

SOCWORK 772: Qualitative Research Methods

* Starts Spring 2022 (3 meetings), resumes Winter 2023: *Wednesday, February 1, 2023 to Wed. April 12, 2023 (10 meetings)*
* Classes will be held on Wednesdays from 9am to noon – room TBC
* Instructor: Chris Sinding sinding@mcmaster.ca
* Office hours: By appointment

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# Course Overview

## Course Description:

This course will review approaches in qualitative social work research. We will discuss issues relating to research ethics, approaches to data generation and analysis, and the presentation of research results. The course will emphasize the more practical aspects of designing and conducting qualitative social work/social justice research.

For this course you require your own ‘data' (generated over the summer/ fall, based on the plans and REB application you created following our classes & meetings in spring 2022) - this could be two or three interviews, field observations, autoethnographic reports etc. In an early class we'll talk about when and how to prepare and circulate this material (page set up, anonymizing, password protection, etc.).

The course will be run as a workshop for your own projects. You are expected to actively engage the readings; draw from readings that you identify as particularly relevant and salient to your theoretical and methodological approaches to think through your own research questions, plans, and process; come prepared to present & discuss this in the seminar, and to support other students to do the same.

## Course Objectives:

* refine skills in the design and implementation of qualitative research projects;
* consider various data sources and approaches to data generation;
* develop skills in analyzing qualitative data; and,
* consider how qualitative research can help promote social justice.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

Classes will be conducted as a seminar. Information will be presented through lectures, practical application of research methods and class discussion. To maximize learning and nourish the kind of critical critique and debate that the graduate program seeks to foster, everyone’s participation and preparation is important. Students are asked to be familiar with assigned readings and be ready to contribute to our ongoing seminar conversation. Throughout the course, students will be encouraged to integrate their emerging research projects and data generation endeavors into class discussion. The seminars are designed to create a participatory, dialogical and collaborative environment for collective & mutual learning.

## Required Texts:

Mason, J. (2018). *Qualitative Researching* (3rd edition). London: Sage.

Journal articles and book chapters listed below (in the syllabus, and the sections *potential readings on data generation, data analysis and interpretation*) are available in Avenue to Learn. Students will also identify relevant readings.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Assignment 1: Analytic approach (20%), Due February 20, 2023
2. Assignment 2: Doing analysis (40%), Due April 21, 2023
3. In-class presentation and facilitated discussion on Data Generation & 3-page outline ahead of presentation (15%), Due TBC
4. In-Class presentation and facilitated discussion on Data Analysis & Interpretation & 3-page outline ahead of presentation (15%), Due TBC
5. Participation (10%), Throughout

## Requirement/Assignment Details

### Assignment 1: Analytic approach (7 - 8 double spaced pages)

Submit a paper that:

* briefly (1.5 – 2 pages) describes your dissertation research along lines specified in Mason’s Chapter 1: Intellectual Puzzles and Research Questions.
	+ outlines one analytic approach listed on this syllabus (or agreed on) focusing on ontological and epistemological assumptions of the approach
	+ explains the implications of this approach for how you will go about engaging your data

### Assignment 2: Doing analysis (23 - 25 double-spaced pages)

This paper should include:

* + Assignment 1: Analytic approach – revised based on feedback (indicate where you have revised the paper) (max 6 pages)
	+ An analysis of excerpts from your own transcripts (about 8 pages): write this up as if it were the results section of a paper from your dissertation, and include the transcripts as an appendix.The connection between your analytic approach and your results should be clear (either in the course of the ‘results’ section or as a separate discussion).
	+ A section in which you bring the analysis you have just offered into dialogue with 2 or 3 theoretical/ conceptual writing on your dissertation topic (about 4 pages).
	+ A discussion of your challenges in analysis, and a) reflections on how another approach might better suit your goals (using at least one reading on another approach to analysis) or b) ways your forays into analysis will influence decisions about your data generation approaches (using at least one reading about data generation) or c) issues of writing, presentation and representation in relation to the analysis you have offered (using at least one reading on this theme).

