



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 S02	Classroom	Online
Course Name	Social Work Research		
Dates and Time	Start of Classes: January 12, 2026 End of Classes: April 14, 2026 Dates and Time: <ul style="list-style-type: none"> – Synchronous Zoom Session: Wednesdays 5:30 pm to 8:30 pm MT. – For full list of classes and dates, please refer to the class schedule on pages 6 and 7. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u>¹.		
Instructor	Vibha Kaushik, PhD, RSW	Office Hours	As requested
UCalgary E-mail	vkaushik@ucalgary.ca	UCalgary Phone	Please contact instructor 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. To best succeed 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 the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and

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

actively contribute to the follow-up online discussion). Dates and times of synchronous zoom sessions are indicated in the course schedule, and each will be recorded.

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 READINGS, TEXTBOOKS AND LEARNING MATERIALS

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

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

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

Topic 1: Knowledge Generation in Contexts

DeCarlo, M. (2018). Chapter 1: Introduction to research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 1-32). Open Social Work Education.

DeCarlo, M. (2018). Chapter 2: Beginning a research project. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 33-61). Open Social Work Education

DeCarlo, M. (2018). Chapter 3: Reading and evaluating literature. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 62-83). Open Social Work Education

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

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

Topic 2: Indigenous, Feminist and Participatory Research Perspectives

- Brooks, A., & Hesse-Biber, S. N. (2007). An invitation to feminist research. In S. N. Hesse-Biber, & P.L. Leavy (Eds.), *Feminist research practice: A primer* (pp. 1-26). Sage. <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/feminist-research-practice/n1.xml>
- D'Cruz, H. & Jones, M. (2011). Different ways of knowing and their relevance for research. In H. D'Cruz & M. Jones, *Social Work Research* (pp. 28-33 and 46-58). Sage Publications Ltd.
 *Digital access to 2004 edition available: <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d20.xml>
- Kovach, M. (2009). Creating Indigenous research frameworks. In: *Indigenous methodologies: Characteristics, conversations, and contexts* (pp 39 –54). University of Toronto Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4672931&ppg=50>
 *E-book licence permits only two simultaneous online users; per day, a user may print to PDF up to 22 pages
- Reid, C., Greaves, L., & Kirby, S. (2017). Critical and contemporary approaches to social research. In C. Reid, L. Greaves, & Kirby, S. *Experience research social change: Critical methods* (pp. 22-45). University of Toronto Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4931386&ppg=42>
 *E-book licence permits only two simultaneous online users; per day, a user may print to PDF up to 40 pages
- Wane, N.N. (2004). Black Canadian feminist thought: tensions and possibilities. *Canadian Woman Studies*, 23(2), 145-153 <https://link.gale.com/apps/doc/A120460485/CPI?u=ucalgary&sid=CPI&xid=7b9a4f38>

Topic 3: Quantitative Research Methods

- DeCarlo, M. (2018). Chapter 6: Linking methods with theory. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 139-161). Open Social Work Education
- 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
- DeCarlo, M. (2018). Chapter 9: Defining and measuring concepts. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 221-262). Open Social Work Education

Topic 4: Quantitative Research Methods Analysis

- DeCarlo, M. (2018). Chapter 10: Sampling. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 263-295). Open Social Work Education.
- DeCarlo, M. (2018). Chapter 12: Experimental design. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 329-360). Open Social Work Education

Topic 5: Qualitative Research Methods

- DeCarlo, M. (2018). Chapter 13: Interviews and focus groups. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 361-395). Open Social Work Education.
- DeCarlo, M. (2018). Chapter 14: Unobtrusive research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 396-429). Open Social Work Education.

Topic 6: Qualitative Research Analysis

DeCarlo, M. (2018). Chapter 15: Real-world research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 430-446). Open Social Work Education

Read two from the following:

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 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://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/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-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>

Topic 7: Research Communication and Knowledge Dissemination

D'Cruz, H. & Jones, M. (2004). Reporting and disseminating research. In D'Cruz, H., & Jones, M. *Social work research* (pp. 167-177). SAGE Publications Ltd <https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/social-work-research/d77.xml>

DeCarlo, M. (2018). Chapter 16: Reporting research. In M. DeCarlo, *Scientific Inquiry in Social Work* (pp. 447-465). Open Social Work Education

