

COURSE OUTLINE

SOWK 420

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA

School Vision

Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Course Info

Year/Term	2020 Winter Term 1
Course Title	SOWK 420: Introduction to Social Work Research
Credit Value	3
Course Schedule	Students will be divided into Tutorial Sessions held for one hour via Zoom. Sessions will be on Tuesdays between 1:00 and 4:00 PM Pacific time zone.
Course Location	Web-oriented course. Materials are on CANVAS.
Drop/Withdrawal dates	September 21, 2020 is the last day to drop Term 1 courses without a Withdrawal standing.

Virtual Office hours are by appointment:

Instructor	e-mail address	Telephone
Sheila Marshall	Sheila.Marshall@ubc.ca	(604) 822-5672 to leave voice message
Teaching Assistant	e-mail address	
Daniel Ji	dji@mail.ubc.ca	

Prerequisite and/or Corequisite

There are no pre- or co-requisites for this course.

Course Description

Theory and conduct of social research as applied to social welfare and social work practice. Development of social work research questions and design of studies.

Course Structure and Learning Activities

Before tutorial sessions: Read assigned readings and watch video-recorded lectures stored on CANVAS and other assigned videos. If you do not have the hardware to watch lectures, read the notes in the PowerPoint slides stored on CANVAS.

Tutorial sessions: Students will be assigned to a tutorial session led by the instructor or teaching assistant. Students will be assigned a time to meet with their tutorial group via Zoom. These weekly one-hour tutorial sessions will involve individual and group exercises, group discussions, and supports for conducting the two research projects. The organization of students into tutorial groups is posted on CANVAS. If students experience power or internet outages, arrangements for alternative support can be made with the instructor.

Learning Outcomes

1. To be able to define, and appropriately apply to practice, basic terms, concepts, and processes of research.
2. To define and argue the logic of various research designs, data collection, and basic data analytic techniques.
3. To critically evaluate research methodologies, data analyses, and interpretation of findings in relation to research questions.
4. To demonstrate the ways in which research can inform social work practice.

Required Textbooks(s) and Learning Materials

Bryman, A., & Bell, E. (2020). Social Research Methods (5th Canadian Edition). Don Mills, ON: Oxford University Press.

jamovi open source statistical software from: <https://www.jamovi.org/>

jamovi quick guide from: <https://www.jamoviguide.com/>

Additional resources are indicated in the Course Schedule below or located in CANVAS.

Assessment of Learning

Assignment:	Contribution to Grade	Due Date:
Creation of a research question for Research Project and rationale	10%	September 22, 2020
Research Project design and rationale	15%	September 29, 2020
Ethics module and reflection	5%	October 6, 2020
Creation of measure(s) for Research Project	20%	October 20, 2020
Creation of a research question for qualitative analysis of blogs and rationale	10%	November 17, 2020
Qualitative analysis project written report	20%	December 8, 2020
Research Project written report or poster presentation	20%	December 8, 2020

Course Schedule

SESSION 1:	September 8, 2020
TOPIC:	Why do social work research? Introduction to the course
LEARNING ACTIVITIES:	READ: CASW Code of Ethics; see p. 8, "Competence in professional practice": https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf VIEW: recorded lecture in Canvas MEET: tutorial groups
SESSION 2:	September 15, 2020
TOPIC:	Approaches to social work research; developing research questions
LEARNING ACTIVITIES:	READ: Bryman and Bell, Chapter 1 VIEW: recorded mini lectures MEET: tutorial groups
SESSION 3:	September 22, 2020
TOPIC:	Linking research questions to designs and methods
LEARNING ACTIVITIES:	READ: Bryman and Bell, Chapter 2 VIEW: recorded mini lectures MEET: tutorial groups
SESSION 4:	September 29, 2020
TOPIC:	Research ethics
LEARNING ACTIVITIES:	READ: Bryman and Bell, Chapter 3 VIEW: recorded lectures MEET: tutorial groups
SESSION 5:	October 6, 2020
TOPIC:	Quantitative research: using surveys and observations
LEARNING ACTIVITIES:	READ: Bryman and Bell, Chapters 4, 5, & 6 VIEW: recorded lectures MEET: tutorial groups
SESSION 6:	October 13, 2020
TOPIC:	Validity and reliability evidence for measurement
LEARNING ACTIVITIES:	READ: Bryman and Bell, reviewing pages 81 to 85, 137 to 140 VIEW: recorded lectures MEET: tutorial groups
SESSION 7:	October 20, 2020