### In-Class Presentation & facilitated discussion on Data Generation, with 2-page outline ahead of presentation

* + Students will facilitate a ‘teach-in’ about their approach to and experience of data generation. Epistemological, methodological, ethical, and logistical elements about data generation will be shared with the class including the assumptions operating in the data generation process, reflections about the process and challenges to date, and insights for future data generation. Students will be responsible for facilitating a group conversation; teach-in and group discussion should last about 1 hour.
* One week ahead of the presentation, identify relevant reading(s) from Mason (2018) and / or provide 1 or 2 readings relevant to your approach in terms of participant engagement, data collection procedures, and ontological and epistemological considerations to data generation.
* Students will decide how they will conduct and facilitate their ‘teach-in’, e.g. powerpoint presentation, group activity, etc.) – though please begin with a review of your study purposes, intellectual puzzles and research questions (Mason Chapter 1)*.*
* On the Monday prior to the day you present, circulate to the class a summary (approximately 3 double-spaced pages) reflecting the themes noted above so all participants can all come prepared to engage the work.

### In-Class Presentation and facilitated discussion on Data Analysis & Interpretation, and 3-page outline ahead of presentation

* + Students will facilitate a ‘teach-in’ about their approach to and experience of data analysis applying the tenets of their methodological approach (e.g. narrative inquiry, institutional ethnography, arts-based, etc.). Epistemological, methodological, ethical, and logistical elements about data analysis will be shared and discussed with the class. Students will be responsible for facilitating a group conversation; teach-in and group discussion should last about 1 hour.
	+ One week ahead of the presentation, identify relevant readings/ sections from Mason (2018) and / or provide 1 or 2 readings relevant to your analytic approach in terms of coding/data organization, analytic procedures, and ontological and epistemological considerations to data analysis.
	+ Students will decide how they will conduct and facilitate their ‘teach-in’, e.g. powerpoint presentation, group activity, etc., but the presentation will include
		- an overview of the analytic approach, including implications for how to go about engaging and analyzing data
		- excerpts from your data/transcripts to demonstrate and stimulate discussion about the analytic approach.
	+ On the Monday prior to the day you present, circulate to the class a summary (approximately 3 double-spaced pages) reflecting the themes noted above so all participants can all come prepared to engage the work; this outline can also be a resource to other students about your analytic approach.

### Participation and Contributions to seminar ‘workshops’ overall (10%)

The participation grade recognizes your efforts to create a seminar environment in which we move forward collective understanding and individual research endeavors. It is based on your timely preparation for seminar discussion; ability to draw forward and elaborate key ideas from readings and identify the relevance and significance of these ideas for your own and others’ research; your presentations and written summaries to the class and constructive engagement and contributions to discussion of your classmates’ research.

# Course Weekly Topics and Readings

## PART 1 – SPRING 2022

### Week 1: Wednesday May 25, 9:30am (Zoom link sent by email)

Topic:

Beginning to know where you stand… beginning to articulate your study

Notes:

* In class we’ll review the syllabus, and discuss the themes/ questions that Mason (2018) poses in Chapter 1, including as they relate to your emerging dissertation studies
* To organize our discussion: By the Monday morning prior to our meeting, circulate to the class a summary of your dissertation project (as it currently stands) along the 6 themes specified in Mason Chapter 1 (max 2 pages) – ontological perspective, epistemological position, broad research area, intellectual puzzle, research questions, aims and purpose (you might start with ‘aims and purpose.’ This does not have to be polished! Do your best with what you think and know now; laying it out in point form is fine.
* For this course, you are expected to have 'data'... a small number of interviews, field observations, autoethnographic reports etc. In class we’ll discuss a small research project you’ll do over the summer/ Fall, that will move your dissertation study forward and generate data for us to discuss when we resume the class in 2023.

