

Course Number	SOWK 721.01 S01	Classroom	Online
Course Name	Research Colloquia		
Day(s) & Time	Friday, 1-4 pm on Zoom, Jan 15-Apr 9, 2021		
Instructor	Dr. Christine Walsh Dr. Julie Drolet		
U of C E-mail	cwalsh@ucalgary.ca jdrolet@ucalgary.ca	Phone	403-220-2274 780-492-1594

SYLLABUS STATEMENT

A concluding course offered as final component of student course work. Allows doctoral students and the instructor 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 form of lectures and discussion sessions in which students are encouraged to participate to discuss issues and concerns related to advanced social work research. In this course, students will also develop their preliminary dissertation proposals and ethics applications

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.

A list of required journal articles will be listed in the class schedule for students to download.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains 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

Class	Description & Readings
Class 1 January 15	Introductions Review of course outline What is a dissertation/thesis proposal? Readings: Anastas & Kuerbis (2009); GADE Quality Guidelines (2008) Developing Your Research Proposal – Part 1 What is a thesis proposal? Readings: Heppner & Heppner (Chapters 2,4); Locke et al. (Chapter 1,3)
Class 2 January 22	Literature Review: Constructing your Literature Review Part 1 Readings: Heppner & Heppner (Chapter 4); Locke et al. (Chapter 4)
Class 3 January 29	Literature Review: Constructing your Literature Review Part 2 Readings: See above
Class 4 February 5	PhD students only Portfolio Assessment Guest presentation Doctoral Candidates: Brooke Allemang, Katrina Kusari, & Alison Grittner
Class 5 February 12	Methodology and Methods – Readings: Heppner & Heppner (Chapters 12, 13) Locke et al. (Chapter 5)
Class 6 February 19	Term Break: No Class
Class 7 February 26	Ethics: Guest Dr. Jenny Godley, Chair CFREB
Class 8 March 5	Impact/Significance
Class 9	No class, preparation of proposal. Individual consultation as needed.

March 12	
Class 10 March 19	Final Proposal Presentations
Class 11 March 26	Final Proposal Presentations
Class 12 April 2	Good Friday: no class
Class 13 April 9	Final Class Wrap-up

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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

There are four 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 April 9, 2021

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 – Portfolio (15%) – Due Date: ongoing; Final submission April 9, 2021

This assignment provides students the opportunity to develop the portfolio requirement of the PhD portfolio. Students are expected to submit a complete portfolio and review three of your classmates' portfolios (5% each).

Assignment 3 – Research Proposal Presentation (30%) – Due Date: March 19 or 26, 2021

Each student will be given 60 minutes to present his/her/their proposal. The presenter will then lead a discussion on various aspects of the proposal. The entire class will be expected to read each proposal and to participate in the class discussion. You must provide a draft proposal at least seven days prior to the date of your scheduled presentation. Two of your peers will serve as the primary reviewers of your proposal and will lead the discussion related to your work.

Assignment 4 – Dissertation Research Proposal (50%) – Due Date: Final submission April 13, 2021

This assignment will provide students with the experience of preparing their preliminary dissertation research proposal. Students are expected to submit a complete research proposal on a research topic of their choice that includes all the components discussed in class. Students 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).

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Course content will be presented through active class discussion (instructors and student-led) and guest speaker presentations from upper year PhD students. Throughout all of these opportunities students will be expected to attend class and participate fully. As in any course, the quality of the learning experience depends upon student involvement and direction. Students are encouraged to work together in this course – both in class and outside of scheduled class time. Support from peers (intellectual, social and emotional) is an important part of the doctoral journey. All classes will be held on Zoom due to the pandemic.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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.

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
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below “B-” are indicative of failure at the graduate level and cannot be counted towards 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

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

Anastas, J. W., & Kuerbis, A. N. (2009). Doctoral education in social work: What we know and what we need to know. *Social Work, 54*(1), 71-81.

Antle, B. J., & Regehr, C. (2003). Beyond individual rights and freedoms: Metaethics in social work research. *Social Work, 48*(1), 135-144.

Combs, J. P., Bustamante, R. M., & Onwuegbuzie A. J. (2010). An interactive model for facilitating development of literature reviews. *International Journal of Multiple Research Approaches, 4*(2), 159-182.

Group for Advancement of Doctoral Education (GADE). (2003). *Guidelines*. Available at: <http://www.gadephd.org/Portals/0/docs/gadeguidelines.pdf>

Tri-Council Statement on Ethics. (2014). Available at: http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_Final_Web.pdf

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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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**
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