



Course & Session Number	SOWK 355 S01	Classroom	Online, via D2L and Zoom
Course Name	Research in Context		
Day(s) & Time	Tuesdays 1:00 to 3:50 pm		
Instructor	Dr. Peter Gabor, PhD RSW	Office Hours	By arrangement
UCalgary E-mail	gabor@ucalgary.ca	UCalgary Phone	(403) 329-2386

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

SYLLABUS STATEMENT

An introduction to basic research methodology, data analysis, and a critical appraisal and application of research findings within a reflective model of practice.

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.

Learning will occur in synchronous sessions via Zoom and asynchronously, where students complete learning activities on their own or in teams. Tuesdays 1:00 – 3:50 pm are scheduled for classes in this course. Typically, two hours of scheduled classes will be synchronous and the third hour will be

asynchronous. This may vary as we progress through the course—students will be advised of the plan for each week in advance.

COURSE LEARNING OUTCOMES

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

1. Have a beginning understanding of various knowledge-building paradigms including 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. Understand the place of research in social work including the practice-research link. PLO 6.2, 10.4
4. Be prepared to apply social work knowledge, as well as knowledge from other disciplines, to advance professional practice, policy development, research, and service provision. PLO 6.1, 6.2
5. Have knowledge of culturally and geographically relevant research methodologies. PLO 4.1, 6.3
6. Understand how research can identify negative or inequitable policies and also bring to light the implications and outcomes of policies, especially for disadvantaged and oppressed groups. PLO 7.2
7. Be familiar with the basic concepts and vocabulary involved in research. PLO 6.1, 10.4

LEARNING RESOURCES

REQUIRED TEXTBOOK

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

This is an open source book available for free download at <https://scientificinquiryinsocialwork.pressbooks.com/>

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RECOMMENDED READINGS

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

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

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

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

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

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

University of Calgary. (2018). Conjoint Faculties Research Ethics Board information page.
<https://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>

Weinbach, R. W. & Grinnell, R. M. (2015). *Statistics for Social Workers* (9th ed). Pearson.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains relevant class resources and materials. Zoom will be used to for synchronous activities. A laptop, desktop or mobile device with access to a good, stable Internet connection, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

The profession of social work is built upon a unique knowledge base, which allows its members to practice in an evidence-informed manner. It is thus critical for social workers to understand how that knowledge base is built and to learn to access, understand, evaluate, and use resources from the knowledge base. As such, this course is relevant to all other courses in the curriculum.

CLASS SCHEDULE

The planned class schedule is provided below. It is subject to change as we progress through this course.

Dates	Module: Topics & Instructors	Readings	Assignment
Jan 11	Introduction; Epistemology and knowledge building paradigms; Our knowledge base	Chapters 1, 2, 3, 4	
Jan 18	Research ethics	Chapter 5	
Jan 25	Types of research: qualitative, quantitative, mixed methods; the research process	Chapter 6, 7	
Feb 1	Qualitative methods: Research questions; selecting participants	Chapters 6, 8, 10	
Feb 8	Qualitative methods: data collection instruments; design considerations	Chapters 8, 11	
Feb 15	Qualitative methods: Data collection	Chapter 13, 14	
March 1	Quantitative methods: Research designs	Chapter 12	

March 8	Quantitative methods: Selecting participants	Chapter 10	
March 15	Quantitative methods: Measurement and data collection instruments	Chapter 9, 11	Assignment 2 (March 14)
March 22	Quantitative methods: Data collection	Chapter 11,14	
March 29	Qualitative and quantitative methods: Data analysis	Chapter 12.4, 13.5, 14.4	
April 5	Research for social justice; Communicating research findings	Chapters 15, 16	
April 12	Summary and integration		Assignment 3 (April 12)

Important dates for Winter 2022:

- Add/Drop/Swap and Withdraw dates: Check your Student Centre
- Start of this class: January 11, 2022
- Term Break, no classes: February 20 – 26, 2022
- End of this class: April 12, 2022
- End of term: April 29, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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 me to arrange an alternative activity for the missed session. As best as you are able, join the class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students are expected, keep their webcam on during classes and for group work, presentations, etc. All students are expected to behave in a professional manner during the session.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor will normally 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. Recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

1. Participation (10%) – Due April 5

No later than April 5, course members will submit a one-page bulleted list highlighting their contributions in relation to each of the criteria below:

- Regular attendance and making positive contributions to synchronous sessions,
- Contributing to formal and informal groupwork,
- Regular logging in to the course D2L site and making use of the posted resources, and
- Preparing for sessions by completing readings and other preparatory assignments.

