

Course Number	SOWK 672 S01	Classroom	Online
Course Name	Thesis Research Development		
Day(s) & Time	Synchronous Zoom sessions: Mondays Jan 11 – April 12 (except Feb 15 and April 5) from 7-9pm MT Asynchronous activities: to be posted on D2L		
Instructors	Jennifer Hewson, PhD		
U of C E-mail	jahewson@ucalgary.ca	Phone	Email only

SYLLABUS STATEMENT

The course builds skills for social work thesis research development, including determining key components of the research process, such as integration of a substantive topic and corresponding research approach.

COURSE DESCRIPTION

This course will focus on thesis research development at the Master's level. The course is largely experiential in the sense that its focus is practical and targeted to each student's advancement of their thesis research proposal. Students will learn about, and integrate, key components of a Master's thesis and process elements of the Master's thesis journey. This includes the development of the purpose statement, research question(s), research design (including recruitment, data collection and data analysis), ethics, rigour, and knowledge mobilization related to the student's research topic. This course will build on the philosophical and theoretical foundation developed in SOWK 670. It will also explore selecting and engaging with a supervisor, submitting the thesis proposal, submitting an ethics application, and preparing for defense. Successful completion of SOWK 670 is required.

COURSE LEARNING OUTCOMES

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

1. Demonstrate knowledge of key components of a thesis proposal;
2. Critically analyze options for how to approach the design of their thesis research;
3. Integrate their philosophical and theoretical stance with methodological decisions;
4. Advance their ability to critically reflect upon, justify and defend the methodological choices for each element of their research proposal; and
5. Apply their learnings to their research topic in the form of a research proposal.

LEARNING RESOURCES

REQUIRED TEXTBOOK & READINGS

Canadian Association of Social Workers. (2005). *Code of Ethics*.
https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf

Canadian Association of Social Workers. (2005). *Guidelines for ethical practice*.
https://www.casw-acts.ca/sites/default/files/attachements/casw_guidelines_for_ethical_practice_e.pdf

First Nations Information Governance Centre (2014). *Understanding the First Nations Principles of OCAP*.
<https://fnigc.inlibro.net/cgi-bin/koha/opac-retrieve-file.pl?id=2be8f15f2eff14b1f122b6a26023836a>

Four Arrows (Don Trent Jacobs). (2008). *The authentic dissertation*. Routledge.

Government of Canada. (2018). *Tri-Council Policy Statement: Ethical conduct for research involving humans*.
https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html

Rudestam, K. E., & Newton, R. R. (2015). *Surviving Your Dissertation, A Comprehensive Guide to Content and Process* (4thed.). 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

This course draws upon content and learnings from core courses in the MSW, specifically SOWK 602 and SOWK 670. This course is the second of two required thesis research courses.

CLASS SCHEDULE

We will have 12 synchronous Zoom sessions. Supplemental asynchronous activities (e.g., watching videos, reviewing samples, contributing to a resource list) will be outlined in our D2L course site.

Date	Topic and Assignment Dates	Readings
Monday, Jan 11 Zoom 7-9pm	<ul style="list-style-type: none">• Review of the course outline• Overview of the thesis process & proposal development• Revisiting paradigms, theory and your thesis topic• Selecting your research approach/method/strategy of inquiry	Rudestam & Newton (2015) Chapters 1, 2 & 3