Rai, L., & Lillis, T. (2013). 'Getting it write' in social work: Exploring the value of writing in academia to writing for professional practice. *Teaching In Higher Education*, 18 (4), 352-364. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13562517.2012.719157>

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

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 2026

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

Dates	Topics	Synchronous Zoom Sessions	Assignments Due
January 12 – January 21	Knowledge Generation in Contexts	January 14 January 21	Assignment 1 due on January 25
January 22 – February 4	Indigenous, Feminist and Participatory Research Perspectives	January 28 February 4	Assignment 2 due on February 8
February 5 – February 14	Quantitative Research Methods	February 11	
February 15 - 21	Term Break	No Classes	
February 22 – March 4	Quantitative Methods Analysis	February 25	Assignment 3 due on March 8

March 5 – March 18	Qualitative Research Methods	March 18	
March 19 – April 1	Qualitative Research Analysis	March 25 April 1	
April 2 – April 12	Research Communication and Knowledge Dissemination	April 8	Assignment 4 due on April 12

IMPORTANT NOTE

Students are required to complete asynchronous learning activities on D2L during weeks without a scheduled Zoom session. These activities may include watching recorded lectures and videos, listening to podcasts, reviewing PowerPoint presentations, and engaging with other online materials posted on the course site. Please refer to D2L for full details.

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 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.

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

Note on group and individual work: Assignment 2 is a mandatory group assignment. For Assignments 3 and 4, students may choose to complete the work either in their established group or individually. Expectations for scope and length are adjusted slightly for individual submissions, as described in each assignment description below.

ASSIGNMENT 1: Completing TCPS CORE Ethics Tutorial (5%)

Aligned Course Outcomes: 1, 3

Weight: 5% of the total course grade

Due Date: January 25, 2026, at 11:59 pm MT

Description: In this **individual assignment**, students will complete an online research ethics tutorial, the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2 CORE). This tutorial is required by Canada's federal research agencies (CIHR, NSERC, SSHRC) and provides ethics guidance that applies to all research involving human participants. To complete this assignment:

- Access the tutorial here: [TCPS 2 CORE Ethics Tutorial](#).
- Complete the tutorial (approximately three hours; more time might be required for students who wish to thoroughly peruse supplementary materials).
- Download your certificate of completion.
- Submit your certificate via Dropbox on the D2L site by the deadline.

Assignment 1 will be submitted to the Dropbox on the D2L site. Full marks (5%) will be awarded for submitting the certificate by the due date. **Late submissions will receive a zero.**

ASSIGNMENT 2: Situating Self in Research (20%)

Aligned Course Outcomes: 1, 2, 3, 4

Weight: 20% of the total course grade

Due Date: February 8, 2026, at 11:59 pm MT

Description: In this **group assignment**^{*}, students will reflect on self-reflexivity, examining how their worldviews, beliefs, assumptions, social locations and life experiences shape their understandings of research and ethics. Working in groups of four students will discuss specific guiding questions and collaboratively draft a post summarizing their group discussion. The group posts will compare and

contrast group members' positionalities on research and ethical issues, incorporating insights from course readings, learning activities, and relevant materials from other courses. Class time will be allocated for group work. Groups will be responsible for editing and proofreading their posts prior to submission. While the writing can maintain a personal tone for the group, proper APA formatting will be required for citations. Each post will be 750 words (excluding references).

Assignment 2 will be submitted to the Discussion Board on the D2L site. Detailed instructions and grading criteria will be posted on D2L.

*This is the only mandatory group assignment; students will have the option to complete Assignments 3 and 4 either in groups or individually.

ASSIGNMENT 3: Conducting an Annotated Bibliography (30%)

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

Weight: 30% of the total course grade

Due Date: March 8, 2026, at 11:59 pm MT

Description: An annotated bibliography provides a structured summary and critical assessment of key scholarly sources on a particular topic. Each annotation goes beyond description to evaluate the quality, relevance, and contribution of the source to a specific area of inquiry. In social work research, annotated bibliographies are used to map existing knowledge, examine methodological and theoretical approaches, and identify gaps that inform future research questions and study design.

For this assignment, students will develop an annotated bibliography related to a social work–relevant topic of their choice. This assignment serves as a foundation for the final research proposal assignment, supporting the development of research questions, theoretical orientation, and methodological decision-making.

