UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2024

Course & Session Number	SOWK 645 S02	Classroom	Online
Course Name	Issues in Social Work Research		
Dates and Time	Start of Classes: Sept 9, 2024, Monday End of Classes: Dec 2, 2024, Monday Dates and Time: Zoom sessions between 9am and 11am (MST) every Monday plus weekly one-hour self-directed asynchronous learning Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Dora Tam, PhD	Office Hours	By appointment via email
UCalgary E-mail	dtam@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 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.

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[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

An overview of social work research topics and issues.

COURSE DESCRIPTION

In this course, you will develop your understanding of social work research through examining various approaches (qualitative and quantitative), paradigms, and methods. Competence in research is a foundational notion of social work practice and is highlighted in professional codes of ethics. As producers and consumers of research, often in collaboration with and across cognate disciplines, social workers must also ensure that research is conducted with and for the benefit of those served by the profession, across all levels and fields of social work practice, and that it aligns with the values of the profession. A thorough understanding of quantitative, qualitative, and mixed methods research, and Indigenous and critical approaches, supports ethical practice. This course will consider the wider array of research methodologies, with a focus on quantitative and qualitative approaches. Students will engage in immersive class discussions, group work and critical readings.

This course is delivered in an online format using Zoom sessions in every Monday between 9am and 11am (MST) plus one-hour self-directed asynchronous learning/assignment consultation after each class during the term.

COURSE LEARNING OUTCOMES

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

1. Understand various knowledge-building paradigms and research methods;
2. Develop advance knowledge base and skillset required to critique, apply, and participate in social work research;
3. Cultivate advance understanding of ethical issues in social work research and their direct practice implications;
4. Identify unique populations and specific research considerations (e.g., cultural sensitivity) when conducting research with these populations.; and
5. Understand the role of research in informing social work practice and policy, and demonstrating accountability to the profession.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Csiernik, R., & Birnbaum, R. (2024). *Practising social work Research, 3rd ed.,* University of Toronto Press.

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

This course is an integral part of the MSW Foundation year. It will provide an opportunity for students entering Social Work from other disciplines to explore research topics and issues specific to the profession and within a context of Social Work practice and policy. Topics introduced in other Foundation Year courses will be directly applicable to this course and will be critically analyzed from a research perspective. This course will provide a foundation for the Specialization year research course in which students will apply their knowledge of Social Work research topics and issues to exploring research designs, methodologies, and methods.

CLASS SCHEDULE

Important Dates for Winter 2024
- o Start of Term: Monday, August 26, 2024
- o First Day of Class: Tuesday, September 3, 2024
- o End of Term: Tuesday, December 24, 2024
- o Last Day of Class: Friday, December 6, 2024
- o Fee Deadline: Friday, September 20, 2024
- o Labour Day, no classes: Monday, September 2, 2024
- o National Day for Truth and Reconciliation, no classes: Monday, September 30, 2024
- o Thanksgiving Day, no classes: Monday, October 14, 2024
- o Remembrance Day, no classes: Monday, November 11, 2024
- o Term Break – No classes Sunday-Saturday , November 10-16, 2024

Dates (Zoom Class) (09:00–11:00, MST)	Topic(s)	Readings/Assignment Due Dates
Sept 9	▪ Introduction and Course Overview ▪ Research Paradigms Worldviews ▪ Case Study Method & Research process	▪ Lincoln et al., 2018 ▪ Textbook: Pages 1 to 13

Dates (Zoom Class) (09:00–11:00, MST)	Topic(s)	Readings/Assignment Due Dates
Sept 16	▪ Steps in the Process of Research & Identifying the Problem ▪ Ethical Practice in SW Research ▪ Comprehensive literature review	▪ Textbook: Pages 19 to 22 ▪ Textbook: Case Study 1, 2, 3, 4 & 5 (read 2 out of 5) ▪ Arksey & O'Malley, 2005 ▪ Purssell & McCrae, 2020
Sept 23	▪ Qualitative Approaches	▪ Textbook: Case Study 16 & 17
Sept 30 (No Class) Asynchronous learning	▪ Arts-Based Research	▪ Textbook: Case Study 20 ▪ Textbook: Critiquing Research (Read 1 out of 2, pp.342 – 384)
Oct 7	▪ Participatory Action Approach	▪ Textbook: Case Study 19
Oct 14 (No Class) Asynchronous learning	▪ Critical Race and Anti-Colonial Approaches	▪ Textbook: Case Study 21 ▪ Textbook: Critiquing Research (Read 1 out of 2, pp.342 – 384)
Oct 21	▪ Quantitative Approaches I	▪ Textbook: Case Study 9 & 12
Oct 28	▪ Quantitative Approaches II	▪ Textbook: Case Study 13, & 14
Nov 4	▪ Research with Diverse Populations ▪ Research with Partners	▪ Grinnell et al. (2019). pp. 172-202 ▪ Van de Sande & Schwartz (2017). pp.62-84
Nov 11 (Term Break, no Class) Asynchronous learning	▪ Mixed Method Approach	▪ Textbook: Case Study 18
Nov 18	▪ Group Presentations 1, 2 & 3	
Nov 25	▪ Group Presentations 4, 5, & 6	
Dec 2	▪ Group Presentations 7 & 8 ▪ Course Wrap-up	