Monday, Jan 18 Zoom 7-9pm	<ul style="list-style-type: none"> • Presenting your study rationale – literature review, practice gaps, implications • Developing your purpose statement • Creating your research questions 	Rudestam & Newton (2015) Chapter 4
Monday, Jan 25 Zoom 7-9pm	<ul style="list-style-type: none"> • Student presentations – Assignment 1 	
Monday, Feb 1 Zoom 7-9pm	<ul style="list-style-type: none"> • Student presentations – Assignment 1 	
Monday, Feb 8 Zoom 7-9pm	<ul style="list-style-type: none"> • Student presentations – Assignment 1 	
Monday, Feb 15	<ul style="list-style-type: none"> • Winter Break – no class or course activities 	
Monday, Feb 22 Zoom 7-9pm	<ul style="list-style-type: none"> • Describing your data collection plan 	Rudestam & Newton (2015) Chapters 5 & 11
Monday, Mar 1 Zoom 7-9pm	<ul style="list-style-type: none"> • Student presentations (in breakout rooms) – Assignment 2 	
Monday, Mar 8 Zoom 7-9pm	<ul style="list-style-type: none"> • Student presentations (in breakout rooms) – Assignment 2 	
Monday, Mar 15 Zoom 7-9pm	<ul style="list-style-type: none"> • Exploring sampling & recruitment 	Rudestam & Newton (2015) Chapter 5
Monday, Mar 22 Zoom 7-9pm	<ul style="list-style-type: none"> • Reflecting on social work, Afrocentric research and Indigenous research ethics • Researcher reflexivity 	Rudestam & Newton (2015) Chapter 13 Ethics required readings
Monday, Mar 29 Zoom 7-9pm	<ul style="list-style-type: none"> • Integrating key elements of your research proposal • Moving from sharing ideas to writing 	Rudestam & Newton (2015) Chapter 9 & 10
Monday, Apr 5,	<ul style="list-style-type: none"> • Easter Monday, no class 	
Monday, Apr 12 Zoom 7-9pm	<ul style="list-style-type: none"> • Ensuring rigour/trustworthiness of your research • Thinking about data analysis, reporting and discussing your findings • Final reflections 	Rudestam & Newton (2015) Chapters 6, 7 & 8
Friday, Apr 16	<ul style="list-style-type: none"> • Assignment 3 due 	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous peoples, and 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 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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructors 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: Oral presentation – Grounding components of the thesis proposal

CLOs: 1-4

Due date: Jan 25, Feb 1, Feb 8, 2021

Grade: 40%

Each student will present their emerging ideas about their selected: 1) paradigm and theory, 2) study rationale, 3) method/strategy of inquiry, 4) purpose statement, and 5) research questions. The presentation will be based on the student's research topic. The goal of this assignment is to provide students with an opportunity to share their developing ideas about these five elements of the thesis proposal, and to receive feedback from the instructors and classmates. The presentation will be 15 minutes long with an additional 10 minutes for feedback from the instructors and students. Assessment will be based on: 1) inclusion of all five elements, 2) depth of critical analysis, and 3) integration and alignment of ideas. A rubric will be posted in D2L.

Assignment 2: Oral presentation – Analysis of a Master's thesis or PhD dissertation

CLOs: 2, 4

Due date: March 1 & 8, 2021 (in class, breakout rooms)

Grade: 20%

Each student will find, review and present on a thesis or dissertation in the area of their thesis research topic. The presentation will include: 1) how the author approached the issue, 2) a critique (two strengths and two limitations) of the approach used by the author; and 3) three learnings that can be applied to the student's own proposal development. The presentation will be 10 minutes long with additional time for small group discussion and sharing of group observations with the instructors and the class.

Assessment will be based on: 1) inclusion of the three components of the assignment, 2) participation in small group discussion about the selected theses/dissertations, and 3) contribution to reporting back to the class. A rubric will be posted in D2L.

Assignment 3: Thesis Proposal

CLOs: 1-5

Due date: April 16, 2021 by 11:59pm MT

Grade: 40%

Submit a 15 page (double spaced, 1 inch margins) thesis proposal on your research topic which includes your: 1) selected paradigm(s) and theory(ies), 2) research approach/method/strategy of inquiry, 3) study rationale and implications for social work practice, 4) purpose statement and research questions, 5) data collection plan, 6) sampling and recruitment plan, 7) ethics considerations, and 8) researcher reflexivity.

