



Course & Session Number	SOWK 302 L08	Classroom	Online
Course Name	Research in Context Theme Course: Virtual Learning Circle		
Dates and Time	Start of Classes: January 3, 2023 End of Classes: April 25, 2023 Dates and Time: Synchronous Zoom Sessions: Tuesdays 6:30 PM to 8:30 PM MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Patricia Johnston, PhD	Office Hours	After class, and/or by appointment
UCalgary E-mail	Patricia.johnston1@ucalgary.ca	UCalgary Phone	To be provided

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.

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. 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. This course will take place online via Desire2Learn (D2L) and via Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks each week (on their own) using the D2L learning environment *and* to attend and participate in the weekly synchronous Zoom sessions (where we work together). We will discuss how this will look and work during our first class. If you are unable to participate live due to the time difference or unforeseen circumstances, please inform your instructor, Dr. Patti Johnston, in advance and propose and implement propose an alternative participation activity (e.g., submit a brief reflection etc.).

There will be weekly synchronous Zoom sessions almost every Tuesday evening throughout the term (dates and times are indicated below in the class schedule and will be discussed together during the first class). Every class will be recorded and made available on D2L. There will also be D2L Asynchronous modules for many of the weeks to complete as well. You will want to ensure that you have checked and completed the asynchronous material for each week. Please note: There will be no synchronous class held on Zoom during the week of Feb 21st in light of reading week. See schedule below as to your synchronous (virtual zoom) classes, see D2L for asynchronous (on your own) learning.

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

Reid, C., Greaves, L., & Kirby, S. (2016). *Experience, research, social change: Critical methods*. University of Toronto Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course. This site contains required readings, videos, podcasts 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, 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.

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023 – Our First Zoom Session. Please do not miss this class!
- 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

Please note: We may shift material from one week to the next to ensure we have adequate time to dive in deep on topics where and as needed in light of students' interests and engagement in specific topics.

Therefore, the class schedule below is subject to change. Please do not read ahead in the course beyond one week so that we can move together as a group through the course.

Please also note: This course is equivalent to taking two courses. Please keep this in mind and dedicate twice the amount of time you would normally dedicate to a course to complete your reading and assignments.

Week	Topic/Module/Required Readings	Synchronous Zoom Sessions 6:30pm to 8:30pm MT	Assignment Due
1	Welcome + Orientation to Research Text: Chapters 1 and 2 Module 1: D2L	January 3	
2	Knowledge Generation in Contexts Heron & Reason (1997) Text Chapters 3 Learning about sex and gender in research https://cihr-irsc.gc.ca/e/50003.html CIHR Sex and Gender Training Modules, Course 2: https://www.cihr-irsc-igh-isfh.ca Misra et al (2020)	January 10	
3	The Research Question, Research Design Text Chapter 4 Taylor Institute: https://taylorinstitute.ucalgary.ca/resources/designing-a-research-question Module 2: D2L	January 17	Assignment 1 due January 17 th before class begins
4	Literature Reviews Text Chapter 5 Paré & Kitsiou (2016) Demiris (2019) Grant & Kinman (2011) Ledesma & Calderón(2015)	January 24	
5	Qualitative Research Methodologies Text Chapter 6 Carter & LiAle (2007) CohenMiller & Boivin (2022) Cochran et al. (2008)	January 31	Assignment 2 due January 31 st before class begins
6	Guest speaker: Librarian Justin Wheeler will join us Evaluating resources https://libguides.ucalgary.ca/c.php?g=710993&p=5066431	February 7	
7	Research Skills, Proposal Writing Klopper (2008) Vivar et al (2007) Module 3: D2L	February 14	

8	Reading Week – No Zoom today	February 21	
9	Qualitative Methods Text Chapter 7 and 8 Lyons et al. 2013	February 28	
10	Quantitative Research Methodologies Text Chapter 9 Cokley & Germinie (2013) Strunk & Hoover (2019) Bloomfield & Fisher (2019)	March 7	Assignment 4 Due before class on March 7
11	Quantitative Methods Strunk & Hoover (2016) McLaughlin (2022) Module 4: D2L	March 14	
12	Indigenous, Feminist and Participatory Research Brooks & Hesse-Bieber (2007) Collins (2015) Ginn & Kulig (2015). Kovach (2009) Snow (2018)	March 21	
13	Continued: Indigenous, Feminist and Participatory Research Potts & Brown (2015) Reviere (2001) Waddell et al. (2020) Chapter 9: TCPS Module 5: D2L	March 28	
14	Research Analysis Text Chapter 9 D'Cruz & Jones (2004)	April 4	Assignment 4 th due before class
15	Communication and Dissemination Text Chapter 10 Rai & Lillis (2013) Review and Wrap-up	April 11	

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). 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.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor will record online Zoom class sessions for the purposes of supporting student learning in this class – for example, to make the recording available for review of the session or for students who miss a class. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

ASSIGNMENT 1: Competing TCPS CORE Ethics Tutorial (5%) Due Date: January 17th, 2023

Aligned Course Outcomes: 1, 3

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 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 (before class begins) will receive a zero for this assignment.

