LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of 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 traditionally known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

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, British Columbia, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

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 322 S04	Classroom	Online Zoom
Course Name	Social Work Research		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: Synchronous Zoom sessions Saturdays 9:00 am – 12:00 pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your [Student Centre](1).		
Instructor	Roxanne Pereira, PhD Candidate, RSW	Office Hours	By request
UCalgary E-mail	roxanne.pereira@ucalgary.ca	UCalgary Phone	N/A

SYLLABUS STATEMENT

Learners develop foundational knowledge of research, research process and methodologies. Learners critically apply research skills in diverse contexts.

COURSE DESCRIPTION

In this course, you will develop and integrate research skills, apply diverse research methodologies and approaches, and critically analyze and examine research within a reflective model of practice. Both western and Indigenous epistemologies will be explored, and different research approaches and paradigms will be covered. Research will be viewed as an activity conducted within social and cultural contexts and its uses and implications for social justice will be identified. Practical links to micro, mezzo, and macro-levels of social work practice will also be a focus, with attention to developing research skills at each of these levels.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous (live) Zoom sessions**.** When unable to participate live due to exceptional and unforeseen circumstances, inform the instructor in advance. Propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). Dates and times of synchronous zoom sessions are indicated in the course schedule.

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

Course Hours: 3 units; (3S-0)
Prerequisite: Admission to BSW Program
Antirequisite: Credit for Social Work 322 and Social Work 355 will not be allowed

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to:

1. Understand and compare various knowledge-building paradigms and approaches, including the scientific method, constructivist approaches, Indigenous ways of knowing, and feminist and participatory methods.
2. Demonstrate sensitivity to differences in community standards and expectations, adapt adapting processes to the cultural, geographic and population realities of the project's host communities and participants.
3. Describe the main ethical requirements for conducting research, and devise options for managing risks to participants, with particular attention to vulnerable participants.
4. Apply and critique specific qualitative and quantitative research approaches and methods.
5. Apply research methods to practice in an evidence-informed manner.
6. Describe how research can contribute to social justice by making visible inequalities in access to social resources and health and well-being outcomes.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Blair, K. (2016). Ethical Research with Sexual and Gender Minorities. In A. E. Goldberg, (Ed.), *The SAGE Encyclopedia of LGBTQ Studies* (Vol. 3., pp. 374–380). SAGE Publications, Inc. https://doi.org/10.4135/9781483371283.n139

Creswell, J. W. (2018). Chapter 1: The selection of a research approach. In J. W. Creswell & J. D. Creswell *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed, pp. 1-22). SAGE Publications Inc.

DeCarlo, M. (2018). *Scientific inquiry in social work*. Open Social Work Education. [This is an opensource 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/).]

Francis, M. W., Jemal, A., Voith, L. A., Lee, H., Korsch-Williams, A. E., Ortega-Williams, A., & Hamler, T. (2023). Radically imagining antiracist social work research using a trauma-informed, socially just framework. In *Social Work, White Supremacy, and Racial Justice* (pp. 539-553). Oxford University Press. https://doi.org/10.1093/oso/9780197641422.003.0029

Garrow, E. E., & Hasenfeld, Y. (2017). The epistemological challenges of social work intervention research. *Research on Social Work Practice, 27*(4), 494–502. https://doi.org/10.1177/1049731515623649

McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from Indigenous research paradigms. *ACME an International E-Journal for Critical Geographies, 17(*3), 810–831.

Rosenthal, J. A. (2012). Chapter 1: Overview of quantitative methods. In *Statistics and Data Interpretation for Social Work*. *(*pp. 3–18). Springer Publishing Company LLC. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=863081&ppg=22

Schnarch, B. (2004). Ownership, control, access, and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities. International Journal of Indigenous Health, 1(1), 80-95. https://jps.library.utoronto.ca/index.php/ijih/article/view/28934/24060

Tabron, L. A., & Thomas, A. K. (2024). (Un)learning white supremacy ideologies to advance critical approaches to quantitative inquiry. In S. Diem & M. D. Young (Eds.), *Handbook of Critical Education Research* (pp. 401–413). Routledge. https://doi.org/10.4324/9781003141464-23

Walter, M. & Andersen, C. (2013). Introduction. *Indigenous Statistics: A Quantitative Research Methodology* (pp. 7–20). Taylor & Francis. https://doi.org/10.4324/9781315426570

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 or desktop computer 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

Research both informs social work practice and is informed by social work practice. Knowledge of key research concepts and methods, as covered in this course, is required to access and contribute to the profession's knowledge base. Therefore, this course will provide foundational research skills that can be used and applied in other BSW courses and in social work practice.

