



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 302 L01	Classroom	Online
Course Name	Research in Context Theme Course (online)		
Dates and Time	Start of Classes: 6 January 2025 End of Classes: 11 April 2025 Dates and Time: Synchronous Zoom Sessions: Mondays 5:30pm to 8:30pm MT (refer to the class schedule on page 8 for dates) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.		
Instructor	Dr. Vibha Kaushik	Office Hours	As Requested
UCalgary E-mail	vkaushik@ucalgary.ca	UCalgary Phone	Please contact the instructor via email

SYLLABUS STATEMENT

This course offers an introduction to knowledge generation relevant to generalist social work practice. Foundational concepts and approaches of various research methodologies will be introduced as ways of knowledge building to inform practice and influence policy, particularly within rural, remote, and Indigenous contexts. Course Hours: 6 units; (6-0)

COURSE DESCRIPTION

Students will be introduced to the core concepts of social work research through a variety of learning activities, including presentations, assigned readings, online discussion, exercises, and assignments. They will examine the social, cultural, political, and philosophical contexts of knowledge building, with particular attention being paid to concerns of gender, culture, race and power relations. Students will further examine diverse experiences with knowledge building through various research methodologies.

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 learning tasks 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 9 synchronous Zoom sessions throughout the term as indicated in the course schedule, and each will be recorded.

COURSE LEARNING OUTCOMES

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

1. Define and explain the basic concepts and vocabulary involved in research;
2. Demonstrate a beginning understanding of various knowledge-building paradigms, particularly the empirical paradigm, Indigenous ways of knowing, and emancipatory paradigm;
3. Identify and explore solutions to the ethical issues and challenges in social work research;
4. Develop and articulate critical understanding of the contexts and values in shaping social work research.
5. Describe contextually relevant research methodologies.
6. Apply social work research knowledge and explore the use a variety of knowledge generation methods to advance professional practice, policy development, research, and service provision

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook: The textbook for this course is open source (free) and can be accessed through the link below

DeCarlo, M. (2018). *Scientific Inquiry in Social Work*. Pressbooks.

<https://scientificinquiryinsocialwork.pressbooks.com/>

Module 1: Knowledge Generation in Contexts

Required readings - DeCarlo (2018)

DeCarlo, M. (2018). Chapter 1: Introduction to research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 1-32). Open Social Work Education.

DeCarlo, M. (2018). Chapter 2: Beginning a research project. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 33-61). Open Social Work Education

DeCarlo, M. (2018). Chapter 3: Reading and evaluating literature. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 62-83). Open Social Work Education

DeCarlo, M. (2018). Chapter 4: Conducting a literature review. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 84-110). Open Social Work Education

DeCarlo, M. (2018). Chapter 5: Ethics in social work research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 111-138). Open Social Work Education

Required readings (Journal articles)

University of Calgary. (2016). Conjoint Faculties Research Ethics Board information page.

<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>

Newberry-Koroluk, A. M. (2014). Hitting the ground running: Neo-conservatism and first-year Canadian social workers. *Critical Social Work*, 15(1), 42–54. Available online:

<http://www1.uwindsor.ca/criticalsocialwork/>

<https://ojs.uwindsor.ca/index.php/csw/article/download/5907/4914>

Module 2: Indigenous, Feminist and Participatory Research Perspectives

Required readings (Journal articles and Book Chapter)

