



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 (District 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 322 S01	Classroom	Online
Course Name	Social Work Research		
Dates and Time	Start of Classes: Monday, January 12, 2026 End of Classes: Tuesday, April 14, 2026 Dates and Time: Mondays, 5:30-8:30 pm MST This course combines eight synchronous Zoom sessions with weekly asynchronous structured learning activities on D2L. Please see the schedule for live classes. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Quan Nguyen, MSW, PhD	Office Hours	Wednesdays (12:00-13:00) By appointment
UCalgary E-mail	quan.nguyen1@ucalgary.ca	UCalgary Phone	Contact via Email

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. A high level of independent work is expected in this class and students are responsible to manage their own learning through the active and timely completion of learning activities and assignments. **The course includes approximately 17 hours of synchronous instruction delivered through eight Zoom sessions, and 22 hours of asynchronous, instructor-guided learning on D2L** (e.g., recorded lectures, guided readings, discussion board activities, reflections, and peer interactions), **for a total of 39 instructional hours.**

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

There are eight synchronous Zoom sessions throughout the term, as indicated in the course. schedule. All Zoom sessions will be recorded and made available in D2L for learning purposes only (e.g., review of course content or access for students who cannot attend live). Recordings will only be accessible to enrolled students and the teaching team and will not be used for any other purposes. Students who have concerns about appearing in recordings may contact the Instructor to discuss alternative forms of participation.

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 diverse knowledge-building paradigms, including scientific, constructivist, Indigenous, feminist, and participatory approaches.
- 2) Demonstrate cultural and ethical sensitivity by adapting research processes to community, geographic, and population contexts.
- 3) Describe and apply key ethical principles for social work research (TCPS 2 and CASW Code of Ethics), with attention to vulnerable populations.
- 4) Apply and critically assess basic qualitative and quantitative methods in designing small-scale social research.
- 5) Use research findings to inform evidence-based and anti-oppressive social work practice.
- 6) Explain how research contributes to equity and social justice by revealing disparities in access, opportunity, and well-being.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Textbook:

Bell, E., Bryman, A., & Kleinknecht, S. (2023). *Social research methods* (6th Canadian ed.). Oxford University Press.

Supplementary and Applied Readings (Available in D2L):

Canadian Association of Social Workers (CASW). (2024). [Code of Ethics, Values, and Guiding Principles](#).

Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Social Development*, 1(1A). 1-16. <https://journalhosting.ucalgary.ca/index.php/jisd/article/view/63043/46988>

Nguyen, H.Q., & Ngo, V.H. (2024). Integrating participatory action research and photovoice as mixed methods: Synergies, tensions, and implications for social work. *Transformative Social Work*, 2(2), 1-22. <http://dx.doi.org/10.55016/ojs/tsw.v2i2.77602>

Nguyen, H.Q., Ngo, V.H., & Lee, Y. (2025). Perceived discrimination and sense of community belonging among Canadian young adults: A population-based study. *Canadian Ethnic Studies*, 57(1), 1-27. <https://doi.org/10.1353/ces.2025.a960309>.

Panel on Research Ethics (2022). *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2)*. Government of Canada. https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html

Note: Students are encouraged to read selectively and purposefully. Each module highlights key sections and guiding questions to help locate the most relevant information for your module/research topic.

Formatting and Citations Requirements

- Use APA (7th Edition) formatting and citations (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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

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.

CLASS SCHEDULE

Important Dates for Winter 2026

- Start of Term: Monday, January 5
- First Day of Class: Monday, January 12
- End of Term: Thursday, April 30
- Last Day of Class: Tuesday, April 14
- Fee Deadline: Friday, January 30
- Alberta Family Day, no classes: Monday, February 16
- Good Friday, no classes: Friday, April 3
- Easter Monday, no classes: Monday, April 6
- Term Break, no classes: Sunday-Saturday, February 15-21

