

CORE 435-02
Social Research in Disability, Health and Rehabilitation Disablement

Instructors:

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Office Hours/Policy on Answering Student Emails

Office Hours: By appointment via Zoom.

Email Policy: Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours, excluding weekends.

Time and Location:

This is a blended delivery of synchronous and non-synchronous elements. Six synchronous sessions will take place in a Zoom meeting room from 6:30-8:30 pm MT on the following dates:

September 13th
September 27th
October 18th
November 1st
November 29th
December 6th

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged 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.

Prerequisite/Co-Requisite:

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

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

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, strategies 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** key issues and concepts in research both academic and community based
- 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 in-class experiential project

Course Learning Outcomes

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

- 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

Learning Resources

Required Textbook:

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.

Learning Technology Requirements

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.

To successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

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/>.

Evaluation

The University policy on grading and related matters is described in section F of the 2021-2022 Calendar.

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

- **Ten weekly quizzes - 3 points each: 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 at the beginning of class. Students may use a mobile phone, tablet, or computer. If a quiz is not completed, there will not be a chance for a make-up quiz.

- **Research Proposal (Due September 27th): 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 and a peer group mark of 25% of the grade. Group work will be carried out in class and 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.

- **Ethics application, review, and response to review (Due October 25th): 20%**

The ethics application is carried out in groups and requires a completion of an ethics application following the University of Calgary IRIS guidelines. Groups will be responsible for reviewing another group's application and providing feedback. The feedback received from each group must be reflected in the final ethics protocol. The rubric for the proposal will also include a group participation mark and peer group mark of 25% of the grade. Group work will be carried out in class and 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.

- **Research presentation (November 29th) 10%**

A final presentation of the group work from the semester will take place on November 24th and December 1st. Students are expected to attend both classes and stay to listen to their classmates' presentations even if their own is finished.

- **Research paper (Due December 6th): 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. Group work will be carried out in class and 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 papers.

The details of each element 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 2021-22 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). Sources used in research papers must be properly documented. The University of Calgary offers 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	96-100
A	Excellent performance	90-95
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 hours 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>).

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the

course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

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.

Attendance

Students must attend the synchronous lectures.

Conduct During Lectures/Seminars

The classroom (even when virtual) 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 frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures>.

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

Use of Internet and Electronic Communication Devices in Class

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.

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>.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) 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.pdf>). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

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 Dr. Ebba Kurz (kurz@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

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.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third-party websites/services to access**

past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.

For information of the Student Academic Misconduct Policy and Procedures, please visit;
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Recording of Lectures

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

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

MEDIA RECORDING

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Media recording for the 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.

Sexual 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

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 (<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@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 <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. 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 13, 2021 SYNCHRONOUS SESSION	Course introduction World views and community perspectives Outline of skills you will acquire In class project: Begin to explore topics as a group		Chapter 1 textbook	
September 20, 2021	Library research Skills & the Qualtrics platform	Recorded Guest Lecture	Chapter 2 textbook	Chapter 1 Quiz Due
September 27, 2021 SYNCHRONOUS SESSION	Theory Quantitative, Qualitative, Mixed methods, power considerations, community research processes In class project: Work on literature review and refining question	Recorded Guest Lecture	Chapter 3 textbook Katy J., Narayanaswamy, L., & Sweetman, C. (2019) Introduction: Feminist values in research, <i>Gender & Development</i> , 27(3), 415-425.	Chapter 2 Quiz Due RESEARCH PROPOSAL DUE: September 27 by 11:59 pm
October 4, 2021	Ethics, preparing ethics applications,	Recorded Guest Lecture	Chapter 4 textbook Santinele Martino, Alan & Fudge Schormans, Ann (2018). When Good	Chapter 3 Quiz Due

	ethical considerations		Intentions Backfire: University Research Ethics Review and the Intimate Lives of People Labeled with Intellectual Disabilities. <i>Forum: Qualitative Social Research</i> , 19(3), Art. 9, http://dx.doi.org/10.17169/fqs-19.3.3090 .	
October 11, 2021	Research Questions and hypotheses; roles, responsibilities; stakeholders and partnerships In class project: Finalize research question and map out methods Complete ethics	Recorded Guest Lecture	Chapter 5 Fudge Schormans, A. (2020). Research as Activism? Perspectives of People Labelled/with Intellectual and Developmental Disabilities Engaged in Inclusive Research and Knowledge Co-Production. <i>The Routledge handbook of disability activism</i> . New York: Routledge. Pp. 354-368.	Chapter 4 Quiz Due
October 18, 2021 SYNCHRONOUS SESSION	Purpose and intents of study Working with Indigenous populations In class project: Review another project's ethics make recommendations		Chapter 6	Chapter 5 Quiz Due
October 25, 2021	Quantitative Methods Basics of statistical analysis and presentation. Using surveys in community In class project Review your ethics comments and adjust	Recorded Guest Lecture	Chapter 8 Bauer, G., Churchill, S., Mahendran, M., Walwyn, C., Lizotte, D., & Villa-Rueda, A. (2021). Intersectionality in quantitative research: A systematic review of its emergence and applications of theory and methods. <i>SSM - Population Health</i> . 14. 100798. 10.1016/j.ssmph.2021.100798.	Chapter 6 Quiz Due ETHICS PROTOCOL DUE: October 25, by 11:59 pm

<p>November 1, 2021</p> <p>SYNCHRONOUS SESSION</p>	<p>Qualitative Methods Qualitative methods Procedures and analysis Handouts and methods and exercises on focus groups, interviews etc from community Data analysis from CBR- coding</p> <p>In class project Begin data collection</p>	<p>Recorded Guest Lecture</p>	<p>Chapter 9</p> <p>Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. <i>International journal of qualitative studies in education</i>, 16(2), 175-196.</p>	<p>Chapter 8 Quiz Due</p>
<p>November 8, 2021</p> <p>TERM BREAK, NO CLASSES</p>				
<p>November 15, 2021</p>	<p>Mixed methods Convergent, explanatory, exploratory Planning dissemination and translation from CBR Dissemination strategies for social impact</p> <p>Planning tools In class project: Data analysis</p>	<p>Recorded Guest Lecture</p>	<p>Chapter 10</p>	<p>Chapter 9 Quiz Due</p>
<p>November 22, 2021</p>	<p>Data analysis and presentation of data</p>	<p>Recorded Guest Lecture</p>		<p>Chapter 10 Quiz Due</p>

November 29, 2021 SYNCHRONOUS SESSION	Virtual Mini Conference			PRESENTATIONS DUE: November 29 by 11:59 pm
December 6, 2021 SYNCHRONOUS SESSION	Review of the barriers and facilitators to community-based research		Vaughn, L. M., & Jacquez, F. (2020). Participatory Research Methods – Choice Points in the Research Process. <i>Journal of Participatory Research Methods</i> , 1(1). https://doi.org/10.35844/001c.13244	FINAL PAPER DUE: December 6 by 11:59 pm