

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

Instructors:

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Office Hours/Policy on Answering Student Emails

Please note that all course communications must occur through your @ucalgary email.
Office are hours by appointment.

I will respond to emails sent via student's @ucalgary emails within 48 hours (not including weekends or holidays).

Teaching Assistant:

[REDACTED]

Time and Location:

[REDACTED]

In Person

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

The course will look at broader research design in the social sciences and community research methods more specifically. The course will introduce practice 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 of 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 in community
- 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/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, and mixed methods research approaches
- Appropriate and realistic research methodologies for particular projects
- Identification of and addressing ethical considerations in research
- Issues around how power, disablement, and marginalization are 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 into social change

Transferable Skill Development:

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in CORE 435 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Digital Skills:** Use digital technologies like computers, social media, virtual meeting platforms, and the internet.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Numeracy:** Use mathematical information such as numbers, symbols, words, and graphics to do tasks.

- **Problem solving:** Identify an issue, find and implement a solution, and assess whether the situation has improved.
- **Project Management:** Conceptualize, initiate, plan and execute a plan to achieve a predetermined goal (project) by effectively prioritizing activities and meeting deadlines.
- **Written Communication:** Share ideas and information by using words, images, and symbols.

Learning Resources

Required Textbook:

Creswell, J.W. & Creswell, J.D. (2023). *Research Design: qualitative, Quantitative, and Mixed Method Approaches*, 6th Edition.

A Note Regarding Readings:

A list of required readings will be outlined on D2L and links to documents and resources will be made available where necessary. Required readings have been carefully chosen to inform you and enhance the lecture material to aid in your learning. **Students are REQUIRED to complete assigned readings before each lecture.** Instructors will proceed in class on the assumption that students have read the assigned readings to completion. Students should be aware that many of the assigned readings may be of unfamiliar nature and style and may take more time to complete. 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.

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 2025-2026 Calendar.

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

Assessment *	Weight (% of Grade)	
Weekly Quizzes (In Class)	30%	
Research Proposal	15%	
Research Proposal Review Package (Including Version 1 of proposal, Comments to other group with copy of their proposal, and Version 2 with your edits made in tracked changes including the other group's comments)	25%	
Three Minute Research Presentation	10%	
Final Research Paper	20%	

Ten Weekly In-Class Quizzes (Completed in class each week): 3 points each; 30% of total grade

The weekly quizzes are multiple choice and short answer questions. The questions will reflect assigned readings and content from previous week's lectures. The quizzes for each week are open book and completed online via D2L at the beginning of class except for holidays and the final in-class presentation day. Students may use a mobile phone, tablet, or computer. If a quiz is not completed, there will NOT be a chance to do a make up quiz.

Research Proposal [REDACTED] via D2L: 15% of total grade

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 review group mark of 25% of the grade. Please also include a draft of your survey questions. Group work will be carried out in class and weekly group work activity sheets must be thoughtfully completed by each member and uploaded to D2L for that member to receive the full group participation mark.

Research Proposal Review Package [REDACTED] via D2L: 25% of total grade

This assignment has multiple components that each group is required to complete to receive full marks. Each group must complete a review of another group's proposal by providing thoughtful feedback using knowledge gained from lecture and course materials. The feedback from your review group must be

reflected in your final proposal. The rubric for the proposal will also include a group participation mark. The full package for submission will include copy of the signed group contract, Version 1 of your research proposal, the comments to another group with a copy of their initial research proposal, and Version 2 of your research proposal with your edits made in tracked changes including the other group's comments. Group work will be carried out in class and weekly group activity sheets must be thoughtfully completed by each member and uploaded to D2L for that member to receive the full group participation mark.

Three Minute Research Presentation [REDACTED] **in class: 10% of total grade**

A final presentation of the group work from the semester will take place on December 2nd. Students are expected to stay to listen to their classmates' presentations even if their own is finished.

Research Paper [REDACTED] **via D2L: 20% of total grade**

The research paper will be a complete research article including the abstract, literature review, research question, methods section with data collection, conclusion, and discussion. You will also need to submit the group peer evaluation scores

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 2025-26 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation program 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 to complete each assessment must be properly documented, unless otherwise noted by the instructor. 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	90-95.99
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	Does not meet course requirements	0-49

Missed Components of Term Work:

Late assignments will receive a penalty of 5% per day and will NOT be accepted after 72 hours at which point the assignment will receive an automatic grade of zero. As per University Calendar Section G.2.3, students who are absent from an in-class assessment will receive a mark of zero on the missed component. Students who miss a quiz will receive a mark of zero. There are no exceptions to this policy.

Extensions will not be granted on assignments 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, late or full buses, heavy course loads are not acceptable reasons for late assignment submissions or late arrivals to class. 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://calendar.ucalgary.ca/pages/02ffccb6b1a541db880fe4223d122b5e>

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the new UCalgary Course Experience Survey 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. Fabiola Aparicio-Ting, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (feapartic@ucalgary.ca).

Attendance

Regular attendance is strongly advised to succeed in CORE 435. Students are expected to take notes during class and should not rely solely on material supplied by the instructors. Instructors may or may not post lecture notes to D2L, at their individual discretion. In-class discussion and all content presented in class, including concepts and examples, can constitute substantial learning and can be considered for assessment.

Conduct During Lectures and/or Seminars

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 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/student-services/student-conduct/policy>

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. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>.

Use of Artificial Intelligence Tools

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

The use of generative Artificial Intelligence tools and apps is **strictly prohibited** in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating and a breach of academic integrity subject to Academic Misconduct procedures. You could be asked to provide evidence of your own work. While we appreciate that the use of AI tools is appropriate in some contexts, in this course, we will be focusing on building **your own** critical thinking, foundational knowledge, and writing skills, which could be compromised by a reliance on AI tools.

Students are not allowed to upload class slides, assignment instructions, or other course materials to AI tools or platforms. These are the intellectual property of the course instructor (IP); uploading these to and AI platform will breach IP rules since some of these sites may use these as training/output data.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

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/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>).

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 [REDACTED], Associate Dean [REDACTED].

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://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>. 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 (or similar) by students 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/student-services/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://calendar.ucalgary.ca/pages/e31a7115dca740ec83579e946d4a4193>

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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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/>
Student Advocacy and Wellness Hub (CSM)
<https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness>
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 (<https://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/student-services/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/risk/emergency-management/drills/assembly-points-and-evacuation-maps>

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.