CLASS SCHEDULE

Important Dates for Winter 2025
- o   Start of Term: Monday, January 6, 2025

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

Class Schedule

Week / Dates	Main Topics	Required Readings and due dates
MODULE 1: Approaches to Knowledge Building		
Week 1 Jan 18	Introduction to the course Research in social work	DeCarlo, M. (2018). Chapter 1 (pp. 1-31) Francis, M. W., Jemal, A., Voith, L. A., Lee, H., Korsch-Williams, A. E., Ortega-Williams, A., & Hamler, T. (2023). Radically imagining antiracist social work research using a trauma-informed, socially just framework. In *Social Work, White Supremacy, and Racial Justice* (pp. 539-553). Oxford University Press. https://doi.org/10.1093/oso/9780197641422.003.0029
Week 2 Jan 25	What is knowledge? What can we know and how do we come to know? Knowledge building paradigms and approaches to knowledge Cultural differences in acquiring and valuing knowledge Non-western approaches to knowledge building and research **Guest speaker: Leeann Hilsen and partners at Mascwacis Health**	DeCarlo, M. (2018). Chapters 2-4 (pp. 32-109) Garrow, E. E., & Hasenfeld, Y. (2017). The epistemological challenges of social work intervention research. *Research on Social Work Practice, 27*(4), 494–502. https://doi.org/10.1177/1049731515623649 Schnarch, B. (2004). Ownership, control, access, and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities. International Journal of Indigenous Health, 1(1), 80-95. https://jps.library.utoronto.ca/index.php/ijih/article/view/28934/24060

MODULE 2: Types of Research and Research Process		
Week 3 Feb 1	Research topics and forming research questions	DeCarlo Chapter 8 Creswell, J. W. (2018). Chapter 1: The selection of a research approach. In J. W. Creswell & J. D. Creswell *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed, pp. 1-22). SAGE Publications Inc. Lui, J. (2021). Research Design: Defining Your Research Aims and Approach. Scribbr. https://www.youtube.com/watch?v=3Dd8P6IYzdE
Week 4 Feb 8	Types of research Qualitative, quantitative and mixed methods The research process	DeCarlo Chapters 6 & 7
February 12: Assignment 1 – CORE certificate **February 19: Topic approved for assignment 3**		
MODULE 3: Research Ethics		
Week 5 Feb 15	Ethical research Social location and situating self in research **Guest speaker: Jane Slessor**	DeCarlo Chapter 5 Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. *Insights, Differently Knowings Speaker Series.* Retrieve from https://www.youtube.com/watch?v=85PPdUE8Mb0 First Nations Information Governance Centre (website). O*CAP principles. https://fnigc.ca/ocap-training/ Watch the video and review the site* Carlson, E. (2017). Anti-colonial methodologies and practices for settler colonial studies. *Settler Colonial Studies*, *7*(4), 496–517. https://doi.org/10.1080/2201473X.2016.1241213
Term break February 16-22, 2025		
MODULE 4: Qualitative Approaches to Research Design		
Week 6 Mar 1	Qualitative research: Design & Selection of participants	DeCarlo Chapter 10

	Guest speaker: Jordan Nikorak	
March 5: Assignment 2: Group Presentation		
Week 7 Mar 8	Qualitative research: Data collection	DeCarlo Chapters 13 & 14
MODULE 5: Quantitative Approaches to Research Design		
Week 8 Mar 15	Quantitative research: Research Designs	DeCarlo Chapters 7 & 12 Rosenthal, J. A. (2012). Chapter 1: Overview of quantitative methods. In *Statistics and Data Interpretation for Social Work. (*pp. 3–18). Springer Publishing Company LLC. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=863081&ppg=22
Week 9 Mar 22	Quantitative research: Selection of participants, measurement, data collection	DeCarlo Chapter 9, 10, 11
March 22: Quiz		
MODULE 6: Data Analysis		
Week 10 Mar 29	Qualitative and Quantitative research: Data analysis Program evaluation and practice evaluation **Guest speaker: Jill Hoselton**	DeCarlo Chapter 15
MODULE 7: Social Justice		
Week 11 April 5	Research with diverse populations Critical quantitative approaches	McGregor, D. (2018). From 'decolonized' to reconciliation research in Canada: Drawing from Indigenous research paradigms. *ACME an International E-Journal for Critical Geographies, 17(*3), 810–831. Blair, K. (2016). Ethical Research with Sexual and Gender Minorities. In A. E. Goldberg, (Ed.), *The SAGE Encyclopedia of LGBTQ Studies* (Vol. 3., pp. 374–380). SAGE Publications, Inc. https://doi.org/10.4135/9781483371283.n139 Tabron, L. A., & Thomas, A. K. (2024). (Un)learning white supremacy ideologies to advance critical approaches to quantitative inquiry. In S.

		Diem & M. D. Young (Eds.), *Handbook of Critical Education Research* (pp. 401–413). Routledge. https://doi.org/10.4324/9781003141464-23 Walter, M. & Andersen, C. (2013). Introduction. *Indigenous Statistics: A Quantitative Research Methodology* (pp. 7–20). Taylor & Francis. https://doi.org/10.4324/9781315426570
April 9: Assignment 3 - Group Research Proposal **April 10: Course Engagement**		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email and will be professional and respectful. I will respond professionally and respectfully within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required**. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

Zoom sessions will not be recorded and available for student use. Please see below for attendance expectations.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording (audio or video) 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

Assignment 1:

Part A: Ethics (10%)
Due: **February 12, 2025**
Aligned Course Learning Outcomes: 3, 4, 5

Assignment Description:
For assignment 1, you will individually complete the TCPS2Core (ethics) course on your own
(https://tcps2core.ca/welcome) and submit your certificate through the dropbox on D2L.

