Course Number	SOWK 302 L01, L02, L03	Classroom	Online
Course Name	Social Work Research in Context		
Day(s) & Time	Refer to D2L for specific Saturday dates for learning community Zoom schedule		
Instructor	**Red Deer: Joyce Crandall** **West Yellowhead: Tara-Leigh Blankenstein** **Grande Prairie: Gail Zuk** **Multi Instructor – Refer to D2L for Instructor Contact Information**		
U of C E-mail	Check D2L	Phone	Check D2L

SYLLABUS STATEMENT

This course provides an introduction to knowledge generation relevant to generalist social work practice. Concepts and processes of various research methodologies will be introduced as ways of knowledge building to inform practice and influence policy, particularly in rural, remote and Indigenous contexts. Particular attention will be paid to the link between research and practice and to the contextual realities of culture, power, gender and Indigenous knowledge gathering.
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.

COURSE LEARNING OUTCOMES

At the completion of the course students will be able to:
1. To become familiar with the basic concepts and vocabulary involved in research.
2. To develop a beginning understanding of various knowledge-building paradigms with particular attention to the scientific method, Indigenous ways of knowing, and feminist and participatory methods.
3. To acquire an awareness of ethical issues in research.
4. To become critically aware of the importance of context and values in shaping social work research.
5. To understand the place of research in social work including the practice-research link.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS
Bryman, A., & Bell, E. (2019). *Social research methods* (5th ed.). Oxford University Press.

Assigned readings posted by each module Instructor to the D2L site.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

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. It must be completed concurrent with SOWK 303 – Interviewing in Context

CLASS SCHEDULE

This Theme Course will be delivered online in a series of modules. Synchronous Zoom sessions will be held on some Saturdays 10-3p.m Following a brief orientation, students will complete the following modules. **Note: refer to community schedule on D2L for module dates and assignment due dates.**

MODULE 1: What is Knowledge Generation?

Required Readings	
Textbook	**Chapters**
Bryman, A., & Bell, E. (2019). *Social research methods* (5th ed.). Oxford University Press.	1 - 3, 14

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.

Module Learning Outcomes:

After completing this module, students will be able to:
- recognize various ways of knowing and conceptions of science;
- identify the student's own ontological and epistemological standpoint and its implications for his or her way of knowing and conducting research;
- recognize and distinguish the basic premises of the Western positivist, interpretivist, and Liberatory paradigms;
- explain some of the purposes and uses of research in generalist social work practice;
- examine how values, diversity, and ethical issues inform the research process;
- examine how the relational processes and outcomes of research may serve to empower or oppress (i.e. clients as objects, subjects, or participants in inquiry); and
- describe the purpose and principles in conducting a literature review.

MODULE 2:   Quantitative Research Methods

Required Readings	
Textbook	**Chapters**
Bryman, A., & Bell, E. (2019). *Social research methods* (5th ed.). Oxford University Press.	4 - 7

This module introduces students to the historical traditions of positivist research and its application in social work.

Module Learning Outcomes:

After completing this module, students will be able to:
- identify a range of quantitative methods to obtain information in application of research;
- understand the connection between positivism, quantitative methods, and the history of Eurocentric science;
- demonstrate an understanding of the place of quantitative research in social work practice and evaluation;
- demonstrate awareness for the positionality of the researcher in relation to knowledge generated by this approach; and
- articulate the strengths and challenges in applying quantitative methods to traditional knowledge systems in rural, remote and northern communities.

MODULE 3: Quantitative Research Analysis

Required Readings	
Textbook	**Chapters**
Bryman, A., & Bell, E. (2019). *Social research methods* (5th ed.). Oxford University Press.	8

This module is a continuation of the module above. It will provide students the opportunity to apply knowledge gained into simulated data analysis scenarios. Students will have opportunity to:
- use different types of graphing and charting to display research results;
- understand the implications of different sample sizes and research methods in analyzing information;
- apply concepts from different data collection instruments to data analysis;
- make determinations about writing up research results, dealing with issues of accessibility and communication of relevant information.

MODULE 4: Qualitative Research Methods

Required Readings	
Textbook	**Chapters**
Bryman, A., & Bell, E. (2019). *Social research methods* (5th ed.). Oxford University Press.	9 - 11

This module introduces students to the historical tradition of qualitative research.