Readings:

Mason Chapter 1

### Week 2: Monday June 6, 9:30am (Zoom link sent by email)

Topic:

Research Protocol / Study Design

Notes:

This week will help you prepare to complete your ethics application by answering the key questions framing your research project. Take some time to construct a research protocol (point-form draft approximately 3 pages) that will facilitate your request for ethics approval from the MREB. Chapter 2 of Mason (and Table on pg. 28 of 3rd edition) can be very helpful in thinking through your study logistics. Circulate this to everyone prior to our Monday class if you can! And if not, just come prepared with your notes, and questions you have about your protocol.

To include in your protocol / study design:

* + 1. The working title of your proposed research project;
		2. A very brief introduction to the research topic;
		3. The specific research question(s) to be explored;
		4. The broad methodological approach & theoretical underpinnings
		5. Where and how you will find “evidence” to address your research questions including:
			- Sources for data collection (e.g. people, texts, policies…) including an indication of which people, how many and/or which texts, etc.
			- Why these sources provide the evidence you are seeking.
			- How you will gain access to these sources (e.g. recruitment strategy).
			- What kinds of questions will you ask of these sources (e.g. what is the range of interview questions?).
			- *Ensure that you are attending to the tenets of your methodological approach. Is your study design and data generation plan congruent with the methodology you have selected?*
		6. Consider ethical issues and how you will mitigate these issues as the researcher, e.g. related to social risks, psychological / emotional risks, privacy, confidentiality, potential conflicts of interest, issues of coercion / deception, etc.

Readings:

* Mason Chapter 2 (skip the sections from p 37 – 46 unless relevant to your work)
* Mason Chapter 3

### Week 3: Wednesday June 15, 9:30am (Zoom link sent by email)

Topic:

Crafting a pilot study: preparing for MREB submissions

* + - * Complete the Letter of Information/Consent Form from the MREB application process; circulate to the class by Monday morning
			* Start a project in MacREM and begin to complete the sections
			* Complete your pilot studies between June and December 2022 – come to class in January 2023 with pilot data to analyze!

For reference:

[Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](http://pre.ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html).

## PART 2 – WINTER 2023

*This schedule is based upon current university and public health guidelines and may be subject to changes during the term. Any changes to the schedule or course delivery will be communicated by email. Please check your email prior to attending class.*

**Wednesdays from 9:30am – 12:20pm EST**

### Week 1: February 1

This week we will review the plan for the course.

We’ll also have a presentation by Danica Evering, Research Data Management Specialist.

### Week 2: February 8

Topic:

Generating data

Student presentation & facilitated discussion on Data Generation

Readings:

Mason Ch 5: Qualitative interviewing and any additional reading TBC by student presenter

See list of potential readings on Data Generation below

### Week 3: February 15

Topic:

Generating data

Student presentations & facilitated discussion on Data Generation

Readings:

TBC by presenters

### February 22 – NO CLASS – Mid-Term Recess

### Week 4: March 1

Topic:

Generating data

Student presentations & facilitated discussion on Data Generation

Readings:

TBC by presenters

### Week 5: March 8

Topics:

* Looking ahead to data analysis

Readings:

* Mason Ch 8: Making sense of qualitative data
* Eakin, J. M., & Gladstone, B. (2020). “Value-adding” analysis: Doing more with qualitative data. *International journal of qualitative methods., 19*, 1-13.