- Brooks, A., & Hesse-Biber, S. N. (2007). An invitation to feminist research. In S. N. Hesse-Biber, & P.L. Leavy (Eds.), *Feminist research practice: A primer* (pp. 1-26). Thousand Oaks, CA: Sage.
<https://methods-sagepub-com.ezproxy.lib.ualgary.ca/book/feminist-research-practice/n1.xml>
- Collins, P. H. (2015). Intersectionality's definitional dilemmas. *Annual review of sociology*, 41, 1-20.
<https://www-annualreviews-org.ezproxy.lib.ualgary.ca/doi/abs/10.1146/annurev-soc-073014-112142>
- D’Cruz, H. & Jones, M. (2011). Different ways of knowing and their relevance for research. In H. D’Cruz & M. Jones, *Social Work Research* (pp. 28-33 and 46-58). Sage Publications Ltd.
 *Digital access to 2004 edition available: <https://methods-sagepub-com.ezproxy.lib.ualgary.ca/book/social-work-research/d20.xml>
- Ginn, C. S. & Kulig, J. C. (2015). Participatory action research with a group of urban First Nations grandmothers: Decreasing inequities through health promotion. *The International Indigenous Policy Journal*, 6(1), 1-16. doi: 10.18584/iipj.2015.6.1.4
<https://ojs.lib.uwo.ca/index.php/iipj/article/view/7450>
- Heron, J., & Reason, P. (1997). A participatory inquiry paradigm. *Qualitative inquiry*, 3(3), 274-294.
<https://journals-sagepub-com.ezproxy.lib.ualgary.ca/doi/pdf/10.1177/107780049700300302>
- Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social Sciences*, 8(9), 255. <https://doi.org/10.3390/socsci8090255>
<https://www.mdpi.com/2076-0760/8/9/255>
- Kovach, M. (2009). Creating Indigenous research frameworks. In: *Indigenous methodologies: Characteristics, conversations, and contexts* (pp 39 –54). Toronto, ON: University of Toronto Press. <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?docID=4672931&ppg=50>
 *E-book licence permits only two simultaneous online users; per day, a user may print to PDF up to 22 pages
- Reid, C., Greaves, L., & Kirby, S. (2017). Critical and Contemporary Approaches to Social Research. In C. Reid, L. Greaves, & Kirby, S. *Experience research social change: Critical methods* (pp. 22-45). University of Toronto Press. <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?docID=4931386&ppg=42>
 *E-book licence permits only two simultaneous online users; per day, a user may print to PDF up to 40 pages
- Wane, N.N. (2004). Black Canadian feminist thought: tensions and possibilities. *Canadian Woman Studies*, 23(2), 145-153
<https://link.gale.com/apps/doc/A120460485/CPI?u=ualgary&sid=CPI&xid=7b9a4f38>

Module 3: Quantitative Research Methods

Required readings - DeCarlo (2019)

- DeCarlo, M. (2018). Chapter 6: Linking methods with theory. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 139-161). Open Social Work Education
- DeCarlo, M. (2018). Chapter 8: Creating and refining a research question. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 194-220). Open Social Work Education
- DeCarlo, M. (2018). Chapter 9: Defining and measuring concepts. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 221-262). Open Social Work Education

Required readings (Journal articles and Book Chapters)

- Aseltine Jr, R. H., & DeMartino, R. (2004). An outcome evaluation of the SOS suicide prevention program. *American Journal of Public Health*, 94(3), 446-451.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=12403594&site=ehost-live>

Beran, T., Mishna, F., McInroy, L. B., & Shariff, S. (2015). Children's experiences of cyberbullying: A Canadian national study. *Children & Schools*, 37, 207-214. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/cs/article/37/4/207/486678>

Module 4: Quantitative Research Methods Analysis

Required readings – DeCarlo (2018)

DeCarlo, M. (2018). Chapter 10: Sampling. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 263-295). Open Social Work Education.

DeCarlo, M. (2018). Chapter 12: Experimental design. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 329-360). Open Social Work Education

Required Readings (Journal Articles and Book Chapters)

D'Cruz, H. & Jones, M. (2004). Seven making sense of data: analysis. In D'Cruz, H., & Jones, M. *Social work research* (pp. 132-166). SAGE Publications Ltd. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d67.xml>

Holosko, M. J. (2018). Chapter 22: Evaluating quantitative studies. In R. M. Grinnell & Y. A. Unrau (Eds.), *Social Work Research and Evaluation: Foundations of Evidence-Based Practice* (pp. 573-595). Kalamazoo, MI: Pair Bond. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5267434&ppg=590>

Lazarus, L., Deering, K. N., Nabess, R., Gibson, K., Tyndall, M. W., & Shannon, K. (2012). Occupational stigma as a primary barrier to health care for street-based sex workers in Canada. *Culture, Health & Sexuality*, 14(2), 139–150. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13691058.2011.628411>

Toomey, R. B., Ryan, C., Diaz, R. M., & Russell, S. T. (2011). High school gay-straight alliances (GSAs) and young adult well-being: An examination of GSA presence, participation, and perceived effectiveness. *Applied Developmental Science*, 15, 175-185. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10888691.2011.607378>

