

Course Number	SOWK 302 L04	Classroom	Medicine Hat Learning Circles Online via Zoom, D2L and Yuja
Course Name	Research in Context Theme Course		
Day(s) & Time	Saturdays (9 AM – 4 PM MST) on dates indicated in the course schedule below. Note that class times may be adjusted		
Instructors	Dr. Peter Gabor Iris Plain Eagle		
U of C E-mail	gabor@ucalgary.ca Iris.plaineagle@ucalgary.ca	Phone	Peter: 403-329-2386 Iris: 403-332-4036

SYLLABUS STATEMENT

An introduction to knowledge generation relevant to generalist social work practice. Foundational concepts and approaches of various research methodologies will be introduced as ways of knowledge building to inform practice and influence policy, particularly within rural, remote and Indigenous contexts. Course Hours: 6 units; F(6-0)

COURSE DESCRIPTION

Students will be introduced to the core concepts of social work research through a variety of learning activities such as presentations, assigned readings, online discussion, exercises and assignments. Out of classroom preparation and participation in learning activities is expected.

COURSE LEARNING OUTCOMES

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

1. Have a beginning understanding of various knowledge-building paradigms with particular attention to the scientific method, Indigenous ways of knowing, and feminist and participatory methods. PLO 6.1a, 6.2
2. Have an awareness of ethical issues in research. PLO 2.1
3. Be critically aware of the importance of context and values in shaping social work research.
4. Understand the place of research in social work including the practice-research link. PLO 6.2, 10.4
5. Have the knowledge and skills to critique, apply, or participate in social work research. PLO 6.1
6. Be prepared to apply social work knowledge, as well as knowledge from other disciplines, and embrace a variety of knowledge generation lenses to advance professional practice, policy development, research, and service provision. PLO 6.1, 6.2
7. Have knowledge of culturally and geographically relevant research methodologies. PLO 4.1, 6.3

8. Have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these. PLO 7.2
9. Be familiar with the basic concepts and vocabulary involved in research. PLO 6.1, 10.4

LEARNING RESOURCES

REQUIRED TEXTBOOKS

DeCarlo, M. (2018) *Scientific Inquiry in Social Work*.

This is an open source book available for free download at

<https://scientificinquiryinsocialwork.pressbooks.com/> licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License (<https://creativecommons.org/licenses/by-nc-sa/4.0/>).

RECOMMENDED READINGS

Aron, A., Aron, E. N., & Coups, E. (2011). *Statistics for the behavioural and social sciences: A brief course*. Upper Saddle River, NJ: Pearson.

Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice: A sourcebook*. (5th. ed.) New York: The Free Press.

Grinnell, R. M., Jr., Gabor, P. & Unrau, Y. (2019). *Program Evaluation for social work: Foundations of evidence-based programs* (8th ed.). New York: Oxford University Press.

Grinnell, R. M., Jr., Williams, M. & Unrau, Y. (Eds.). (2019). *Research methods for Social Workers: An introduction* (12th ed.). Kalamazoo, MI: Pair Bond.

Neuman, W. L., & Robson, K. (2015). *Social work research methods: Qualitative and quantitative approaches* (3rd ed.). Don Mills, ON: Pearson Canada Inc.

Rubin, A., & Babbie, E. (2014). *Research methods for social work* (8th ed.). Belmont, CA: Brooks/Cole Publishing Co.

University of Calgary. (2018). Conjoint Faculties Research Ethics Board information page.

<https://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>

Unrau, Y., Coleman, H., & Stampley, C. (2002). Qualitative research habits and the practicing BSW: Preparing competent generalist practitioners. *Journal of Baccalaureate Social Work*, 7(2), 113 - 126.

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 302 is one of the four foundation theme courses in the BSW Learning Circles Program. There are no pre-requisites required for this course. It is normally completed concurrent with Social Work 303: Practice with Individuals in Context.

CLASS SCHEDULE

Important dates for Winter 2021:

- First Day of Regular Classes: Monday, January 11
- Fee Deadline: Friday, January 22
- Winter Break: February 14-20 (Sunday to Saturday) – no classes, assignments or course activities
- Good Friday: Friday, April 2
- Easter Monday: Monday, April 5
- Last Day of Regular Classes: Thursday, April 15

This Theme Course will be delivered in a series of eight modules. Following a brief orientation, students will complete the following modules.