Class Schedule

Modules and Timelines	Activities, Readings, and Zoom Sessions	Assignments and Due Dates
Module 1: Establishing Foundations for Social Work Research <i>Jan 12 - Feb 7</i>	<p><u>Activities:</u> Complete Module 1 on D2L (including recorded lectures, guided readings, online discussions, and reflection activities).</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Chapter 1: General Research Orientations • Chapter 2: Research Design • Chapter 3: Research Ethics • Chapter 15: Conducting a Research Project • CASW (2024) • Hart (2010) • Panel on Research Ethics (2022) (Review) <p><u>Zoom Sessions:</u></p> <ul style="list-style-type: none"> • Zoom #1, Mon, Jan 12 (6:00-8:00 pm, MST) • Zoom #2, Mon, Jan 26 (6:00-8:00 pm, MST) 	<p>Assignment 1: Ethics and Research Question Brief (20%)</p> <p>Submit the TCPS2 certificate & 700-word brief on your research question and ethical considerations.</p> <p>Due: Fri, Feb 6, 11:59 pm, MST.</p>
Module 2: Qualitative, Indigenous, and Participatory Approaches <i>Feb 8 - Mar 7</i>	<p><u>Activities:</u> Complete Module 2 on D2L (recorded lectures, small group analysis, and peer review of interview guides).</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Chapter 9: The Nature of Qualitative Research • Chapter 11: Interviewing in Qualitative Research • Chapter 13: Qualitative Data Analysis • Hart (2010) (Review) • Nguyen & Ngo (2024) <p><u>Zoom Sessions:</u></p> <ul style="list-style-type: none"> • Zoom #3, Mon, Feb 9 (6:00-8:00 pm, MST) • Zoom #4, Mon, Feb 23 (6:00-8:00 pm, MST) 	<p>Assignment 2: Qualitative Design Exercise (15%)</p> <p>Develop five interview questions, a sampling plan, and strategies for trustworthiness (750 - 900 words).</p> <p>Due: Fri, Mar 6, 11:59 pm, MST.</p>
<i>Feb 15-21, 2026</i>	Winter Break, No Classes	
Module 3: Quantitative Research and Data Exploration <i>March 8 - March 28</i>	<p><u>Activities:</u> Complete Module 3 on D2L, view D2L video lectures, explore examples of survey design, and participate in peer discussions on variables, measurement, and sampling.</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Chapter 4: The Nature of Quantitative Research • Chapter 5: Survey Research: Interviews and Questionnaires • Chapter 8: Quantitative Data Analysis 	<p>Assignment 3: Quantitative Data Exploration (15%)</p> <p>Explore and analyze a selected dataset from Statistics Canada (750-900 words, Identify a social-work-related research question, outline a brief data</p>

	<ul style="list-style-type: none"> • Nguyen, Ngo, & Lee (2025) <p><u>Zoom Sessions:</u></p> <ul style="list-style-type: none"> • Zoom #5, Mon, Mar 9 (6:00-8:00 pm, MST) • Zoom #6, Mon, Mar 23 (6:00-8:00 pm, MST) 	<p>analysis plan)</p> <p>Due: Fri, Mar 27, 11:59 pm, MST</p>
<p>Module 4: Integrating Research and Proposal Development</p> <p><i>Mar 28 - April 14</i></p>	<p><u>Activities:</u> Complete Module 4 on D2L, engage with D2L resources, recorded tutorials, and peer feedback on draft proposals. Participate in final discussion board reflections.</p> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Chapter 14: Bridging the Quantitative and Qualitative Divide • Chapter 15: Conducting a Research Project (Review) <p><u>Zoom Sessions:</u></p> <ul style="list-style-type: none"> • Zoom #7, Mon, Mar 30 (6:00-8:00 pm, MST) • Zoom #8, Mon, Apr 13 (5:30-8:30 pm, MST) <p>Mini Research Symposium on Zoom 8</p>	<p>Assignment 4: Final Research Proposal and Presentation (35%) Submit a 1,500-1700-word proposal integrating previous assignments. Present your project (5-minute presentation). Due: Tuesday, Apr 14, 11:59 pm, MST.</p> <p>Assignment 5: Self-Assessment Due: Tue, Apr 14, 11:59 pm, MST.</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

