	See Theory	<i>Assignment 1</i>
October 3	<i>TBD</i> Student Seminar Facilitation # 2	See Theory	<i>Assignment 1</i>
October 10	<i>TBD</i> Student Seminar Facilitation # 3	See Theory	<i>Assignment 1</i>
October 17	No Class – Stat Holiday		
October 24	<i>TBD</i> Student Seminar Facilitation #4	See Theory	<i>Assignment 1,</i>
October 31	<i>TBD</i> Student Seminar Facilitation #5	See Theory	<i>Assignment 1</i>
November 7	No Class – Reading Break		
November 14	<i>TBD</i> Student Seminar Facilitation #6	See Theory	<i>Assignment 1</i>
November 21	Student Research Presentations (1-2)		<i>Assignment 2</i>

November 28	Student Research Presentations (3-4)		<i>Assignment 2</i>
December 5	Student Research Presentations (5-6)		<i>Assignment 2</i>

ASSESSMENT COMPONENTS

Assignment 1: Seminar Facilitation (30%) – Due as scheduled.

Aligned Course Learning Outcomes: 1, 2, 3

Assignment Description: For this assignment, students will choose a seminar topic from a predetermined list, and will have the full seminar to lead a course facilitation. Students will select at least 3-5 readings (peer-reviewed or grey literature) on their topic to be provided to the class one week prior to the facilitation. Students will provide a detailed overview of the chosen qualitative research approach/method, and how it supports different ways of knowing in social work qualitative research. Further criteria will be provided in class. Topics include:

1. Indigenous Approaches
2. Action Research and Participatory
3. Ethnography
4. Grounded Theory
5. Phenomenology
6. Arts-Based and Creative Approaches

Assessment Criteria: Please refer to assessment rubric that will be posted on D2L for further detail.

Assignment 2: Qualitative Research Presentation (30%) – Due as scheduled.

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

Assignment Description: Students will present on their PhD research topic, and engage in a critical discussion on their current determination of how they will position their topic/issue. The research presentation may include: introducing the issue/topic and your research focus; establishing why it is important to address the issue(s) and how various perspectives would locate your chosen area; providing clear justification for your way of locating and approaching the substantive area; and anticipating specific knowledge translation plans for optimal benefit and impact. Students will provide at least two relevant articles one week ahead of their presentation for colleagues to understand the student's position. Each presentation is scheduled for 75 minutes (including comments, questions, and discussion).

Assessment Criteria: Please refer to assessment rubric that will be posted on D2L for further detail.

Assignment 3: Research Proposal (40%) – Due December 7 @ 11:59pm

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

Assignment Description: Students will develop a full qualitative proposal that corresponds to their dissertation area or related area of interest. Using Marshall and Rossman's (2016) two major sections of a research proposal, a) the conceptual framework, and b) the design and research methods, and using any of the examples of research proposals from the Creswell (2013) text, your (15-20 page) proposal will describe a potential research project.

Assessment Criteria: Please refer to assessment rubric that will be posted on D2L for further detail.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to participate actively in all class sessions. If you are unable to attend a class session, please contact your instructor to arrange an alternative activity for the missed session or alternative options for your best learning experiences.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: Full name and assignment number” (e.g., Jane Smith Assignment 2). 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” or “assignments submitted after the deadline may be penalized with a grade reduction.”

