



Winter 2025

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 L02	Classroom	Online
Course Name	Research in Context Theme Course: Virtual Learning Circle		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 7, 2025 Dates and Time: Synchronous Zoom Sessions: Mondays, Zoom: 5:30pm - 8:30pm MT Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Patricia Johnston, BA, BSW, MSW, PhD, RSW	Office Hours	Before or after class or by appointment
UCalgary E-mail	Patricia.johnston1@ucalgary.ca	UCalgary Phone	604-379-2465

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

In this course we will explore and consider our multiple and diverse relationships to knowledge and knowing in relation to research. We will move through various orientations to knowledge and research, attending to the ethics, politics, and implications associated with our chosen methodological approaches. Learners will further examine diverse experiences with knowledge building through various research methodologies. **This course will be taught using inquiry-based learning pedagogy** using both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.) contexts. This course will take place online via Desire2Learn (D2L) and Zoom. To support your learning journey, students are invited to engage with the various asynchronous activities and materials accessed through D2L and synchronous Zoom sessions. There will be 8 synchronous Zoom sessions throughout the term which are detailed in the course schedule below and a final exam to be scheduled between April 14 and April 28, 2025.

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

There will also be D2L Asynchronous modules for some of the weeks to complete as well. You will want to ensure that you have checked and completed the asynchronous material for each week. See schedule below as to your synchronous (virtual zoom) classes, see D2L for asynchronous (on your own) learning.

COURSE LEARNING OUTCOMES

Upon completion of this course, learners 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; and
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

Bonnie L. Yegidis, Robert W. Weinbach, Laura L. Myers (2018). *Research Methods for Social Workers*, 8th edition. Pearson.

Chapters required to be read before class each week, alongside additional articles, and material for viewing/listening (videos and podcasts) will be provided over D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course. This site contains required readings, videos, podcasts 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.

You are required to attend all synchronous sessions.

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, learners will progress through the various learning modules that contain asynchronous (education at a learner’s pace) but synchronous education occurs in real-time (i.e., live Zoom sessions) that you must attend and participate within. The learning activities aim to promote inquiry-based learning and dialogues with instructors and co-learners. The inquiry-based learning approach honours learners’ 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.

Important Dates for Winter 2023

- Start of Term: Monday, January 6, 2025
- First Day of Class: Tuesday, January 13, 2025 --Please do not miss this class!
- Last Class: Monday, April 7, 2025
- Exam to be scheduled: between April 14, 2025, and April 28, 2025
- End of Term: Wednesday, April 30, 2025
- Fee Deadline: Friday, January 31, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Term Break: Sunday, February 16– Saturday, February 22, 2025

Please note: We may shift material from one week to the next to ensure we have adequate time to dive in deep on topics where and as needed in light of students’ interests and engagement in specific topics. Therefore, the class schedule below is subject to change. **Please do not read more than one week ahead** in the course so that we can move together as a group through the course.

All weekly readings, videos/podcasts can be found in for each week D2L.

Please also note: This course is equivalent to taking two courses. Please keep this in mind and dedicate twice the amount of time you would normally dedicate to a course to complete your reading and assignments.

Week	Topic/Module/Required Readings	Synchronous Zoom Sessions 5:30pm to 8:30pm MT	Assignment Due
1	Welcome + Introductions, Course Discussion Introduction to AI, ChatGPT <i>Guest speaker</i>	January 13	
2	Research Foundations <i>Guest speaker</i>	January 20	

3.	No Class tonight – Assignment 1 due in D2L	January 27	Assignment 1 due by Midnight
4	Ethics in Research	February 3	
5	The Research Question, Research Problems, and Research Design Peer Consultation class time provided today	February 10	Assignment 2.A due before class begins today
6.	<u>Reading Week – No Synchronous Class tonight</u>	February 17	
7	Literature Reviews and Hypotheses Peer Consultation class time provided today	February 24	
6	Indigenous, Feminist and Participatory Research <i>Guest Speaker</i>	March 3	Assignment 2.B due today before class begins
7	Qualitative Research Methodologies	March 10	Assignment 3.A due today before class begins
8	Quantitative Research Methodologies <i>Guest Speaker</i>	March 17	
9	<u>No Synchronous Class tonight</u>	March 24	Assignment 2.C due today by midnight
10	Research Analysis Knowledge Mobilization and Dissemination	March 31	Assignment 3.B due today before class begins
11	Follow up and Course Closing	April 7	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

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

All synchronous classes will be available on Zoom here: <https://ucalgary.zoom.us/j/6799077985>
Meeting ID: **679 907 7985**.

Classes will begin promptly at 5:30pm MT. Office hours will be available by appointment only.

ZOOM RECORDINGS OF ONLINE CLASSES

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

ASSESSMENT COMPONENTS

ASSIGNMENT 1: Online Certificates (15% of total grade): Competing 1) TCPS CORE Ethics Tutorial (5%) Due Date: AND 2) Completing the SGBA Training Modules (Course 2 (5%) and 3 (5%) Due Date: January 27, 2025

Aligned Course Outcomes: 1, 3

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 TCPS tutorial takes approximately 3 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.