Alongside the detailed instructions provided in D2L, the Instructor will send weekly communications at the start of each week. He will also send additional notices to remind students about their learning progress and essential deadlines. It is required to check your UCalgary emails and log in to your D2L account to stay updated regularly. If you have any questions regarding personal issues, please email your Instructor directly at quan.nguyen1@ucalgary.ca. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

I will offer optional office hours support by appointment every Wednesday (12:00-13:00) upon request. Please review the course materials before attending an office hours session and email your questions in advance. You are required to send an email to confirm your participation for that day. You will also need a webcam and a microphone to participate. Please be punctual and join the session at the scheduled start time. The Instructor will end the session if no one joins the online room within 10 minutes.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the Instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the Instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

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.

FORUM DISCUSSION INSTRUCTIONS

In each module, discussion topics are assigned for interactive learning purposes. They are only accessible at specific times according to the learning module schedule. These boards are designed to not allow you to view your classmates' posts before submitting your own. Therefore, please avoid greetings, tests, or any other messages in those forums and topics unless required for your post). Please refrain from deleting any posts made there and ensure your post will be available at the suggested time.

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

There are **five assignments** in the class. **All five assignments in this course are completed and graded individually. There are no group assignments, although peer learning and feedback are integrated through Zoom sessions and D2L activities.** Please refer to the following descriptions:

1) Assignment 1: Ethics and Research Question Brief (20 %)

Due Date: Friday, February 6, 2026, at 11:59 pm MST

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

Assignment Description:

This first assignment introduces you to the ethical and epistemological foundations of social work research. It connects professional values, ethical frameworks, and paradigmatic perspectives with the design of a small-scale research idea. The assignment has two integrated components:

Part 1. TCPS 2 Certificate (8 %)

Complete the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2, 2022)* online tutorial and upload your official certificate of completion to the D2L Dropbox. This ensures you understand national ethics standards for research with human participants.

Part 2. Ethics and Research Question Brief (12 %)

Write a short reflective paper (approximately 700 words) that demonstrates your ability to formulate an ethically sound social work research question.

Your brief should:

- Identify a research question relevant to social work practice (micro, mezzo, or macro).

- Discuss key ethical considerations, informed consent, confidentiality, potential risk, and inclusion of vulnerable or marginalized populations.
- Apply both TCPS 2 and CASW Code of Ethics (2024) to illustrate ethical decision-making.
- Reflect on how knowledge paradigms and your positionality shape ethical choices in research.

Assessment Criteria:

- TCPS 2 Certificate (8 %): Completion and timely upload of certificate.
- Research Question and Relevance (4 %): Clarity, focus, and significance for social work inquiry.
- Ethical Analysis (5 %): Integration of TCPS 2 and CASW principles; contextual ethics.
- Critical Reflection (5 %): Insight into positionality, paradigms, and social-justice implications.
- Organization and APA (2 %): Coherent structure, academic tone, correct citations.

2) Assignment 2: Qualitative Design Exercise (15 %)

Due Date: Friday, March 6, 2026, at 11:59 pm MST

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

Assignment Description:

This assignment develops your foundational qualitative research skills. You will design a mini qualitative study plan (750-900 words) that includes:

- A brief topic statement and research aim.
- Five open-ended interview questions designed to explore experience.
- A sampling plan outlining inclusion criteria, recruitment, and approximate sample size.
- Trustworthiness strategies
- Ethical and cultural considerations using trauma- and violence-informed and Indigenous-sensitive lenses.

Assessment Criteria (15 % total):

- Content and Alignment (6 %): Appropriate link between purpose and questions; analytic depth.
- Critical Reflection (4 %): Trustworthiness, ethics, and DEI integration.
- Peer Feedback (2 %): Thoughtful, constructive comments provided
- Organization and APA (3 %): Clarity, structure, and formatting quality.

