



Fall 2023

Course & Session Number	SOWK 645 S01	Classroom	Online (D2L and Zoom)
Course Name	Issues in Social Work Research		
Dates and Time	Day(s): Zoom sessions – Mondays September 11, 18; October 2, 16, 30; November 6, 27; December 4, 2023. Asynchronous sessions (D2L/Zoom) – Mondays September 25; October 23; November 20, 2023. Time: 5PM – 8PM		
Instructor	Mohammed Nurudeen Musah, MSW (Yassannah)	Office Hours	Kindly email to request an appointment time.
UCalgary E-mail	Mohammed.musah@ucalgary.ca	UCalgary Phone	By 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.

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 Hours: 3 units; H3S-0)

Prerequisite(s): Admission to the MSW program.

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.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous assignments using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 8 synchronous Zoom sessions throughout the term (**Mondays September 11, 18; October 2, 16, 30; November 6, 27; December 4, 2023**), and three asynchronous sessions for group activities (**Mondays September 25; October 23; November 20, 2023.**).

Prerequisite(s): Admission to the MSW program

COURSE LEARNING OUTCOMES

Course Learning Objectives (CLOs)

This course provides an opportunity to

- 1) Identify ways in which social work research is similar and distinct from other disciplines.
- 2) Describe various social issues typically studied by social work researchers.
- 3) Identify unique populations and specific research considerations (e.g., ethics, cultural sensitivity) when conducting research with these populations.
- 4) Discuss different research designs suitable for clinical, leadership, international and community development related research; and
- 5) Describe the role of research in informing Social Work practice and policy, and demonstrating accountability to the profession.

Foundation Objectives (FOs)

1. Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
2. Diversity/cultural – Students will critically examine and reflect on the various ways in which their language in their practices and in their interactions with other professionals and peers may be interpreted.
3. Social justice – Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

Program Learning Outcomes (PLOs):

1. Acquire knowledge and skills in conducting social work research and competence in
2. evaluating professional practices.
3. Critique, apply, and/or participate in elements of social work research.
4. Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

LEARNING RESOURCES

READINGS

- Beresford, P. (2003). *It's our lives: A short theory of knowledge, distance, and experience*. OSP for Citizen Press. <https://shapingourlives.org.uk/wp-content/uploads/2021/08/ItsOurLives-1.pdf>
- Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal Peoples and social work. *First People Child & Family Review*, 14(1), 137-152. <https://med-fom-osot-inclusive-campus.sites.olt.ubc.ca/files/2021/01/The-Occasional-Evil-of-Angels-Learning-form-the-Experiences-of-Aboriginal-Peoples-and-Social-Work.pdf>
- Brown, L. A., & Strega, S. (2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches*. Canadian Scholars' Press.
- Christensen, J., Ekelund, N., Melin, M., & Widén, P. (2021). The beautiful risk of collaborative and interdisciplinary research. A challenging collaborative and critical approach toward sustainable learning processes in academic profession. *Sustainability*, 13(9), 4723. <https://www.mdpi.com/2071-1050/13/9/4723>
- Dunlap, K. M. (1993). A history of research in social work education: 1915-1991. *Journal of Social Work Education*, 29(3), 293-301.
- Maguire, P. (1987). *Doing participatory research: A feminist approach*. University of Massachusetts. https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1005&context=cie_participatoryresearchpractice
- NASW (2013). *Making interdisciplinary collaboration work*. NASW. <https://www.socialworkers.org/LinkClick.aspx?fileticket=mBnZCC82O3w%3D&portalid=0>
- Patel, L. (2016). *Decolonizing educational research: From ownership to answerability*. New York, NY: Routledge.
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English language teaching*, 5(9), 9-16. <https://files.eric.ed.gov/fulltext/EJ1080001.pdf>
- Smith, L. T. (2012). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed.). Zed Books.

- Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard educational review*, 79(3), 409-428. https://pages.ucsd.edu/~rfrank/class_web/ES-114A/Week%204/TuckHEdR79-3.pdf
- Tuck, E., & Yang, K. W. (2021). Decolonization is not a metaphor. *Tabula Rasa*, (38), 61-111. <https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf>
- Vaughn, L. M., & Jacquez, F. (2020). Participatory research methods—Choice points in the research process. *Journal of Participatory Research Methods*, 1(1). <https://jprm.scholasticahq.com/article/13244-participatory-research-methods-choice-points-in-the-research-process>
- Yanow, D. (2015). Thinking interpretively: Philosophical presuppositions and the human sciences. In D. Yanow and P. Schwartz-Shea (Eds.). *Interpretation and method: Empirical research methods and the interpretive turn* (pp. 5-26). Routledge.
- Yanow, D. (2015). Neither rigorous nor objective? Interrogating criteria for knowledge claims in interpretive science. In D. Yanow and P. Schwartz-Shea (Eds.). *Interpretation and method: Empirical research methods and the interpretive turn* (p. 97-119). Routledge.
- Yergeau, M. (2013). Clinically significant disturbance: On theorists who theorize theory of mind. *Disability Studies Quarterly*, 33(4). <https://dsq-sds.org/index.php/dsq/article/view/3876/3405>

Note: All the readings for this class are available through the University of Calgary library or publicly available. Let me know if you have any difficulty accessing some of the contents. Additional readings will be posted on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials. A Zoom link to be used for all online sessions will be posted in d2l before the start of the class. To actively participate in zoom sessions, you will need a laptop, desktop or mobile device with Internet access and a camera. Speakers are required for easy access to zoom sessions. Students will have the option of holding group work meetings during the asynchronized times over Zoom, or their chosen platform.

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 Fall 2023

- Start of Term: Monday, August 28, 2023

- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Class Schedule

Schedule of online activities for SOWK 645 S01: Additional details will be provided in class or on the D2L site for the course.

Date (2023)	Readings	Readings/Notes/Assignment due
September 11	<p>Class 1</p> <p>Introduction</p> <p>Overview of course outline.</p> <p>Research paradigms and worldviews.</p> <p>What story does research tell?</p>	<p>Maguire (1987). Paradigms and research: Different lenses for viewing reality (p. 9-28).</p> <p>Scotland (2012). Exploring philosophical underpinnings of research.</p> <p>Smith (2012). Introduction (p. 1-19).</p> <p>Yanow (2015). Neither rigorous nor objective? Interrogating criteria for knowledge claims in interpretive science (p. 97-119).</p>
September 18	<p>Class 2</p> <p>Historical lineages of research.</p> <p>The need for counter narratives.</p> <p>Critical and Indigenous approaches to research</p>	<p>Dunlap (1993). A history of research in social work education.</p> <p>Smith (2012) Chapter 1 – Imperialism, history, writing and theory (p. 20 – 43).</p> <p>Smith (2012) Chapter 2 – Research through imperial eyes (p. 44 -60).</p> <p>Smith (2012) – Chapter 4 Research adventures on Indigenous lands (p. 81-97).</p> <p>Yanow (2015). Thinking interpretively: philosophical presuppositions and the human sciences (p. 5-26).</p>
September 25	Group work and Asynchronous time	
October 2nd	<p>Class 3</p> <p>Research with diverse, marginalized, and vulnerable populations.</p> <p>Social issues in social work research.</p>	<p>Blackstock (2019) – Learning from experience.</p> <p>Tuck (2009) – Suspending damage: a letter to communities.</p> <p>Patel (2016). Chapter 3, 4, and 5 – Answerability, relational research and beyond social justice.</p>

	<p>Responsibility in social work research. Why research in social work?</p>	<p>Tuck & Yang (2012) – Decolonization is not metaphor. Yergeau (2013) – Theory of mind</p>
October 9th	No class	
October 16th	<p>Class 4 Socio-cultural politics of research</p> <p>Research ethics and cultural sensitivity</p>	<p>Patel (2016). Chapter 1 – Educational research as a site of coloniality.</p> <p>Smith (2012). Chapter 3 – Colonizing knowledges (p. 61-80).</p> <p>Smith (2012). Chapter 12 – Getting the story right, telling the story well: Indigenous activism, indigenous research.</p> <p>Tuck (2009). Suspending damage: A letter to communities.</p> <p>Assignment I is due at 11:59 pm – Dropbox.</p>
October 23rd	Group work and Asynchronous time	
October 30th	<p>Class 5 Participatory research methods</p>	<p>Healy (2001). Participatory action research and social work: A critical appraisal</p> <p>Maguire (1987) – Participatory research: More than a new set of techniques (I); Adjusting the lens: Participatory research (III).</p> <p>Vaughn & Jacques (2020) – Participatory research methods – choice points in the research process.</p>
November 6th	<p>Class 6 Collaborative and interdisciplinary research</p> <p>Research Impact on social work practice and policy</p>	<p>Beresford (2003). Its our lives.</p> <p>Christensen, Ekelund, Melin & Widen (2021). The beautiful risk of collaborative and interdisciplinary research.</p> <p>NASW (2013). Making interdisciplinary collaboration work.</p> <p>Reynolds (2020). How can research contribute to building more just, inclusive, sustainable communities?</p> <p>Assignment II is due at 11:59 pm – Dropbox.</p>
November 13 th	<p>Fall Break November 12-18</p>	

