



**Spring 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 602 S02</b>	<b>Classroom</b>	<b>HSNC 336</b>
<b>Course Name</b>	Research and Philosophy in Advanced Social Work Practice		
<b>Dates and Time</b>	Start of Classes: May 29, 2023 End of Classes: June 14, 2023 Dates and Time: In-person instruction - Mondays & Wednesdays, 9am - 11:45am and 1pm - 3:45p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Sheliza Ladhani, PhD Candidate	<b>Office Hours</b>	By request
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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 anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

<sup>1</sup> 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**

Explores social work research through examination of various paradigms, methods and approaches (e.g., qualitative, quantitative, Indigenous methodologies, mixed methods, participatory action research, arts-based), and applies social work research to practice.

### **COURSE DESCRIPTION**

This course focuses on cultivating an in-relations practice across research perspectives and throughout the multiple and overlapping phases and layers of the research process. This course is grounded in and offered from a critical and decolonial orientation, that prioritizes ethical and relational practices that refuse ongoing colonial reproduction and harm in research. Through readings that invite us into the three phases of research—before (planning and designing), during (enacting / *doing* data creation), and after (knowledge mobilization)—learners will have the opportunity to: (1) critically examine the politics of knowledge and representation that perpetuate epistemic violence, damage-centered and extractive research agendas and practices, (2) cultivate an in-relations research practice that embraces relational ethics, response-ability, and answerability in and throughout all aspects of a research process, (3) engage in embodied, affective, and experiential learning processes, (4) consider how their social positionings and worldviews inform their understandings of in-relations research practice, and (5) collectively imagine the possibilities for in-relations research as a world-making practice for more liveable futures. Students are encouraged to think-feel with the various knowledges, methods, forms, and practices engaged throughout the course. Classes will be in-person and will include critical dialogues, affective and sensory attunements, as well as individual and collective methodological exercises and relational activities .

Pre-requisite(s): Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice

### **COURSE LEARNING OUTCOMES**

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

1. Understand the relationship between research methodologies and philosophical systems that create and maintain ontological frameworks and ways of knowing;
2. Understand the paradigms that inform and differentiate quantitative, qualitative, mixed methods, Indigenous, critical, alternative, and decolonial research approaches;
3. Recognize shared understandings and commitments across quantitative, qualitative, mixed methods, Indigenous, critical, alternative, and decolonial research approaches in social work practice;
4. Articulate how research can inform the profession's efforts to promote social justice;

5. Discuss the research design, data collection, and data analysis strategies used in quantitative and qualitative approaches within a western model, as well as the gathering and meaning making of information from critical, anti-racism, and decolonial perspectives;
6. Demonstrate skills necessary to incorporate quantitative, qualitative, Indigenist, critical, and decolonial research into social work practice irrespective of level or field of practice;
7. Relationally design and critically evaluate research in social work practice; and
8. Apply course learnings to your specialization and the exit requirements of the MSW program.

## LEARNING RESOURCES

As this is a graduate level seminar, students are expected to read through the material in preparation of participating in class discussions. A list of additional recommended readings will be shared on D2L, and students are encouraged to access this list and utilize them in their class engagement and assignments. They are more than welcome to read and integrate the recommended readings to their assignments and class discussions. The readings are accessible through [library.ucalgary.ca](http://library.ucalgary.ca)

### REQUIRED TEXTBOOKS

Tachine, A., & Nicolazzo, Z. (Eds.). (2022). *Weaving an otherwise: In-relations methodological practice*. Stylus Publishing.

### REQUIRED READINGS

Archibald, J. (2008). *Indigenous storywork: Educating the heart, mind, body, and spirit*. UBC Press.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

- [Chapter 7: Research Questions and Hypotheses]

Disability Action Hall. (Oct 19, 2010). The right to love group qt. [YouTube]  
<https://www.youtube.com/watch?v=WhrFdIFqSHU>

Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1212658>

Ladhani, S. (2021). Fractured intimacies in (re)membering. *Cultural and Pedagogical Inquiry*, 13(1), 18-24.

Le Guin, U. K. (1989). The carrier bag theory of fiction. In *Dancing at the edge of the world* (pp. 149-154). Grove Press.

Pine, K. H., & Liboiron, M. (2015, April). The politics of measurement and action. In *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems* (pp. 3147-3156).

Shange, S. (2022). Citation as ceremony: #SayHerName, #CiteBlackWomen, and the practice of reparative enunciation. *Cultural Anthropology*, 37(2), 191–198.

