



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 L04	Classroom	Online
Course Name	Research in Context Theme Course		
Dates and Time	Start of Classes: January 6, 2025 End of Classes: April 11, 2025 Dates and Time: Zoom sessions, Most Mondays (See course schedule for details) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Kaltrina Kusari, PhD, RSW	Office Hours	As Requested
UCalgary E-mail	Kaltrina.kusari@ucalgary.ca	UCalgary Phone	

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.

There will be 6 synchronous Zoom sessions throughout the term (as indicated in the course schedule below) and each will be recorded.

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.
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*. Open Social Work Education.
(<https://scientificinquiryinsocialwork.pressbooks.com/>)

Module 1: Knowledge Generation in Contexts

Required readings - DeCarlo (2018)

DeCarlo, M. (2018). Chapter 2: Beginning a research project. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 33-61). Open Social Work Education
<https://open.umn.edu/opentextbooks/textbooks/591>

DeCarlo, M. (2018). Chapter 3: Reading and evaluating literature. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 62-82). Open Social Work Education
<https://open.umn.edu/opentextbooks/textbooks/591>

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

Module 2: Indigenous, Feminist and Participatory Research Perspectives

Required readings - DeCarlo (2018):

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.
<https://open.umn.edu/opentextbooks/textbooks/591>

Required readings (Journal articles and Book Chapter):

Daley, A., Costa, L., Ross, L. E. (2015). Doing critical feminist research. In S. Wahad, B. Anderson-Nathe, & Ch. Gringeri (Eds.). *Feminism in Social Work Research* (pp. 20 – 37). Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315886992/feminisms-social-work-research-st%C3%A9phanie-wahab-ben-anderson-nathe-christina-gringeri>

Potts, K. & Brown, L. (2005). Becoming an anti-oppressive researcher. In L. Brown & Strega, S. (Eds.). *Research as Resistance* (pp. 255-285). Toronto: Canadian Scholar's Press <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=6282047>

Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising Social Work Research: Learning from Critical Indigenous Approaches. *Australian Social Work*, 68 (3), 296 – 308. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/0312407X.2015.1024264>

Module 3: Quantitative Research Methods

Required readings - DeCarlo (2018):

DeCarlo, M. (2018). Chapter 6: Linking methods with theory. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 139-161). Open Social Work Education.
<https://open.umn.edu/opentextbooks/textbooks/591>

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.
<https://open.umn.edu/opentextbooks/textbooks/591>

DeCarlo, M. (2018). Chapter 9: Defining and measuring concepts. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 221 - 262). Open Social Work Education.
<https://open.umn.edu/opentextbooks/textbooks/591>

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. <https://open.umn.edu/opentextbooks/textbooks/591>

DeCarlo, M. (2018). Chapter 12: Experimental design. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 329 - 360). Open Social Work Education. <https://open.umn.edu/opentextbooks/textbooks/591>

Required Readings (Journal Articles and Book Chapters)

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/detail.action?docID=5267434>

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.

<https://open.umn.edu/opentextbooks/textbooks/591>

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

<https://open.umn.edu/opentextbooks/textbooks/591>

Required readings (Journal articles and Book Chapters): Choose two of the follow articles to read

Ansloos, J. P. (2018). "To Speak in Our Own Ways About the World, Without Shame": Reflections on Indigenous Resurgence in Anti-Oppressive Research. In M Capous-Desyllas & K Morgaine (Eds.), *Creating social change through creativity* (pp. 3-18). Palgrave Macmillan. PDF will be posted on D2L.

