



Course & Session Number	SOWK 721 S01	Classroom	Online & in-person course
Course Name	Research Colloquia		
Dates and Time	<p>Start of Classes: January 12, 2025 End of Classes: March 28, 2024 Dates and Time: January 12th 5-8 pm (in person) January 13th 9 am -12 pm; 1-5 pm (one hour lunch) (in person) January 24th 5-9 pm (virtual) Feb 7th 5-9 pm (virtual) Feb 19-23rd (reading week) Feb 28th 5-9 pm (virtual) March 13th 5-9 pm (virtual) March 22nd 5-8 pm (in person) March 23rd 9 am-12 pm; 1-5 pm (one hour lunch) (in person) March 27th 5-8 pm (virtual)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructors	Julie Drolet, PhD Christine Walsh, PhD	Office Hours	Wednesdays, 4-5 pm) or other times as requested.
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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

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

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

A concluding course offered as a final component of student course work. Allows doctoral students and the instructors to engage in a series of research colloquia, thereby facilitating critical analysis, feedback and synthesis of materials covered, and skills learned in other course work. This process will help students to develop conceptual and methodological skills.

COURSE DESCRIPTION

This course will be offered in the form of lectures, presentations, and discussion sessions in which the students are encouraged to actively participate to discuss issues and concerns related to advanced social work research. In this course, the student will develop their preliminary dissertation proposal and portfolio. Students will consider ethical issues in relation to social work research and its application for their proposed research. Students will engage in interactive class discussions, presentations, critical reading, group discussion and consultations. This course will have two residencies in person in Edmonton, and there will be 5 Zoom sessions.

COURSE LEARNING OUTCOMES

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

1. Explain the implications and importance of their own research topic to social work.
2. Identify the rationales and objectives of their proposed research projects.
3. Acquire the skills of conducting a literature review.
4. Identify the use of appropriate data collection methodologies related to their research topics.
5. Point out the limitations and benefits of the research methods adopted for their research projects.

6. Complete an initial draft of their research project proposals.
7. Identify ethical issues relevant to their proposed research and specify procedures to deal with these

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Given the diverse topics and methods of student dissertation projects, it is almost impossible to select a single research text that will provide adequate guidance for all students. There is no required textbook. The recommended texts are:

Heppner, P., & Heppner, M. (2004). *Writing and publishing your thesis, dissertation and research: A guide for students in the helping professions*. Thomson Books/Cole.

Locke, L., Silverman, S., & Spirduso, W. (2014). *Proposals that work: A guide for planning dissertations and grant proposals*. Thousand Oaks.

Additional texts that *may* be helpful:

How to Write a Thesis by Umberto Eco; Geoff Farina; Francesco Erspamer; Caterina Mongiat Farina
Call Number: LB2369.E2813 2015
Publication Date: 2015

Destination Dissertation by Sonja K. Foss; William Waters
Call Number: LB2369
Publication Date: 2015

Surviving Your Dissertation by Kjell Erik Rudestam; Rae R. Newton
Call Number: LB2369.R83 2015
Publication Date: 2014

The Dissertation Journey by Carol M. Roberts
Call Number: LB1742.R63 2010
Publication Date: 2010

Excellent Dissertations! by Peter Levin
Call Number: LB2369.L48 2011
Publication Date: 2011

Demystifying Dissertation Writing by Peg Boyle Single
Call Number: LB2369 .S55 2010
Publication Date: 2009

The Social Work Dissertation by Malcolm Carey
Call Number: HV11 .C37 2013

Publication Date: 2013

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

As a concluding course in the doctoral program, SOWK 721 will provide students an opportunity to synthesize the theoretical and research knowledge they have obtained in other advanced research and theory courses. This course will also encourage students to apply their research strengths and knowledge base to construct their own research programs.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024 (
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

Class Schedule

Class: Date	Format	Description, Readings, Activities
Session 1: January 12 th 5-8pm	Residency (in person)	Introductions Review of course outline Review of process of candidacy exams: reading list, timing, organizing yourself for success, comp papers.
		Readings: 1. What is a dissertation/thesis proposal? Anastas & Kuerbis (2009) 2. GADE Quality Guidelines (2008) Developing Your Research Proposal – Part 1 What is a thesis proposal? 3. Heppner & Heppner (Chapters 2) 4. Locke et al. (Chapter 1,3)
Session 2:	Residency (in person)	Literature Review: Constructing your Literature Review

January 13 th 9am-12pm ; 1-5 pm (one hour lunch)		Individual Presentation Literature Review and Research Question (30 minutes plus 10 minutes Q&A) Readings: 1. Heppner & Heppner (Chapter 4) 2. Locke et al. (Chapter 4)
Session 3: January 24 th 5-9pm virtual	Zoom	Methodology and Methods- Part 1 Individual Presentation Theoretical Framework (20 minutes plus 5 minutes Q&A) Readings: 1. Heppner & Heppner (Chapters 12, 13) 2. Locke et al. (Chapter 5) Consultation with 3 rd year PhD students
Session 4: February 7 th 5-9pm virtual	Zoom	Methods and Methodology- Part 2 Individual Presentation- Methods (20 minutes plus 5 minutes Q&A)
Feb 19 Reading Week		
Session 5: February 28 th 5-9pm virtual	Zoom	Ethics Individual Presentations- Ethical Considerations (15 minutes plus 5 minutes Q&A) Consultation with Chair CFREB
Session 6: March 13 th 5-9pm (virtual)	Zoom	Impact/Significance Group Discussion- Research Impact Group Discussion- Putting it all Together.
Session 7: March 22 nd 5-8pm	Residency (in person)	Final Proposal Presentations Invited Guests 45 minutes including Q&A

Session 8: March 23rd 9am-12pm; 1-5pm (one hour lunch)	Residency (in person)	Final Proposal Presentations Invited Guests 45 minutes including Q&A Debrief and Next Steps
Session 9: March 27 th 5-8 pm	Zoom	Final Class Wrap-up

There are five assignments in this course. Each must be completed to pass the course. All written assignments must follow APA (7th ed.) style.

Assignment 1 – Ethics Review (5%) – Due Date: ongoing; Final submission March 22, 2024

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://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial>

Assignment 2 – Ethical Issue Summary (5%)- Due Date: February 14th. Provide a brief summary of the ethical issues related to your study and steps you will undertake to remediate them—will be provided to the CFREB Chair prior to the consultation on February 28th.

Assignment 3 – Portfolio (10%) – Due Date: ongoing; Final submission March 22, 2024

This assignment provides students the opportunity to develop the portfolio requirement of the PhD portfolio. Students are expected to submit a complete portfolio and connect with colleagues to find out about theirs and how it has continued to evolve since the proposal class (5% each).

Assignment 4 – Research Proposal Presentation (30%) – Due Date: March 22-23, 2024

The student will be given 60 minutes to present her/his/their proposal. The student will then lead a discussion on various aspects of the proposal. The student must provide a draft proposal at least seven days prior to the date of your scheduled presentation. The student will work with course instructors to determine the appropriate audience for proposal presentation.

Assignment 5 – Dissertation Research Proposal (50%) – Due Date: Final submission April 1, 2024

This assignment will provide the student with the experience of preparing their preliminary dissertation research proposal. The student is expected to submit a complete research proposal on a research topic of their choice that includes all the components discussed in class. The student should make explicit linkages between the research objectives, research perspectives chosen and the methodologies adopted. The length of the written proposal should not be longer than 25 pages (not including the reference list, and any figures, tables, or appendices).

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Residencies and Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, and presentations. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

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

ASSESSMENT COMPONENTS

Assessment criteria for all assignments will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Course content will be presented in the class. Also, students are expected to create networks over the course in order to have critical discussions with students, colleagues, mentors and other individuals that can support the Socratic method, critical dialectic. Throughout all of these opportunities the student will be expected to participate fully. As in any course, the quality of the learning experience depends upon student involvement and direction. Student are encouraged to seek out other students to work together with – both in class and outside of scheduled class time. Support from peers (intellectual, social and emotional) is an important part of the doctoral journey. Classes will be held on Zoom and during Residencies as posted.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

LATE ASSIGNMENTS

Assignments are due by 11:59pm on their due date, posted on D2L. 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.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Although it is expected that students will consult with their supervisory/supervisory committee throughout the course—this is for general mentorship and does not include providing feedback on presentations or written assignments for the course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84

B-	2.7	Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

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

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit:

<https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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

ADDITIONAL SUGGESTED READINGS

Additional suggested readings may be provided to students 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