



Course & Session Number	SOWK 302 L02	Classroom	Online
Course Name	Research in Context Theme Course: Virtual Learning Circle		
Dates and Time	Start of Classes: 10 January 2023 End of Classes: 11 April 2023 Dates and Time: Synchronous Zoom Sessions: Tuesdays 6:00pm to 8:00pm MT Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.		
Instructor	Dr. Vibha Kaushik	Office Hours	As Requested
UCalgary E-mail	vkaushik@ucalgary.ca	UCalgary Phone	Please contact the instructor via email

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 the 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 the 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.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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

Students 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. Students will further examine diverse experiences with knowledge building through various research methodologies.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 9 synchronous Zoom sessions throughout the term as indicated in the course schedule, and each will be recorded.

COURSE LEARNING OUTCOMES

Upon successful 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.
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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

DeCarlo, M. (2018) *Scientific Inquiry in Social Work*. Pressbooks.
<https://scientificinquiryinsocialwork.pressbooks.com/>

Additional Readings:

- Additional readings are posted on to D2L.
- Please see pages 3 to 6 for a complete list of required readings in each module.

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

As a VLC course, SOWK 302 requires students to engage with modules that contain asynchronous (education at the student's pace) and synchronous (education in real-time; i.e. live Zoom sessions) learning activities with the aim of promoting inquiry-based learning and dialogues with instructors and co-learners. The inquiry-based learning approach honours students' 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. Following a brief orientation, students will progress through seven modules.

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

Dates	Topic/Module	Synchronous Zoom Session	Assignments Due
January 10	General Orientation	January 10	
January 10 – January 20	Module 1: Knowledge Generation in Contexts	January 17	
January 21 – January 31	Module 2: Indigenous, Feminist and	January 24	Assignment 1 due on January 23

	Participatory Research Perspectives		
February 1 – February 11	Module 3: Quantitative Research Methods	February 7	Assignment 2 (1 st post) due on February 6
February 12 – March 1	Module 4: Quantitative Methods Analysis	February 14	
March 2 – March 12	Module 5: Qualitative Research Methods	March 7	Assignment 3 due on March 13
March 13 – March 23	Module 6: Qualitative Research Analysis	March 21	Assignment 2 (2 nd post) due on March 27
March 24 – April 3	Module 7: Research Communication and Knowledge Dissemination	April 4	
April 4 – April 12	Module 8: Summary	April 11	Assignment 4 due on April 11

Module 1: Knowledge Generation in Contexts

Required readings - DeCarlo (2018)

- DeCarlo, M. (2018). Chapter 1: Introduction to research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 1-32). Open Social Work Education.
- DeCarlo, M. (2018). Chapter 2: Beginning a research project. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 33-61). Open Social Work Education.
- DeCarlo, M. (2018). Chapter 3: Reading and evaluating literature. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 62-83). Open Social Work Education.
- DeCarlo, M. (2018). Chapter 4: Conducting a literature review. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 84-110). Open Social Work Education.
- DeCarlo, M. (2018). Chapter 5: Ethics in social work research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 111-138). Open Social Work Education

Required readings (Journal articles)

- University of Calgary. (2016). Conjoint Faculties Research Ethics Board information page. <http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>
- Newberry-Koroluk, A. M. (2014). Hitting the ground running: Neo-conservatism and first-year Canadian social workers. *Critical Social Work*, 15(1), 42–54. Available online: <http://www1.uwindsor.ca/criticalsocialwork/>
<https://ojs.uwindsor.ca/index.php/csw/article/download/5907/4914>

Module 2: Indigenous, Feminist and Participatory Research Perspectives

Required readings (Journal articles and Book Chapter)

