UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2026

LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge that we are on Treaty 6 territory, the traditional homelands of the Cree, Dene, Nakota Sioux, and Saulteaux peoples, and the Métis Nation of Alberta (Districts 9 and 10). We also recognize the many First Nations, Inuit, and Métis peoples who make Edmonton their home today. For centuries, this place—now called the City of Edmonton—has been a gathering place for Indigenous peoples from across what is now Alberta, British Columbia, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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.

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.

Course & Session Number	**SOWK** 741 S01	**Classroom**	Online or Check D2L for classroom location
Course Name	Research Foundations		
Dates and Time	Start of Classes: September 1, 2026 End of Classes: December 4, 2026 Dates and Time: In-person instruction, Thursdays 9 to 12 p.m.) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Beth Archer-Kuhn, PhD, MSW, RSW	**Office Hours**	Thursdays noon to 1 pm or by appointment
UCalgary E-mail	beth.archerkuhn@ucalgary.ca	**Phone**	403-220-5425

SYLLABUS STATEMENT

An exploration of major philosophical issues that have shaped social work's diverse approaches to knowledge building and research methods. The relevance of this exploration to the student's area of interest is emphasized.

COURSE DESCRIPTION

This in-person seminar course held in Calgary will offer you the opportunity to place the types of research social work scholars undertake within their larger philosophical and methodological traditions, including conceptions of knowing (epistemology), nature of reality (ontology) and doing (praxis). You are expected to be familiar with basic research methods concepts and processes. This course has no prerequisites or co- requisites. This course will take place in-person. You will engage in interactive class discussions, presentations and critical reading, group work, and individualized brainstorming sessions. Provision will also be made to facilitate online discussion among students using a course D2L site. Additional, optional learning tasks and opportunities will be available on this site as well. When unable to participate in class, students are expected to inform the instructor in advance and propose and implement an alternative participation activity to reflect their learning process.

COURSE LEARNING OUTCOMES

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

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

1. Describe the distinguishing features of several sets of research approaches (post-positivist, pragmatic, interpretive, social constructionist, post-modernist, post-structural, transformative and Indigenous) used in social work knowledge building.
2. Critically assess strengths and weaknesses of each approach for their own research interest areas.
3. Demonstrate an appreciation for diverse points of view and research approaches.
4. Articulate their own positions about the generation of social work knowledge.
5. Students will develop or deepen presentation and discussion facilitation skills.
6. Demonstrate academic writing skills (research manuscript development for academic journals).

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

There is no textbook for this course. A list of required readings is provided below. Links for these readings and additional, optional readings are provided in D2L. Students are also expected to identify and explore readings directly relevant to their chosen area of research, and to be prepared to share those in class. The following are required readings for the course:

Knowledge Building, Scientific Research Paradigms and Integrating Research and Practice

Fazlıoğulları, O. (2012). Scientific research paradigms in social sciences. *International Journal of Educational Policies, 6*(1), 41-55. http://ijep.icpres.org/2012/v6n1/Fazliogullari.pdf

Fook, J. (2002). Theorizing from practice. *Qualitative Social Work, 1*(1), 79-95. https://doi.org/10.1177/147332500200100106

Gambrill, E. (2015). Integrating Research and Practice: Distractions, Controversies, and Options for Moving Forward. *Research on Social Work Practice. 25*(4) 510-522. https://doi.org/10.1177/1049731514544327

LeCroy, C.W. (2010). Knowledge Building and Social Work Research: A Critical Perspective. *Research on Social Work Practice, 20*(3) 321 -324. https://doi.org/10.1177/1049731509331874

Pretorius, L. (2024). Demystifying research paradigms: Navigating ontology, epistemology, and axiology In research. *The Qualitative Report, 29*(10), 2698-2715. https://doi.org/10.46743/2160-3715/2024.7632

Systematic Reviews

Bronson, D. E., & Davis, T. S. (2011). *Finding and evaluating evidence: Systematic reviews and evidence based practice*. Oxford University Press. DOI: 10.1093/acprof:oso/9780195337365.001.0001