See list of potential readings for data analysis below

### Week 6: March 15

Topic:

Data Analysis

Student presentations & facilitated discussion on Data Analysis

Readings:

TBC by presenters

### Week 7: March 22

Topic:

Data Analysis

Student presentations & facilitated discussion on Data Analysis

Readings:

TBC by presenters

### Week 8: March 29

Topic:

Data Analysis

Student presentation & facilitated discussion on Data Analysis

Readings:

TBC by presenter

### Week 9: April 5

Topic:

Analyzing and interpreting data: Group Reflection & Open Discussion

### Week 10: April 12

Topic:

Course summary, review, next steps for each of you

## Potential readings on Data Generation

* Mason Ch 5: Qualitative interviewing
* Mason Ch 6: Observing and participating
* Mason Ch 7: Being creative with methods

### INTERVIEWING & FOCUS GROUPS

* Rapley, T. (2004). Interviews. In C. Seale, G. Gobo, J. Gubrium & D. Silverman (Eds.), *Qualitative Research Practice* (pp. 15-33). Thousand Oaks, CA: Sage.
* Chase, S. E. (1995). Taking narrative seriously: Consequences for method and theory in interview studies. In R. Josselson & A. Lieblich (Eds.), *Interpreting experience: The narrative study of lives*: Vol. 3 (pp. 1-26). Thousand Oaks, CA: Sage.
* Saldanha, K., & Nybell, L. (2016). Capturing/captured by stories of marginalized young people: Direct scribing and dialogic narrative analysis. *Qualitative Social Work*, 1473325016656750.
* Marjorie L. DeVault and Liza McCoy (2006). Institutional Ethnography: Using interviews to investigate ruling relations. In D.E. Smith (Ed.), *Institutional Ethnography as Practice* (pp. 15-44)*.* Lanham: Rowman & Littlefield.
* Kitzinger, J. (1994). The methodology of Focus Groups: the importance of interaction between research participants. *Sociology of Health & Illness, 16*(1), 103 - 117.
* Macnaghten, P., & Myers, G. (2004). Focus Groups. In C. Seale, G. Gobo, J. Gubrium & D. Silverman (Eds.), *Qualitative Research Practice* (pp. 65-79). Thousand Oaks, CA: Sage.

### OBSERVING AND PARTICIPATING [& AUTOETHNOGRAPHY]

* Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2001). Participant observation and fieldnotes. *Handbook of ethnography*, 352-368.
* Elaine Bass Jenks (2002). Searching for autoethnographic credibility: Reflections from a Mom with a Notepad. In A. Bochner & C. Ellis (Eds.), *Ethnographically speaking: Autoethnography, literature, and aesthetics* (pp. 170-186). Walnut Creek, CA: Altamira.

### USING VISUAL METHODS AND DOCUMENTS; ARTS INFORMED INQUIRY [&AUTOETHNOGRAPHY]

* Neilsen, L. (2008). Lyric inquiry. Handbook of the arts in qualitative research, 93-102.
* Ronald J. Pelias (2008). Performative Inquiry: Embodiment and its Challenges (2008). In J. G. Knowles & A. L. Cole (Eds.), Handbook of the arts in qualitative research (pp. 185-194). Thousand Oaks: Sage Publications.
* Rena Miller (2005). “Wife Rena Teary.” Pp. 181-179 in Leslie Brown & Susan Strega (editors), Research As Resistance: Critical, Indigenous & Anti-Oppressive Approaches. Toronto: Canadian Scholar’s Press.

## Potential readings on Data Analysis and Interpretation

* Mauthner, N., and A. Doucet. "Reflections on a Voice-Centred Relational Method." In *Feminist Dilemmas in Qualitative Research: Private Lives and Public Texts*. 119-46. London: Sage, 1998.
* Holstein, James A*.* &Gubrium, Jaber F. *(*2004*)* Context: Working it Up, Down and Across*,* inClive Seale*,* Giampietro Gobo*,* Jaber F. Gubrium and David Silverman(eds) *Qualitative Research Practice,* pp.297*-*311*.* London*:* SAGE*.*
* Starks, H. and Trinidad, S.B. “Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory”, *Qualitative Health Research* 207, 17 (10):1372-1380.
* Wilkinson, S. “Women with breast cancer talking causes: Comparing content, biographical and discursive analyses”, *Feminism and Psychology*, 2000, 10(4):431-460.