Dates	Module: Topics & Instructors	Readings	Assignment Due Dates	Assessment Weights
Jan 16	Module 1: What is Knowledge Generation? Instructor: Iris Plain Eagle	Chapters 1, 2, 3, 4		
Jan 30	Module 2: Qualitative Research Methods Instructor: Peter Gabor	Chapters 6, 8, 10, 11, 13, 14	Assignment 1 Feb 24, 2021	25% for assignment + 5% for participation
Feb 6	Module 3: Qualitative Research Methods and Analysis Instructor: Peter Gabor			
Mar 6	Module 4: Quantitative Research Methods Instructor: Peter Gabor	Chapters 6, 8, 9, 10, 12	Assignment 2 Mar 21, 2021	25% for assignment + 5% for participation
Mar 13	Module 5: Quantitative Research Methods and Analysis Instructor: Peter Gabor	Chapters 6, 8, 9, 10, 12		
Mar 27	Module 6: Research for Social Justice Instructor: Peter Gabor	Chapter 15		
April 1-9 Self-directed	Module 7: Ethics, Research Communication Instructor: Iris Plain Eagle	Chapters 5, 15, 16	Assignment 3 April 13, 2021	15% for assignment + 5% participation
April 10	Module 8: Summary and Integration Instructor: Iris Plain Eagle	Chapter 4	Assignment 4 April 10, 2021	20% for assignment

See Assessment Components below for further details concerning each module.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

CONFIDENTIALITY

As professionals, students and instructors are expected to respect the guidelines of confidentiality outlined in the CASW Social Work Code of Ethics and the ACSW Standards of Practice. In particular, they are expected to:

1. ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and
2. keep issues introduced in the seminar confidential by ensuring that issues are discussed only in general (rather than specific) ways outside the classroom.

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS

Students are expected to participate actively in all Zoom sessions. Please be prepared to join the class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students are expected to have their video on during sessions, although short breaks for personal reasons without video are acceptable. If there are particular reasons why you cannot have your video on, please discuss this with your instructor. Although we are often in our personal spaces during Zoom sessions, the Zoom classroom is a professional space and professional behavior is expected at all times.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media 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.

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

Module 1: Knowledge Generation?

This module is an introduction to different approaches to knowledge building. It will address the breadth of research paradigms, from positivist to interpretive traditions including Indigenous and feminist ways of knowing. Students will begin to explore the connections of research to generalist practice in social work settings.

Modules 2 and 3: Qualitative Research Methods

These modules introduce students to qualitative research.

Modules 2 and 3 Assignment 1: Qualitative Research Questions and Design (CLO 1, 4, 5, 7, 9)	
Value:	25% of final grade
Due Date:	Feb 24, 2021
Description:	<p>Working in a group assigned by the instructor, pose an overarching qualitative research question to address one of the topics provided. Using the template provided by the instructor, provide a proposal for conducting research to answer the research question. In particular, provide a description and rationale for each of the following:</p> <ul style="list-style-type: none">a. Discuss the population you are interested in knowing more about;b. Indicate the sampling approach that you would use to recruit participants;c. Describe the data collection instrument;d. Describe the data collection approach;e. Explain the advantages/disadvantages of your approach. <p>Length: 6 pages double spaced excluding cover page, references and appendices</p>
Grading Criteria:	Rubric will be provided in advance

Modules 2 and 3 Participation	
Value:	5% of final grade
Due date:	Throughout the two modules
Grading Criteria:	Students are expected to participate actively in class/group/online activities. Active participation refers to respectful, constructive contributions to the learning process, articulation of course related issues, linkage of learned theories or concepts from this and other courses to discussion; self-awareness.

Modules 4 and 5: Quantitative Research Methods

These modules introduce students to quantitative research.

Modules 4 and 5 Assignment 2: Quantitative Research Questions and Design (CLO 1, 4, 5, 7, 9)	
Value:	25% of final grade
Due Date:	Mar 21, 2021
Description:	<p>Working in a group assigned by the instructor, pose an overarching qualitative research question to address one of the topics provided. Using the template provided by the instructor, provide a proposal for conducting research to answer the research question. In particular, provide a description and rationale for each of the following:</p> <ul style="list-style-type: none">f. Discuss the population you are interested in knowing more about;g. Indicate the sampling approach that you would use to recruit participants;h. Describe the data collection instrument;i. Describe the data collection approach;j. Explain the advantages/disadvantages of your approach. <p>Length: 6 pages double spaced, excluding cover page, references and appendices</p>
Grading Criteria:	Rubric will be provided in advance

Modules 4 and 5 Participation	
Value:	5% of final grade
Due date:	Throughout the two modules
Grading Criteria:	Students are expected to participate actively in class/group/online activities. Active participation refers to respectful, constructive contributions to the learning process, articulation of course related issues, linkage of learned theories or concepts from this and other courses to discussion; self-awareness.

Modules 6 and 7: Research for Social Justice and Research Communications

This module will engage participants in research ethics, the praxis of Indigenous, feminist, and participatory action research and communicating research. Theory, reflection, and action and communications are foundational for knowledge making and for promoting social justice. Self-location, critical analysis, and aspirations for social change are key learnings.

