

**CORE 435 (WEB)**  
**Social Research in Disability, Health and Rehabilitation Disablement**

**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:**

**WEB D2L**

With the exception of the five synchronous Adobe Connect sessions course work is completed asynchronously.

There are five synchronous Adobe Connect Sessions:

**September 9<sup>th</sup>**

**October 8<sup>th</sup>**

**November 5<sup>th</sup>**

**November 26<sup>th</sup>**

**December 3<sup>rd</sup>**

If students are unable to attend these sessions in-person, the classes will be recorded and available online and should be reviewed. Students will still be responsible for completing the in-class exercises for the week.

**Prerequisite/Co-Requisite:**

24 units including at least one of Community Rehabilitation 205 or 209 or admission to BCR or BCR-C.

## 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 is an online course. The course will look at broader research design in the social sciences and community research methods more specifically. The course will introduce practical examples of research in disablement, health, and disability studies. Research will be connected to transformative social change.

## Global Objectives

The value of research as a catalyst for positive social change has long been established in the social and health sciences. Research based in, led by, or in collaboration with the community has made space for the voices of those marginalized by unjust and exclusionary societal structures and provided essential data to be used in the transformation of policy and practice. Despite the potential for positive impact, the approach is fraught with issues with power imbalances between academics and community, the overburdening and undervaluing of the contributions of marginalized people and the lack of translation of academic research to community and policy impact.

This course will address these issues by examining the production and dissemination of evidence, methods of conducting research in academic and community settings, approaches for grappling with power, ethics, and marginalization issues, and strategies for the translation of social issues to research and research findings to policy and practice.

The course objectives are:

- To foster students' ability to **identify and understand** key issues and concepts in both academic and community-based research
- To **cultivate** an interest in and understanding of research and research methods
- To explore paths to **translate** social issues to research and research to policy and practice
- To **apply** learnings in a meaningful group-based experiential project

## Learning Objectives

By the end of the course students will understand:

- How to identify and apply worldviews and epistemological frameworks
- The differences and similarities between research based at a university and research based in the community and the value and challenges of both

- Major research methods in quantitative, qualitative, mixed methods and transformative research approaches
- Appropriate and realistic research methodologies for particular projects
- How to develop and review ethics applications
- Issues around power, disablement, and marginalization inherent in the research process
- Data analysis techniques and how to select a suitable approach to analyses
- Collaboration and partnerships in research and strategies to build and maintain these relationships
- The challenges and importance of translating research to social change
- The challenges and benefits of working in groups in the development and completion of research projects

### Required Textbooks

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.

### Recommended Textbooks/Readings

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

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 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 of the 2019-2020 Calendar.

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

**Ten weekly quizzes - three points each (Due the following Monday-see course schedule): 30%**

The weekly quiz will be multiple choice and short answer and will reflect assigned readings and some content from previous week's guest lecture where applicable. The quizzes for each week are open book and completed online and due the following Monday. If a quiz is not completed, there will not be a chance for a make-up quiz.

**Research Proposal (Due September 27<sup>th</sup>): 20%**

The research proposal is completed in groups and consists of a literature review including epistemological discussion and a refined research question. The rubric for the proposal will also include a group participation mark of 25% of the grade. Groups may carry out work online via d2L discussion posts or may choose to work via other online formats but weekly group work activity sheets must be completed by each member and uploaded to D2L in order for that member to receive the group participation mark. One research proposal will be submitted per group.

**Ethics application, review, and response to review (Due October 25<sup>th</sup>): 20%**

The ethics application is carried out in groups and requires a completion of an ethics application following the University of Calgary IRISS guidelines. Groups will be responsible for reviewing another group's application and providing feedback. The responses to feedback received from each group will be reflected in the final ethics protocol. The rubric for the proposal will also include a group participation mark of 25% of the grade. Groups may carry out work online via d2L discussion posts or may choose to work via other online formats but weekly group work activity sheets must be completed by each member and uploaded to D2L in order for that member to receive the group participation mark. One ethics application will be submitted per group.

**Research presentation (Due November 26<sup>th</sup>-December 3<sup>rd</sup>): 10%**

A final presentation of the group work from the semester will take place on Adobe Connect in the November 26th and December 3<sup>rd</sup>.

**Research paper (Due December 3<sup>rd</sup>): 20%**

The research paper will be a complete research article including the literature review, research question, methods, data collection, conclusion, and discussion. Alternatives to a traditional research paper may also be discussed depending on the translation strategy. These might include a policy brief, short report, plain language report etc. If an alternative document or activity is created data collection, analysis, results and a discussion of those results must be included. The rubric for the paper will also include a group participation mark of 25% of the grade. Groups may carry out work online via d2L discussion posts or may choose to work via other online formats but weekly group work activity sheets must be completed by each member and uploaded to D2L in order for that member to receive the group participation mark. Students will submit individual research papers.

*The details of each assignment and a rubric for each assignment will be posted on D2L*

### 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 2019-20 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:

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

### Missed Components of Term Work:

Late assignments will receive a late penalty of 5% per day and will not be accepted after 72 and will automatically receive a mark of zero. Students who miss a quiz will receive a mark of zero. There will be NO exceptions to this policy.