### THEMATIC ANALYSIS and GROUNDED THEORY

* Coffey, A, and P Atkinson. "Concepts and Coding." In *Making Sense of Qualitative Data*. 26 - 53. Thousand Oaks, CA: Sage, 1996.
* Gery Ryan & H. Russell Bernard (2003). “Techniques to Identify Themes.” *Field Methods* 15 (1), 85-109.
* Charmaz, K. (2003). Grounded Theory. In S. N. Hesse-Biber & P. Leavy (Eds.), *Approaches to Qualitative Research: A Reader on Theory and Practice* (pp. 496-521). NY: Oxford University Press.
* Charmaz, K. (2006). Coding in Grounded Theory Practice in *Constructing grounded theory: A practical guide through qualitative analysis* (pp. 42-71). London: Sage Publications Limited.
* Charmaz, K. (2006). Memo-writing in *Constructing grounded theory: A practical guide through qualitative analysis* (pp. 72-95). London: Sage Publications Limited.
* Rosiek, J. L., & Heffernan, J. (2014). Can’t Code What the Community Can’t See: A Case of the Erasure of Heteronormative Harassment. *Qualitative Inquiry, 20*(6), 726-733.

### NARRATIVE ANALYSIS

* Riessman, C.K. 2007. "Looking Back, Looking Forward [Introduction]." In *Narrative methods for the human sciences*, 1-19. London Sage
* Riessman, C.K. 2007. "Thematic Analysis " In *Narrative methods for the human sciences*, 53-76. London Sage.
* Riessman, C. K. (2007). Structural Analysis *Narrative methods for the human sciences* (pp. 77-103). London Sage

You can also review work by: Clandinin & Connelly

### DISCOURSE ANALYSIS

* Hicks, S., & Taylor, C. (2008). A Complex Terrain of Words and Deeds: Discourse, Research and Social Change. In P. Cox, T. Geisen & R. Green (Eds.), *Qualitative Research and Social Change: European Contexts* (pp. 52-72). London: Palgrave Macmillan.
* Tonkiss, F. (2012). Discourse analysis. In C. Seale (Ed.), *Researching Society and Culture*. London: Sage.
* Van Dijk, T. A. (1993). Analyzing racism through discourse analysis: Some methodological reflections. In J. Stanfield (Ed.), *Race and ethnicity in Research Methods*. Newbury Park, CA: Sage
* Edley, N. 2001. "Analysing masculinity: Interpretative repertoires, ideological dilemmas and subject positions." *Discourse as data: A guide for analysis*:189-228.
* Fairclough, Norman. 2001. "The Discourse of New Labour: Critical Discourse Analysis " *Discourse as data: A guide for analysis*:229-266.
* Rose, Gillian. "Discourse Analysis I: Text, Intertextuality, Context ". In *Visual Methodologies* 189-226. London: Sage, 2012.
* Jean Carabine (2001). Unmarried motherhood 1830-1990: A genealogical analysis. *Discourse as data: A guide for analysis*:267-310.

### INSTITUTIONAL ETHNOGRAPHIC ANALYSIS

* Campbell, M., & Gregor, F. (2004). *Mapping Social Relations: A primer on doing institutional ethnography*. Walnut Creek, CA: AltaMira Press.
* Liza McCoy (2006). Keeping the Institution in View: Working with Interview Accounts of Everyday Experience. In D.E. Smith (Ed.), *Institutional Ethnography as Practice* (pp. 109-126)*.* Lanham: Rowman & Littlefield.
* DeVault, M. L. (2014). Mapping Invisible Work: Conceptual Tools for Social Justice Projects. *Sociological Forum, 29*(4), 775-790.