Williams, M., Tutty, L., & Grinnell, R. M. (2018). Chapter 20: Quantitative Data Analysis. In R. M. Grinnell & Y. A. Unrau (Eds.), *Social Work Research and Evaluation: Foundations of Evidence-Based Practice* (pp. 525-548). Kalamazoo, MI: Pair Bond. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5267434&ppg=542>

Zarit, S. H., Stephens, M. A. P., Townsend, A., & Greene, R. (1998). Stress reduction for family caregivers: Effects of adult day care use. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 53(5), S267-S277. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/psychogerontology/article/53B/5/S267/572319>

Module 5: Qualitative Research Methods

Required readings – DeCarlo (2018)

DeCarlo, M. (2018). Chapter 13: Interviews and focus groups. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 361-395). Open Social Work Education.

DeCarlo, M. (2018). Chapter 14: Unobtrusive research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 396-429). Open Social Work Education.

Required readings (Journal articles and Book Chapters)

- Biddle, L., Cooper, J., Owen-Smith, A., Klineberg, E., Bennewith, O., Hawton, K., & Gunnell, D. (2013). Qualitative interviewing with vulnerable populations: Individuals' experiences of participating in suicide and self-harm based research. *Journal of Affective Disorders*, 145(3), 356-362. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0165032712005939>
- Grittner, A. L., & Burns, V. F. (2020). Enriching social work research through architectural multisensory methods: Strategies for connecting the built environment and human experience. *Qualitative Social Work*. Advance online publication. <https://doi.org/10.1177/1473325020924456>
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325020924456>
- Holosko, M. J. (2001). Overview of Qualitative Research Methods. In B. A. Thyer, *The Handbook of Social Work Research Methods* (pp. 257 – 262). SAGE Publications, Inc <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/the-handbook-of-social-work-research-methods/n14.xml>
- Wilson, S., & Milne, E. J. (2016). Visual activism and social justice: using visual methods to make young people's complex lives visible across 'public' and 'private' spaces. *Current Sociology*, 64(1), 140-156. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0011392115592685>

Module 6: Qualitative Research Analysis

Required readings - DeCarlo (2018)

- DeCarlo, M. (2018). Chapter 15: Real-world research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 430-446). Open Social Work Education

Required readings (Journal articles and Book Chapters)

- D'Cruz, H. & Jones, M. (2004). Making sense of data: analysis. In D'Cruz, H., & Jones, M. *Social work research* (pp. 132-166). SAGE Publications Ltd. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d67.xml>
- Kusari, K. (2019). "Knocking on Doors that Never Open": An examination of the experiences of rejected asylum seekers from Kosova. *Journal of Ethnic and Migration Studies*. Online publication. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/1369183X.2019.1575191>

Example of case study:

- Bennett, E., Hauck, Y., Radford, G., & Bindahneem, S. (2016). An interprofessional exploration of nursing and social work roles when working jointly with families. *Journal of Interprofessional Care*, 30(2), 232-237. <https://doi-org.ezproxy.lib.ucalgary.ca/10.3109/13561820.2015.1115755>

Example of ethnography:

- Huisman, K. (2008). "Does this mean you're not going to come visit me anymore?": An inquiry into an ethics of reciprocity and positionality in feminist ethnographic research. *Sociological Inquiry*, 78(3), 372 -396. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1475-682X.2008.00244.x>

Example of Grounded theory:

- Charmaz, C. (1990). 'Discovering' chronic illness: Using grounded theory. *Social Science Medicine*, 30(11), 1161-1172. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/027795369090256R>

Example of phenomenology:

Benson, K. (2013). Seeking support: Transgender client experiences with mental health services. *Journal of Feminist Family Therapy*, 25(17), 17-40. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08952833.2013.755081>

Module 7: Research Communication and Knowledge Dissemination

Required readings - DeCarlo (2018)

DeCarlo, M. (2018). Chapter 16: Reporting research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 447-465). Open Social Work Education

Required readings (Journal articles and Book Chapters)