Sharpe, C. (2019) *Beauty is a method*. e-flux. <https://www.e-flux.com/journal/105/303916/beauty-is-a-method/>

Tuck, E., & McKenzie, M. (2014). *Place in research: Theory, methodology, and methods*. Routledge.  
 • [Chapter 4: Methodologies of Critical Place Theory]

**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 should it be needed.

**RELATIONSHIP TO OTHER COURSES**

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing students’ unique social work perspective and strengthening their social work identity and personal practice framework. These courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project. This course will support you in further developing your understanding of research as a relational practice, to develop the skills necessary to enact relational modes of designing, engaging, and translating research for life-affirming and world-making possibilities towards social justice.

**CLASS SCHEDULE**

**Important Dates for Spring 2023**

- Start of Term: Monday, May 1, 2023
- End of Term: Monday, June 23, 2023
- Fee Deadline: Friday, May 12, 2023
- Victoria Day, no classes: Monday, May 22, 2023

Date	Topic	Assignments
<b>Research is / Ought to be Relational</b>		
May 29	<p><b>Morning Session 9:00AM - 11:45AM MST</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Orientation to this course: (Re)imagining the possibilities of/for research in/through relation</li> <li>• Course outline overview</li> <li>• Worldviews, paradigms, and philosophical orientations: Enacting relations to research across approaches</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Tachine &amp; Nicolazzo (2022). Foreward by Leigh Patel</li> <li>• Tachine &amp; Nicolazzo (2022). Introduction</li> <li>• Tuck &amp; McKenzie (2014). Ch 4</li> </ul>	<p><b>Due May 30:</b>                      Assignment 1:                      TCPS2 Core                      Ethics Training</p>

	<ul style="list-style-type: none"> <li>• Kimmerer (2013). Gift of strawberries</li> </ul>	
	<p><b>Afternoon Session 1:00PM - 3:45PM MST</b></p> <ul style="list-style-type: none"> <li>• <i>Before</i> Research: Research Design, Institutional Ethics &amp; Ethical Relations</li> <li>• Methodological Moments – Animating ethics of relation in research design</li> </ul>	
<b>Politics of Knowledge: Research as Refusal &amp; Responsibility</b>		
May 31	<p><b>Morning Session 9:00AM - 11:45AM MST</b></p> <ul style="list-style-type: none"> <li>• Politics of Knowledge: What counts as knowledge? Whose knowledges count?</li> <li>• Literature Review &amp; Intimacies in Reading/Writing</li> <li>• Examining Quantitative and Mixed-Methods Approaches</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Shange, S. (2022). Citation as ceremony</li> <li>• Tachine &amp; Nicolazzo (2022). Ch 1 Refusing neoliberal logics in research design</li> <li>• Creswell &amp; Creswell (2017). Ch 7</li> <li>• Pine &amp; Liboiron (2015). The politics of measurement and action</li> </ul>	
	<p><b>Afternoon Session 1:00PM - 3:45PM MST</b></p> <ul style="list-style-type: none"> <li>• Methodological Moments – Co-creating and engaging questions for relational research</li> <li>• Group work - (Re)shaping the Contours of Research Through Relational Design</li> </ul>	
<b>Gathering Knowledge &amp; Sense-Making</b>		
June 5	<p><b>Morning Session 9:00AM - 11:45AM MST</b></p> <ul style="list-style-type: none"> <li>• Modes of qualitative inquiry: Methodologies &amp; methods</li> <li>• <i>During</i> Research: Simultaneity of knowledge gathering and sense-making (or ‘data’ collection and analysis)</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Tachine &amp; Nicolazzo (2022). Ch 2 Survivance-based inquiries in and beyond the academy</li> <li>• Tachine &amp; Nicolazzo (2022). Ch 3 “If you can’t go to Bella Noche’s”</li> <li>• Tachine &amp; Nicolazzo (2022). Ch 4 Archives in the hold</li> <li>• Ladhani, S. (2021). Fractured intimacies in (re)membering</li> <li>• Sharpe, C. (2019). Beauty is a method</li> </ul>	
	<p><b>Afternoon Session 1:00PM - 3:45PM MST</b></p> <ul style="list-style-type: none"> <li>• Methodological Moments – Enacting attentiveness through Sharpe’s (2019) beauty is a method, participatory research, photo elicitation and photovoice (‘data’ collection)</li> </ul>	