Extensions will NOT be granted on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted

for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **Brightspace by Desire2Learn (D2L)**

Brightspace (by D2L) 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 receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. 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**

While there is no specific grade for attendance, a student's mark on any component of the in-class research project will include a component of participation in class and in group work. See more detail on each assignment's rubric on D2L.

#### **Conduct During Lectures**

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. 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 class and should not rely solely on material supplied by the instructors.**

#### **Electronic Devices**

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

Cell phones (or similar devices) should not be turned off upon entering the classroom since we will use cell phones or computers to access the internet and participate in in-class activities. However, sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave.

### **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](http://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**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **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 their instructor or to the designated BCR program contact, Mrs. Jennifer Logan ([jljlogan@ucalgary.ca](mailto:jljlogan@ucalgary.ca)), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **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. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. 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 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**

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

### **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. 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 10 days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

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

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Student Union (SU) Information**

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

**Student Success Centre:** The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

### **Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <http://www.ucalgary.ca/emergencyplan/node/55>  
<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

### **Safewalk**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

## Class Schedule

The following is a list of topics for class, associated readings, and assignment due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings and most especially with the availability of guest speakers. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

Date	Module / Topics	Instructor/Guest Lecturer	Readings	Assignments & Due Dates
September 9 <sup>th</sup> <b>ADOBE CONNECT SESSION 6pm-7pm</b>	Course introduction World views and community perspectives <u>Group project</u> : Begin to explore topics and worldview, decide groups	n/a	Chapter One textbook Assigned readings linked on d2L	n/a
Week of September 16 <sup>th</sup>	Library research skills and literature review skills <u>Group project</u> Begin to search for literature	n/a	Chapter Two textbook Assigned readings and modules	Chapter One Quiz Due September 16 <sup>th</sup> (available online)
Week of September 23 <sup>rd</sup>	Theory Quantitative, Qualitative, Mixed methods, power considerations, community research processes <u>Group Project</u> Work on literature review and refining question	Guest lecture (available on video link) Laura Lee On community, policy, practice, and research	Chapter Three and assigned readings	Chapter Two Quiz Two (available online) due September 23 <sup>rd</sup>  <b>Research Proposal Due: September 27<sup>th</sup> 11:59 pm</b>
September 30 <sup>th</sup>	Ethics, preparing ethics applications,	TBA	Chapter Four and assigned readings	Chapter Three Quiz (available

	<p>ethical considerations and marginalized populations</p> <p><u>Group project:</u> Begin preparing ethics application and researching best methods</p>			online) due September 30th
<p><b>October 8<sup>th</sup></b> <b>ADOBE CONNECT SESSION</b> <b>6pm-7pm</b></p>	<p>Research Questions and hypotheses</p> <p>Roles, responsibilities, stakeholders and partnerships</p> <p><u>Group project:</u> Finalize research question and map out methods</p> <p>Complete ethics</p>	Wolpack Researchers	Chapter Five and assigned readings	Chapter Four Quiz (available online) due October 7th
<p>October 14<sup>th</sup></p>	<p>Purpose and intents of study</p> <p>Working with Indigenous populations</p> <p><u>Group project:</u> Review another project's ethics- make recommendation</p>	TBA	Chapter Six and assigned readings	Chapter Five Quiz (available online) due October 14th
<p>October 21st</p>	<p>Quantitative Methods</p> <p>Basics of statistical analysis and presentation</p> <p>Using surveys in community</p> <p><u>Group project</u> Review your ethics comments and adjust</p>	Course evaluation team member	Chapter Eight and assigned readings	<p>Chapter Six Quiz (available online) due October 21st</p> <p><b>Completed Ethics due: October 25th</b></p>

	Begin data collection			
<b>November 5<sup>th</sup></b> <b>ADOBE CONNECT SESSION</b> <b>6-7pm</b>	Qualitative Methods Qualitative methods Procedures and analysis Handouts and methods and exercises on focus groups, interviews etc from community Data analysis from CBR-coding etc <u>Group Project</u> data collection	Crisis-work project team member	Chapter Nine and assigned readings	Chapter Eight Quiz (available online) due November 4th
November 12 <sup>th</sup> -Fall break no class				
November 19 <sup>th</sup>	Mixed methods Convergent, explanatory, exploratory Planning dissemination and translation from CBR Dissemination strategies for social impact Planning tools <u>Group project:</u> Data analysis	TBA	Chapter 10 and Assigned readings	Chapter Nine Quiz (available online) November 12th
<b>November 26<sup>th</sup></b> <b>ADOBE CONNECT SESSION</b>	Review of the barriers and facilitators to successful community	n/a	n/a	Chapter Ten Quiz (available online)  <b>Presentations begin</b>

<b>6pm-8pm MT</b>	research for social change <u>In class project:</u> Begin presentations			
<b>December 3<sup>rd</sup> ADOBE CONNECT SESSION 6pm-8pm MT</b>	<u>In class project:</u> Presentations complete	n/a	n/a	<b>Presentations completed</b>  <b>Papers due: December 3<sup>rd</sup> 11:59 pm</b>