Assessment will be based on:

1. Logic: The relevance, orderly presentation of facts and arguments, and rational sequencing of sections.
2. Quality of Communication: Clarity of ideas, presentation style and appropriate citation of references using current APA 7th edition reference style.
3. Quality of Information: Relevance, scope and depth of material presented and degree of relevance to the topic. Integration of course discussions and other course materials.
4. Quality of Arguments: Ability to develop a line of thought, critical reasoning, and ability to present opposing arguments so that the paper represents a clear effort to illuminate the issues relevant to the phenomenon being discussed and to provide theoretical, clinical and empirical support for the position being developed.
5. Appropriate application: Ability to apply knowledge acquired in this and other relevant courses to the specific topic being addressed.
6. Personal/Professional Perspective: Awareness of personal value systems and the possibility of divergent points of view.

A rubric will be posted in D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submit the final assignment electronically through the Dropbox in our D2L course site. 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. Please contact the instructors prior to the assignment due date. Unless agreed upon, assignments submitted after the deadline may be penalized with a grade reduction.

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
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.

SUGGESTED READINGS & RESOURCES

Note: Additional suggestions may be posted by the instructors and other students throughout the course.

Dissertations

Braganza, M. (2020). *Improving encounters with people who hold contentious differences: An exploration. Theses and Dissertations (Comprehensive)*. 2305.

<https://scholars.wlu.ca/cgi/viewcontent.cgi?article=3435&context=etd>

Bridges Patrick, C. (2020). *Navigating the Silences: Social Worker Discourses Around Race*. Dissertations & Theses at AURA - Antioch University Repository and Archive.

<https://aura.antioch.edu/cgi/viewcontent.cgi?article=1571&context=etds>

<https://aura.antioch.edu/etds/560>

Duhaney, P. (2020). *Victimized and criminalized Black women’s experienced with the police in the context of intimate partner violence. Theses and Dissertations (Comprehensive)*. 2333.

Note: This document will be provided in D2L with permission of the author.

Books

Creswell, J. W, & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.

Note: There is no ebook available for purchase through our library ebook platforms, however, you can rent or purchase a personal ebook from the following vendors: VitalSource, Amazon Kindle, RedShelf, Google Play etc.

- <https://calgary-store.vitalsource.com/products/research-design-qualitative-quantitative-and-john-w-creswell-j-david-v9781506386690?term=9781506386706>
- https://www.amazon.ca/RESEARCH-DESIGN-John-Creswell/dp/1506386709/ref=asc_df_1506386709
- <https://redshelf.com/book/881859/research-design-881859-9781506386690-john-w-creswell-j-david-creswell>
- https://play.google.com/store/books/details/John+W+Creswell+Research+Design?id=335ZDwAAQB_AJ

Strega, S., & Brown, L. (Eds.) (2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches* (2nd ed.). Canadian Scholars' Press.

Note: An ebook is available in the library, however, this is a Single-User licensed ebook (i.e., only one student can access the ebook at a time). You can download up to 54 pages per day.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6282047>

You can also purchase a personal ebook from the following vendors: VitalSource, Canadian Scholars etc.

- <https://calgary-store.vitalsource.com/products/research-as-resistance-second-edition-susan-strega-and-leslie-brown-v9781551308838>
- <https://www.canadianscholars.ca/subjects/gender-sexuality-and-women-s-studies/books/research-as-resistance-2nd-edition>

Wilson, S., Breen, A. B., & DuPré, L. (2019). *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships*. Canadian Scholars' Press.

Note: An ebook is available in the library, however, this is a Single-User licensed ebook (i.e., only one student can access the ebook at a time). You can download up to 69 pages per day.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6282054>

Websites

The Community Tool Box

<https://ctb.ku.edu/en/about>

<https://ctb.ku.edu/en/assessing-community-needs-and-resources>

Note: This is a free, online resource for those working to build healthier communities and bring about social change.

UCalgary Office of Equity, Diversity and Inclusion – Taking action against anti-Black racism

<https://www.ucalgary.ca/equity-diversity-inclusion/education-and-training/anti-black-racism>

Sage Research Methods

<http://ezproxy.lib.ucalgary.ca/login?url=http://methods.sagepub.com>

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 (Calgary)**
- **Safewalk (Calgary)**