	<ul style="list-style-type: none"> <li>Methodological Moments – sense-making (data-analysis) through photographic material</li> </ul>	
<b>Creative Expressions in Storytelling &amp; Story Listening</b>		
June 7	<p><b>Morning Session 9:00AM - 11:45AM MST</b></p> <ul style="list-style-type: none"> <li>Ethical engagement with/responsibilities of storytelling, story listening/viewing, and working with stories</li> <li>What kinds of stories do we want our research to tell and preserve?</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Le Guin, U. (1989). The carrier bag theory of fiction</li> <li>Archibald, J. (2008). Ch 2: Coyote searching for the bone needle</li> <li>Disability Action Hall (2010). <a href="https://www.youtube.com/watch?v=WhrFdIFqSHU">https://www.youtube.com/watch?v=WhrFdIFqSHU</a></li> <li>Elder Dr Reg Crowshoe – Moment of Truth <a href="http://truthinknowing.ca/7020">http://truthinknowing.ca/7020</a></li> </ul>	
	<p><b>Afternoon Session 1:00PM - 3:45PM MST</b></p> <ul style="list-style-type: none"> <li>Methodological Moments Part 1: Story listening in relation to Land</li> <li>Methodological Moments Part 2: Crafting stories through your chosen medium</li> <li>Group work - (Re)shaping the Contours of Research Through Relational Design</li> </ul>	
<b>Transformative Research: Response-ability &amp; Reciprocity</b>		
June 12	<p><b>Morning Session 9:00AM - 11:45AM MST</b></p> <ul style="list-style-type: none"> <li>Transformative research: Enacting relational possibilities towards social justice</li> <li>Decolonial labouring in research as connected to the world</li> <li>After Research: Mobilizing knowledge towards weaving an otherwise, research as / for liberation</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Tachine &amp; Nicolazzo (2022) Ch 6 (Re)considerations of answerability through gifting</li> <li>Tachine &amp; Nicolazzo (2022). Ch 9 Methodologies for gesturing towards decolonial futures</li> <li>Tachine &amp; Nicolazzo (2022). Afterword by K. Wayne Yang</li> </ul>	
	<p><b>Afternoon Session 1:00PM - 3:45PM MST</b></p> <ul style="list-style-type: none"> <li>Group work - (Re)shaping the Contours of Research Through Relational Design</li> </ul>	
<b>Research as Otherwise: (Re)shaping the Contours of Research</b>		
June 14	<b>All Day 9:00AM - 11:45AM &amp; 1:00PM - 3:45PM MST</b>	<b>Due: June 14</b>

	<ul style="list-style-type: none"> <li>• (Re)shaping the Contours of Research Through Relational Design Group Presentations</li> <li>• Course reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment 2 – Group Presentations</li> </ul>
		<p><b>Due: June 16</b></p> <ul style="list-style-type: none"> <li>• Assignment 3 – Field Note Journal submission</li> <li>• Assignment 4 – In-Relations &amp; Engagement</li> </ul>

**ASSESSMENT COMPONENTS**

**Assignment 1: Completing TCPS CORE Ethics Tutorial (10%)– Due May 30<sup>th</sup> 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 4, 6, 7, 8

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.

Students 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 students who wish to thoroughly peruse supplementary materials. Upon completion of the tutorial, each student will be immediately awarded a completion certificate by the Panel on Research Ethics.

Assessment Criteria:

By the due date for this assignment, students will submit their certificates of completion to the instructor via the SOWK 602 Dropbox in D2L and receive full marks. Those who fail to submit their certificates by **May 30<sup>th</sup> by 11:59PM**, will receive a zero for this assignment.

If you have completed this tutorial in the last 12 months (May 30, 2022 or later), you have the option to submit your existing certificate of completion to receive a grade for this assignment.

**Assignment 2: (Re)shaping the Contours of Research Through Relational Design - Group Presentations (35%) – June 14<sup>th</sup>**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

Assignment Description:

In groups of 4-5 (depending on final enrollment numbers), students will be invited to offer a presentation focused on exploring the core components of one methodological approach through a relational lens. In preparing for this, groups will choose a *methodology and method* of interest. In researching your chosen methodology and method, each group will be responsible for identifying key theorists in the field, philosophical, ontological, epistemological, and axiological foundations underpinning the methodology, as well as what methods are more commonly engaged. To understand both the methodology and method and how they are often used, it may be helpful to consider texts that explore the ‘about’ of the methodology and method, as well as those that use the methodology and method to explore a particular topic. In addition to mapping the terrain of your chosen approach, groups will be invited to consider possibilities to (re)shape the contours of research design through attending to possibilities for more relational enactments of your chosen methodology and method.