Crisp, B. R. (2015). Systematic reviews: A social work perspective. *Australian Social Work, 68*(3), 284-295. https://doi.org/10.1080/0312407X.2015.1024266

Similäa,K., Tapola-Haapalac, Ml, Jylhäd, V., Miettinena, A., Rovamoa, E., Kekonia, T. & Ristolainen, H. (2026). Practitioners' views of evidence-based practice in social work: A scoping review. *Journal of Evidence-Based Social Work*. https://doi.org/10.1080/26408066.2026.2616709

Victor, L. (2008). Systematic reviewing. *Social Research Update, 4.* http://sru.soc.surrey.ac.uk/SRU54.pdf.

Post Positivistic and Pragmatic Approaches

Chaumba, J. (2013). The use and value of mixed methods research in social work. *Advances in Social Work, 14*(2), 307-333. https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/1858.

Denzin, N.K. (2017). Critical qualitative inquiry. *Qualitative Inquiry, 23*(1) 8-16. https://doi.org/10.1177/1077800416681864

laysjiev, I. (2013). A pragmatic approach to social sciences. E-International Relations Student. https://www.e-ir.info/2013/03/01/a-pragmatic-approach-to-social-science

Musa, M., & Aldiabat, K. (2024). Reconsidering the use of post-positivist paradigm in social sciences: Is it possible? *European Journal of Educational Studies, 11*(7). http://dx.doi.org/10.46827/ejes.v11i7.5393

Young, M. & Ryan, A. (2019). Post-Positivism in Health Professions Education Scholarship. *Academic Medicine*. DOI:10.1097/ACM.0000000000003089

Interpretive and Social Constructionist Approaches

Burns, M., Bally, J., Burles, M., Holtslander, L., & Peacock, S. (2022). Constructivist Grounded Theory or Interpretive Phenomenology? Methodological choices within specific study contexts. *International Journal of Qualitative Methods, 21*. https://doi.org/10.1177/16094069221077758

Carter, S., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies and methods in qualitative research. *Qualitative Health Research, 17*(10), 1316-1328. doi: 10.1177/1049732307306927

Fodouop Kouam, A.W. F. (2024). Interpretivism or constructivism: Navigating research paradigms in social science research. *International Journal of Research Publications, 143*(1). DOI: 10.47119/IJRP1001431220246122

Revise Sociology. (2015). Positivism and interpretivism in social research. Retrieved from: https://revisesociology.com/2015/05/18/positivism-interpretivism-sociology/

Post-Modernist and Post-Structural Approaches

Bryman, A. (2016). Integrating quantitative and qualitative research: How is it done? *Qualitative Research: QR, 6*(1), 97-113. https://doi.org/10.1177/1468794106058877

Dominelli, L. (2007). The postmodern 'turn' in social work: The challenges of identity and equality. *Social Work and Society International Online Journal, 5*(3). https://ejournals.bib.uni-wuppertal.de/index.php/sws/article/view/144/513

Peters, H.I. (2009). Navigating the Shifting Sands of Social Work Terrain: Social Work Practice in Postmodern Conditions. *Journal of Progressive Human Services, 20*(1), 45-58. DOI: 10.1080/10428230902871215

Prowell, A.N. (2019). Using Post-Structuralism to Rethink Risk and Resilience: Recommendations for Social Work Education, Practice, and Research. *Social Work, 64*(2), 123-130. doi: 10.1093/sw/swz007

Afrocentric Approaches

Bernard, W. T. & Smith, H. (2018). Injustice, justice and Afrocentric practice in Canada. *Canadian Social Work Review* / Revue canadienne de service social, 35(1), 149–157. https://doi.org/10.7202/1051108ar

Schiele, J. H. (2021, April 21). **Origins of Afrocentric perspective** [Video]. Youtube. https://www.youtube.com/watch?v=OMX25KMlNKk&t=984s

Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. *Journal of Human Behavior in the Social Environment, 27*(1/2),15-26, DOI: 10.1080/10911359.2016.1252601

Indigenous Approaches

Kovach, M. (2010). Conversational method in indigenous research. *First Peoples Child & Family Review, 5*(1), 40-48. https://fpcfr.com/index.php/FPCFR/article/view/172