November 20th	Group work and Asynchronous time	
November 27th	Class 7 Panel presentation	Group presentation Assignment III – Part B - is due at 11:59pm - Dropbox
December 4 th	Class 8 Panel presentation Wrap up	Group presentation

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1 – Ethics Review (20%) – Due October 16, 2023

Aligned Course Learning Outcomes: 3, 4, 5.

Description:

This assignment provides students the opportunity to review the ethics related to Ethical Conduct for Research Involving Humans by completing the CORE Tutorial and signing up for the IRISS platform <https://research.ucalgary.ca/conduct-research/ethics-compliance/tcps2-core-tutorial>.

Please note that the tutorial takes 2- 3 hours to complete. If you have completed this tutorial in the last 12 months (September 4, 2022, or later), you may submit your certificate of completion for your grade.

Assessment criteria:

Submission of certificate of completion in D2L Dropbox. This is a continuous assessment and may be submitted earlier than indicated.

Assignment 2 – Reflection on the socio-historical impact of research on marginalized communities (30%) - Due November 6, 2023.

Aligned Course Learning Outcomes: 1,2,3,4, 5.

Assignment description:

For this assignment, you will critically reflect on the socio-historical position of research in society, with a specific focus on its impact on marginalized individuals and communities. Students will identify a group or community of interest and delve into the history of research as a tool for domination, control, and/or empowerment over these groups, examining how research has shaped societal norms and perceptions over time (refer to Tuck Eve (2009) and Melanie Yergeau (2013) articles for guidance). By exploring how research has influenced our ways of thinking, behaving, and interacting with the world, you will gain a deeper understanding of the role of research in social work practice.

Assessment Criteria

Introduction: Begin your reflection with a concise introduction that outlines the purpose of the assignment, the importance of understanding research's historical role in society, and its relevance to the field of social work. Indicate a population of interest (persons with physical/mental challenges, persons in houseless situations, persons living in poverty, etc.).

Historical context of research as a tool for domination: Research and discuss historical instances where research have been used to exert control and dominance over your chosen marginalized individuals and communities. Explore specific examples of how research findings were misused or manipulated to perpetuate inequality and marginalization. Discuss the ethical implications of such actions and how they have affected the perception of research in marginalized communities.

Impact of research on societal norms

Analyse how research has influenced societal norms, values, and attitudes towards marginalized groups. Consider how research findings have been integrated into policies, institutions, and public perception, either reinforcing stereotypes or challenging them. Discuss the potential positive and negative consequences of such influence on marginalized individuals' lives.

Shaping of thought, behaviour, and interaction

Reflect on how research has moulded collective ways of thinking, behaving, and interacting with the world. Discuss the ways in which research has informed public discourse, shaped public opinion, and

influenced decision-making processes. Consider the interplay between research, media, and public perception in constructing narratives about marginalized communities.

Conclusion and implications for social work

Summarize your reflections by highlighting the key takeaways from your analysis. Discuss the implications of your findings for social work practice, emphasizing the importance of ethical research practices, responsible dissemination of findings, and the potential for research to empower marginalized communities.

Technical details

The reflection should be a well-structured essay, approximately 1200 - 1500 words in length and use APA 7th edition referencing style for in-text citations and the reference list.

Assignment 3 - Exploring research methodologies in depth (50%).

PART A – Group work and presentations (40%).

Aligned Course Learning Outcomes: 1,2,3,4,5

Assignment description:

In this engaging group assignment, your team will collaborate to explore and present a selected research methodology used in social work research. Your group will conduct an in-depth exploration of the chosen methodology's core concepts, theoretical underpinnings, methods of data collection, and its integration within the broader methodological frame. Through thorough analysis, critical examination, and insightful discussion, your presentation will illuminate the complexities and practical implications of this methodology in research.

Technical guidance:

1. Methodology Selection:

- Your group will select one research methodology of your choice.