ASSIGNMENT 2: Completing the SGBA Training Modules (Course 2 and 3) (5%) Due Date: January 31st, 2023

Aligned Course Outcomes: 1, 3

Description: Please complete the following two tutorials are called: *Course 2: Sex and Gender in Primary Data Collection with Human Participants* and *Course 3: Sex and Gender in the Analysis of Secondary Data from Human Participants* (<https://cihr-irsc.gc.ca/e/49347.html>). To complete both training modules takes approximately 1.5 hours, 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 completion certificates.

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 (before class begins) will receive a zero for this assignment.

ASSIGNMENT 3: Situating Self in Research (20%) Due Date: 10 posts in relation to the 5 modules will be required over the course of the term.

Aligned Course Outcomes: 1, 2, 3, 4

Description: Through discussion posts (individually written by each student), this assignment will support learners to continually engage in self-reflexivity throughout the course. Learners will reflect on how their worldviews, beliefs, assumptions, social locations and related life experiences have guided their understandings of research and ethics. Learners will write a post for each discussion question in D2L (10 posts in total) 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. Each post must be between 150 and 300 words in length (excluding references). Learners will be responsible for editing and proofreading their own posts. While learners can maintain a personal tone, they will use professional language, edit their post for grammar, spelling and use proper APA formatting for citations.

The detailed instruction for each reflective post, along with the grading criteria (rubric), will be posted on D2L.

Assignment 4: Conducting an Annotated Bibliography 25% Due Date: March 7th, 2023

Aligned Course Outcomes: 4, 5, 6

Description: For this assignment you will be required to select a social issue and indicate it at the top of your bibliography. You are then to complete a 15 page (maximum) double-spaced Annotated Bibliography. Your bibliography must include 10 sources. This requires you do research and select sources in relation to your chosen topic. The 10 sources must include a minimum of seven (7) peer-reviewed academic articles, along with three (3) other sources including: books, newspaper articles, policy reports, and /or other documents prepared by think tanks, government, and non-government agencies. You will need to thoroughly read each source and provide a concise summary describing the central idea. Each source must also be assessed or evaluated thoroughly. How to assess and evaluate each source will be discussed in class so as to support you to deepen your understanding of the issue. Each source should be numbered and be referenced in APA. The goal is to: 1) learn to conduct academic research using library resources, 2) find highly relevant information relevant to your topic, 3) read and evaluate the information you collect, 4) articulate what you have learned, and 5) prepare you with a solid foundation of material to complete Assignment 5.

Learners will submit their assignment to the instructor via the SOWK 302 Dropbox in D2L prior to class. All assignments will be date and time checked. The grading criteria (rubric), will be posted on D2L.

ASSIGNMENT 5: Conducting an Academic Literature Review (45%) Due Date: April 4th 2023

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

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. A literature reviews 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, learners will use the same topic they selected for Assignment #4 (annotated bibliography) and complete a thorough literature review. Learners will include at least ten (10) journal articles on their topic of interest, and produce a complete literature review of 15 pages (maximum) (page limit excludes references). Any and all material included over the page limit will not be read. 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; and
4. A critical assessment of research approaches, findings and gaps among the selected publications.

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

1. Develop a rationale on how and why you have developed your interest in the topic;
2. Formulate an inquiry question that specifically describes what you would like to know about your topic;
3. Use the U of C library to search for and locate journals that include your topic's information;
4. Find articles, read the abstracts and skim the articles to determine if they correspond well to your topic AND inquiry question;
5. Select the articles, read the articles
6. Follow these steps <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 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 10 relevant journal articles that will inform your literature review;
8. Read the journal articles thoroughly and completely.
9. 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 10 peer-reviewed publications that address your research question; and
10. Identify gaps of the literature review.

Learners will submit their assignment to the instructor via the SOWK 302 Dropbox in D2L before class begins. Assignments will be time and date checked. The assignment will be discussed in class, and more detailed instructions and support for this assignment will be posted, along with the grading criteria, on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Learners are expected to attend classes regularly and to actively engaged in all learning activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the respective Dropbox folders in D2L. Assignments may be submitted in Word format. An assignment should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments will be submitted before class on their due dates.

LATE ASSIGNMENTS

Assignments and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided. Learners 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 **downgraded by one full mark (-1)** of the assignment grade **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 extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only the mechanics of writing (e.g., 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. Final grades only will be rounded. Grades will up when they are more than half of a percentage point.

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	

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
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A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
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 will be welcomed to participate in the anonymous evaluations held during the term to discuss the process and content of the course. Learners are also welcome to discuss the course with the instructor via zoom by scheduling an appointment.

ADDITIONAL SUGGESTED READINGS

Additional readings, videos, podcasts and information to review and discuss will be provided to you in D2L by week.

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