Peters, W. (2013). Use of indigenous/indigenist research methodologies. file:///C:/Users/Beth%20ArcherKuhn/Downloads/Use_of_IndigenousIndigenist_Research_Methodologies.pdf

Rowe, S., Baldry, E., & Earles, W. (2015), Decolonising Social Work Research: Learning from Critical Indigenous Approaches. *Australian Social Work, 68*(3), 296–308. DOI: 10.1080/0312407X.2015.1024264

Truth and Reconciliation Commission of Canada. (2015). Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1221965/honouring-the-truth reconciling-for-the-future/1775042/

Wilson, S. (2008). **Research is Ceremony. Researching within an Indigenous Paradigm**. [Video]. Youtube. https://www.youtube.com/watch?v=vXKuaNt6ST0

Transformative Approaches

Bergold, J., & Thomas, S. (2012). Participatory research methods: A methodological approach in Motion Forum Qualitative Sozialforschung / Forum: *Qualitative Social Research, 13*(1). Retrieved from DOI: https://doi.org/10.17169/fqs-13.1.1801

McBeath, B, Kong, S.T., Uggerhoj, L. (2025). Practice research in social work, participation, co-creation, and Service Users' positions. *Research on Social Work Practice, 36*(5), 543–554. DOI: 10.1177/10497315261446482

Smith, M., McCulloch, T., & Daly, M. (2025) Being, knowing and doing: aligning ontology, epistemology, and axiology to develop an account of social work as practice, *Social Work Education, 44*(3), 522-537, DOI: 10.1080/02615479.2024.2330598

Arts-Based Approaches

Camargo-Borges, C. (2017). Creativity and Imagination: Research as World-Making! In Patricia Leavy (Ed.), Handbook of Arts-Based Research (pp. 88-100). Guildford Press. https://doi.org/10.36025/arj.v7i2.21300

Dadich, A., Watfern, C., Doran, B., Boydell, K. (2025). Thinking and caring with arts-based research: An assemblage of methods to promote public health. *International Journal of Qualitative Methods 24*, 1–16. DOI: 10.1177/16094069251381707

Snyder, K. (2025). Exploring the value of arts-based interventions in organizations from a systems Perspective. *Systemic Practice and Action Research, 38*(7). https://doi.org/10.1007/s11213-025-09719-0

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 741 is a core research methods course for PhD students. Collectively, SOWK 741, SOWK 745 (Quantitative Research Methods), SOWK 747 (Qualitative Research Methods) will assist PhD students to develop competency in research design and implementation.

CLASS SCHEDULE

Important Dates for Fall 2026

- Start of Term: Monday, August 24
- First Day of Class: Tuesday, September 1
- Labour Day, no classes: Monday, September 7
- Fee Deadline: Friday, September 18
- National Day for Truth and Reconciliation, no classes: Wednesday, September 30
- Thanksgiving Day, no classes: Monday, October 12
- Remembrance Day, no classes: Wednesday, November 11
- Term Break, no classes: Sunday-Saturday, November 8-14
- Last Day of Class: Friday, December 4
- Withdrawal Deadline: Friday December 4
- End of Term: Thursday, December 24

Class Schedule

Course content will be presented through instructor, student-led class discussion, and experiential activities. The instructor will provide a framework for discussion and a preliminary bibliography of essential and recommended readings. Students will be expected to attend class and participate fully, including leading or co-leading discussion on selected topics/readings. As this is a doctoral level course, students are expected to spend approximately 8-10 hours per week on average on coursework outside of class time. D2L may be employed at the students' discretion for continuing dialogue and sharing of materials collected.

Week	Topic	Learning Activity	Assessment and Due Dates
Sept. 3	Introductions Orientation Course Outline Course Expectations and Approach Knowledge Building	1.Fazlıoğulları, O. (2012). 2.Fook, J. (2002). 3.Gambrill, E. (2015). 4.LeCroy, C.W. (2010). 5. Pretorius, L. (2024).	

