Winter 2023

Course & Session Number	**SOWK** 302-L01	**Classroom**	Online
Course Name	Research in Context Theme Course: Virtual Learning Circles		
Dates and Time	Start of Classes: Tuesday January 10, 2023 End of Classes: Tuesday April 11, 2023 Synchronous Zoom Sessions: Tuesdays 6:00 PM to 8:00 PM MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Beth Archer-Kuhn, PhD, MSW, BSW, RSW	**Office Hours**	Tuesdays: 3:30-5:30 pm As Requested with flexibility
UCalgary E-mail	beth.archerkuhn@ucalgary. ca	**UCalgary Phone**	403-220-5425

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy.](#)

SYLLABUS STATEMENT

This course offers 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; (6-0)

COURSE DESCRIPTION

Learners will be introduced to the core concepts of social work research through a variety of learning activities, including presentations, assigned readings, online discussion, exercises and assignments. They will examine the social, cultural, political and philosophical contexts of knowledge building, with particular attention being paid to concerns of gender, culture, race and power relations. Learners will further examine diverse experiences with knowledge building through various research methodologies. **This course will be taught using inquiry-based learning pedagogy** using both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.) contexts. There will be weekly synchronous Zoom sessions throughout the term as indicated in the course schedule.

COURSE LEARNING OUTCOMES

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

1. Define and explain the basic concepts and vocabulary involved in research;
2. Demonstrate a beginning understanding of various knowledge-building paradigms, particularly the empirical paradigm, Indigenous ways of knowing, and emancipatory paradigm;
3. Identify and explore solutions to the ethical issues and challenges in social work research;
4. Develop and articulate critical understanding of the contexts and values in shaping social work research;
5. Describe contextually relevant research methodologies; and
6. Apply social work research knowledge and explore the use a variety of knowledge generation methods to advance professional practice, policy development, research, and service provision

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LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Van de Sande, A., & Schwartz, K. (2017). Research for social justice: A community-based

participatory approach (2nd ed.). Fernwood.

University of Calgary. (2018). ii' taa'poh'to'p – Together in a good way: A journey of transformation and renewal. Calgary, AB : Author. Available at https://ucalgary.ca/indigenous/ii-taapohtop

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000Use APA (7th edition) formatting for citations (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

NOTES: Other recommended readings assigned as needed and will be listed on D2L.

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 usually completed concurrently with Social Work 303: Practice with Individuals in Context.

CLASS SCHEDULE

Important Dates for Winter 2023
- o Start of Term: Tuesday, January 3, 2023
- o End of Term: Friday, April 28, 2023
- o Fee Deadline: Friday, January 27, 2023
- o Alberta Family Day, no classes: Monday, February 20, 2023
- o Good Friday, no classes: Friday, April 7, 2023
- o Easter Monday, no classes: Monday, April 10, 2023
- o Term Break: Sunday, February 19 – Saturday, February 25, 2023

Class Schedule
As a VLC course, learners will progress through the various learning modules that contain asynchronous (education at a learner's pace) and synchronous (education in real-time, i.e. live Zoom sessions) learning activities. The learning activities aim to promote inquiry-based learning and dialogues with instructors and co-learners. The inquiry-based learning approach honours learners' diverse ways of knowing, as well as their abilities to reflect on their lived experiences, to generate knowledge, and to critically reflect on social work research.

Assignment Due Dates	Module Date and Topic	Synchronous Zoom Session	Preparing for Zoom Sessions
	January 3- January 12, 2023	Tuesday January 10, 2023	Van de Sande & Schwartz (2017), Ch. 1 & 2 University of Calgary (2018),