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-](https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1473325020924456)

[org.ezproxy.lib.ucalgary.ca/10.1177/1473325020924456](https://doi-org.ezproxy.lib.ucalgary.ca/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://dx-doi-](https://dx-doi-org.ezproxy.lib.ucalgary.ca/10.4135/9781412986182)

[org.ezproxy.lib.ucalgary.ca/10.4135/9781412986182](https://dx-doi-org.ezproxy.lib.ucalgary.ca/10.4135/9781412986182)

Module 6: Qualitative Research Analysis

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://dx-doi-](https://dx-doi-org.ezproxy.lib.ucalgary.ca/10.4135/9780857024640)

[org.ezproxy.lib.ucalgary.ca/10.4135/9780857024640.](https://dx-doi-org.ezproxy.lib.ucalgary.ca/10.4135/9780857024640)

Choose two of the following articles to read

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 Critical Discourse Analysis:

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 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://doi-org.ezproxy.lib.ucalgary.ca/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-](https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/027795369090256R)

[com.ezproxy.lib.ucalgary.ca/science/article/pii/027795369090256R](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. <https://open.umn.edu/opentextbooks/textbooks/591>

Required readings (Journal articles and Book Chapters): Choose two of the following

Ashby, C. (2011). Whose "Voice" is it anyway?: Giving voice and qualitative research involving individuals that type to communicate. *Disabilities Studies Quarterly*, 31(4). <https://dsq-sds.org/article/view/1723/1771>

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://dx-doi-org.ezproxy.lib.ucalgary.ca/10.4135/9780857024640>

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>

He, Z. (2023). The Research Advance in Ethical Issues of AI Application. Dean and Francis. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_unpaywall_primary_10_61173_z70h3m63

Module 8: Summary

No readings

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

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. Following a brief orientation, learners will progress through seven modules.

Dates	Topic/Module	Synchronous Zoom Session	Assignments Due
January 13 – January 24	Module 1: Knowledge Generation in Contexts	January 20	
January 25 – February 7	Module 2: Indigenous, Feminist and Participatory Research Perspectives	February 3	Assignment 1 February 3rd
February 8 – February 24	Module 3: Quantitative Research Methods	February 24	Assignment 2 Original Post - Feb 14 Reply to peer – Feb 25
February 16 – 22	Term Break	No Classes	
February 25 – March 10	Module 4: Quantitative Methods Analysis	March 10	
March 11 – March 24	Module 5: Qualitative Research Methods	March 24	Assignment 3 March 17
March 24 – April 4	Module 6: Qualitative Research Analysis	April 7	
April 5 – April 12	Module 7: Research Communication and Knowledge Dissemination		Assignment 4 April 10

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. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignments	Due (11:59 pm MT)	Weight
1. Completing TCPS CORE Ethics Tutorial	20 January 2025	10%
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	40%

ASSIGNMENT 1: Competing TCPS CORE Ethics Tutorial (10%)

Due Date: February 3rd, 11:59PM

Aligned Course Learning 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 tutorial takes approximately three hours to complete, though more time might be required for learners who wish to thoroughly peruse supplementary materials. Upon completion of the tutorial, each learner will be immediately awarded a completion certificate by the Panel on Research Ethics.

By the due date for this assignment, learners will submit their certificates of completion to the instructor via the SOWK 302 Dropbox in D2L and receive full marks. Those who fail to submit their certificates on the due date (by 11:59PM) will receive a zero for this assignment.

ASSIGNMENT 2: Situating Self in Research (20%)

Due Date: February 25, 11:59PM

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

Description: This assignment will support learners to engage in self-reflexivity as they understand their role as a research. Learners will reflect on how their worldviews, beliefs, assumptions, social locations and related life experiences have guided their understandings of research and ethics. Learners will write one posts or record video/audio files to reflect on specific guiding questions. They will be expected to draw on and to integrate the readings and learning activities throughout this course, as well as the relevant materials from other courses. Learners will be responsible for editing and proofreading their own posts. While learners can maintain a personal tone, they will use proper APA formatting for citations. The original post will be between 500-750 words (excluding references).

The detailed instruction for each reflective post, along with the grading criteria, will be posted on D2L.

ASSIGNMENT 3: Conducting a Literature Review (30%)

Due Date: March 17, 11:59PM

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

Description: In preparation for this assignment, please read the following chapter from the textbook.