	Scientific Research Paradigms and Integrating Research and Practice	https://uta.pressbooks.pub/advancedresearchmethodsinsw/chapter/5-3-social-work-research-paradigms/	
Sept. 10	Systematic Reviews Exploring Concepts of Evidence	1. Bronson, D. E., & Davis, T. S. (2011). 2. Crisp, B. R. (2015). 3. Similäa, K. et al. (2026) 4. Victor, L. (2008).	
Sept. 17	Post Positivistic and Pragmatic Approaches	1. Chaumba, J. (2013). 2. Denzin, N.K. (2017). 3. laysjiev, I. (2013). 4. Musa, M., & Aldiabat, K. (2024). 5. Young, M. & Ryan, A. (2019).	
Sept. 24	Approaches to Knowledge Building: Student led presentations on approaches to knowledge building		Assignment 1 due
Oct. 1	Interpretive and Social Constructionist Approaches	1. Burns, M. et al. (2022) 2. Carter, S., & Little, M. (2007). 3. Fodouop Kouam, A.W. F. (2024) 4. Revise Sociology. (2015).	
Oct. 8	Post-Modernist and Post- Structural Approaches	1.Bryman, A. (2016). 2. Dominelli, L. (2007). 3. Peters, H.I. (2009). 4. Prowell, A.N. (2019).	
Oct. 15	Afrocentric Approaches	1.Bernard, W. T. & Smith, H. (2018). 2.Schiele, J. H. (2017). 3.Schiele (2021). Video: https://www.youtube.com/watch?v=OMX25KMlNKk&t=984s	
Oct. 22	Indigenous Worldviews & Approaches	1.Kovach, M. (2010). 2. Peters, W. (2013). 3. Rowe, S. et al. (2015). 4. Truth and Reconciliation Commission of Canada. (2015). 5. Wilson, S. (2008). Video: https://www.youtube.com/watch?v=vXKuaNt6ST0	
Oct. 30	Transformative and Arts Based Approaches	1. Bergold, J., & Thomas, S. (2012). 2. Camargo-Borges, C. (2017). 3. Dadich, A. et al. (2025)	

	Guest lecturer - TBA	4.McBeath, B. et al. (2025). 5. Smith, M. et al. (2025) 6.Snyder, K. (2025).	
Nov. 5	Independent Study for entire class period		
NO CLASS – Term Break			
Nov. 19	Student class presentations – Approaches to Knowledge Building	Students selected readings and presentations	Assignment 2 presentation due
Nov. 26	Student class presentations – Approaches to Knowledge Building	Students selected readings and presentations	Assignment 2 presentation due
Dec. 3	Course Wrap Up		Assignment #3 due

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

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: Your Approach to Knowledge Building (20% of final grade) - Due September 24, 2026 (In-class presentation)
Aligned Course Learning Outcomes: 2, 3, 4, 5, 6

Assignment Description**:** In the first three weeks of the course students will be required to reflect on their own approach to knowledge building within the context of their area(s) of research and practice interest. Using criteria that will be discussed in class, students will summarize their position in a written, 1-page description and/or table/graphic representation. Students will bring hard copies of this statement for all class members and post it on D2L before class. During class (September 24), students will introduce the statements on their approach to knowledge building and lead the 30-minute class discussion on that topic. A following 15 minutes will be used for class discussion and peer feedback to the student.

Assessment Criteria**:**

You will be assessed based on 4 categories: organization, content, quality of arguments & conclusions, and engagement and presentation. A rubric will be posted on D2L.

Organization
- Clear organization, reinforced by media where appropriate.
- Consistent and thoughtful focus throughout.

Content: Relevance, Currency & Conceptual Clarity
- Inclusion of relevant course concepts into presentation.
- Clarity of those concepts and their application.
- Use of current resources and sources.

Quality of Arguments & Conclusion
- Clearly articulated arguments and rationales, consistent with the approach presented.
- Conclusions that wrap up the topic well and tie the presentation together.

Engagement and Presentation
- Paper portion of the assignment is clear, complete and of the nature requested.
- Presentation is professional and engages others in the conversation.
- As a speaker, your pace is reasonable, and oral components are clearly presented.