Bender, K., & Windsor, L. (2010). The four P's of publishing: Demystifying publishing in peer-reviewed journals for social work doctoral students. *Journal of Teaching in Social Work*, 30(2), 147-158. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08841231003697999>

D'Cruz, H. & Jones, M. (2004). Reporting and disseminating research. In D'Cruz, H., & Jones, M. *Social work research* (pp. 167-177). London: SAGE Publications Ltd <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d77.xml>

Ngo, V. H., Calhoun, A., Worthington, C., Pynch, T., & Este, D. (2017). The unravelling of identities and belonging: Criminal gang involvement of youth from immigrant families. *Journal of International Migration and Integration*, 18(1), 63-84. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12134-015-0466-5>

Rai, L., & Lillis, T. (2013). 'Getting it write' in social work: Exploring the value of writing in academia to writing for professional practice. *Teaching In Higher Education*, 18 (4), 352-364. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13562517.2012.719157>

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

SOWK 302 is one of the four foundation theme courses in the BSW Learning Circles Program. There are no pre-requisites required for this course. It is usually completed concurrently with Social Work 303: Practice with Individuals in Context.

CLASS SCHEDULE

As a VLC course, SOWK 302 requires students to engage with modules that contain asynchronous (education at the student's pace) and synchronous (education in real-time; i.e. live Zoom sessions) learning activities with the aim of promoting inquiry-based learning and dialogues with instructors and co-learners. The inquiry-based learning approach honours students' diverse ways of knowing, as well as their abilities to reflect on their lived experiences, to generate knowledge, and to critically reflect on social work research. Following a brief orientation, students will progress through seven modules.

Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

Dates	Topic/Module	Synchronous Zoom Session	Assignments Due
January 13 – January 24	Module 1: Knowledge Generation in Contexts	January 13	Assignment 1 due on January 20
January 25 – February 7	Module 2: Indigenous, Feminist and Participatory Research Perspectives	January 27	Assignment 2 due on February 7
February 8 – February 24	Module 3: Quantitative Research Methods	February 10	
February 16 - 22	Term Break	No Classes	
February 25 – March 10	Module 4: Quantitative Methods Analysis	March 3	Assignment 3 due on March 7
March 11 – March 24	Module 5: Qualitative Research Methods	March 17	
March 24 – April 4	Module 6: Qualitative Research Analysis	March 31	
April 5 – April 12	Module 7: Research Communication and Knowledge Dissemination	April 7	Assignment 4 due on April 7

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.

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

Assignments	Due (11:59 pm MT)	Weight
1. Completing TCPS CORE Ethics Tutorial	20 January 2025	5%
2. Situating Self in Research	3 February 2025	20%
3. Conducting a Literature Review	3 March 2025	30%
4. Developing a Research Proposal	7 April 2025	45%

ASSIGNMENT 1: Completing TCPS CORE Ethics Tutorial (5%)

Aligned Course Outcomes: 1, 3

Weight: 5% of the total course grade

Due Date: January 20, 11:59pm MT

Description: In this **individual assignment**, students will complete an online research ethics tutorial, the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2 CORE). This tutorial is required by Canada’s federal research agencies (CIHR, NSERC, SSHRC) and provides ethics guidance that applies to all research involving human participants. To complete this assignment:

- Access the tutorial here: [TCPS 2 CORE Ethics Tutorial](#).
- Complete the tutorial (approximately three hours; more time might be required for students who wish to thoroughly peruse supplementary materials).
- Download your certificate of completion.
- Submit your certificate via Dropbox on the D2L site by the deadline.

Assignment 1 will be submitted to the Dropbox on the D2L site. Full marks (5%) will be awarded for submitting the certificate by the due date. **Late submissions will receive a zero.**

ASSIGNMENT 2: Situating Self in Research (20%)

Aligned Course Outcomes: 1, 2, 3, 4

Weight: 20% of the total course grade

Due Date: February 7, 11:59pm MT

Description: In this **group assignment**, students will reflect in self-reflexivity, examining how their worldviews, beliefs, assumptions, social locations and life experiences shape their understandings of research and ethics. Working in groups of four students will discuss specific guiding questions and collaboratively draft a post summarizing their group discussion. The group posts will compare and contrast group members' positionalities on research and ethical issues, incorporating insights from course readings, learning activities, and relevant materials from other courses. Class time will be allocated for group work. Groups will be responsible for editing and proofreading their posts prior to submission. While the writing can maintain a personal tone for the group, proper APA formatting will be required for citations. Each post will be 750 – 1000 words (excluding references).