EXPECTATIONS FOR WRITING

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

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>

All social work students are expected to review the Academic Integrity Module before beginning their program. <https://www.ucalgary.ca/pubs/calendar/current/k-3.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 SUGGESTED READINGS

1. Atkinson, R. (2007). The life story interview as a bridge in narrative inquiry. In J. D. Clandinin (ed.) *Handbook of narrative inquiry: Mapping a methodology* (pp. 224-246). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/handbook-of-narrative-inquiry/n9.xml>
Bloomberg, L.D., & Volpe, M. (2008). Completing Your Qualitative Dissertation: A Roadmap from Beginning to End. In *Completing Your Qualitative Dissertation: A Roadmap from Beginning to End*. SAGE Publications Inc. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/completing-your-qualitative-dissertation>
2. Cook, D.A. & Dixson, A.D. (2013) Writing critical race theory and method: a composite counterstory on the experiences of black teachers in New Orleans post-Katrina, *International Journal of Qualitative Studies in Education*, 26(10), 1238-1258. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09518398.2012.731531>
3. Ellis, C., Bochner, A., Denzin, N., Lincoln, Y., Morse, J., Pelias, R., & Richardson, L. (2008). Talking and thinking about qualitative research. *Qualitative Inquiry*, 14(2), 254–284. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1077800407311959>
4. Faulkner, S.L. (2018). Poetic inquiry: poetry as/in/for social research. In P. Leavy (ed.). *Handbook of Arts-Based Research* (pp.208-230). The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4979052>
5. Holland, S., Williams, A., & Forrester, D. (2014). Navigating ethical moments when researching substance misuse with parents and their children. *Qualitative Research : QR*, 14(4), 411–427. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1468794112473495>
6. Kuttner, P.J., Sousanis, N., Weaver-Hightower, M.B. (2018). How to draw comics the scholarly way: Creating comic-based research in the academy. In P. Leavy (ed.). *Handbook of Arts-Based Research* (pp.396-422). The Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4979052>
7. Madison, D.S. (2008). Narrative poetics and performative interventions. In N.K. Denzin, Y.S. Lincoln, & L.T. Smith (Eds.), *Handbook of Critical and Indigenous Methodologies* (pp. 391-406). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/handbook-of-critical-and-indigenous-methodologies/n19.xml>
8. Owusu-Ansah, F.E. & Mji, G. (2013). African indigenous knowledge and research. *African Journal of Disability*, 2(1), 30-35. <https://ajod.org/index.php/ajod/article/view/30>
9. Plano Clark, V. & Ivankova, N. (2016). What is the core of mixed methods research practice?: *introducing the mixed methods research process*. In Plano Clark, V., & Ivankova, N. *Mixed methods research: A guide to the field* (pp. 31-52). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/mixed-methods-research-a-guide-to-the-field/i737.xml>
10. Plano Clark, V. & Ivankova, N. (2016). How do interpersonal contexts shape mixed methods?: *considering interactions with research participants, teams, and reviewers in mixed methods research*. In Plano Clark, V., & Ivankova, N. *Mixed methods research: A guide to the field* (pp. 217-246). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/mixed-methods-research-a-guide-to-the-field/i1693.xml>
11. Riessman, C. K. (2012). Analysis of personal narratives. In J. F. Gubrium & J. A. Holstein (eds.). *Handbook of Interview research: Context and method (2nd ed.)*. (pp. 367-380). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/handbook-of-interview-research-2e/n26.xml>

12. Sitter, K.C., Wideman, G., Furey, J., Gosine, K., & Skanes, C. (2016). Social work, gerontology, and the arts: A creative approach to teaching undergraduate social work students. *LEARNING Landscapes*, 10(1), 271-287. <https://www.learninglandscapes.ca/index.php/learnland/article/view/Social-Work-Gerontology%2C-and-the-Arts-A-Creative-Approach-to-Teaching-Undergraduate-Social-Work-Students>
13. Starks, H. & Trinidad, S. B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17(10), 1372-1380. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1049732307307031>
14. Solorzano, D.G. & Yosso, T.J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for educational research. *Qualitative Inquiry*, 8(1), 23-44. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/107780040200800103>
15. Walton, J. B., Plano Clark, V. L., Foote, L. A., & Johnson, C. C. (2019). Navigating Intersecting Roads in a Mixed Methods Case Study: A Dissertation Journey. *Journal of Mixed Methods Research*. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1558689819872422>

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