



<b>Course &amp; Session Number</b>	<b>SOWK 302 L01</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	Social Work Research in Context- Northern Cohort		
<b>Dates and Time</b>	Start of Classes: Tuesday, January 2, 2024 End of Classes: Tuesday, April 09, 2024 Dates and Time: <b>Mondays 5:30 – 8:30 pm via ZOOM</b> Dates and links available in D2L class schedule Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Tara-Leigh Blankenstein, MSW RSW MALM RCSW  Audrey Cochrane, MSW, RSW  Donna Pruski, MSW, RSW	<b>Office Hours</b>	As requested via email
<b>UCalgary E-mail</b>	Tara-Leigh Blankenstein <a href="mailto:tlblank@ucalgary.ca">tlblank@ucalgary.ca</a> Audrey Cochrane <a href="mailto:Audrey.Cochrane@ucalgary.ca">Audrey.Cochrane@ucalgary.ca</a> Donna Pruski <a href="mailto:Donna.pruski1@ucalgary.ca">Donna.pruski1@ucalgary.ca</a> Chantal Tkach <a href="mailto:Chantal.tkach1@ucalgary.ca">Chantal.tkach1@ucalgary.ca</a>	<b>UCalgary Phone</b>	Email instructor

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

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

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](#).

## SYLLABUS STATEMENT

This course provides an introduction to knowledge generation relevant to generalist social work practice. Concepts and processes of various research methodologies will be introduced as ways of knowledge building to inform practice and influence policy, particularly in rural, remote and Indigenous contexts. Particular attention will be paid to the link between research and practice and to the contextual realities of culture, power, gender and Indigenous knowledge gathering.

Course Hours: 6 units; F(6-0)

## COURSE DESCRIPTION

Students will be introduced to the core concepts of social work research through a variety of learning activities such as presentations, assigned readings, online discussion, exercises and assignments.

## COURSE LEARNING OUTCOMES

At the completion of the course students will be able to:

1. To become familiar with the basic concepts and vocabulary involved in research.
2. To develop a beginning understanding of various knowledge-building paradigms with particular attention to the scientific method, Indigenous ways of knowing, and feminist and participatory methods.

3. To acquire an awareness of ethical issues in research.
4. To become critically aware of the importance of context and values in shaping social work research.
5. To understand the place of research in social work including the practice-research link.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Bryman, A., & Bell, E. (2019). *Social research methods* (6th ed.). Oxford University Press.

Note: students may also elect to use the 5<sup>th</sup> edition of this text.

Assigned readings posted by each module Instructor to the D2L site.

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

SOWK 302 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 303 – Interviewing in Context.

## CLASS SCHEDULE

This Theme Course will be delivered online in a series of modules. Synchronous Zoom sessions will be held on Mondays from 5:30 – 8:30 pm. Students will complete the following modules. **Note: refer to D2L for module dates and assignment due dates.**

Instructor	Module Dates	Module- Topic	Zoom Sessions
Tara-Leigh Blankenstein	Tuesday, Jan 2 – Thursday, Jan 11	Module 1: Knowledge Translation	Monday, January 8 5:30 – 8:30 pm
Audrey Cochrane	Friday, January 12 – Thursday, January 25	Module 2: Quantitative Methods	Monday, January 15 5:30 – 8:30 pm Monday, January 22 5:30 – 8:30 pm
Audrey Cochrane	Friday, January 26 – Thursday, February 8	Module 3: Quantitative Analysis	Monday, January 29 5:30 – 8:30 pm Monday, February 5 5:30 – 8:30 pm
Donna Pruski	Friday, February 9 – Thursday, March 7	Module 4: Qualitative Methods	Monday, February 12 5:30 – 8:30 pm
<i>SOWK 303 Interviewing in Context Course- Residency February 20 – 24, 2024 9 am – 4 pm</i>			