- Brooks, A., & Hesse-Biber, S. N. (2007). An invitation to feminist research. In S. N. Hesse-Biber, & P.L. Leavy (Eds.), *Feminist research practice: A primer* (pp. 1-26). Thousand Oaks, CA: Sage.
<https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/feminist-research-practice/n1.xml>
- Collins, P. H. (2015). Intersectionality's definitional dilemmas. *Annual review of sociology*, 41, 1-20.
<https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/abs/10.1146/annurev-soc-073014-112142>
- D’Cruz, H. & Jones, M. (2011). Different ways of knowing and their relevance for research. In H. D’Cruz & M. Jones, *Social Work Research* (pp. 28-33 and 46-58). Sage Publications Ltd.
 *Digital access to 2004 edition available: <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d20.xml>
- Ginn, C. S. & Kulig, J. C. (2015). Participatory action research with a group of urban First Nations grandmothers: Decreasing inequities through health promotion. *The International Indigenous Policy Journal*, 6(1), 1-16. doi: 10.18584/iipj.2015.6.1.4
<https://ojs.lib.uwo.ca/index.php/iipj/article/view/7450>
- Heron, J., & Reason, P. (1997). A participatory inquiry paradigm. *Qualitative inquiry*, 3(3), 274-294.
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/107780049700300302>
- Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social Sciences*, 8(9), 255. <https://doi.org/10.3390/socsci8090255>
<https://www.mdpi.com/2076-0760/8/9/255>
- Kovach, M. (2009). Creating Indigenous research frameworks. In: *Indigenous methodologies: Characteristics, conversations, and contexts* (pp 39 –54). Toronto, ON: University of Toronto Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4672931&ppg=50>
 *E-book licence permits only two simultaneous online users; per day, a user may print to PDF up to 22 pages
- Reid, C., Greaves, L., & Kirby, S. (2017). Critical and Contemporary Approaches to Social Research. In C. Reid, L. Greaves, & Kirby, S. *Experience research social change: Critical methods* (pp. 22-45). University of Toronto Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4931386&ppg=42>
 *E-book licence permits only two simultaneous online users; per day, a user may print to PDF up to 40 pages
- Wane, N.N. (2004). Black Canadian feminist thought: tensions and possibilities. *Canadian Woman Studies*, 23(2), 145-153
<https://link.gale.com/apps/doc/A120460485/CPI?u=ucalgary&sid=CPI&xid=7b9a4f38>

Module 3: Quantitative Research Methods

Required readings - DeCarlo (2019)

- DeCarlo, M. (2018). Chapter 6: Linking methods with theory. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 139-161). Open Social Work Education
- DeCarlo, M. (2018). Chapter 8: Creating and refining a research question. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 194-220). Open Social Work Education
- DeCarlo, M. (2018). Chapter 9: Defining and measuring concepts. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 221-262). Open Social Work Education

Required readings (Journal articles and Book Chapters)

- Aseltine Jr, R. H., & DeMartino, R. (2004). An outcome evaluation of the SOS suicide prevention program. *American Journal of Public Health, 94*(3), 446-451. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=12403594&site=ehost-live>
- Beran, T., Mishna, F., McInroy, L. B., & Shariff, S. (2015). Children's experiences of cyberbullying: A Canadian national study. *Children & Schools, 37*, 207-214. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/cs/article/37/4/207/486678>

Module 4: Quantitative Research Methods Analysis

Required readings – DeCarlo (2018)

- DeCarlo, M. (2018). Chapter 10: Sampling. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 263-295). Open Social Work Education.
- DeCarlo, M. (2018). Chapter 12: Experimental design. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 329-360). Open Social Work Education

Required Readings (Journal Articles and Book Chapters)