Assignment 2 will be submitted to the Discussion Board on the D2L site. Detailed instructions and grading criteria will be posted on D2L.

ASSIGNMENT 3: Conducting a Literature Review (30%)

Aligned Course Outcomes: 1, 2, 3, 4, 5, 6

Weight: 30% of the total course grade

Due Date: March 7, 11:59pm MT

Description: A literature review offers both a descriptive summary and critical assessment of research on a previously studied topic. It informs the audience about the current knowledge in a specific area by summarizing, comparing, contrasting, and connecting findings and themes from scholarly and grey literature. It also sets the context for a research study, highlights gaps in the existing knowledge, and often justifies the development of a research question.

In this **group assignment**, students will work in groups of four to complete a literature review on a topic of their choice. This assignment will serve as foundation for the final research proposal assignment. Each group will identify at least seven journal articles related to their topic of interest and analyze them to produce an eight-page literature review (excludes references).

The literature review will include the following sections:

1. **Introduction:** Introduce the topic, provide a rationale, and outline inquiry questions.
2. **Search Strategy:** Explain how and where you searched for articles.
3. **Descriptive Annotations:** Summarize key findings of each article.
4. **Critical Assessment:** Evaluate methodologies, findings, and research gaps.

To help guide this assignment, groups are welcome to engage in the following steps:

1. Choose a social work-related topic and develop an inquiry question to guide the review.
2. Use the University of Calgary library resources to locate relevant journal articles.
3. Review, analyze, and organize the articles based on findings and relevance to your topic.
4. Draft your literature review following the required structure and ensure it is well organized and cohesive.
5. Identify and highlight gaps in the in the current literature to provide context for future research.

Assignment 3 will be submitted to the Dropbox on the D2L site. Detailed instructions and grading criteria will be posted on D2L.

ASSIGNMENT 4: Developing a Research Proposal (45%)

Aligned Course Outcomes: 1, 2, 3, 4, 5, 6

Weight: 45% of the total course grade

Due Date: April 7, 11:59pm MT

Description: In this **group assignment**, students will build upon their work from Assignments 1, 2 and 3 students. Working in groups of four, students will collaboratively develop a research proposal (8 – 10 pages, excluding references) that will include the following sections:

1. **Research Question and Rationale:**
 - Clearly state the research question and provide context by highlighting the gap in current knowledge.
 - Discuss the potential contributions of the research to existing literature, social work practice, and how the findings could address community issues.
2. **Theoretical Orientation:**
 - Describe the theoretical, ontological, and epistemological foundations that have informed the group’s approach to research.
 - Explain how these foundations guided the development of the research question and design.
3. **Research Design:**
 - Specify the research methodology (quantitative, qualitative, or mixed) and outline the proposed methods for data collection and analysis.
 - Discuss the strengths and limitations of the chosen research design.
4. **Ethical consideration:**
 - Identify potential ethical issues in the proposed research.
 - Describe strategies for addressing these issues throughout the research process.
5. **Knowledge dissemination and mobilization:**
 - Explain how the research findings will be shared and how they will inform practice, programs, or policies to ensure their impact.

Assignment 4 will be submitted to the Dropbox on the D2L site. Detailed instructions and grading criteria will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to attend classes regularly and to actively engage in all learning activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Submit all assignments electronically through their respective dropbox in D2L.
- Assignments must be submitted in Word format.
- Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2).
- Assignments are due before midnight 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.

MISSED OR LATE ASSIGNMENTS

- Assignments are to be submitted on time – **absolutely NO extensions**, unless legitimate reasons are provided
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Extensions will be the discretion of the instructor.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, will be downgraded by **one full mark (-1) per day** including weekends, holidays, and study weekdays.
- There is a **seven-day** maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings, and grading criteria.
- 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.
- All submitted work **must follow proper APA 7th edition format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy. <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

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 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 Experience 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>

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

ADDITIONAL SUGGESTED READINGS

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

“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