Subsequently complete two additional tutorials called: **Course 2: Sex and Gender in Primary Data Collection with Human Participants** and **Course 3: Sex and Gender in the Analysis of Secondary Data from Human Participants** (<https://cihr-irsc.gc.ca/e/49347.html>). To complete both training modules takes approximately 1.5 hours, 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 completion certificates.

By the due date for this assignment, learners will submit all three certificates of completion to the instructor via D2L and receive full marks (not by email). For each unsubmitted certificate by the due date (at midnight), a zero grade will be applied.

ASSIGNMENT 2 (A & B): Mini Research Reports (40%)

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

Description: Students will select a specific population (i.e., preschool children, youth, older adults) and an interest in an identified social issue (i.e. homelessness, domestic violence, addictions etc.). Students will then review the [CASW Code of Ethics](#) and select one guiding principle based on their interests to derive their overall topic. Using UCalgary library resources, students will explore available research literature on this topic using keywords related to your population and social issue. You will then select

three (3) peer-reviewed articles (qualitative and/or quantitative) pertaining to this topic. You will then develop a research question based on your review of the relevant literature and peer and instructor consultation. Using the *Narrowing Down Your Topic Worksheet* located on D2L, you will summarize your articles and explain how you came to your research question. Time in class will be provided for the purpose of peer consultation with other students. Using your interests, the research literature, and feedback you have received from students/your instructor, you will construct a research question to pursue for the three portions of this assignment.

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

A) Assignment: Research Question: Students will submit a one-page *Worksheet* on D2L that clearly identifies your research question and no more than 2 paragraphs that describes the process you followed and any influences that led to your selected research question. Your *Worksheet* must be upload to D2L by the due date (Due before class February 10, 2025) (10%).

Assessment Criteria: A rubric is provided on the D2L course site

B) Assignment: Mini Research Report 1: Based on peer and instructor feedback concerning your question and articles, each student will then present evidence to the instructor in the form of a brief report from the three articles. The mini research report will outline the evidence that led to the development of and supports their research question in relation to their guiding social work ethical principle. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest. The brief report will be no more than 2 pages, double spaced. Students will rely only on peer-reviewed articles for this portion of the assignment. (Due before class March 3, 2025) (15%)

Assessment Criteria: A rubric is provided on the D2L course site.

C) Assignment: Mini Research Report 2: Based on peer and instructor feedback, each student will then consider their topic through additional research **using only AI** (ChatGPT) to build upon what they crafted in their first mini report. The research report will outline the evidence provided by ChatGPT that led to the development of and supports their research question in relation to their guiding social work ethical principle. Strengths and weaknesses of the evidence will be identified and linked to their specific topic of interest. This second brief report will be no more than 2 pages, double spaced. Students will rely only on AI for this portion of the assignment. (Due before midnight on March 24, 2025) (15%).

Assessment Criteria: A rubric is provided on the D2L course site.

ASSIGNMENT 3: Self-Assessment (15%)

Aligned Course Outcomes: 1, 2, 3, 4

Assignment Description: Each student will reflect critically at two points in the course on their use of critical thinking and ethical decision-making within their research reports concerning the use of IBL and without/and with the use of AI (ChatGPT). The first self-assessment will be completed after assignment

2.A (Due before class on March 10, 2025) and the second self-assessment after assignment 2.B (Due before class on March 31, 2025). (Template provided on D2L). (15%)

Assessment Criteria: Your grade on your self-assessment will reflect the completion of the critical thinking and ethical decision-making checklist.

Assignment 4: Final Exam (30%)

Aligned Course Outcomes: 1, 2, 3, 5

Description: Students will complete an exam scheduled between the UCalgary Exam dates April 14 and April 28th. Exam questions will be multiple choice and short answer and available within D2L. This will be a closed book exam. You will have three-day window to complete the final exam. Once you start the exam, you will have a set period to finish it (e.g., 120 minutes). (30%)

Assessment Criteria: Noted on exam.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Learners are expected to attend classes regularly and to actively engaged in all learning activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all certificates and assignments through the respective Dropbox folders in D2L. Please submit assignments in Word format only. An assignment should have a file name as follows: "Full name and assignment number" (e.g., Jane Wong, Assignment 2).

LATE ASSIGNMENTS

Assignments and papers are to be submitted on time with absolutely no extensions. In emergency/exceptional circumstances, learners are responsible for notifying the instructor about legitimate reasons that could delay their assignments. This notification must occur as far *in advance* of the required submission deadline as possible. Under these situations only, will extensions to assignment deadlines be considered.

Late assignments will be downgraded by one full mark (-1) of the assignment grade per day including weekends, holidays and study weekdays. There is a seven-day maximum limit by which to accept late

assignments where an extension has not been provided. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only the mechanics of writing (e.g., 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>

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. Please refer to the UCalgary calendar for more information on [attendance](#).

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted

Students will use generative AI tools, ChatGPT, and Case Craft in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assessment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor. AI tools are prohibited on the final exam.

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>

Evidence of plagiarism is considered academic misconduct and will be treated as such under the University of Calgary policy. Plagiarism/Cheating/Other Academic Misconduct <http://www.ucalgary.ca/pubs/calendar/current/k-2.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 [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. All decimal percentages/grades below .5 will be rounded down, all percentages/grades .5 and above will be rounded up.

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.

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