3) Assignment 3: Quantitative Data Exploration and Analysis (15 %)

Due Date: Friday, March 27, 2026, at 11:59 pm MST

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

Assignment Description:

This assignment builds your capacity to design and critically assess quantitative research with secondary data. You will explore and analyze an existing dataset from Statistics Canada's General Social Survey (GSS), accessed through the Public Use Microdata File (PUMF) introduced in class. You will:

- Choose one GSS cycle or theme
- Identify one research question or hypothesis relevant to social work
- Select two to three variables from the GSS dataset that relate to your question, clearly defining each variable.
- Present a short data analysis plan (750-900 words excluding tables/appendix) that includes:
 - Descriptive analysis: Frequencies, percentages, or means for key variables.
 - Inferential test: One basic test (e.g., chi-square, t-test, or correlation) and briefly explain what the results would tell you about your research question.

- Interpretation: Explain how findings might inform evidence-based social work practice and address equity or social justice concerns.
- Reflect on ethical considerations when working with secondary data (e.g, privacy, representation of vulnerable groups, and responsible data use under the TCPS 2).

Assessment Criteria (15 % total):

- Research Question and Relevance (3 %): Clarity and social-work significance of the research question.
- Variable Selection and Operationalization (4 %): Accurate identification and definition of GSS variables with appropriate scales.
- Analysis and Interpretation (4 %): Logical analysis plan, correct choice of test, and meaningful interpretation of results.
- Ethical Reflection (2 %): Awareness of data ethics, equity, and responsible use of public datasets.
- Organization and APA Style (2 %): Professional writing, clarity, and accurate citation.

4) Assignment 4: Final Individual Research Proposal and Mini Research Symposium (35 %)

Written Proposal Due: Tuesday, April 14, 2026, at 11:59 pm MST

Mini Research Symposium: Monday, April 13, 2026, 5:30-8:30 pm, MST.

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

Assignment Description:

This capstone assignment integrates all course learning. You will design a small-scale research proposal (max 1,500-1700 words) that builds on your earlier qualitative and quantitative exercises.

Your proposal should include:

- Research Question and Significance: Relevance to equity, inclusion, and social justice in social work.
- Brief Literature/Context Review: 5-7 sources supporting your rationale.
- Methodology and Procedures: Design type, participants/unit of analysis, data collection methods, and proposed timeline.
- Sampling Plan: Inclusion criteria and recruitment strategy
- Analysis Plan: (For qualitative designs) thematic/coding strategy; (for quantitative designs) descriptive, inferential analysis and quality criteria.
- Ethics and Cultural Safety: Application of TCPS 2 and CASW principles; trauma-, violence-, and culturally informed approaches.
- Feasibility and Reflexivity: Acknowledgement of scope, positionality, and researcher responsibility.

Assessment Criteria (35 % total):

There are two components of the assignment:

Part 1. Written Proposal (25 %)

Concept & Significance (6 %): Clear and meaningful research question linked to social work practice.

- Design Coherence (8 %): Logical connection between question, methods, and procedures.
- Analysis & Quality (6 %): Feasible analysis plan and quality criteria.
- Ethics & Cultural Safety (6 %): Integration of TCPS 2 and CASW principles.
- Writing & APA (4 %): Organization, clarity, and citation accuracy.

Part 2. Mini Research Symposium (10 %): Monday, April 13, 2026, 5:30-8:30 pm, MST.

- Clarity & Timing (5 %): Concise 5-minute presentation.

- Content Focus (5 %): Covers RQ, design, ethics, and analysis plan.

5) Assignment 5: Course Engagement and Self-Assessment (15 %)

Due Date: Tuesday, April 14, 2026, at 11:59 pm MST

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

Assignment Description:

This assignment recognizes your ongoing engagement and self-reflection throughout the course. Because this course relies on asynchronous learning, your active participation in D2L activities, Zoom sessions, and group collaboration is essential.

You will submit two components:

Part 1. Self-Assessment (200-250 words): Describe how consistently and meaningfully you engaged with the course materials and learning activities.

- Identify any challenges and how you addressed them.
- Reflect on what you learned about research, ethics, and social justice practice.
- Propose a self-assigned grade (out of 15) with a rationale.

Part 2. Engagement Tracking Template: Complete the template available on D2L to document attendance at Zoom sessions, discussion board contributions, and learning activities.