- D'Cruz, H. & Jones, M. (2004). Seven making sense of data: analysis. In D'Cruz, H., & Jones, M. *Social work research* (pp. 132-166). SAGE Publications Ltd. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d67.xml>
- Holosko, M. J. (2018). Chapter 22: Evaluating quantitative studies. In R. M. Grinnell & Y. A. Unrau (Eds.), *Social Work Research and Evaluation: Foundations of Evidence-Based Practice* (pp. 573-595). Kalamazoo, MI: Pair Bond. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5267434&ppg=590>
- Lazarus, L., Deering, K. N., Nabess, R., Gibson, K., Tyndall, M. W., & Shannon, K. (2012). Occupational stigma as a primary barrier to health care for street-based sex workers in Canada. *Culture, Health & Sexuality, 14*(2), 139–150. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13691058.2011.628411>
- Toomey, R. B., Ryan, C., Diaz, R. M., & Russell, S. T. (2011). High school gay-straight alliances (GSAs) and young adult well-being: An examination of GSA presence, participation, and perceived effectiveness. *Applied Developmental Science, 15*, 175-185. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10888691.2011.607378>
- Williams, M., Tutty, L., & Grinnell, R. M. (2018). Chapter 20: Quantitative Data Analysis. In R. M. Grinnell & Y. A. Unrau (Eds.), *Social Work Research and Evaluation: Foundations of Evidence-Based Practice* (pp. 525-548). Kalamazoo, MI: Pair Bond. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5267434&ppg=542>
- Zarit, S. H., Stephens, M. A. P., Townsend, A., & Greene, R. (1998). Stress reduction for family caregivers: Effects of adult day care use. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences, 53*(5), S267-S277. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/psychogerontology/article/53B/5/S267/572319>

Module 5: Qualitative Research Methods

Required readings – DeCarlo (2018)

DeCarlo, M. (2018). Chapter 13: Interviews and focus groups. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 361-395). Open Social Work Education.

DeCarlo, M. (2018). Chapter 14: Unobtrusive research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 396-429). Open Social Work Education.

Required readings (Journal articles and Book Chapters)

Biddle, L., Cooper, J., Owen-Smith, A., Klineberg, E., Bennewith, O., Hawton, K., & Gunnell, D. (2013).

Qualitative interviewing with vulnerable populations: Individuals' experiences of participating in suicide and self-harm based research. *Journal of Affective Disorders*, 145(3), 356-362. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0165032712005939>

Grittner, A. L., & Burns, V. F. (2020). Enriching social work research through architectural multisensory methods: Strategies for connecting the built environment and human experience. *Qualitative Social Work*. Advance online publication. <https://doi.org/10.1177/1473325020924456>
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325020924456>

Holosko, M. J. (2001). Overview of Qualitative Research Methods. In B. A. Thyer, *The Handbook of Social Work Research Methods* (pp. 257 – 262). SAGE Publications, Inc <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/the-handbook-of-social-work-research-methods/n14.xml>

Wilson, S., & Milne, E. J. (2016). Visual activism and social justice: using visual methods to make young people's complex lives visible across 'public' and 'private' spaces. *Current Sociology*, 64(1), 140-156. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0011392115592685>

Module 6: Qualitative Research Analysis

Required readings - DeCarlo (2018)

DeCarlo, M. (2018). Chapter 15: Real-world research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 430-446). Open Social Work Education

Required readings (Journal articles and Book Chapters)

D'Cruz, H. & Jones, M. (2004). Making sense of data: analysis. In D'Cruz, H., & Jones, M. *Social work research* (pp. 132-166). SAGE Publications Ltd. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d67.xml>

Kusari, K. (2019). "Knocking on Doors that Never Open": An examination of the experiences of rejected asylum seekers from Kosovo. *Journal of Ethnic and Migration Studies*. Online publication. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/1369183X.2019.1575191>

Example of case study:

Bennett, E., Hauck, Y., Radford, G., & Bindahneem, S. (2016). An interprofessional exploration of nursing and social work roles when working jointly with families. *Journal of Interprofessional Care*, 30(2), 232-237. <https://doi-org.ezproxy.lib.ucalgary.ca/10.3109/13561820.2015.1115755>

Example of ethnography:

Huisman, K. (2008). "Does this mean you're not going to come visit me anymore?": An inquiry into an ethics of reciprocity and positionality in feminist ethnographic research. *Sociological Inquiry*, 78(3), 372 -396. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1475-682X.2008.00244.x>

Example of Grounded theory:

Charmaz, C. (1990). 'Discovering' chronic illness: Using grounded theory. *Social Science Medicine*, 30(11), 1161-1172. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/027795369090256R>

Example of phenomenology:

Benson, K. (2013). Seeking support: Transgender client experiences with mental health services. *Journal of Feminist Family Therapy*, 25(17), 17-40. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08952833.2013.755081>