	Module 1: Ways of Knowing Introduction to Course Introduction to IBL Research Paradigms Small group formations		Pages 1-13; 46-47
Assignment #1 Due: Midnight in D2L January 17, 2023	January 13 – January 25, 2023 Module 2: Creating Inquiry Questions Library Session Creating Inquiry Questions	Tuesday January 17, 2023	Bring a summary of three peer reviewed articles related to a topic of interest for you Van de Sande & Schwartz (2017), Ch 4
Assignment #2a Due: Midnight February 2, 2023	January 26 – February 2, 2023 Module 3: Qualitative Research Needs Assessments Knowledge sharing Mini Presentation & Large Group Consultation	Tuesday January 31, 2023	Bring a summary of three peer reviewed qualitative research articles related to your topic of interest Van de Sande & Schwartz (2017), Ch 9 & 10
Assignment #3, Due: 6:00 pm in D2L February 7, 2023	February 3 – February 10, 2023 Module 4: Research Ethics Research Ethics Board Asynchronous activity	Tuesday February 7, 2023	Van de Sande & Schwartz (2017), Ch 3 University of Calgary (2018), Pages 27-29
Assignment #2b Due: February 14, 2023 During class	February 11 – February 17, 2023 Module 5: Quantitative Research Program Evaluation Knowledge Sharing Mini Presentations & Large Group Consultation	Tuesday February 14, 2023	Van de Sande & Schwartz (2017) Ch 8 & 11 Bring a summary of three peer reviewed quantitative research articles related to your topic of interest
NO CLASSES Term Break week		Tuesday February 21, 2023	
	February 27 – March 5, 2023 Module 6: Research with Indigenous Peoples Photovoice & Participatory Action Research (PAR)	Tuesday February 28, 2023	University of Calgary (2018), Pages 19-22; 34-39 Van de Sande & Schwartz (2017), Ch. 6 & 7

	March 6 – March 12 Module 7: Equity, Diversity and inclusion (EDI) in Research	Tuesday March 7, 2023	Van de Sande & Schwartz (2017), Ch 5 Perez et al. (2020) (See D2L)
Assignment #4 March 14 on D2L	March 13 – March 23, 2023 Module 8: Knowledge Dissemination Research Proposal Presentations	Tuesday March 21, 2023	Van de Sande & Schwartz (2017), Ch 12
Assignment #4 March 25 on D2L	March 24 – April 11, 2023 Research Proposal Presentations Summary of Learnings	Tuesday April 4, 2023	

Assignment #5: Formative Peer Feedback is an expectation of this course (as part of an inquiry-based learning pedagogy) and is due at multiple points. Students will receive full credit for their peer feedback upon completion. Specific due dates will be discussed during zoom sessions.

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 your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. 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. Video cameras should be turned on during class interactions including large and small group activities and presentations. All students are expected to behave in a professional manner during all Zoom sessions which includes contributing to class discussion, being respectful of other's views and showing compassion when appropriate.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class materials for the purposes of supporting student learning in this class – such as recording specific course content to be viewed by students outside of zoom meeting sessions.

ASSESSMENT COMPONENTS

SOWK 302 is a core course in a professional faculty. A student seeking to be successful in SOWK 302 should demonstrate elevated standards of ethical conduct, oral and written communication, independent and collaborative participation, and on time completion of all course requirements. Please plan to attend all zoom sessions as there will be group work completed in most zoom sessions.

Assignment 1 (Individual Assignment with peer and instructor support): Developing Inquiry Question (15%) – Due January 17, 2023 at midnight MT
Aligned Course Learning Outcome: 1, 3, 4, 5

Assignment Description: Students will pursue and develop their inquiry question based on their area of interests related to a specific population (i.e., preschool children, youth, older adults) and an identified social issue (i.e., homelessness, domestic violence, addictions). These examples are only examples and students are expected to choose their own population and social issue. The development of the inquiry question will be based on the student research of the relevant literature and consultations with peers and instructor. Students are expected to conduct a search of the research literature using keywords related to your population and social issue. From your search you will choose three peer reviewed journal articles of interest. Using the Area of Interest form located on D2L, you will summarize these three articles and submit them to the shared group folder on D2L (NO LATER THAN 2 DAYS prior to the zoom session) to be shared with your small group of peers. Time in class will be used for the purpose of peer consultation. Using your own interest, the research literature, and peer and instructor feedback, you will construct an inquiry question to pursue throughout the course.

You will submit a one-page document on D2L that clearly identifies your inquiry question and no more than 2 paragraphs that describes the process you followed and any influences that led to your final inquiry question. Attached to this one-page document will be a title page using APA format.

Assessment Criteria: A rubric is provided on D2L site

Assignment 2 (Individual Assignment with peer support): Presenting Evidence (30%) – Due in two phases, 2a February 2 Midnight, 2b February 14 During class time
Aligned Course Learning Outcome: 1, 3, 5

Assignment 2a Description: Based on peer feedback, students will present evidence to the instructor in the form of a brief report outlining how the evidence (qualitative articles and other) led to the development of and supports their inquiry question. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest. A checklist, located on D2L, will be provided to guide students. The brief report will be no more than 1-2 pages, double spaced. As in assignment #1, the title page is required using APA format.