The Instructor will review your submission and will contribute to your final engagement grade. The Instructor will consider your self-assessment and tracking form, along with their own observations from throughout the course. Failure to submit both the self-assessment paragraph and the engagement template will result in a grade of zero for this assignment.

Notes: All assignments must be submitted to the Dropbox for grading. Complete instructions for each assignment available on the course's D2L site.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

This course will take place online through D2L and Zoom. To succeed in the course, you are expected to participate in asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate live due to unforeseen circumstances, please inform the Instructor in advance and propose an alternative participation activity (e.g., watching the recordings, submitting a brief reflection, and actively contributing to the follow-up online discussion).

While this course primarily relies on asynchronous material, you are required to log into D2L regularly to stay up to date. Discussion postings will remain on the specific times of each learning module of the course; therefore, you are expected to contribute to the discussion on time. Discussion posts should validate and expand upon our learning. All postings and responses are expected to demonstrate respect, dignity, and confidentiality for all participants.

You are also expected to attend the Zoom sessions and are encouraged to engage actively with your peers during group discussions. We understand that participation may look different for everyone; therefore, students will have an opportunity to discuss what their engagement meant for them in Assignment 5 (as outlined above).

Please contact the Instructor to discuss any necessary accommodations. Please refer to the UCalgary calendar for more information on [attendance](#) and [supporting documentation and the use of a statutory declaration](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through Dropbox in D2L, as instructed in the assignment description above. Written assignments should 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 to ensure that the correct version is submitted.

MISSED OR LATE ASSIGNMENTS

Students are granted a 24-hour automatic grace period (no need to request permission) for submitting assignments after the stated deadline, except for Assignments 4 & 5. Assignments submitted beyond the grace period without an approved extension from the Instructor will be subject to a 5% grade reduction per day, including weekends and holidays. Late submissions will receive limited feedback. There is a maximum limit of seven (7) days for late submission without prior approval; after this period, assignments will not be accepted.

Students who require a longer extension, such as those registered with Student Accessibility Services (SAS), may be granted one upon request. Students must contact the Instructor in advance to discuss this option and follow the Faculty and University procedures regarding Deferral of Term Work. **Requests for deferrals must follow Faculty and University procedures. Students registered with SAS will follow the accommodations outlined in their official documentation.** Please refer to the Ucalgary calendar for more information on [supporting documentation for absences](#).

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.), 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>

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Students should exercise caution and responsibility when using artificial intelligence (AI) assistants such as ChatGPT, Claude, Quillbot, or other AI chatbots. If you intend to use these tools as learning aids or to assist with producing assignments, please discuss this with your Instructor in advance. You may use generative AI tools throughout this course to enhance your understanding of course materials; however, you are responsible for adequately citing and referencing all AI-generated work. While you may use AI

tools to understand course content and develop assignments, they must take full responsibility for their submissions. It is important to note that AI chatbots cannot write essays for you, as they may generate fabricated or inaccurate information and typically produce generic content. AI tools should only be used as supplementary editorial support to improve your essays' clarity and grammatical accuracy. Although AI can be used for learning course material, it must not be used for completing assignments. If AI-generated content is included in an assignment; it must be submitted as an appendix, along with the prompt, and accompanied by a declaration and reflection on the AI tool usage. Proper citation of all AI-generated content is required to maintain academic integrity. You are accountable for the work you submit, and failure to cite the use of AI-generated content in an assignment will be considered a breach of academic integrity, 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.

Please note that grades for assignments and final grades will be calculated to the nearest hundredth (e.g., 89.99). There will be no rounding up of grades. For example, a final grade of 89.99 will not be rounded to 90. The final grade will be calculated automatically using the FSW grading scheme.

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.	
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COURSE EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the Instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Students are expected to follow reading materials provided in D2L to support their learning process.

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are 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

Students are advised that any research with human participants - _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation - _must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the Instructor, to determine if ethics approval is required. Some

courses will include assignments that involve conducting research with human participants; in these cases, the Instructor will have applied for and received ethics approval for the course 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