Module 7: Research Communication and Knowledge Dissemination

Required readings - DeCarlo (2018)

DeCarlo, M. (2018). Chapter 16: Reporting research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 447-465). Open Social Work Education

Required readings (Journal articles and Book Chapters)

Bender, K., & Windsor, L. (2010). The four P's of publishing: Demystifying publishing in peer-reviewed journals for social work doctoral students. *Journal of Teaching in Social Work*, 30(2), 147-158. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08841231003697999>

D'Cruz, H. & Jones, M. (2004). Reporting and disseminating research. In D'Cruz, H., & Jones, M. *Social work research* (pp. 167-177). London: SAGE Publications Ltd <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d77.xml>

Ngo, V. H., Calhoun, A., Worthington, C., Pynch, T., & Este, D. (2017). The unravelling of identities and belonging: Criminal gang involvement of youth from immigrant families. *Journal of International Migration and Integration*, 18(1), 63-84. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12134-015-0466-5>

Rai, L., & Lillis, T. (2013). 'Getting it write' in social work: Exploring the value of writing in academia to writing for professional practice. *Teaching In Higher Education*, 18 (4), 352-364. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13562517.2012.719157>

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 experience. Please be prepared, as best as you are able, to join the class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, **video cameras should be turned on during class** and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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

Assignments	Due (11:59 pm MT)	Weight
1. Completing TCPS CORE Ethics Tutorial	23 January 2023	5%
2. Situating Self in Research	6 February 2023 (1 st Post) 27 March 2023 (2 nd Post)	20%
3. Conducting a Literature Review	13 March 2023	30%
4. Developing a Research Proposal	11 April 2023	45%

ASSIGNMENT 1: Completing TCPS CORE Ethics Tutorial (5%)

Aligned Course Outcomes: 1, 3

Weight: 5% of the total course grade

Due Date: January 23, 11:59pm MT

Description: [The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans \(TCPS\)](#) is a joint policy of Canada’s three federal research agencies, namely the Canadian Institutes of Health Research, the Natural Science and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council. The agencies require researchers to address ethical issues that arise in human research.

Students will complete the online tutorial on research ethics, TCPS 2 CORE, which can be accessed at: <https://tcps2core.ca/welcome>. The tutorial 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 tutorial, each student will be immediately awarded a completion certificate by the Panel on Research Ethics.

Full marks will be assigned to students who will submit their certificate of completion onto Dropbox via the D2L site. Those who fail to submit their certificates on the due date will receive a zero for this assignment.

ASSIGNMENT 2: Situating Self in Research (20%)

Aligned Course Outcomes: 1, 2, 3, 4

Weight: 20% of the total course grade

Due Date: February 6 (1st post) and March 27 (2nd post), 11:59pm MT

Description: This individually written assignment will support students to continually engage in self-reflexivity throughout the course. Students will reflect on how their worldviews, beliefs, assumptions,

social locations and related life experiences have guided their understandings of research and ethics. Students will write two posts (one post at the midterm, and one post towards the end of the semester) to reflect on specific guiding questions. They will be expected to draw on and to integrate the readings and learning activities throughout this course, as well as the relevant materials from other courses. Students will be responsible for editing and proofreading their own posts. While students can maintain a personal tone, they will use proper APA formatting for citations. Each post will be between 750-1000 words (excluding references).

Detailed instructions for each reflective post, along with the grading criteria, will be posted on D2L. Assignment 1 will be submitted onto Dropbox via the D2L site.

ASSIGNMENT 3: Conducting a Literature Review (30%)

Aligned Course Outcomes: 1, 2, 3, 4, 5, 6

Weight: 30% of the total course grade

Due Date: March 13, 11:59pm MT

Description: A literature review offers both a descriptive summary and critical assessment of research on a previously studied topic. It can be as comprehensive as a systematic review (<https://library.ucalgary.ca/c.php?g=255369&p=2995699>), or shorter in scope and resources (<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1471-1842.2009.00848.x>). A literature review informs an audience of the existing knowledge about a topic, field, and/or area of interest by summarizing, comparing, contrasting, and connecting findings and themes documented in the current scholarly and grey literature. It sets the context for a research study, points out the gap(s) in the existing knowledge, and often justifies the formation of a research question.