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

A literature review offers both a descriptive summary and critical assessment of research on a previously studied topic. A literature review informs an audience of the existing knowledge about a topic, field, and/or area of interest by summarizing, comparing, contrasting, and connecting findings and themes documented in the current scholarly and grey literature. It sets the context for a research study, points out the gap(s) in the existing knowledge, and often justifies the formation of a research question. This article looks at various types of reviews: <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1471-1842.2009.00848.x>

For this assignment, learners will work in **groups of four-five** to complete a preliminary literature review on a topic that all group members are interested in. This assignment will serve as the starting point for the final assignment (creating a research proposal). Learners will include at least seven journal articles on their topic of interest, and a five to six page literature review on the articles selected (page limit excludes references). They will submit their work onto Dropbox via the D2L site.

A submitted literature review should include the following sections:

1. An introduction of the topic, along with a rationale for selecting the topic and the guiding questions for inquiry.
2. Search strategy.
3. A descriptive annotation of the selected publications.
4. A critical assessment of research approaches, findings, and gaps among the selected publications.

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

1. Choose a social work topic;
2. Develop a rationale and reflection about how and why you have come to be interested in the topic;
3. Formulate an inquiry question that specifically describes what would like to know about your topic;
4. Use the U of C library to search for and locate journals that include your topic's information;
5. Find articles, read the abstracts and skim the articles to determine if they correspond well to your topic AND inquiry question;
6. Follow steps of a rapid literature review:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2914085/>

You may want to consider the following questions: How did the scholar/s describe the methodology? Was it clear from the author'/s description how the methodology was implemented? What are the strengths of the methodology used in the study? What are the limitations of the methodology used in the study? How did the author/s address the validity of the findings;

7. Select at least 7 relevant journal articles that will inform your literature review;
8. Organize your articles by sorting and classifying their findings in a meaningful way, always considering your original topic and inquiry question. To help organize your thoughts, you may write a brief introduction to your subject of interest and research question; brief overview of your search strategy, including search terms and databases searched; critical annotations of 7 peer-reviewed publications that address your research question;
9. Identify gaps of the literature review.

Detailed instruction for this assignment, along with the grading criteria, will be posted on D2L.

ASSIGNMENT 4: Developing a Research Proposal (40%)

Due Date: April 10th, 11:59PM

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

Description: Building on their work from Assignments 1, 2 and 3 learners will work in groups of 4-5 to develop a research proposal (eight to 10 pages, excluding references or a 25-minute presentation). They will submit Assignment 4 onto Dropbox via the D2L site. According to Reitsma-Street (2003), a research proposal is a “statement of intent to look into a phenomenon and a plan about how to conduct the search” (p. 1). It is a thoughtful, feasible plan that promotes curiosity and quality scholarship. Learners will address the following elements in their research proposals:

1. **Research Question and Rationale:** When writing your research question, consider the various contexts and the specific knowledge gap within your topic area. What would be the potential contributions of your research to the existing literature, social work practice and solutions to community issues?
2. **Theoretical Orientation:** What is your ontological and epistemological foundation? What theories have guided your thinking about your research and informed the development of your research question and research design?
3. **Research Design:** What is your chosen research methodology (i.e. quantitative, qualitative, mixed)? What are your methods for data collection and data analysis? What are the potential strengths and limitations in your research design?
4. **Ethical consideration:** What are the potential ethical issues in your proposed research? How will you address the identified ethical issues?
5. **Knowledge dissemination and mobilization:** How will you share your research findings? How will you ensure that your research will be used to inform changes in practice, programs, services and policies?

The detailed instruction for the research proposal, along with the grading criteria, will be posted on D2L. Assignment 4 must be submitted onto Dropbox via the D2L site.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox folders in D2L. Assignments may be submitted in Word or PDF format. An assignment should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments will be submitted by 11:59 pm on their due dates.

MISSED OR LATE ASSIGNMENTS

- Assignments and papers are to be submitted on time. Extensions will be offered only if legitimate reasons are provided. Learners are responsible for notifying the instructor about legitimate reasons and to discuss extensions. Extensions to assignments deadlines will be the discretion of the instructor.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- 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 students have not asked for extension. 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>

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