



Course & Session Number	SOWK 322 S02	Classroom	Online
Course Name	Social Work Research		
Dates and Time	Start of Classes: Tuesday, September 3, 2024 End of Classes: Tuesday, December 6, 2024 Dates and Time: <ul style="list-style-type: none"> Tuesdays, 9:00am-11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Amanda Weightman, MA	Office Hours	By appointment
UCalgary E-mail	amanda.weightman1@ucalgary.ca	UCalgary Phone	n/a

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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Learners develop foundational knowledge of research, research process and methodologies. Learners critically apply research skills in diverse contexts.

COURSE DESCRIPTION

In this course, you will develop and integrate research skills, apply diverse research methodologies and approaches, and critically analyze and examine research within a reflective model of practice. Both western and Indigenous epistemologies will be explored and different research approaches and paradigms will be covered. Research will be viewed as an activity conducted within social and cultural contexts and its uses and implications for social justice will be identified. Practical links to micro, mezzo, and macro-levels of social work practice will also be a focus, with attention to developing research skills at each of these levels.

Course Hours: 3 units; (3S-0)

Prerequisite: Admission to BSW Program

Prerequisite: Credit for Social Work 322 and Social Work 355 will not be allowed.

Teaching modality: 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).

COURSE LEARNING OUTCOMES

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

1. Understand and compare various knowledge-building paradigms and approaches, including the scientific method, constructivist approaches, Indigenous ways of knowing, and feminist and participatory methods.
2. Demonstrating sensitivity to differences in community standards and expectations, adapt adapting processes to the cultural, geographic and population realities of the project's host communities and participants.
3. Describe the main ethical requirements for conducting research, and devise options for managing risks to participants, with particular attention to vulnerable participants.
4. Explain the difference between several qualitative and quantitative methods and assess appropriate applications.

5. Describe how research can contribute to social justice by making inequities visible and/or by identifying actionable solutions to social or programmatic challenges.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

DeCarlo, M. (2018). *Scientific inquiry in social work*. Open Social Work Education.

[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/>).]

Boilevin, L., Chapman, J., Deane, L., Doersken, C., Fresz, G., Joe, D., Winter, P. (2019). *Research 101: A manifesto for ethical research in the Downtown Eastside*. <https://dx.doi.org/10.14288/1.0377565>

Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Social Development*, 1(1A).
<https://dev.journalhosting.ucalgary.ca/index.php/jisd/article/view/63043>

Lahman, M., Geist M., Rodriguez, K., Graglia P., DeRoche, K. (2010, July). *Culturally responsive relational reflexive ethics in research: the three rs*. Springer Science. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11135-010-9347-3>

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.

CONNECTION TO PRACTICE

Social work, like other professions, has a knowledge base upon which practitioners rely. This body of knowledge helps us understand relevant social issues and problems and provides information about the effectiveness of available interventions. This knowledge comes, in large part, from research. Effective social workers use this knowledge to guide their practice: to understand their clients' concerns and issues and the contexts in which they are rooted; to select effective interventions; and to monitor their clients' progress.

RELATIONSHIP TO OTHER COURSES

Research both informs social work practice and is informed by social work practice. Knowledge of key research concepts and methods, as covered in this course, is required to access and contribute to the profession's knowledge base. Therefore, this course will provide foundational research skills that can be used and applied in other BSW courses and in social work practice.

CLASS SCHEDULE

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- **First Day of Class: Tuesday, September 3, 2024**
- Fall Break November 10 – 16, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024
- **Last day of classes: Tuesday, December 3, 2024**

This course is held on Tuesdays from 9am-11:50am. This is an online course.

Class dates	Topic	Required Readings (read prior to class)
1. Tuesday, September 3, 2024	Introduction to the course Social work research & research for social work	Chapters 1, 2
2. Tuesday, September 10, 2024	Research & knowledge paradigms	Chapters 3, 4 Hart, M. A. (2010).
3. Tuesday, September 17, 2024	Research Ethics	Chapter 5 Lahman, M., Geist M., Rodriguez, K., Graglia P., DeRoche, K. (2010, July).
4. Tuesday, September 24, 2024	Topics and research questions Library Session – identifying a topic, finding literature	Chapter 8
5. Tuesday, October 1, 2024	Literature review & developing a research question Literature review working session	-view resources on D2L
6. Tuesday, October 8, 2024	Types of research The research process	Chapters 6, 7