Term Break In Lieu of Residency Week NO CLASSES February 26 – March 3			
Donna Pruski	Qualitative Methods continued	Module 4: Qualitative Methods continued	Monday, March 4 5:30 – 8:30 pm
Donna Pruski	Friday, March 8 – Thursday, March 21	Module 5: Qualitative Analysis	Monday, March 11 5:30 – 8:30 pm Monday, March 18 5:30 – 8:30 pm
Audrey Cochrane	Friday, March 22 – Thursday, April 4	Module 6/7: Research Communication	Monday, March 25 5:30 – 8:30 pm
Tara-Leigh Blankenstein	Friday, April 5 – Tuesday, April 9	Module 7: Integration	Monday, April 8 5:30 – 8:30 pm

### MODULE 1: What is Knowledge Generation?

Required Readings	
Textbook	Chapters
Bryman, A., & Bell, E. (2019). <i>Social research methods</i> (5th ed.). Oxford University Press.	1 - 3, 14

This module is an introduction to different approaches to knowledge building. It will address the breadth of research paradigms, from positivist to interpretive traditions including Indigenous and feminist ways of knowing.

#### Module Learning Outcomes:

After completing this module, students will be able to:

- recognize various ways of knowing and conceptions of science;
- identify the student's own ontological and epistemological standpoint and its implications for his or her way of knowing and conducting research;
- recognize and distinguish the basic premises of the Western positivist, interpretivist, and Liberatory paradigms;
- explain some of the purposes and uses of research in generalist social work practice;
- examine how values, diversity, and ethical issues inform the research process;
- examine how the relational processes and outcomes of research may serve to empower or oppress (i.e. clients as objects, subjects, or participants in inquiry); and
- describe the purpose and principles in conducting a literature review.

### MODULE 2: Quantitative Research Methods

Required Readings	
Textbook	Chapters

Bryman, A., & Bell, E. (2019). <i>Social research methods</i> (5th ed.). Oxford University Press.	4 - 7
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This module introduces students to the historical traditions of positivist research and its application in social work.

**Module Learning Outcomes:**

After completing this module, students will be able to:

- identify a range of quantitative methods to obtain information in application of research;
- understand the connection between positivism, quantitative methods, and the history of Eurocentric science;
- demonstrate an understanding of the place of quantitative research in social work practice and evaluation;
- demonstrate awareness for the positionality of the researcher in relation to knowledge generated by this approach; and
- articulate the strengths and challenges in applying quantitative methods to traditional knowledge systems in rural, remote and northern communities.

**MODULE 3: Quantitative Research Analysis**

Required Readings	
Textbook	Chapters
Bryman, A., & Bell, E. (2019). <i>Social research methods</i> (5th ed.). Oxford University Press.	8

This module is a continuation of the module above. It will provide students the opportunity to apply knowledge gained into simulated data analysis scenarios. Students will have opportunity to:

- use different types of graphing and charting to display research results;
- understand the implications of different sample sizes and research methods in analyzing information;
- apply concepts from different data collection instruments to data analysis;
- make determinations about writing up research results, dealing with issues of accessibility and communication of relevant information.

**MODULE 4: Qualitative Research Methods**

Required Readings	
Textbook	Chapters
Bryman, A., & Bell, E. (2019). <i>Social research methods</i> (5th ed.). Oxford University Press.	9 - 11

This module introduces students to the historical tradition of qualitative research.

**Module Learning Outcomes:**

After completing these modules, students will be able to:

- understand what makes qualitative research distinct among the research traditions;
- identify the strengths and limitations of qualitative research;
- engage critically in analyses of emerging issues in qualitative research as they are evolving in the literature; and
- understand how different forms of coding can be applied to the analysis of qualitative data.
- demonstrate awareness for the positionality of the researcher in relation to knowledge generated by this approach; and
- articulate the strengths and challenges in applying qualitative methods to traditional knowledge systems in rural, remote and northern communities.

**MODULE 5: Qualitative Research Analysis**

Required Readings	
Textbook	Chapters
Bryman, A., & Bell, E. (2019). <i>Social research methods</i> (5th ed.). Oxford University Press.	12 - 13

This module explores a continuum of qualitative methods in social work research as distinguished from quantitative methods and is designed as application of the previous module on qualitative research methods.

**Module Learning Outcomes:**

In this module, students will have the opportunity to:

- apply qualitative research design strategies to a social problem of interest;
- understand criticisms of qualitative research and develop an evaluation framework from within this tradition.

learn, through review of transcripts, how different forms of coding can be applied to a narrative; and

- develop a research question from an interpretivist paradigm and map out the possible methods available for use within this tradition and the consequences for each choice.

