



Course Number	SOWK 721 S01	Classroom SS008	
Course Name	Integrative Research Colloquia		
Day(s)	Monday	Time 5-8	
Instructor	Christine Walsh	Office Hours/Location	By appointment MT 314
E-mail	cwalsh@ucalgary.ca	Phone	403 220-2274

SYLLABUS STATEMENT

A concluding course offered as final component of student course work. Allows doctoral students and the instructor to engage in a series of research colloquia, thereby facilitating critical analysis, feedback and synthesis of materials covered and skills learned in other course work. This process will help students to develop conceptual and methodological skills

COURSE DESCRIPTION

This course will be offered in form of lectures and discussion sessions in which students are encouraged to participate to discuss issues and concerns related to advanced social work research. In this course, students will also develop their preliminary dissertation proposals and ethics applications.

COURSE LEARNING OUTCOMES

Students will be able to:

1. Explain the implications and importance of their own research topic to social work.
2. Identify the rationales and objectives of their proposed research projects.
3. Acquire the skills of conducting a literature review.
4. Identify the use of appropriate data collection methodologies related to their research topics.
5. Point out the limitations and benefits of the research methods adopted for their research projects.
6. Complete an initial draft of their research project proposals.
7. Identify ethical issues relevant to their proposed research and specify procedures to deal with these.

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

1. Complete their dissertation research proposal.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Heppner, P., & Heppner, M. (2004). *Writing and publishing your thesis, dissertation and research: A guide for students in the helping professions*. Belmont, CA: Thomson Books/Cole.

Locke, L., Silverman, S., & Spirduso, W. (2014). *Proposals that work: A guide for planning dissertations and grant proposals*. Thousand Oaks, CA: Sage.

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

As a concluding course in the doctoral program, SOWK721 will provide students an opportunity to synthesize the theoretical and research knowledge they have obtained in other advanced research and theory courses. This course will also encourage students to apply their research strengths and knowledge base to construct their own research programs.

Class/Date	Description & Readings
Class 1 January 6	Introductions Review of course outline What is a dissertation/thesis proposal? Required Readings: Anastas & Kuerbis (2009); GADE Quality Guidelines (2008)
Class 2 January 13	Developing Your Research Proposal – Part 1 What is a thesis proposal? Required Readings: Heppner & Heppner (Chapters 2, 4); Locke et al. (Chapters 1, 3)
Class 3 January 20	Literature Review: Constructing your Literature Review Part 1 Required Readings: Heppner & Heppner (Chapter 4); Locke et al. (Chapter 4)
Class 4 January 27	Literature Review: Constructing your Literature Review Part 2 Required Readings: See above
Class 5 February 3	The Focus on Methodology and Methods – Part 1 Required Readings: Heppner & Heppner (Chapters 12, 13) Locke et al. (Chapter 4)
Class 6 February 10	PhD students only Portfolio Assessment
February 16	Winter Break: No Class
Class 7 February 24	The Focus on Methodology and Methods – Part 2 Required Readings: See above
Class 8 March 2	The Focus on Impact/Significance
Class 9 March 16	No class, preparation of proposal. Individual consultations as needed.
Class 10 March 23	No class, preparation of proposal. Individual consultations as needed.
Class 11 March 30	Proposal Presentations – 2 students
Class 12 April 6	Proposal Presentations – 2 students
Class 13 April 13	Final Class Wrap-up

Assessment Method	Assessment Description & Criteria	Due Date	Weight

1 – Ethics Review	This assignment provides students the opportunity to review the ethics related to Ethical Conduct for Research Involving Humans by completing the CORE Tutorial https://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial	April 6	5%
2 – Portfolio	This assignment provides students the opportunity to develop the portfolio requirement of the PhD portfolio. Students are expected to submit a complete portfolio and review three of your classmates' portfolios (5% each).	April 6	15%
3 – Research Proposal Presentation	Each student will be given 60 minutes to present his/her proposal. The presenter will then lead a discussion on various aspects of the proposal. The entire class will be expected to read each proposal and to participate in the class discussion. You must provide a draft proposal at least seven days prior to the date of your scheduled presentation. Two of your peers will serve as the primary reviewers of your proposal and will lead the discussion related to your work.	March 16 or March 23	30%
4 – Dissertation Research Proposal	This assignment will provide students with the experience of preparing their preliminary dissertation research proposal. Students are expected to submit a complete research proposal on a research topic of their choice that includes all the components discussed in class. Students should make explicit linkages between the research objectives, research perspectives chosen and the methodologies adopted. The length of the written proposal should not be longer than 25 pages (not including the reference list, and any figures, tables, or appendices).	April 13	50%

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
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

- Anastas, J. W., & Kuerbis, A. N. (2009). Doctoral education in social work: What we know and what we need to know. *Social Work*, 54(1), 71-81.
- Antle, B. J., & Regehr, C. (2003). Beyond individual rights and freedoms: Metaethics in social work research. *Social Work*, 48(1), 135-144.
- Combs, J. P., Bustamante, R. M., & Onwuegbuzie A. J. (2010). An interactive model for facilitating development of literature reviews. *International Journal of Multiple Research Approaches*, 4(2), 159-182.
- Group for Advancement of Doctoral Education (GADE). (2003). Guidelines. Available at: <http://www.gadephd.org/Portals/0/docs/gadeguidelines.pdf>
- Tri-Council Statement on Ethics. (2014). Available at: http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_Final_Web.pdf

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 Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

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). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**