Students may choose one of the following two options to complete this assignment:

Option 1: As a Group

In this option, students will work in groups of **three to four students** (normally the same groups formed for Assignment 2) to complete the annotated bibliography. Each group will identify a **minimum of seven peer-reviewed journal articles** related to their topic of interest and produce an **eight-page annotated bibliography** (excluding references).

Option 2: As an Individual Student

In this option, students will complete the annotated bibliography independently on a topic of their choice (which may be the same topic as their group's topic or a different one). The individual submissions will include a **minimum of six peer-reviewed journal articles** to produce a **six to seven-page annotated bibliography** (excluding references). The structure and grading criteria are the same as for the group option; the reduced length and number of required sources reflect the smaller scale of the individual project.

The annotated bibliography will include the following sections:

1. **Introduction:** Introduce the topic, provide a rationale for its relevance to social work, and outline inquiry question(s) guiding the selection of sources.
2. **Search Strategy:** Describe how and where articles were identified, including databases used and key search terms.
3. **Descriptive Annotations:** Each annotation should include:
 - A brief summary of the purpose and key findings of the article
 - An assessment of the research design and methods used
 - Strengths and limitations of the study
 - Relevance and applicability of the source to the inquiry question and to social work practice.
4. **Synthesis and Gaps:** Conclude with a brief synthesis highlighting patterns across the literature and identifying key gaps that inform future research directions.

To help guide this assignment, students (working in groups or individually) are welcome to engage in the following steps:

1. Select a social work-related topic and develop an inquiry question to guide the annotated bibliography.
2. Use the University of Calgary library resources to locate relevant peer-reviewed journal articles.
3. Critically review and analyze each source, focusing on purpose, methods, findings, and relevance.
4. Draft annotated entries using a consistent and clear structure.
5. Reflect across sources to identify key themes, methodological trends, and gaps in the literature.

Assignment 3 will be submitted to the Dropbox on the D2L site. For group submissions, one group member will submit on behalf of the group and include the full names of all contributing members on the title page. Detailed instructions and grading criteria will be posted on D2L.

ASSIGNMENT 4: Developing a Research Proposal (45%)

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

Weight: 45% of the total course grade

Due Date: April 12, 2026, at 11:59 pm MT

Description: This assignment builds on the skills and knowledge developed throughout the course, particularly in Assignments 2 and 3. Students will develop a research proposal that synthesizes their learning about research questions, research paradigms, design, methods, ethics, and knowledge mobilization within the context of social work practice.

Students may choose one of the following two options to complete this assignment:

Option 1: As a Group

In this option, students will work collaboratively in groups of **three to four students** (normally the same groups formed for Assignments 2 and 3) to develop a research proposal of **8–10 pages** (excluding references).

Option 2: As an Individual Student

In this option, a student will independently develop a research proposal of **7–8 pages** (excluding references). The structure and grading criteria are the same as for the group option; the reduced length reflects the smaller scale of the individual project.

1. Research Question and Rationale:

- Clearly state the research question and provide context by highlighting the gap in current knowledge.
- Discuss the potential contributions of the research to existing literature, social work practice, and how the findings could address community issues.

2. Theoretical Orientation:

- Describe the theoretical, ontological, and epistemological foundations that have informed the group's approach to research.
- Explain how these foundations guided the development of the research question and design.

3. Research Design:

- Specify the research methodology (quantitative, qualitative, or mixed) and outline the proposed methods for data collection and analysis.
- Discuss the strengths and limitations of the chosen research design.

4. Ethical consideration:

- Identify potential ethical issues in the proposed research.
- Describe strategies for addressing these issues throughout the research process.

5. Knowledge dissemination and mobilization:

- Explain how the research findings will be shared and how they will inform practice, programs, or policies to ensure their impact.

Assignment 4 will be submitted to the Dropbox on the D2L site. For group submissions, one group member will submit on behalf of the group and include the full names of all contributing members on the title page. Detailed instructions and grading criteria will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

- Students are expected to be fully present and engaged in class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- 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 at 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 proper version is submitted.

- For assignments with a group option (Assignments 3 and 4), only one group member needs to submit the assignment on D2L, clearly listing the full names of all contributing group members on the title page.

MISSED OR LATE ASSIGNMENTS

- Assignments and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided. Students 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) 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 an extension. No assignments will be accepted beyond this seven-day limit.
- It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings, and grading criteria.
- All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.
- All submitted work **must follow proper APA 7th edition format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- 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

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the University's academic misconduct policy. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

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 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

Will be posted on 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](#). 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