



LAND ACKNOWLEDGEMENT

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

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

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

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

Course & Session Number	SOWK 322 S02	Classroom	Online
Course Name	Social Work Research		
Dates and Time	Synchronous Zoom Sessions: Saturdays 9:00am – 12:00pm MT (May 10, 17, 24, 31, June 7, 14) Asynchronous activities: ongoing May 5 – June 16, 2025 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jessica Ayala, PhD	Office Hours	As requested
UCalgary E-mail	jayala@ucalgary.ca	UCalgary Phone	Email preferred

SYLLABUS STATEMENT

Learners develop foundational knowledge of research, research process, and methodologies. Learners critically apply research skills in diverse contexts.

COURSE DESCRIPTION

In this course, you will develop and integrate research skills, apply diverse research methodologies and approaches, and critically analyze and examine research within a reflective model of practice. Both western and Indigenous epistemologies will be explored, and different research approaches and paradigms will be covered. Research will be viewed as an activity conducted within social and cultural contexts and its uses and implications for social justice will be identified. Practical links to micro, mezzo, and macro-levels of social work practice will also be a focus, with attention to developing research skills at each of these levels.

This course combines asynchronous and synchronous learning and will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment (2-3 hours per week), as well as the synchronous Zoom sessions (3 hours per week). Dates and times of synchronous zoom sessions are indicated in the course schedule.

Course Hours: 3 units; (3S-0)

Prerequisite: Admission to BSW Program

Antirequisite: Credit for Social Work 322 and 355 will not be allowed.

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

COURSE LEARNING OUTCOMES

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

1. Understand and compare various knowledge-building paradigms and approaches to research, including the scientific method, constructivist approaches, Indigenous ways of knowing, and feminist and participatory methods.
2. Demonstrate sensitivity to differences in community standards and expectations, centering and adapting processes to the cultural, geographic and population realities of the project's host communities and participants.
3. Describe the main ethical requirements for conducting research, and devise options for managing risks to participants, with particular attention to vulnerable participants.
4. Apply and critique specific qualitative and quantitative research approaches and methods.
5. Apply research methods to practice in an evidence-informed manner.
6. Describe how research can contribute to social justice by making visible inequalities in access to social resources and health and well-being outcomes.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Van de Sande, A., & Schwartz, K. (2017). *Research for social justice: A community-based participatory approach* (2nd ed.). Fernwood.

Additional resources for asynchronous activities will be provided in D2L throughout the semester.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery

This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms. 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.

Desire2Learn

D2L is a course management system where you can access course outlines, assignment details and rubrics, additional course content, and the discussion board.

Zoom Meeting

Zoom meeting is an audio-visual, web-based program that will allow us to meet at a specific time for a "live" web conference (aka synchronous learning), so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to debrief, discuss and build on their learning from asynchronous activities; engage in small and large group discussions; and connect with and share ideas with classmates and their instructor. Students are expected to actively participate in all Zoom sessions.

CONNECTION TO PRACTICE

Social work, like other professions, has a knowledge base upon which practitioners rely. This body of knowledge helps us understand relevant social issues and problems and provides information about the effectiveness of available interventions. This knowledge comes, in large part, from research. Effective social workers use this knowledge to guide their practice: to understand their clients' concerns and issues and the contexts in which they are rooted; to select effective interventions; and to monitor their clients' progress.

RELATIONSHIP TO OTHER COURSES

Research both informs social work practice and is informed by social work practice. Knowledge of key research concepts and methods, as covered in this course, is required to access and contribute to the profession's knowledge base. Therefore, this course will provide foundational research skills that can be used and applied in other BSW courses and in social work practice.

CLASS SCHEDULE

Important Dates for Spring 2025

- First Day of Course: Monday, May 5
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19
- Last Day of Course: Monday, June 16
- End of Term: Sunday, June 29

Week	Topic	Assessments/Activities	Readings
Week 1 May 5 – 11, 2025 Zoom session #1 May 10	Course overview Research in social work practice Introduction to research design	May 9: Assignment 1 due May 10: Attend Zoom session D2L: Asynchronous activities	Van de Sande & Schwartz (2017): Chapters 1 & 2
Week 2 May 12 - 18, 2025 Zoom session #2 May 17	Research ethics Developing research questions Literature review	May 16: Assignment 2 due May 17: Attend Zoom session D2L: Asynchronous activities	Van de Sande & Schwartz (2017): Chapters 3 & 4

Week 3 May 19 – 25 Zoom Session #3 May 24	Quantitative research design	May 24: Attend Zoom session D2L: Asynchronous activities	Van de Sande & Schwartz (2017): Chapter 11
Week 4 May 26 – June 1, 2025 Zoom Session #4 May 31	Research designs for social justice	May 31: Attend Zoom session D2L: Asynchronous activities	Van de Sande & Schwartz (2017): Chapters 6 & 7
Week 5 June 2 – 8, 2025 Zoom Session #5 June 7	Qualitative research design	June 2: Assignment 4 (Part A) due June 7: Attend Zoom session D2L: Asynchronous activities	Van de Sande & Schwartz (2017): Chapter 10
Week 6 June 9 – June 16, 2025 Zoom Session #6 June 14	Community based research and evaluation Wrapping up and moving forward	June 14: Assignment 3 due June 14: Attend Zoom session D2L: Asynchronous activities June 16: Assignment 4 (Part B) due	Van de Sande & Schwartz (2017): Chapters 8 & 9

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

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

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **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, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.

Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for additional information.

ASSESSMENT COMPONENTS

Assignment 1: Introductory Research Reflection (15%) - Due May 9, 2025 – 11:59pm

Aligned Course Learning Outcomes: Foundation for 1-6

Assignment Description: Reflect on your assumptions and beliefs about the role of research in social work practice. This is a personal reflection so you do not need to include references unless you identify specific resources. Include responses to the following questions:

1. What are your thoughts and feelings about research in general and what do think has shaped your perspective?
2. What role does research play in your life as a social work student?
3. What role do you think research can play in your future as a social work practitioner?
4. From your perspective, how can research contribute to social justice?
5. Identify three learning goals related to participating in this course (think micro, mezzo, macro).

A grading rubric will be provided in D2L. Submit your reflection to the Assignment 1 Dropbox in D2L in a format of your choice – audio or video (approx. 5 min) or written (approx. 700 words).

Assignment 2: Ethics Assignment (15%) - Due May 16, 2025 – 11:59pm MT

Aligned Course Learning Outcomes: 2, 3, 4

Assignment Description: 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.

Learners 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 learners who wish to thoroughly peruse supplementary materials. Upon completion of the tutorial, each learner will be immediately awarded a completion certificate by the Panel on Research Ethics. Submit your certificate to the Assignment 2 Dropbox in D2L.

If a TCPS 2 Certificate was previously completed – and a certificate of completion from within the past two years can be provided – an alternative assignment will be offered by the instructor (see details on D2L). Instructor approval required.

Assignment 3: Course Engagement (30%) – Ongoing; summative reflection and self-evaluation due June 14

Aligned Course Learning Outcomes: 1-6

Assignment Description: This class is highly experiential in nature, and student participation is considered essential to individual and class learning. The participation grade awards you marks for your dedication to being an active and engaged learner in the different components of the course. The participation grade will be allocated based on the following components:

Component 1: Asynchronous activities (ongoing)

Each week students will complete 2-3 hours of asynchronous learning activities which may include reviewing pre-recorded lectures, watching videos, engaging with classmates in the discussion board, providing reflections, and other activities. Specific details about asynchronous activities will be provided in D2L. Students are expected to complete these weekly asynchronous activities **prior to** attending the weekly Zoom session to ensure that they are well-prepared to engage in the Zoom class and activities.

Component 2: Synchronous Zoom sessions (weekly)

You are expected to attend all Zoom sessions and to be involved in small and large group discussions by sharing ideas, posing questions, integrating learnings from the asynchronous activities, etc. Criteria for class participation will also include punctuality, professional presentation, preparation by completion of asynchronous activities, sharing of experiences, introducing new ideas and learning new information, engaging in class discussions, openness to the ideas of others, ability to pose questions, and adherence to group ground rules established by the class.

Final Reflection and Evaluation on Participation and Engagement (due June 14, 2025)

At the end of the term, submit a final reflection of your participation and engagement in the different aspects of the course as describe above. This will include a self-assessment of your contributions to the course, and a proposed grade. Submit your reflection and evaluation to the Assignment 3 Dropbox in D2L. Your instructor will provide an overall grade for this assignment based on your submission and their observations throughout the course.

Detailed instructions and a grading rubric will be posted on D2L.

Assignment 4: Research Proposal (total 40%)

Part A: Introduction, Literature Review, Research Questions and Definitions - Due June 2, 2025 – 11:59pm MT (20%)

Aligned Course Learning Outcomes: 4, 5, 6

Assignment Description: Learners will develop a brief review of literature on a topic of their choosing. Part A (appx. 4-6 pages excluding references) will include an introduction, body (appx. 3-5 paragraphs), and conclusion that synthesizes 7-10 academic references. After the conclusion, a well-formed research question will be presented, in response to the findings and identified gaps in the literature review. The research question will also be presented in Part B.

Detailed instructions and a grading rubric will be posted on D2L. Students will be assessed based on inclusion of all key components of the assignment, overall presentation and readability, and APA 7th Ed. formatting. Submit your assignment to the Assignment 4 Dropbox.

Part B: Methodological Design - Due June 16, 2025 – 11:59pm MT (20%)

Aligned Course Learning Outcomes: 1-6

Assignment Description: Learners will develop a research proposal (4-6 pages, excluding references) which is the methodological design that you will use to answer your research question. Part B is a continuation of Part A. The research design includes: your research question & definitions, approach, tools/data collection plan, sampling plan, ethical considerations, and knowledge mobilization plan. Students will integrate appropriate considerations for the population group or topic of interest.

Detailed instructions and a grading rubric will be posted on D2L. Students will be assessed based on inclusion of all key components, rationale, overall presentation and readability, and APA 7th Ed. formatting. Submit your assignment to the Assignment 4 Dropbox.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

You are expected to be fully present and engaged in all class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and where permission has been granted. Late assignments that have not been granted an extension will have 5% per day deducted.

EXPECTATIONS FOR WRITING

All writing is expected to be written to social work professional standards. 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. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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 [Undergraduate 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	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62

D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EXPERIENCE FEEDBACK

At the close of each term, students will be invited to provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Additional suggested course readings and links to resources will be posted on 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](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

Academic Accommodation

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

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment.

Academic Misconduct

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

Instructor Intellectual Property

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

Copyright Legislation

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

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