Module 7 Assignment 3: Ethical Issues (CLO 2)	
Value:	15% of final grade
Due Date:	April 13, 2021
Description:	<p>Consider the ethics implications when conducting research on a vulnerable population. In this assignment students are expected to identify a vulnerable population and address the following questions in a paper format.</p> <ol style="list-style-type: none"> a. Describe the characteristics of the “vulnerable population” you have selected for this assignment b. List any cultural implications c. Provide some examples of research studies that have added benefit to this population. d. What are the main risks posed when conducting research on the participants? e. What are the main benefits? f. What groups/agencies or structures) benefit from research on issues that impact this population? g. How do you balance the risks and benefits; is it acceptable to proceed with research? h. What are the main consent considerations? i. How will you ensure that consent is genuinely voluntary? j. What are the main confidentiality considerations? k. How will you ensure confidentiality? l. Who would analyze the data collected in a research study? m. Would you share the results of the research with the population you have selected? n. What might be considered a misuse of research results with this population? o. Include references in APA format <p>Length: 6 pages double spaced excluding cover page, references and appendices</p>
Grading Criteria:	<ol style="list-style-type: none"> a. Content (40%) b. Synthesis and integration (40%) c. Technical (20%)

Module 6-7 Participation	
Value:	5% of final grade
Grading Criteria:	Students are expected to participate actively in class/group/online activities. Active participation refers to respectful, constructive contributions to the learning process, articulation of course related issues, linkage of learned theories or concepts from this and other courses to discussion, self-awareness, control for bias, and candidness.

Module 8: Summary and Integration

The final module is intended to provide students an opportunity to consolidate their learning of the course content. Themes from the various course modules will be identified and discussed. Students present their final group project during the Integration/Summary Module.

Module Learning Outcome:

After completing this module students will be able to demonstrate the integration of course materials.

Module 8 Assignment 5: In-Class Presentation (CLO 1, 2, 4, 5, 8, 7, 9)	
Value:	20% of final grade
Due Date:	April 10, 2021
Description:	<p>Literature review: Students will prepare a 10 minute in class presentation. Students will conduct a literature review that will identify opposing views and differences regarding a topic or research question of their choice. Students are required to utilize social work literature and compare and contrast the knowledge with research studies and published literature from social work or other fields of study. The literature review shall be summarized comparing and contrasting both views. A brief analysis will be prepared and presented using a briefing note format. Students are encouraged to apply their learning from all modules in this assignment. .</p> <p>Questions to consider:</p> <ol style="list-style-type: none"> a. Research topic and its importance. b. How did the literature review help to broaden the knowledge base? c. How was the research conducted? d. Describe the type of methods selected and rationale. e. Ethical considerations? f. Conclusion and research findings of each study g. How did the study use the literature to assist in identifying an opposing views? Provide examples. h. Expected users of the findings (who will use the information and how?). <p>More information about this assignment will be provided in class.</p>

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

section above. Should you need to miss a class, please notify the instructor prior to the beginning of class, complete the class preparation and check in with a peer to catch up on any missed material.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. 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 at the discretion of the instructor and may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

For formal assignments, writing quality is a component of assessment. Writing quality includes grammar, punctuation, sentence structure, and general clarity and organization. Sources used in all written work must be properly documented and referenced. APA 7th edition is the style guide for organizing written work, pagination, and referencing. Assignments should be typed and submitted in *Word* 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: <https://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 **Undergraduate 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		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 Calendar <https://www.ucalgary.ca/pubs/calendar/current/k.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>. Students are expected to ensure they are both familiar with, and comply with these standards.

Social Work students are held to professional standards at all times while in the program. Class and field settings are considered to be professional work settings and students are expected to perform and behave accordingly. Class attendance is an expectation in a professional program.

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 <https://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 (<https://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 <https://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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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>

MHC BUILDING EVACUATIONS

The fire alarm bells mean all users must evacuate the building immediately. Emergency wardens will direct you to the nearest exit and ask that you move away from exit doors and to the assembly areas. The Emergency Broadcast System (EBS) will give direction to evacuate if an event occurs that is not fire related (for example: a chemical spill). Once the nature of the event has been found, you will be given further direction using the EBS. You are encouraged to get acquainted with the MHC Emergency website: <https://www.mhc.ab.ca/AboutMHC/CampusSafety/EmergencyReponse>

MEDICINE HAT COLLEGE SAFEWALK 403-529-3911

To request a safe-walk, contact security at 403-529-3911. One of the security officers will meet you at your location and escort you to your requested destination on campus. Campus Security is on duty 24 hours a day, 365 days a year. Security is available to support students, employees and visitors, and is located in the main entrance across from the bookstore.

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**