Module Learning Outcomes:

After completing these modules, students will be able to:
- understand what makes qualitative research distinct among the research traditions;
- identify the strengths and limitations of qualitative research;
- engage critically in analyses of emerging issues in qualitative research as they are evolving in the literature; and
- understand how different forms of coding can be applied to the analysis of qualitative data.
- demonstrate awareness for the positionality of the researcher in relation to knowledge generated by this approach; and
- articulate the strengths and challenges in applying qualitative methods to traditional knowledge systems in rural, remote and northern communities.

MODULE 5: Qualitative Research Analysis

Required Readings	
Textbook	**Chapters**
Bryman, A., & Bell, E. (2019). *Social research methods* (5th ed.). Oxford University Press.	12 - 13

This module explores a continuum of qualitative methods in social work research as distinguished from quantitative methods and is designed as application of the previous module on qualitative research methods.

Module Learning Outcomes:

In this module, students will have the opportunity to:
- apply qualitative research design strategies to a social problem of interest;
- understand criticisms of qualitative research and develop an evaluation framework from within this tradition.
learn, through review of transcripts, how different forms of coding can be applied to a narrative; and
- develop a research question from an interpretivist paradigm and map out the possible methods available for use within this tradition and the consequences for each choice.

MODULE 6: Research Communication (Writing, Presenting, and Publishing)

Required Readings
Readings posted to D2L

This module introduces students to the writing, presenting and publishing processes for research proposals and reports.

Module Learning Outcomes:

After completing this module, students will be able to:

- understand the parallels between a research proposal and a research report;
- develop a research poster and presentation; and
- demonstrate a professional standard of writing, including the use of APA in formatting, citation and referencing.

MODULE 7: Research for Social Justice

Required Readings
Readings posted to D2L

Module Learning Outcomes:

After completing this module, students will be able to:
- identify participatory action research (PAR) theoretical foundations;
- identify feminist research foundations;
- engage critically in analyses of PAR and feminist research;
- recognize and choose appropriate research methods in feminist and PAR methodologies;
- connect overall learning to a broader social justice paradigm;
- position oneself within the various approaches discussed; and
- examine connections among research and other forms of social work practice.

MODULE 8: Summary and Integration
The final module is intended to provide students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed.
Module Learning Outcome:
After completing this module students will be able to demonstrate the integration of course materials.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS
The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.
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

Assignment	Grade Portion	Description *(Additional assignment details and Grading Rubrics available on course D2L)*	Aligned Learning Objectives
Ethics Tutorial (submitted for knowledge generation module)	5%	Complete the TCPS2 Core Tutorial (https://tcps2core.ca/login), upload your certificate of completion and be prepared to discuss in Zoom session.	3,4
Discussion Board (submitted for qualitative modules)	5%	Review the posted video and respond to the qualitative research questions on the discussion board.	1,2,3,4
Discussion Forum (submitted for quantitative modules)	5%	Review the posted video and respond to the quantitative research questions on the discussion board.	1,2,3,4
Qualitative Article Review (submitted for qualitative modules)	20%	Select an article from the qualitative publications posted on the course D2L site and examine the article by answering posted critical review questions. Submit assignment to Dropbox.	1,2,3
Quantitative Article Review (submitted for quantitative modules)	20%	Select an article from the quantitative publications posted on the course D2L site and examine the article by answering posted critical review questions. Submit assignment to Dropbox.	1,2,3
Structured Research Intent Annotated Bibliography (submitted after completion of the four research modules)	25%	Develop a 3-page research intent (excluding title page and references) and a structured annotated bibliography addressing a social issue or problem for research using the structured template in D2L.	1,2,3,4,5
Poster presentation (presented in small groups for research communication module Zoom session)	10%	Prepare a poster to present in small groups in the research communication module. Complete and upload the Presentation self-reflection worksheet upon completion.	1,2,3,4,5
Social Justice Artifact (submitted for research for social justice module	10%	Upload a photograph of an original artifact representing what social justice represents for the social issue problem presented in your research intent.	2,4

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend class with both video and audio and be fully present and visibly engaged in online class activities and discussions

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective dropbox in D2L. Assignments are to be submitted in Word format unless otherwise specified. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments

are due before midnight 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

Students are expected to submit all assignments by the due date indicated in the community schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date after which the assignment shall receive a grade of 0. In extraordinary circumstances extensions may be granted beyond 7 days with PRIOR approval from the director however the 25% penalty shall still be applied. Students must submit their request, in writing, to the CBLC director for consideration.

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 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 **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.

ADDITIONAL SUGGESTED READINGS

Please refer to D2L for additional readings.

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.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 (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

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**