

CORE 435: L02

Social Research, Disability & Health

Instructors:

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Office Hours/Policy on Answering Student Emails

Office Hours: by appointment

Email Policy: Student emails will be answered within 24 hours of receipt during the week and within 72 hours over the weekend

Time and Location:

Tuesday 15:30-18:15

Classes will be broadcast live using Adobe Connect but will also be recorded for students who are not able to participate during the live session

Please consult course schedule to confirm location of individual sessions.

Online Required Sessions :

Classes will be broadcast live using but will also be recorded for students who are not able to participate during the live session

Prerequisite/Co-Requisite:

24 units (4.0 full-course equivalents) including at least one of [Community Rehabilitation 205](#) or [209](#).

Antirequisite(s): Credit for [Community Rehabilitation 435](#) and 425 will not be allowed.

Course Description:

An overview of research methods in community rehabilitation and disability studies. An introduction to the major design, analyses and knowledge transfer strategies in the field.

Overarching Theme

This face-to-face course provides an overview of social science research design: selecting a quantitative or mixed method design; definitions of approaches; philosophical worldviews; reviewing literature; use of theory; ethical considerations; and development of writing

strategies. This course familiarizes students with the major approaches to community based research and disability studies.

Global Objectives

- Identify viable and relevant research questions
- Identify, compare and critique disability research methodologies based on primary assumptions and methods used
- Differentiate between central tenets of qualitative and quantitative data collection and strategies of analysis – consider strengths; weaknesses and relevance in the field of disability
- Understanding relationships amongst research questions, methods and interpretation of finding related to disability studies
- Consideration of ethical issues in research with regard to vulnerable populations
- Formulate and evaluate relevant research questions for class discussion and assignments

Learning Objectives

By the end of this course, students will be able to:

- Describe the conceptual aspects of research methods
- Describe the process of conducting a literature review
- Compare and contrast the use of theory in qualitative, quantitative and mixed methods research
- Recognize the elements of the introduction of a research study
- Draft a purpose statement
- Draft research questions and hypotheses
- Identify ethical concerns to identify in research
- Integrate knowledge of qualitative, quantitative and mixed methods approaches to developing a research design

Required Textbooks

Textbook: Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage. (available in textbook or eBook format)

Recommended Resources

Additional Resources: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Website: Additional materials, including videos, quizzes, and sample research proposals and tools, are available at: <https://edge.sagepub.com/creswellrd5e>

A Note regarding readings

*A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.*

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2018-2019 Calendar.

In determining the overall grade in the course, the following weights will be used:

Weekly Pre-Class Quiz (Weeks 2, 3, 5, 6, 7, 10)	10%
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Tests (Cumulative) (October 2, Nov 6, Dec 4)	45%
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Written Research Proposal: Part A DUE: October 30 To be handed in via D2L Dropbox	15%
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Final Written Proposal: Part A & B DUE: November 28 To be handed in via D2L Dropbox	30%
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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.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2018-19 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or

seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+ 54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 0-49%

Missed Components of Term Work:

Students will lose 25% per day late past the deadline for all assignments. In this case, assignments will NOT be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero.) Students who miss a quiz will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.

It is the agreement of all Faculty involved in CORE 435 that **extensions will NOT be granted** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (illness, religious conviction, or domestic affliction) received in writing and with supporting documentation. Please be advised that students should notify the instructor before the assignment deadline to discuss.

Brightspace by Desire2Learn (D2L)

Brightspace is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they get all posted communications and documents and that they receive emails sent by instructors or fellow students through Brightspace/D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

Attendance

Students are expected to attend all scheduled classes

Conduct During Lectures

Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during each session and should not rely solely on handout material supplied by the instructors.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, 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.

Academic Accommodations Based on Disability or Medical Condition

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf). If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jllogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. These rules are contained principally in Sections J to L of the *University of Calgary Calendar*. Students are

expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean (Undergraduate Health and Science Education) for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP); students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Work assigned to you by your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission. See <http://www.ucalgary.ca/policies/files/policies/privacy-policy-2011.pdf> for more information.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar, which normally begins with the Associate Dean (Undergraduate Health and Science Education). Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 15 days** of first being notified of the grade.

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and

supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@ucalgary.ca.

Course Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The exam dates are firm and will not be altered.

Date	Module / Topics	Instructor/Guest Lecturer	Readings	Assignments & Due Dates
Week 1 September 11	Course Outline Review and Course Introduction Paradigms/Worldviews	Anne Hughson & Joanna Rankin	Syllabus	NA
Week 2: September 18	Selection of a Research Approach	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 1	Quiz 1: To be completed on D2L before 3:30pm
Week 3: September 25	Review of the Literature	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 2	Quiz 2: To be completed on D2L before 3:30pm
Week 4: October 2	The Use of Theory	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 3	Test 1: Online (1 hour after commencement of test on D2L)
Week 5: October 9	Writing Strategies and Ethical Considerations	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 4	Quiz 3: To be completed on D2L before 3:30pm
Week 6: October 16	Writing the Introduction	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 5	Quiz 4: To be completed on D2L before 3:30pm
Week 7 October 23	Writing the Purpose Statement	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 6	Quiz 5: To be completed on D2L before 3:30pm
Week 8 October 30	Research Questions	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 7	Proposal (Part A) Hand in hard copy in class

Week 9: November 6	Quantitative Methods	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 8	Test 2: Online (1 hour)
Week 10: November 20	Qualitative Methods	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 9	Quiz 6: To be completed on D2L before 3:30pm
Week 11: November 27	Mixed Methods Procedures	<i>Anne Hughson & Joanna Rankin</i>	Textbook: Chapter 10	Final Proposal (Part A & B) Hand in hard copy in class
Week 12: December 4	FINAL TAKE HOME TEST	<i>Anne Hughson & Joanna Rankin</i>	No readings this week	Final Test: Will be posted on D2L December 4 th at 8am and will be due December 5 th at 7:59am.