Assessment Criteria:
Successful completion of the TCPS2Core course by the due date.

Part B: Annotated bibliographies (10%)
Due: March 5, 2025
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description:

You will annotate two research articles (not theoretical) from peer-reviewed journals. The two articles
should be on your topic for the final assignment. These annotations will ladder into the final assignment
in the literature review or methodology sections. The two annotations should be no more than two
double-spaced pages (one page each).

Assessment Criteria:

You will submit your annotations in Dropbox on D2L. A rubric will be available on D2L.

Quiz (25%)
Due: **March 22, 2025**
Aligned Course Learning Outcomes: 1, 4, 5

Quiz Description:

The focus of the quiz will be on concepts and terminology in the assigned textbook and readings.
The quiz will be administered live on Zoom from 1:00 pm until 1:50 pm MST on March 22, 2025.
Students will log into Zoom (regular class link) and have their camera on for the duration of the exam.
This is a closed book timed quiz with 25 questions. You will complete this quiz independently (not
collaboratively) and will not consult any generative AI sources. You will have exactly 50 minutes to
complete the quiz.

Assessment Criteria:

Your overall mark out of 25 will be your grade for this quiz.

Note on group work for Assignments 3:

Assignment 3, described below, will be completed in groups assigned by the instructor. Some class time
will be provided to work on this assignment and the instructor will be available to provide consultation

and advice to each group. Note that work outside of class will also be required to complete this assignment.

Along with your assignment, each group is invited to submit an attestation that each member contributed reasonably to the assignment. If the attestation is submitted, each group member will receive the same grade. Where the group does not believe that each member provided a reasonable contribution, individual grades will be assigned based on the contributions of members. This will be based on the individual contributions of members, as described by each group member in an individual participation report. The instructor may also meet with the group to clarify the respective contributions of members.

Assignment 3: Research Proposal (40%)
Due: April 9, 2025
Groups will have their topic approved by the instructor by February 19, 2025.
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description:
In this assignment, your group will develop a research proposal. The proposal may be qualitative **OR** quantitative.

Guideline: 8 pages, double-spaced excluding cover page, references and appendices.

Pose 1-2 research questions to address the topic provided. Using the outline provided by the instructor, provide a proposal for conducting research to answer the research question(s). Be sure to provide a description and rationale for each of the following:
- Provide your research question and a brief rationale for it (use 3-4 high-quality references to provide a context for your question, specifically, why is it important to get an answer to this question, and how will it add to our knowledge.)
- Describe the population you are interested in knowing more about and describe your recruitment approach;
- Describe the sampling approach that you will use to select participants;
- Describe the data required and the instrument(s)/guides you will use to collect data;
- Describe the data collection procedures;
- Explain the advantages/disadvantages of your methods;
- Describe the research design;
- Identify any ethical, cultural or diversity issues or challenges in the proposed research;
- Identify the impact your proposed research will have and how it will further social justice; and
- Append recruitment materials and data collection instruments.

See further guidelines and grading rubric in D2L.

Course engagement (15%)
Due: April 10, 2025
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description:

On the form provided, submit a report highlighting your engagement in this course and your contributions in relation to each of the criteria below:

- Regular engagement with meaningful contributions to Zoom sessions;
- Contributing to formal group work during class and informal group work outside of class;
- Regularly logging in to the course D2L site to explore, use and reflect on the posted resources;
- Preparing for sessions by completing and reflecting on readings and other preparatory material; and
- Contributing to peer learning through engaging in dialogue and shared meaning making of course materials.

Assessment Criteria:
See further guidelines and grading rubric in D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class's activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above. If you miss a class or an activity, advise the instructor in advance and be prepared to be assigned a task to make up for the learning you missed.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours before the assignment's due date from the student's university email address. Assignments that are submitted after the deadline without prior extension approval may not be accepted. There will be a grade reduction of 5% per day- including weekends and holidays. This is to provide equitable treatment to the students who submitted on time. Due to final grade submission deadlines, extensions cannot be provided past April 22, 2025.

EXPECTATIONS FOR WRITING

Approximately 10% of your grade on each assignment will be for writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity, flow,

readability, 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. Unless otherwise specified, all assignments and quizzes are to be completed independently. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:
https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted
Students may use generative AI tools 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 can be used for creating assignment outlines or critiquing drafts, but the final work must be original. AI tools are prohibited for the quiz but allowed for information gathering.

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.

The instructor will round to the nearest full percentage only when determining the final grade (not throughout the term). If the final grade includes a partial percentage of 0.4 or less, the grade will be rounded down. If the final grade includes a partial percentage of 0.5 or higher, the grade will be rounded up. For example, if your final grade is 79.6%, you will receive an A- and if your final grade is 79.4%, you will receive a B+. Please ensure you are tracking your grades throughout the term or reach out to the instructor if you require clarification.

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

Additional suggested resources (readings and other resources) are provided in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2024) and the Alberta College of Social Work Standards of Practice (2023).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk