



Course & Session Number	SOWK 721 S01	Classroom	HNSC 321
Course Name	Integrative Research Colloquia		
Dates and Time	Start of Classes: January 10, 2023 End of Classes: April 11, 2023 Dates and Time: In-person instruction (Tuesdays 13:00-15:50) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Kathleen Sitter, PhD Dr. Angelique Jenney, PhD	Office Hours	By appointment
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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

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

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

A concluding course offered as final component of student's course work. Allows doctoral students and the instructor to engage in a series of research colloquia, thereby facilitating critical analysis, feedback and synthesis of materials covered and skills learned in other course work. This process will help students to develop conceptual and methodological skills.

COURSE DESCRIPTION

This course will be offered in form of in person lectures and discussion sessions in which students are encouraged to participate to discuss issues and concerns related to advanced social work research. In this course, students will also develop their preliminary dissertation proposals and ethics applications. The only prerequisite is admission to the Social Work PhD program.

COURSE LEARNING OUTCOMES

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

1. To explain the implications and importance of their own research topic to social work.
2. To conduct and develop a literature review.
3. To identify the use of appropriate data collection methodologies related to their research topics.
4. To learn about and describe the limitations and benefits of their adopted research designs.
5. To develop and complete an initial draft of their research project proposals.
6. To identify ethical considerations and procedures relevant to their proposed research.

LEARNING RESOURCES

SUGGESTED TEXTBOOKS AND/OR READINGS

Given the diverse topics and methods of student dissertation projects, it is almost impossible to select a single research text that will provide adequate guidance for all students. These are suggested resources.

Heppner, P., & Heppner, M. (2004). *Writing and publishing your thesis, dissertation and research: A guide for students in the helping professions*. Belmont, CA: Thomson Books/Cole.

Locke, L., Silverman, S., & Spirduso, W. (2014). *Proposals that work: A guide for planning dissertations and grant proposals*. Thousand Oaks, CA: Sage.

Additional readings will be provided on D2L for students to download.

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 is required for D2L access.

RELATIONSHIP TO OTHER COURSES

As a concluding course in the doctoral program, SOWK 721 will provide students an opportunity to synthesize the theoretical and research knowledge they have obtained in other advanced research and theory courses. This course will also encourage students to apply their research strengths and knowledge base to construct their own research programs.

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

Course content will be presented through active class discussion (instructor and student-led) and guest speaker presentations from upper year PhD students. Throughout these opportunities students will be expected to attend class and participate fully. As in any course, the quality of the learning experience depends upon student involvement and direction. Students are encouraged to work together in this course – both in class and outside of scheduled class time. Support from peers (intellectual, social and emotional) is an important part of the doctoral journey.

Class Schedule

Class	Description & Readings
Class 1 – January 10, 2023	Introductions Review of course outline What is a dissertation/thesis proposal? Suggested Readings (available on D2L): Anastas & Kuerbis (2009) GADE Quality Guidelines (2008)

Class 2 – January 17, 2023	1:15-2:15pm Presentation on the 3-Manuscript Thesis Option: Gina Dimitropoulos & Brooke Allemang 2:30-4:00pm Developing Your Research Proposal – Part 1 What is a thesis proposal? Suggested Readings: Heppner & Heppner (Chapters 2, 4) Locke et al. (Chapters 1, 3)
Class 3 – January 24, 2023	Developing Your Research Proposal Part 2 Developing Your Portfolio
Class 4 – January 31, 2023	Literature Review: Constructing your Literature Review Part 1 Suggested Readings: Heppner & Heppner (Chapter 4) Locke et al. (Chapter 4)
Class 5 – February 7, 2023	Literature Review: Constructing your Literature Review Part 2 See D2L for additional resources
Class 6 – February 14, 2023	The Focus on Methodology and Methods – Part 1 Suggested Readings: Heppner & Heppner (Chapters 12, 13) Locke et al. (Chapter 4) See D2L for additional resources
February 21, 2023	Reading Week: No Class
Class 7 – February 28, 2023	The Focus on Methodology and Methods – Part 2 See D2L for additional resources
Class 8 – March 7, 2023	The Focus on Impact/Significance of Research
Class 9 – March 14, 2023	TBD based on student needs, may include individual consultations as needed.
Class 10 – March 21, 2023	Proposal Presentations Assignment 3 – Research Proposal Presentations (30%)- Presentation
Class 11 – March 28, 2023	Proposal Presentations Assignment 3 – Research Proposal Presentations (30%)- Presentation
Class 12 – April 4, 2023	Proposal Presentations Assignment 2 – Portfolio (15%)- due date Assignment 3 – Research Proposal Presentations (30%)- Presentation
Class 13 – April 11, 2023	Final Class Wrap-up Assignment 1: Ethics Review (5%)- due date Dissertation Research Proposal (50%)- Final Submission

ASSESSMENT COMPONENTS

There are four assignments in this course. Each must be completed to pass the course. All written assignments must follow APA (6th ed.) style.

Assignment 1: Ethics Review (5%)- due date: ongoing, Final Submission: April 11, 2023

Aligned Course Learning Outcomes: 2, 3, 4, 5

Assignment Description: This assignment provides students the opportunity to review the ethics related to Ethical Conduct for Research Involving Humans by completing the CORE Tutorial <https://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial>

Assignment Criteria: You can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

Assignment 2 – Portfolio (15%)- due date: ongoing, Final Submission: April 4, 2023

Aligned Course Learning Outcomes: 2, 3, 4, 5

Assignment Description: This assignment provides students the opportunity to develop the requirement of the PhD portfolio. Students are expected to submit a complete portfolio and review three of your classmates' portfolios (5% each).

Assignment Criteria: You can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

Assignment 3 – Research Proposal Presentation (30%)- Presentation: March 21, March 28, or April 4, 2023

Aligned Course Learning Outcomes: 2, 3, 4, 5

Assignment Description: Each student will be given 30 minutes to present his/her proposal. The presenter will then lead a discussion on various aspects of the proposal. The entire class will be expected to read each proposal and to participate in the class discussion. You must provide a draft proposal at least seven days prior to the date of your scheduled presentation. Two of your peers will serve as the primary reviewers of your proposal and will lead the discussion related to your work.

Assignment Criteria: You can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

Assignment 4 – Dissertation Research Proposal (50%)- Final Submission: April 11, 2023

Aligned Course Learning Outcomes: 2, 3, 4, 5

Assignment Description: This assignment will provide students with the experience of preparing their preliminary dissertation research proposal. Students are expected to submit a complete research proposal on a research topic of their choice that includes all the components discussed in class. Students should make explicit linkages between the research objectives, research perspectives chosen, and the methodologies adopted. The length of the written proposal should not be longer than 25 pages (not including the reference list, and any figures, tables, or appendices).

Assignment Criteria: You can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

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. There are no make-up options for missed sessions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments are submitted in Word format ONLY. 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

Late assignments without penalty will be accepted only in exceptional circumstances and at the discretion of the instructor pending the provision of adequate documentation. All other late assignments will be subject to one grade level reduction (e.g. A to A-) per 24-hour period after the submission deadline.

EXPECTATIONS FOR WRITING

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

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 [Graduate 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	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 are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

See D2L for any additional suggested readings.

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