7. Tuesday, October 15, 2024	Qualitative, quantitative and mixed methods Types of research approaches	Assignment 1 due – 11:59pm – Annotations and research question
8. Tuesday, October 22, 2024	Introduction to sampling, recruitment	Chapter 10
9. Tuesday, October 29, 2024	Qualitative methods: interviews and focus groups	Chapters 13, 14
10. Tuesday, November 5, 2024	Interview practice Quantitative methods: surveys and descriptive statistics	Chapters 7, 12 Assignment 2 due - 11:59pm – Draft research proposal
11. Tuesday, November 12, 2024	Term break – no classes	
12. Tuesday, November 19, 2024	Data analysis and visualization Data equity	-view resources on D2L
13. Tuesday, November 26, 2024	Practical applications of research: program logic models and program evaluation	Chapter 15 Assignment 3 due – 11:59pm – Ethics certificate
14. Tuesday, December 3, 2024	Integration & working session Research for Social Justice	-view resources on D2L Assignment 4 due – 11:59pm – Reflection Posts Friday Dec 6: Assignment 5 due – 11:59pm – Final Research Proposal

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. This may include being prepared to listen to lectures, watch videos, and participate in small groups or full-class discussion. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on.

You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Annotated bibliography & research question (15%) – Due October 15, 11:59pm

Aligned Course Learning Outcomes: 1, 4

Assignment Description: Students will identify a research topic relevant to the social work field, complete a brief scan of literature, and articulate a research question. This will be the beginning of the research design assignment. This assignment must be submitted in hardcopy, in class.

Assessment Criteria: Students will be assessed based on overall construction of the bibliography, relevance of articles, logical articulation of a research question, and writing.

A detailed assessment rubric and assignment requirements will be provided in_class/posted on D2L.

Assignment 2: Draft research design (5%) – Due November 5 – 11:59pm

Aligned Course Learning Outcomes: 2, 3, 4

Assignment Description: Students will complete a full draft of their research design with at least some of all components developed: literature review, research question, approach/orientation, methods, sampling plan, ethical considerations, and knowledge mobilization plan. This assignment is an opportunity for critical feedback to strengthen your submission for the final assignment.

Detailed instructions will be posted on D2L.

Assessment Criteria: Students will be assessed on relative completeness of the draft, including the inclusion of all major components of the research design and on writing. Those who fail to submit the assignment will receive a zero for this assignment and lose the opportunity for feedback toward Assignment 4.

*This assignment will receive a completion grade.

Assignment 3: Ethics Assignment (20%) - Due November 26, 2024 - 11:59pm

Aligned Course Learning Outcomes: 2, 3, 4

Assignment 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.

This assignment should not be completed until after the September 17 class.

See further guidelines and grading rubric in D2L.

Assignment 4: Reflections & Participation (15%) – Due December 3 - 1:00pm

Aligned Course Learning Outcomes: 1, 5

Assignment Description: Students are expected to participate in classroom discussion and small-group activities. Students will also make two separate 250 word reflection posts in response to course readings or questions posed online over the course of the semester.

Detailed instructions will be posted on D2L.

Assessment Criteria: Students will be assessed based on attendance, level of engagement, quality of posts, and in-class collegiality.

A detailed assessment rubric will be provided in_class/posted on D2L.

Assignment 5: Final research design (45%) – Due December 6 - 11:59pm

Aligned Course Learning Outcomes: 2, 3

Assignment Description: Building on their work from Assignments 1, 2 and 3, learners will develop a research proposal (eight to 10 pages, excluding references). Learners will address all key components of a research proposal including a research question and rationale, approach or orientation, methodological design, ethical considerations, sampling plan, and knowledge mobilization plan. Students will integrate appropriate considerations for the population group or topic of interest.

Detailed instructions will be posted on D2L.

Assessment Criteria: Students will be assessed based on inclusion of all key components, a well-developed research question, appropriate methodologies, ethical considerations, knowledge mobilization plan, and overall presentation and readability.

A detailed assessment rubric will be provided in_class/posted on D2L.

See further guidelines and grading rubric in D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. These are part of the participation grade.

If you cannot attend class, please email the teacher prior to your absence or as soon as reasonable. Class slides will be shared on D2L.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments should be submitted in soft copy (electronically, in Word or PDF) through Dropbox in D2L.

Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).

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 will be accepted only in exceptional circumstances and at the discretion of the instructor. Accommodations can be made if discussed and approved in writing at least one week prior to due date.

Assignments submitted after the deadline will be penalized 5% for every day after the due date.

EXPECTATIONS FOR WRITING

Assignments should represent your best effort. 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:https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

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, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%. A+ grades will be awarded for outstanding performance only.

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Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69

C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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

ADDITIONAL SUGGESTED READINGS

Additional readings are provided 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
- Emergency Evacuation/ Assembly Points
- Safewalk