### PHENOMENOLOGICAL ANALYSIS

* van Wijngaarden, E., Leget, C., & Goossensen, A. (2015). Ready to give up on life: The lived experience of elderly people who feel life is completed and no longer worth living. *Social Science & Medicine, 138*, 257-264.
* Cosgrove, L. (2000). Crying out loud: Understanding women’s emotional distress as both lived experience and social construction. *Feminism & Psychology, 10*(2), 247-267.
* Allen‐Collinson, J., & Pavey, A. (2014). Touching moments: phenomenological sociology and the haptic dimension in the lived experience of motor neurone disease. *Sociology of Health & Illness, 36*(6), 793-806

### INDIGENOUS APPROACHES TO ANALYSIS

* Hallett, J., Held, S., McCormick, A. K. H. G., Simonds, V., Real Bird, S., Martin, C., . . . Trottier, C. (2017). What Touched Your Heart? Collaborative Story Analysis Emerging From an Apsáalooke Cultural Context. *Qualitative Health Research, 27*(9), 1267-1277. doi: 10.1177/1049732316669340
* Barnes, H. M., Gunn, T. R., Barnes, A. M., Muriwai, E., Wetherell, M., & McCreanor, T. (2017). Feeling and spirit: developing an indigenous wairua approach to research. *Qualitative Research, 17*(3), 313-325.
* Jackson, R., Ryan, C., Masching, R., Whitebird, W (2015). Towards an Indigenous Narrative Inquiry: The Importance of Composite, Artful Representations (pgs. 135-158). In Sinding, C. & Barnes, H. (Eds.), Social Work, Beyond Borders, Social Work Artfully. Waterloo, Ontario: Wilfrid Laurier University Press

### [explicitly!] THEORY-DRIVEN ANALYSIS

* Patricia McKeever (2004). Mothering children who have disabilities: A Bourdieusian interpretation of maternal practices. Social science & Medicine 59, 6, 1177-1191.
* Jackson, A. Y., & Mazzei, L. A. (2011). Thinking with theory in qualitative research: Viewing data across multiple perspectives. New York: Routledge.
	+ *This book has chapters on ‘thinking with’ Foucault (power /knowledge), Spivak (marginality), Butler (performativity) and others…*

## Potential readings on Writing, Presenting, Representing

* Mason Ch 9: Making convincing arguments with qualitative data
* Ranson, Gillian. 2005. "‘I'm Looking Forward to Hearing what You found Out’: Reflections on a Critical Perspective and some of its Consequences." Pp. 104-115 in Doing Ethnography: Studying Everyday Life, edited by D. Pawluch, W. Shaffir and C. Miall. Canadian Scholars Press.
* Stacy Carter (2008). “You have to make something of all that rubbish, do you? An empirical investigation of the social process of qualitative research.” *Qualitative Health Research 18 (9), 1264 – 1276*
* Richardson, L. (1992). The Consequences of Poetic Representation:  Writing the Other, Rewriting the Self. In C. Ellis & M. Flaherty (Eds.), *Investigating Subjectivity:  Research on Lived Experience* (pp. 125-137). Newbury Park: Sage.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name and email address, and the date. Number all pages (except title page).
* All written assignments will be submitted to the Dropbox on Avenue to Learn by 11:59pm EDT on the due date.
* Papers will also be assessed on the basis of academic writing style, grammar and spelling, and on the content, flow and structure of the argument. Detailed evaluation criteria will be provided for each assignment.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual: font size 12, double spaced, margins 1 inch at the top, bottom, left and right of each page.
* Students are expected to make use of relevant social science literature and other bodies of knowledge in their term assignments. Be sure to keep a copy of your assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn as needed as a repository for weekly content. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

Please submit papers through Avenue to Learn by the due date. All work is due on the date stated in course syllabus unless other arrangements have been negotiated and agreed upon.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

Participation, attendance, and questions are essential in order to fully engage in the analysis of the readings and the class discussions. Furthermore, the expectation is that students will attend all lectures. If a student is unable to attend class (due to illness etc.), please ensure that you communicate with the instructor that you will be absent.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf).

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.