



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 L03	Classroom	Online
Course Name	Research in Context Theme Course		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: Online Zoom sessions, Mondays 5:30pm – 8:30pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Amanda Weightman, MA	Office Hours	As Requested
UCalgary E-mail	Amanda.weightman1@ucalgary.ca	UCalgary Phone	n/a

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

Learners 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. Learners 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 success 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 unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (i.e. watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussions).

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, 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, including feminist, Indigenous, and interpretivist research paradigms.
3. Identify and explore solutions to the ethical issues and challenges in social work research, including cross-cultural and community-based approaches to ethics.
4. Develop and articulate critical understanding of the contexts and values in shaping social work research.
5. Describe contextually relevant research methodologies, including participatory methods.
6. Apply social work research knowledge and explore the use a variety of knowledge generation methods to advance professional practice, policy development, social justice, and service provision.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

DeCarlo, M. (2018). *Scientific inquiry in social work*. Open Social Work Education.

[This is an open source book available for free download at <https://scientificinquiryinsocialwork.pressbooks.com/> licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License (<https://creativecommons.org/licenses/by-nc-sa/4.0/>).]

Boilevin, L., Chapman, J., Deane, L., Doersken, C., Fresz, G., Joe, D., Winter, P. (2019). *Research 101: A manifesto for ethical research in the Downtown Eastside*. <https://dx.doi.org/10.14288/1.0377565>

Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Social Development*, 1(1A).
<https://dev.journalhosting.ucalgary.ca/index.php/jisd/article/view/63043>

Lahman, M., Geist M., Rodriguez, K., Graglia P., DeRoche, K. (2010, July). *Culturally responsive relational reflexive ethics in research: the three rs*. Springer Science. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11135-010-9347-3>

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.

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

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

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

Class Schedule

As a VLC course, SOWK 302 requires learners to engage with modules that contain asynchronous (education at the learner'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 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.

Class dates	Topic	Required Readings (read prior to class)
1. Monday, January 13, 2025	Introduction to the course Social work research & research for social work	DeCarlo, M. (2018), Chapters 1, 2
2. Monday, January 20, 2025	Research & knowledge paradigms	DeCarlo, M. (2018), Chapters 3, 4 Hart, M. A. (2010).

	Introduction to Research Ethics	
3. Monday, January 27, 2025	Research Ethics continued: OCAP Topics and research questions	DeCarlo, M. (2018), Chapter 5 Lahman, M., Geist M., Rodriguez, K., Graglia P., DeRoche, K. (2010, July).
4. Monday, February 3, 2025 <i>Asynchronous</i>	Library Session – finding literature (asynchronous)	DeCarlo, M. (2018), Chapter 8
5. Monday, February 10, 2025	Literature review & developing a research question	-view resources on D2L
o Term Break, no classes: Sunday-Saturday, February 16-22, 2025		
6. Monday, February 24, 2025	The research process & approaches Qualitative, quantitative and mixed methods	DeCarlo, M. (2018), Chapters 6, 7 Assignment 1 due – Friday, February 28, 11:59pm – Literature review and research question(s)
7. Monday, March 3, 2025	Qualitative methods: interviews and focus groups	DeCarlo, M. (2018), Chapters 13, 14 Assignment 2 due – Friday, March 7, 11:59pm – Ethics Certificate
8. Monday, March 10, 2025	Introduction to sampling, recruitment	DeCarlo, M. (2018), Chapter 10
9. Monday, March 17, 2025	Quantitative methods: survey design	DeCarlo, M. (2018), Chapter 12 Assignment 3 due – Friday, March 21, 11:59pm – Draft research design
10. Monday, March 24, 2025	Quantitative methods continued: descriptive statistics and data equity	-view resources on D2L Assignment 4 due – Friday, March 28, 11:59pm – Reflection Post 1
11. Monday, March 31, 2025	Community-based & Participatory approaches Practical applications of research: program logic models and program evaluation	DeCarlo, M. (2018), Chapter 15 Boilevin, L., Chapman, J., Deane, L., Doersken, C., Fresz, G., Joe, D., Winter, P. (2019).
12. Monday, April 7, 2025	Practical examples of community-based research Research for Social Justice	Assignment 5 due – Tuesday, April 8, 11:59pm – Reflection Post 2