Assignments 2 and 3

Assignments 2 and 3, described below, will be completed in groups of 3 assigned by the instructor. The same group will be applicable for both Assignment 2 and 3. Some class time will be provided to plan these assignments and the instructor will be available to provide consultation and advice to each group.. Along with their assignment, each group is invited to submit an attestation that each member contributed reasonably to the assignment. If the attestation is submitted, each group member will receive the same grade. Where the group does not attest to a reasonable contribution from each member, the instructor will meet with the group to determine the respective contributions of members and individual grades will be assigned based on those contributions.

2. Qualitative Proposal (40%) – Due March 14

Pose 1-2 qualitative research questions to address the topic provided. Using the outline provided by the instructor, provide a proposal for conducting research to answer the research question(s). Be sure to provide a description and rationale for each of the following:

- Describe the population you are interested in knowing more about;
- Indicate the sampling approach that you will use to enrol participants;
- Describe the data collection instrument;
- Describe the data collection approach;
- Describe the research design;
- Explain the advantages/disadvantages of your methods;
- Identify any ethical, cultural or diversity issues or challenges in the proposed research; and
- Identify the impact your proposed research will have and how it will further social justice.

Assignment addresses Course Learning Outcomes 1, 2, 5, 6, and 7

Rubrics and further details will be provided.

Length: maximum 8 pages double-spaced excluding cover page, references and appendices

3. Quantitative Proposal (50%) – Due April 12

Pose 1-2 quantitative research questions to address the topic provided. Using the outline provided by the instructor, provide a proposal for conducting research to answer the research question (s). Be sure to provide a description and rationale for each of the following:

- Describe the population you are interested in knowing more about;
- Indicate the sampling approach that you will use to enrol participants;
- Describe the data collection instrument;
- Describe the data collection approach;
- Describe the research design;
- Explain the advantages/disadvantages of your methods;
- Identify any ethical, cultural or diversity issues or challenges in the proposed research; and
- Identify the impact your proposed research will have and how it will further social justice.

Assignment addresses Course Learning Outcomes 1, 2, 5, 6, and 7

Rubrics and further details will be provided.

Length: maximum 8 pages double-spaced excluding cover page, references and appendices

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Further details, including rubrics, regarding graded components will be provided in class.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the section above. If you have to miss a class or an activity, contact the instructor for information on possible make-up options,

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through Dropbox in D2L. Assignments should be submitted in Word format; if not possible, PDF will be accepted. Assignments should have a file name as follows: "Lastname,Lastname,Lastname_Assignmentnumber" (e.g., AbebeSanchezEdwards_Assignment2). Assignments are due by 11:59pm on their due date. Please ensure that the proper version of the assignment file is submitted and keep a copy of each assignment just in case.

LATE ASSIGNMENTS

Late assignments will be accepted at the discretion of the instructor and may be penalized with a grade reduction. If you cannot submit an assignment on time, please contact the instructor as soon as possible.

EXPECTATIONS FOR WRITING

Assignments should represent your best effort. They should be clearly written, well organized, and free of grammatical, spelling, and typing errors. Follow APA7 for format and style as well as for citations and references. A good resource for APA7 style is found [here](#). Writing and presentation will be a part of the assessment of each assignment.

If you need writing support, please connect with the [Student Success Centre](#) at the University of Calgary. The [University of Lethbridge Writing Centre](#) is also available to Lethbridge-based students. It is located in the Library and provides individual consultations with trained academic writing instructors and tutors. There is no charge for this instruction, and the Writing Centre can assist students at all stages of the writing process.

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](#).

GRADING

The final grade for the course is the sum of the separate graded components. It is not necessary to pass each component separately to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used (see table below.) This grading system overrides the grading system in D2L. Grades may be rounded up at the discretion of the instructor—rounding is not automatic but is based on general performance in the course. A+ grades are not automatic but will be awarded for **outstanding performance in the course**, as determined by the instructor.

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. Around the middle of the course, we will take a few minutes as a group to reflect on how the course is going. Students are also welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Specific suggestions for additional readings will be provided at various points in the course.

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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