Below are some examples of methods / data, approaches, and paradigms. As you dig into your chosen methodology and method, you will notice that some of the qualities in each column can be taken up in various combinations, while others would rarely be found together. Please note, you do not have to choose a methodology and method from this list.

<b>Methods/Data</b>	<b>Methodology/Approaches</b>	<b>Paradigms</b>
Interviews	Ethnography/ Autoethnography/ Duoethnography	Post-positivism
Focus Groups	Phenomenology	Constructivism
Memory Work	Participatory Action Research (PAR)	Interpretivism
Visual (e.g., video, photo)	Indigenous Research Methodologies/ Storytelling/ Métissage	Pragmatism
Life Stories	Storytelling	Critical
Observation	Arts-based research	Feminist/Standpoint
Sensory Methods	Critical & Interpretive Research	Decolonizing
Surveys	Community-based Research	Poststructuralism
Collective Biographies	Case Study	Hermeneutic

Assessment Criteria:

To prepare for your group presentation consider the following questions for guidance in identifying key aspects of the methodology and method:

- What are the philosophical, ontological, epistemological, and axiological foundations underpinning the methodology?
- What are the core features of the methodology?
- Who are key theorists in the field?
- What kinds of questions are you interested in / does this methodology help to answer?
- What methods are often or commonly used with this methodology?
- What does this method offer?
- How does the method align with your chosen methodology?
- What is considered or counted as ‘data’?
- How is this ‘data’ collected/ gathered and analyzed/interpreted using this approach?
- What ethical issues are commonly raised / what ethical relations are taken into account?
- What might be considered limitations of the methodology and method?



- What methodological decisions/considerations might foster a more relational enactment of your chosen approach?

Group presentations will take place during our final class. Each group will have a total of approximately 25 minutes (depending on final enrollment numbers) to present inclusive of discussion time for class comments and questions. Please include a reference list at the end of your presentation, citing sources used in APA 7<sup>th</sup> edition format. Presentation materials are to be submitted by **11:59pm on June 14<sup>th</sup>** via D2L dropbox.

### **Assignment 3: Field Note Journal: Gathering, Sense-Making & Curating the Story of Your In-Relations Research Learnings (35%) – due June 16<sup>th</sup> 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

#### *Gathering*

It is a common practice within research to keep a comprehensive journal or field notes where researchers take note of and keep track of the observations, thoughts, materials, feelings, dynamics, readings, and interpretations that emerge during the research process. As part of immersing yourselves in the learning about in-relations research practice, you will be invited to take note of your learnings, insights, feelings, ideas, as it relates to the course materials, discussions, and methodological moments we encounter and engage with throughout the course. This assignment requires you to engage in a daily practice of note-taking and journaling. This can include quotations from texts, songs, poems, images, snippets of ideas, and/or any array of questions, curiosities, ideas, tensions, and feelings that emerge in relation to your evolving understandings of and relationship to research. This is also a place to record your individual ‘methodological moments’ activities, as well as reflections that emerge from classroom discussions, related to relational ethics, research design, and practices of knowledge gathering, sense-making, and sharing.

This journal is a space to gather, collect, curate, and explore ideas, literature, methodologies, and methods towards informing your own research orientations and the connections to your clinical practice. As an embodied approach, you are invited to think-feel with and through your (un)/(re)learnings, attuning to how knowledge is experienced and cultivated through the body, heart, spirit, and mind. This assignment should incite reflections about in-relations research practice with consideration of/for your social identities, desired approach(es) to research, attention to power, and imagining the possibilities for transformation through relational research practices. It is expected that students will draw on experiential, reflexive, and scholarly knowledge. Whenever possible, students will be provided time during class to work on your field note journals through various guided knowledge engagement and creation activities.

#### *Sense-Making*

The overarching focus of this assignment is to explore, document, and connect your everyday worlds and social work practices with your emerging understandings of research as a relational practice. As part of this process of simultaneously attending to ‘data’ collection and analysis or sense-making, I want to invite you to delve deeper into analysis by starting to engage in thematic analysis.

Thematic analysis is a qualitative data analysis approach that involves reading or moving through a 'data' set (in this case your 'data' set is your field note journal) and identifying patterns in meaning across the 'data' to derive themes. Thematic analysis involves an active process of reflexivity, where you are involved in making meaning from your reflective 'data'. Remember this is only practice! It is meant to help familiarize you with the process of analysis/sense-making. Here is a bit of a guide to get you started, once you have completed your field note journal:

1. Read through the entirety of your journal
2. As you are reading through, think with the overarching questions **“How am I beginning to conceptualize and weave an in-relations research practice?”** And **“How am I understanding research as connected to my clinical practice?”**
3. Are you noticing any patterns or themes as you move through your entries?
4. What would you label these patterns or themes?
5. Some entries might be more easily identifiable as fitting into a theme. If you are able to, start to group your entries into these larger themes or overarching headings/idea.