**MODULE 6: Research Communication (Writing, Presenting, and Publishing)**

Required Readings
Readings posted to D2L

This module introduces students to the writing, presenting and publishing processes for research proposals and reports.

**Module Learning Outcomes:**

After completing this module, students will be able to:

- understand the parallels between a research proposal and a research report;
- develop a research poster and presentation; and

- demonstrate a professional standard of writing, including the use of APA in formatting, citation and referencing.

**MODULE 7: Research for Social Justice**

Required Readings
Readings posted to D2L

**Module Learning Outcomes:**

After completing this module, students will be able to:

- identify participatory action research (PAR) theoretical foundations;
- identify feminist research foundations;
- engage critically in analyses of PAR and feminist research;
- recognize and choose appropriate research methods in feminist and PAR methodologies;
- connect overall learning to a broader social justice paradigm;
- position oneself within the various approaches discussed; and
- examine connections among research and other forms of social work practice.

**MODULE 8: Summary and Integration**

The final module is intended to provide students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed.

Module Learning Outcome:

After completing this module students will be able to demonstrate the integration of course materials.

**Important Dates for Winter 2024**

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024 (For courses with residencies in February, please change to February 25 – March 3)
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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**EQUITY, DIVERSITY AND INCLUSION**

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

**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.

### **USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use 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.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor *may* record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **RELATIONSHIP TO OTHER COURSES**

### **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.

<b>ASSESSMENT COMPONENTS</b>
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<b>Assignment</b>	<b>Grade Portion</b>	<b>Description</b> <i>(Additional assignment details and Grading Rubrics available on course D2L)</i>	<b>Aligned Learning Objectives</b>
Ethics Tutorial (submitted for knowledge generation module)	5%	Complete the TCPS2 Core Tutorial ( <a href="https://tcps2core.ca/login">https://tcps2core.ca/login</a> ), upload your certificate of completion and be prepared to discuss in Zoom session.	3,4
Discussion Board (submitted for qualitative modules)	5%	Review the posted video and respond to the qualitative research questions on the discussion board.	1,2,3,4
Discussion Forum (submitted for quantitative modules)	5%	Review the posted video and respond to the quantitative research questions on the discussion board.	1,2,3,4
Qualitative Article Review (submitted for qualitative modules)	20%	Select an article from the qualitative publications posted on the course D2L site and examine the article by answering posted critical review questions. Submit assignment to Dropbox.	1,2,3
Quantitative Article Review (submitted for quantitative modules)	20%	Select an article from the quantitative publications posted on the course D2L site and examine the article by answering posted critical review questions. Submit assignment to Dropbox.	1,2,3
Structured Research Intent Annotated Bibliography (submitted after completion of the four research modules)	25%	Develop a 3-page research intent (excluding title page and references) and a structured annotated bibliography addressing a social issue or problem for research using the structured template in D2L.	1,2,3,4,5
Poster presentation (presented in small groups for research communication module Zoom session)	10%	Prepare a poster to present in small groups in the research communication module. Complete and upload the Presentation self-reflection worksheet upon completion.	1,2,3,4,5
Social Justice Artifact (submitted for research for social justice module)	10%	Upload a photograph of an original artifact representing what social justice represents for the social issue problem presented in your research intent.	2,4

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class with both video and audio and be fully present and visibly engaged in online class activities and discussions

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. Assignments are to be submitted in Word format unless otherwise specified. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight 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.

### **LATE ASSIGNMENTS**

Students are expected to submit all assignments by the due date indicated in the community schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date after which the assignment shall receive a grade of 0. In extraordinary circumstances extensions may be granted beyond 7 days with PRIOR approval from the director however the 25% penalty shall still be applied. Students must submit their request, in writing, to the CBLC director for consideration.

### **EXPECTATIONS FOR WRITING**

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. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

"It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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 <a href="#">F.1.3</a> 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 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/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Please refer to D2L for additional readings.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

## **Professional Conduct**

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

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

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

## **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