Assessment Criteria: A rubric is provided on the D2L course site

Assignment 2b Description: Based on peer feedback, students will present evidence to the class in the form of a 5 min (max.) presentation outlining how the evidence (quantitative articles and other) led to the development of and support for their inquiry question. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest. A checklist, located on D2L, will be provided to guide students.

Assessment Criteria: A rubric is provided on the D2L course site

Assignment 3 (Individual or Group Assignment): TCPS 2 CORE Certificate (10%) – Due February 7, 2023 at 6:00pm MT

Aligned Course Learning Outcome: 1, 2, 4

Assignment Description: Students will complete the Tri-Council Policy Statement 2 Course on Research Ethics (TCPS 2 CORE). The TCPS 2 CORE is an online course and can be accessed at:

https://tcps2core.ca/welcome

The course takes approximately three hours to complete, though more time might be required for students who wish to thoroughly peruse supplementary materials. Upon completion of the course, each student will be immediately awarded a completion certificate by the website. Please save the document. By the due date for this assignment, each student will upload their certificate of completion via the SOWK 302 Dropbox in D2L. You are welcome to work in small groups to complete this assignment, however, each student must submit their own certificate of completion.

Assessment Criteria: Full marks will be given to students who submit their certificate of completion by the due date. Zero marks will be given to students who fail to submit their certificate of completion, or who submit it after 6:00pm MT on the due date.

Assignment 4 (Individual Assignment): Research Proposal Presentation (35%)
Due March 21 (PPT due March 14), April 4 (PPT due March 25) during class time

Aligned Course Learning Outcome: 1, 4, 5, 6

Assignment Description: This assignment offers students the opportunity to synthesize course learnings about the research process. Students will choose a topic of interest, create a basic research study and present it during one of three classes. A sign-up list will be available in class at the beginning of the semester.

The research proposal will include the following elements:
1. Problem – what is the social issue you are researching? Why is it important? Here, you will justify your study using academic literature in APA format.
2. Research question – what is the research/inquiry question your study will answer?
3. Methods and data collection strategies – how will you gather the data to answer your question? What ethical considerations will you need to keep in mind? How will you incorporate equity, diversity and inclusion in your proposed study?
4. Successes and challenges – outline and describe the successes and challenges of your inquiry process considering also how your learning developed, the role of small groups and peer feedback, anything else that supported your inquiry process.

Assessment Criteria: The instructor will provide formative and summative feedback using a rubric posted on the D2L course site.

Assignment 5 (Individual Assignment): Formative Peer Feedback (10%)

Aligned Course Learning Outcome: 1-5

Due throughout the course with assignments 1, 2, 4, and at mid and end of term. Submission of all peer formative feedback receives the full grades.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students will not be excused because of a work schedule or other reasons that could have been planned for in advance. Please do not send the instructor an email prior to class with reasons for your absence. This course includes significant amounts of small and large group activities that will require your attendance and full engagement.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
All assignments are to be submitted in D2L. Please do not email them to the instructor. Some activities such as formative peer feedback will be shared in small groups in a pre-determined group folder located on D2L.

LATE ASSIGNMENTS

In *highly unusual situations*, students may request an extension of an assignment.
One full mark will be deducted per day beyond the due date. For example, for assignment one, submission on September 14 (one day late) will mean the student will only be able to receive a maximum of 14 out of 15, two days will be a maximum of 13 and so on. Students will need to plan ahead to have assignments completed on time.

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 Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description		Percentage Range
A+	4.0	Outstanding performance		95 - 100
A	4.0	Excellent performance		95 – 100
A-	3.7	Approaching excellent performance		90 – 94
B+	3.3	Exceeding good performance		85 – 89
B	3.0	Good performance		80 – 84
B-	2.7	Approaching good performance		75 – 79
C+	2.3	Exceeding satisfactory performance		70 – 74
C	2.0	Satisfactory performance		65 – 69
C-	1.7	Approaching satisfactory performance		60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject		55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject		50 – 54
F	0.0	Failure. Did not meet course requirements		Below 50
CG		Credit Granted		
CR		Completed Requirements		

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's Code of Conduct.

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).

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. 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. Please refer to the full policy on Student Accommodations.

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 before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

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 and requirements of the Copyright Act 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 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 and Gender-based 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.

Other Important Information

Please visit the Registrar's website 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