This is an emerging and reflexive practice of analysis that will likely evolve or become more prominent in your final field note journal submission.

#### Assessment Criteria:

The curation of your field note journal is both about 'data' collection or gathering, as well as analysis or sense-making. You are gathering bits of 'data' from the materials you read/view/listen to and making sense of your encounters through your reflections, notes, questions etc. Through this submission you are being invited into the experience of simultaneously gathering and sense-making of that which could be considered 'data'.

The questions below are meant to offer openings to support and guide your reflection and critical analysis:

- How do your values inform/influence your understanding of ethical relations to peoples, knowledges, practices, places, and lands?
- What draws your attention to/pushes you away from specific quotes, ideas, research approaches?
- What kinds of methods, forms, writing, knowledges or 'data' resonate with you, your world, and practice? Why?
- How are you beginning to conceptualize 'data' and 'methodology'?
- What does an in-relations methodological practice look/feel like?
- What kinds of research or research questions are you interested in?
- How are the materials, texts, discussions, and activities moving or shifting your ideas about research?
- What might research make possible in practice and in the world? What are its dangers?
- How are you beginning to weave an in-relations research practice?

- How is your field note journal curating a story of your journey to an in-relations research practice?

Please include an ongoing/living reference list with your field note journal submissions, citing sources used in APA 7<sup>th</sup> edition format. Your journal submission should tell a story about your journey towards an in-relations research practice. Be as creative as you feel you want to be. If the word document form is not working for you, consider powerpoint, prezzi, or padlet as other ways to organize your field note journal. Your journal is to be submitted in the D2L dropbox by **11:59pm on June 16<sup>th</sup>**.

#### **Assignment 4: In-Relations Practice & Engagement (20%) – due June 16<sup>th</sup> 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

Research is a relational practice. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge and one another. To animate this relational orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Being in relation is expansive, and includes the fostering of peer relations, relations to worldviews, knowledges, and how you attend to the political and ethical responsibilities and accountabilities of how knowledge is accessed/gathered, analyzed and made sense of, as well as how knowledge ought to be shared and translated from a relational position. Engagement is gauged not only by the quantity of your contributions, but also how you contribute to facilitating a collective space of (un)/(re)learning by being thoughtful of how space/voice are used in the aims of developing an in-relations practice. This includes being thoughtful of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care.

Recognizing that engagement and relationality are animated in multiple ways, some more overt than others, students will be invited to reflect on and assess their own process and progress in the course by submitting a 250-300 word or 5–7-minute audio/visual reflection via D2L dropbox **by 11:59pm June 16<sup>th</sup>**.

#### Assessment Criteria:

These questions are meant to offer openings for you to reflect on your own in-relations practice and engagement in this course:

- What does in-relations practice mean to you in the context of research and practice? Has it shifted? Deepened?
- How have you formed and enacted a practice of relations within this course?
- At what points did you struggle or feel hesitant to animate the necessary relationality this orientation to research calls for?
- What kinds of ethics, values, relational considerations and sensibilities do you bring to the different aspects of research? (i.e., relationship building, research design, ‘data’ or knowledge gathering, analysis/sense-making, knowledge sharing etc.)
- How has your particular worldview, paradigm, or theoretical approach informed your own conceptualizations of in-relations practice in research?
- How did you show care, attentiveness, reciprocity, and responsibility to those around you, the texts/materials/stories you encountered?

- To what extent and/or in what ways do you see relationality in research informing your daily practice?

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions as part of their participation grade. Details are outlined in the assessment components section above. If you are unable to attend, please contact your instructor prior to class (if possible) to discuss alternative means of engagement.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective drobox folder in D2L, unless otherwise indicated in the assignment descriptions. Assignments should be submitted as a Word document whenever possible and labeled as follows: "Last Name\_First Name\_ Assignment Name" (e.g., Ladhani\_Sheliza Ladhani\_Assignment Name). Assignments are due by 11:59pm on their due date. Please note it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted at the discretion of the instructor. Alternative arrangements must be made with the instructors at least **24 hours prior** to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

For written assignments, 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.

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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> Students who accumulate two grades of " <b>B-</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

Please see D2L for additional 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
- Emergency Evacuation/ Assembly Points
- Safewalk