		Assignment 6 due – Friday, April 11, 11:59pm – Final Literature Review and Research Proposal
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Instructional Hours

Synchronous Zoom Sessions – 18 hours (see timetable above)

Asynchronous Activities

- View pre-recorded lectures – 1 - 1.5 hours for each module (11 hours)
- Independent viewing of course related videos and demonstrations (3 hours)
- Participation in online discussion forms – original posts related to Assignment 2 (3 hours)
- Application of class material to case studies and/or reflective activities (4 hours)

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. This may include being prepared to listen to lectures, watch videos, and participate in small groups or full-class discussion. **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. Assignment 1 due — Literature review and research question(s)	Friday, February 28, 11:59pm	15%

2. Assignment 2 due –Ethics Certificate	Friday, March 7, 11:59pm –	15%
3. Assignment 3 due –Draft research design	Friday, March 21, 11:59pm –	5%
4. Assignment 4 due –Reflection Post 1	Friday, March 28, 11:59pm –	5%
Assignment 5 due –Reflection Post 2	Tuesday, April 8, 11:59pm –	5%
Assignment 6 due — Final Literature Review and Research Proposal	Friday, April 11,11:59pm	55%

*A detailed assessment rubric and assignment requirements will be provided posted on D2L.

Assignment 1: Literature review & research question(s) (15%)

Aligned Course Learning Outcomes: 1, 4

Assignment Description: Students will identify a research topic relevant to the social work field, complete a brief scan of literature, and articulate draft research questions. This assignment is an opportunity for critical feedback to strengthen your submission for the final assignment.

Assessment Criteria: Students will be assessed based on overall construction of the bibliography, relevance of articles, logical articulation of a research question, and writing.

Assignment 2: Ethics Certificate (15%)

Due: November 15, 2024 - 11:59pm

Aligned Course Learning Outcomes: 3.

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 3-4 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. If completed in a prior course, an alternative assignment will be provided.

Assignment 3: Draft research design (5%)

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

Assignment Description: Students will complete a full draft of their research design with at least some of all components developed: literature review, research question, approach/orientation, methods, sampling plan, ethical considerations, and knowledge mobilization plan. This assignment is an opportunity for critical feedback to strengthen your submission for the final assignment.

Assessment Criteria: Students will be assessed on relative completeness of the draft, including the inclusion of all major components of the research design and on writing. Those who fail to submit the assignment will receive a zero for this assignment and lose the opportunity for feedback toward Assignment 4.

Assignments 4&5: Reflections Posts (5% each/10% total) – Due December 6, 2023 by 1:00pm

Aligned Course Learning Outcomes: 1, 4

Assignment Description: Students are expected to participate in classroom discussion and small-group activities. Students will also make two separate 250 word reflection posts in response to course readings or questions posed online over the course of the semester.

Detailed instructions will be posted on D2L.

Assessment Criteria: Students will be assessed based on attendance, level of engagement, quality of posts, and in-class collegiality.

Assignment 6: Final research design (55%) – Due December 6 - 11:59pm

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

Assignment Description: Building on their work from Assignments 1, 2 and 3, learners will develop a research proposal (appx. 8-12 pages, excluding references). Learners will address all key components of a research proposal including a literature review, research question and rationale, approach or orientation, methodological design, ethical considerations, sampling plan, and knowledge mobilization plan. Students will integrate appropriate considerations for the population group or topic of interest.

Detailed instructions will be posted on D2L.

Assessment Criteria: Students will be assessed based on inclusion of all key components, a well-developed research question, appropriate methodologies, ethical considerations, knowledge mobilization plan, and overall presentation and readability.

A detailed assessment rubric will be provided in_class/posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. These are part of the participation grade.

If you cannot attend class, please email the teacher prior to your absence or as soon as reasonable. Class slides will be shared on D2L.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments should be submitted in soft copy (electronically, in Word or PDF) through Dropbox in D2L. Discussion Posts can be posted on the Discussion Board.

Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).

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 at the discretion of the instructor. Accommodations can be made if discussed and approved in writing at least one week prior to due date.

Assignments submitted after the deadline will be penalized 5% for every day after the due date.

EXPECTATIONS FOR WRITING

Assignments should represent your best effort. 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:https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

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

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 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

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