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. **When possible, it is desirable for students to have their cameras 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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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. Students will be advised before the instructor initiates a recording of a Zoom session

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

Assessment Criteria: Related assessment rubrics will be provided in-class/posted on D2L. Integration of relevant discussion and references materials that reflect various paradigms, methods and approaches and methods to social work research in practice is expected in each of the assignment.

All assignments are to be uploaded onto the Drop-box for this course's D2L site before deadline line.

Assignment 1: Literature Review Search Plan (15%) – Due September 27, 2024 on or before 4:30pm (MST) (Group Work)

Aligned Course Learning Outcomes: 1 through 4

Assignment Description: In a group of 4 – 5 students, develop a comprehensive literature review search plan on existing research of a topic related to your social work practice interest. The search strategy should include relevance and well-defined keywords, inclusion and exclusion criteria, and databases to be used.

Assignment 2: Literature Review Report (35%) – Due Oct 28, 2024 on or before 4:30pm (MST) (Group Work)

Aligned Course Learning Outcomes: 1 through 5

Assignment Description: In the same student group, complete a comprehensive literature review report that is built upon Assignment 1. The literature review report is expected to include the finalized literature search strategy, record of final search results, an annotated bibliography of the final selected articles (a minimal of 20 articles), a PRISMA chart, an article charting table with the following headings [i.e., Author(s) and Year of Publication, Disciplinary of the Corresponding Author, Study Objective(s), Methodology with specific sub-type, Study Sample with sample size(s), Measurement(s), Intervention (if applicable), and Main Findings]. All citations should follow the format on APA Publication Manual 7th Edition.

Assignment 3: Research Proposal Presentation (30%) – Dates refer to class schedule (Group Work)

Aligned Course Learning Outcomes: 1 through 5

Assignment Description: Each group is required to present the literature review findings from Assignment 2. The presentation should include the followings: research topic (i.e., research focus), finalized literature search strategy, summary of search results along with a PRISMA chart, synthesized examination on

knowledge and research gaps, suggestions for future research to address the identified gaps, and a list of references. Each presentation is about 30-35 minutes long plus 10-15 minutes feedback/discussion. Each team has to provide a copy of their presentation slide to the Instructor before class.

Assignment 4: Class Participation (20%), Individual Work

Aligned Course Learning Outcomes: 1 through 5

Assignment Description:

4a) Students are expected to participate actively in class/group activities and discussion. Active participation involves both quantitative and qualitative components. Each student is required to complete a participation assessment that includes a self-reflection on participation and contributions to class learning (approximate 300 words, single-line spacing). (10% out of the 20). Due on Dec 5, 2024 at 4:30pm (MST)

4b) Each student group will be randomly assigned to be the peer reviewer of two presentation groups. Each student from the reviewer team will provide confidential constructive written feedback (max 1-page, single line spacing, point form is allowed) to their peer presentation teams (note: the instructor will remove names and provide an aggregated summary of feedback to each presentation team) that include strengths of the presentation and areas for improvement as well as linkages of their feedback to course materials/expectations. (10% out of the 20). Due before 4:30pm (MST) within two days after the peer group presentations.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. There will be no make-up arrangement for those who miss graded in-class activities.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments to be submitted electronically through their respective Dropbox in D2L before deadline. Except for appendices, please submit your assignment in Word. Assignments should have a file name as follows: "Full name, course number, and assignment number" (e.g., Jane Smith, SOWK602S02, 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 or the instructor. Please email the instructor at least 24 hours PRIOR to the assignment due date if you expect that you will need an extension. A 2.5% grade reduction will apply for each day (including weekend days and holidays) if the assignment is handed in beyond the due time or beyond a negotiated extension date. Assignments will not be accepted 7 days after due date. If the assignment request for extension is not requested in advance students will receive a 0 (zero) on that assignment.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. 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 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. 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 Suggested Readings will be provided in the first week of class.

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