Assignment 2: Critical Positioning Assignment (40% of final grade) Due Date: Nov 19th & Nov 26
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description:
Part 1: Annotated Bibliography (Submit November 19 to D2L Drop Box by 11:59 p.m.): Complete an annotated bibliography of at least 10 peer reviewed sources that relate to your topic of interest. An annotation is a summary of the reading including summary and/or evaluation of each of the sources. What topics are covered? What are the main arguments? How will this reading contribute to your current research? (2500 words maximum for the bibliography).

Part 2: Class Presentation: Based on the readings you have selected, discuss the implications of your learning as it relates to social work research, practice and policy. The goal is to identify key epistemological, theoretical and methodological foundations that shape your chosen research area. You will assess the quality of the authors' arguments and position your own unique perspective as an

emerging researcher. You must provide classmates with references you have used for preparation of this presentation (November 19).

Assessment Criteria:
Your class presentation will be reviewed by your peers, who will each complete a written review using a template provided by the instructor and located on D2L. The instructor will take these reviews into consideration while assigning the assignment grade.

Assignment 3: Journal Manuscript - Theories and Theoretical Frameworks (40% of final grade) Due Date: December 5th, 2025 (Submit to Drop box in D2L by 11:59 p.m.)
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description: Write a manuscript focusing on aspects of epistemology and social work scholarship, in a style that can be submitted for publication to a journal of your choice. The topic of the manuscript can address any theories or theoretical frameworks and discourses relevant to your area of research. To maximize value for your own research process, it is recommended that you select a topic useful to building your specific theoretical and/or research methods expertise. It is expected that students will write the manuscript according to the selected journal's "instructions to authors" in terms of formatting, referencing style, etc.

A typical word count to expect for such a manuscript is approximately 6000 words (double spaced 12 font). There are several formats that might be used for this assignment. Examples include:

- a synthesis and/or critique of existing theories/frameworks relevant to your area of research;
- a conceptual discussion that expands or reimagines theoretical foundations in your substantive area;
- an in-depth critique of research methods applied to your substantive area;
- a self-reflection or autoethnography that positions your unique position as a researcher;
- a systematic or scoping review in your chosen area of research.

To assist your writing process, individual consultation times will be available and scheduled with the instructor. Any aspect of the paper–general ideas, selection of topics and journals, paper outlines, etc. – are open for discussion. When you hand in the final manuscript in electronic version, please submit the "instructions to authors" for the journal you have selected in document form or link to the journal.

Assessment Criteria:
The assessment of the paper will include adherence to the journal requirements (formatting, reference style, etc.). You are strongly encouraged to continue to develop the manuscript for submission to a journal after the course is completed.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. Collegial dialogue and debate are foundational to doctoral studies, and your involvement in these discussions is critical to the learning process. If you must miss a class, please notify the instructor in advance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments must be submitted in Word format. Assignments should have a file name as follows: Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays). There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

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."

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Restricted use

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the University's academic misconduct policy. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

- AI tools can be used for learning course material but not for completing assignments.
- The use of AI tools for assignments may be considered an academic offense.
- Students must not copy or paraphrase from AI applications for assignments

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are

ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct.

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 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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the University of Calgary Code of Conduct, the Alberta College of Social Work Standards of Practice (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

ADDITIONAL SUGGESTED READINGS

Additional recommended 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. They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2024) and the Alberta College of Social Work Standards of Practice (2023).

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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board.
In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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.

UCalgary Notice of Collection

The University of Calgary (UCalgary) respects your privacy and is committed to ensuring the privacy of all students, staff, and community members. Your personal information is being collected under the authority of section 4(c) of the Protection of Privacy Act (POPA). It will be collected, used and disclosed for the purposes outlined in UCalgary's Notice of Collection, Use and Disclosure of Personal Information and managed in accordance with UCalgary's Privacy Management Program. Your personal information may be input into automated systems to generate content or make decisions, recommendations, or predictions. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. If you have questions regarding this notice or

UCalgary's collection, use, or disclosure of your personal information, please contact accessandprivacy@ucalgary.ca.

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