2. Research and Analysis:

- Thoroughly research the chosen methodology, exploring its key components, theoretical foundations, ontological and epistemological assumptions, and axiological orientations.
- Identify influential theorists who have contributed to the development and evolution of the methodology.
- Analyze how the methodology's approach to research questions aligns with its philosophical underpinnings.

3. Presentation Development:

- Develop a comprehensive presentation that introduces the chosen methodology's key principles and theoretical foundations.
- Discuss the methodology's typical methods of data collection and its relevance to various research contexts.
- Showcase examples of studies that have effectively employed the chosen methodology, highlighting its practical applications.

4. Method Enactment and Reflection:

- Delve deeply into a specific method of data collection associated with the chosen methodology.
- Explore how this method is enacted within the broader methodological frame, including challenges and ethical considerations.

- Reflect on how this method aligns with the methodology's philosophical foundations and contributes to the research process.

Assessment Criteria:

- Comprehensive understanding of the chosen research methodology, including its theoretical foundations and methods.
- Clarity, organization, and engagement in the presentation, effectively communicating key concepts.
- Demonstrated ability to apply methodology concepts to real-world research scenarios.
- Thoughtful analysis of the methodology's philosophical underpinnings and alignment with research questions.
- In-depth exploration of the chosen data collection method and its integration within the methodology.
- Critical reflection on challenges, ethical considerations, and the method's impact on research outcomes.
- Collaborative teamwork, equitable participation of all members, and effective role distribution.

Note: All materials used for the presentation should be submitted to the instructor for purposes of assessment before or after the presentation.

PART B 10% - Individual reflective assignment: Exploring research methodologies in depth

Aligned Course Learning Outcomes:

Description

In this individual reflective assignment, you are encouraged to reflect on your participation in the group assignment that involved exploring a specific research methodology in-depth. Consider your group's collaborative efforts, your personal insights, and how this experience has contributed to your understanding of research design, methodologies, and their practical applications.

Suggestions:

1. **Group Collaboration:**
 - Reflect on your role within the group and your contributions to the assignment.
 - Consider how your group members collaborated, shared responsibilities, and communicated effectively.
2. **Methodology Exploration:**
 - Describe the methodology your group explored and its foundational elements that you focused on.
 - Reflect on the research methods, philosophical underpinnings, and theoretical foundations you delved into.
 - Discuss any challenges or breakthroughs your group encountered while researching and preparing the presentation.
3. **Personal Insights:**
 - Share your personal insights and key takeaways from exploring the chosen methodology.
 - Discuss how this experience has deepened your understanding of research design and methodology selection.
4. **Application to Research Design:**
 - Reflect on how the knowledge gained from this assignment could influence your future research endeavors.

- Consider how the methodology you explored might align with your academic and professional interests.
5. **Group Dynamics and Learning:**
- Analyze how the collaborative group work enhanced your learning experience.
 - Discuss the benefits of sharing perspectives, distributing responsibilities, and engaging in group discussions.

Assessment Criteria:

- Thoughtful and introspective reflection on your group work and the methodology exploration.
- Clear and coherent communication of your role, insights, and observations.
- Demonstrated understanding of the methodology's foundational elements and their practical implications.
- Reflection on the application of this knowledge to your future research pursuits.
- Evaluation of the effectiveness of group dynamics and collaborative learning in enhancing your understanding.
- The reflection should be a well-structured essay, approximately 1000 words in length and use APA 7th edition referencing style for in-text citations and the reference list.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all zoom sessions and actively contribute. If you are unable to attend a Zoom session, please contact your instructor prior to class (if possible) to discuss alternative means of engagement. During class time, I engage you in activities that extend and augment the readings and topics we are studying. Our group discussions and class exercises will extend beyond the course readings. If you find the class time or other course components unhelpful, ***I expect you to tell me that and work with me to improve it.*** On days assignments are due, I would rather you come to class and participate even if it is not done; you can get it to me later. **Ultimately, I am more interested in what you know at the end of the course than how you perform on your first try. I am willing to allow you to redo/add to an assignment if you are unhappy with your first attempt or wish to raise your grade.**

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All 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.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor - please contact the instructor prior to the assignment due date to discuss extensions. Late assignments may not receive substantive feedback from the instructor.

EXPECTATIONS FOR WRITING

For written assignments, writing skills will be a factor in grading. 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 ([Click here for information on APA 7th edition](#)). If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>. Additional support information will be provided in D2L.

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

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 note that additional suggested readings and other audio-visual materials for the course are provided in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary’s Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk