



Course & Session Number	SOWK 302 L03	Classroom	Online
Course Name	Research in Context Theme Course		
Dates and Time	Start of Classes: January 9 th End of Classes: April 12 th Dates and Time: Synchronous Zoom Sessions on the following Tuesdays 6:00 PM to 8:00 PM MST January 10 th , January 17 th , January 24 th , January 31 st , February 7 th , February 14 th , February 28 th , March 7 th , March 14 th , March 21 st , and April 11 th Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Carol Ing, Ed.D. Carly-Ann Haney, MSW, RSW	Office Hours	As requested.
UCalgary E-mail	cing@ucalgary.ca camhaney@ucalgary.ca	UCalgary Phone	Please contact 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 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

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

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.

COURSE LEARNING OUTCOMES

Upon completion of this course, learners 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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook

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

This is an open source book available for free download at

<https://scientificinquiryinsocialwork.pressbooks.com/> licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License (<https://creativecommons.org/licenses/by-nc-sa/4.0/>).

RECOMMENDED READINGS

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

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

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

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

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

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

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

Other recommended readings outside the textbook will be posted to 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

- Start of Term: Tuesday, January 3, 2023

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

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, and problem-based learning and dialogues with the instructor and co-learners. The combination of inquiry-based and problem-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.

Dates	Topic/Module/ Required Readings	Synchronous Zoom Session	Assignments Due
January 9 – 17	Module 1: Knowledge Generation in Contexts	January 10 th January 17 th	
January 18 – January 24	Module 2: Indigenous, Feminist, and Participatory Research Perspectives	January 24 th	Literature review due January 24 th
January 25 – February 18	Module 3: Qualitative Research Methods	January 31 st February 7 th February 14 th	Qualitative proposal due February 18 th
February 19 – February 26	Reading break: No Class		
February 27 – March 24	Module 4: Quantitative Research Methods	February 28 th March 7 th March 14 th March 21 st	Quantitative proposal due March 24 th
March 25 – April 1	Module 5: Ethics	No Zoom session	Ethics certificate due April 1 st

April 2 – April 11	Module 6: Research Communication and Knowledge Dissemination	April 11 th	Presentation on Discussion Board due April 11 th
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

CONFIDENTIALITY

As professionals, students and instructors are expected to respect the guidelines of confidentiality outlined in the CASW Social Work Code of Ethics and the ACSW Standards of Practice. In particular, they are expected to:

1. ensure that no information that could identify a client of any service system is used in class meetings or in assignments; and
2. keep issues introduced in the seminar confidential by ensuring that issues are discussed only in general (rather than specific) ways outside the classroom.

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. 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

Assignment One: Literature review

Value: 10%

Due Date: January 24th, 2023, by 11:59 pm.

Description: Working in a group (Research Team) assigned by the instructor using the topic provided as a problem encountered by social workers students will: State a *preliminary* research question (one qualitative and one quantitative) that will guide your work on this project. Finally, write a 2-page paper which includes your preliminary research questions and a brief literature review. The literature review relates to your preliminary research question from a general perspective and draws on a minimum of 4 journal articles to support your proposal.

Length: 2 pages

Assessment Criteria: Detailed instruction for this assignment, along with the grading criteria, will be posted on D2L. Assignment one will be submitted onto Dropbox via the D2L site. Rubric will be provided in advance in D2L.

Assignment Two: Qualitative Research Questions and Design (CLO 1, 2, 4, 5, 6)

Value: 25% of final grade

Due Date: February 18th, 2023, by 11:59 pm.

Description: Working in a group assigned by the instructor, pose an overarching qualitative research question to address one of the topics provided. Using the template provided by the instructor, provide a proposal for conducting research to answer the research question. In particular, provide a description and rationale for each of the following:

- a. Discuss the population you are interested in knowing more about;
- b. Indicate the sampling approach that you would use to recruit participants;
- c. Describe the data collection instrument;
- d. Describe the data collection approach;
- e. Explain the advantages/disadvantages of your approach.

Length: 6 pages double spaced excluding cover page, references, and appendices in APA 7th ed. format

Assessment Criteria: Detailed instruction for this assignment, along with the grading criteria, will be posted on D2L. Assignment two will be submitted onto Dropbox via the D2L site. Rubric will be provided in advance in D2L.

Assignment Three: Quantitative Research Methods (CLO 1, 2, 4, 5, 6)

Value: 25% of final grade

Due Date: March 24th, 2023, by 11:59 pm.

Description: Working in a group assigned by the instructor, pose an overarching quantitative research question to address one of the topics provided. Using the template provided by the instructor, provide a proposal for conducting research to answer the research question. In particular, provide a description and rationale for each of the following:

- a. Discuss the population you are interested in knowing more about

- b. Indicate the sampling approach that you would use to recruit participants;
- c. Describe the data collection instrument;
- d. Describe the data collection approach;
- e. Explain the advantages/disadvantages of your approach.

Length: 6 pages double spaced, excluding cover page, references, and appendices in APA 7th ed. format

Assessment Criteria: Detailed instruction for this assignment, along with the grading criteria, will be posted on D2L. Assignment three will be submitted onto Dropbox via the D2L site. Rubric will be provided in advance in D2L.

Assignment Four: Ethics certificate (CLO 1 & 2)

Value: 10% of final grade

Due Date: April 1st, by 11:59 pm.

Description: Consider the ethics implications when conducting research on a vulnerable population. In this assignment students are expected to complete the Ethics Online Module. [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 the course of research involving humans.

Learners 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 learners who wish to thoroughly peruse supplementary materials. Upon completion of the tutorial, each learner will be immediately awarded a completion certificate by the Panel on Research Ethics.

By the due date for this assignment, learners will submit their certificates of completion to the instructor via the SOWK 302 Dropbox in D2L and receive full marks. Those who fail to submit their certificates on the due date (by 11:59PM) will receive a zero for this assignment.

Assignment 5: Integration and Dissemination (CLO 1, 2, 4, 5, 6)

Value: 15% 10% for Presentation and 5% for Discussion Forum

Date Due: Presentation due April 11th, 2023 by 11:59 pm, and Discussion April 14th 2023 by 11:59, pm.

Description: After completing this module students will be able to demonstrate the integration of course materials. The final module is intended to provide students an opportunity to consolidate their learning of the course content. Themes from the various course modules will be identified and discussed. Students will be asked to prepare and post one of their research proposals (digital format, infographic, or poster) to the discussion board. Students are to respond to at least one presentation on the Discussion Board. At the Summary & Integration Zoom Session students will discuss strengths and limitations of both their research approaches, insights from their learning and to wrap up the course.

Assessment Criteria: Detailed Instructions will be provided in d2l. Rubric will be provided in advance in D2L.

Assignment 6: Participation:

Value: 15% (Team and Self-evaluation 5% and Instructor Evaluation 10%)

Due Date: Throughout course.

Students are expected to participate actively in class/group/online activities. Active participation refers to respectful, constructive contributions to the learning process, articulation of course related issues, linkage of learned theories or concepts from this and other courses to discussion; self-awareness.

Assessment Criteria: Rubric will be provided in advance in d2l

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Should you need to miss a class, please notify the instructor prior to the beginning of class, complete the class preparation, and check in with a peer to catch up on any missed material.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. 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."

EXTENSIONS

Extensions are only given for exceptional circumstances and only if requested within *24 hours* in advance of the assignment due date. The amount of time is at the discretion of the instructor.

LATE ASSIGNMENTS

Late assignments will be accepted only 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 you become aware of the circumstances that prevent you from making a timely submission

EXPECTATIONS FOR WRITING

For formal assignments, writing quality is a component of assessment. Writing quality includes grammar, punctuation, sentence structure, and general clarity and organization. Sources used in all written work must be properly documented and referenced. APA 7th edition is the style guide for organizing written work, pagination, and referencing. Assignments should be typed and submitted in *Word* 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: <https://www.ucalgary.ca/pubs/calendar/current/k.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://www.ucalgary.ca/pubs/calendar/current/k-3.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

Additional suggested readings for the course be provided to students in 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