For this assignment, students will complete a preliminary literature review on a topic of their choosing. This assignment will serve as the starting point for the final assignment (creating a research proposal). Students will include at least seven journal articles on their topic of interest, and a seven-page literature review on the articles selected (page limit excludes references). They will submit their work onto Dropbox via the D2L site.

A submitted literature review should include the following sections:

1. An introduction of the topic, along with a rationale for selecting the topic and the guiding questions for inquiry;
2. Search strategy;
3. A descriptive annotation of the selected publications;
4. A critical assessment of research approaches, findings, and gaps among the selected publications.

To help guide this assignment, students are welcome to engage in the following steps:

1. Choose a social work topic;
2. Develop a rationale and reflection about how and why you have come to be interested in the topic;
3. Formulate an inquiry question that specifically describes what you would like to know about your topic;
4. Use the U of C library to search for and locate journals that include your topic's information;
5. Find articles, read the abstracts, and skim the articles to determine if they correspond well to your topic AND inquiry question;
6. Follow steps of a rapid literature review:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2914085/>

You may want to consider the following questions: How did the scholar/s describe the methodology? Was it clear from the author'/s description how the methodology was implemented? What are the strengths of the methodology used in the study? What are the limitations of the methodology used in the study? How did the author/s address the validity of the findings;

7. Select at least 7 relevant journal articles that will inform your literature review;
8. Organize your articles by sorting and classifying their findings in a meaningful way, always considering your original topic and inquiry question. To help organize your thoughts, you may write a brief introduction to your subject of interest and research question; brief overview of your search strategy, including search terms and databases searched; critical annotations of 7 peer-reviewed publications that address your research question;
9. Identify gaps of the literature review.

Detailed instructions for this assignment, along with the grading criteria, will be posted on D2L. Assignment 3 will be submitted onto Dropbox via the D2L site.

ASSIGNMENT 4: Developing a Research Proposal (45%)

Aligned Course Outcomes: 1, 2, 3, 4, 5, 6

Weight: 45% of the total course grade

Due Date: April 11, 11:59pm MT

Description: Building on their work from Assignments 1, 2 and 3 students will develop a research proposal (eight to 10 pages, excluding references). According to Reitsma-Street (2003), a research proposal is a “statement of intent to look into a phenomenon and a plan about how to conduct the search” (p. 1). It is a thoughtful, feasible plan that promotes curiosity and quality scholarship. Students will address the following elements in their research proposals:

1. **Research Question and Rationale:** When writing your research question, consider the various contexts and the specific knowledge gap within your topic area. What would be the potential contributions of your research to the existing literature, social work practice and solutions to community issues?
2. **Theoretical Orientation:** What is your ontological and epistemological foundation? What theories have guided your thinking about your research and informed the development of your research question and research design?
3. **Research Design:** What is your chosen research methodology (i.e. quantitative, qualitative, mixed)? What are your methods for data collection and data analysis? What are the potential strengths and limitations in your research design?
4. **Ethical consideration:** What are the potential ethical issues in your proposed research? How will you address the identified ethical issues?
5. **Knowledge dissemination and mobilization:** How will you share your research findings? How will you ensure that your research will be used to inform changes in practice, programs, services and policies?

Detailed instructions for the research proposal, along with the grading criteria, will be posted on D2L. Assignment 4 must be submitted onto Dropbox via the D2L site.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend classes regularly and to actively engage in all learning activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Submit all assignments electronically through their respective dropbox in D2L.
- 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 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

- Assignments and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided. Students are responsible for notifying the instructor about legitimate reasons and to discuss extensions. Extensions to assignments deadlines will be the discretion of the instructor.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be **downgraded by one full mark (-1) per day** including weekends, holidays, and study weekdays.
- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for an extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings, and grading criteria.
- 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.
- All submitted work **must follow proper APA 7th edition format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- 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.

ADDITIONAL SUGGESTED READINGS

Will be posted on D2L.

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