TOPIC:	Sampling; linking sampling to design Creating data files, documentation of data files (codebooks)
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, Chapter 7</p> <p>VIEW: recorded lectures and the following data entry videos</p> <p>To enter data into Excel see:</p> <p>https://www.youtube.com/watch?v=rcBQ9OwM9PM</p> <p>If you like cats:</p> <p>https://www.youtube.com/watch?v=V4J6xYoKwAo</p> <p>MEET: tutorial groups</p>

SESSION 8:	October 27, 2020
TOPIC:	Descriptive statistics Visual presentation of numerical data
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, pages 171-180</p> <p>VIEW: recorded lecture and the following videos</p> <p>To import a data file into jamovi for data analysis, see:</p> <p>https://www.youtube.com/watch?v=R0uE4LIHeac</p> <p>To create visual reports (charts and diagrams) in Excel see:</p> <p>https://www.youtube.com/watch?v=DjDaNnIYT3s</p> <p>To use jamovi to run descriptive or univariate statistics see:</p> <p>https://www.youtube.com/watch?v=srqNCux0ijY</p> <p>You can also use jamovi to create charts with descriptive statistics:</p> <p>https://www.youtube.com/watch?v=SGtGAlSq4kA</p> <p>https://www.youtube.com/watch?v=10oomNrNe6w</p> <p>MEET: tutorial groups</p>

SESSION 9:	November 3, 2020
TOPIC:	Examining associations between variables
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, pages 180-189 VIEW: recorded lecture and the following videos https://www.discoveringstatistics.com/statistics-hell-p/egestes-predicting-categorical-outcomes/chi-square-test/ https://www.youtube.com/watch?v=vsrj647Tb3g https://www.youtube.com/watch?v=u5kZ4erx8QE</p> <p>MEET: tutorial groups</p>

SESSION 10:	November 10, 2020
TOPIC:	Qualitative Research orientation Interviewing in qualitative research
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, Chapter 9, pages 239-251 VIEW: recorded lectures MEET: tutorial groups</p>

SESSION 11:	November 17, 2020
TOPIC:	Qualitative data analysis
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, Chapter 13; Optional: Bryman and Bell, chapter 12 VIEW: recorded lectures and one or both of the following: https://www.youtube.com/watch?v=wilBzZLjZ1M or https://www.youtube.com/watch?v=opp5tH4uD-w</p> <p>MEET: tutorial groups</p>

SESSION 12:	November 24, 2020
TOPIC:	Writing up research; displaying research results
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, Pages 346-352 VIEW: recorded lecture MEET: tutorial groups</p>

SESSION 13:	December 1, 2020
TOPIC:	Wrapping up, sharing results
LEARNING ACTIVITIES:	<p>READ: No assigned reading MEET: tutorial groups to share findings from studies</p>

Assignments

All assignments are to be submitted by CANVAS.

All written assignments must be in American Psychological Association (APA) format with 12 point font, double spaced, and 1" margins. Where referencing is needed, use APA referencing style. Style guides are available through the UBC library at <https://guides.library.ubc.ca/c.php?g=707463&p=5035495>. Failure to follow guidelines will result in the paper not being assessed until it has been reformatted according to guidelines.

Students must complete all assignments indicated for this course to receive a final grade in the course.

Students needing an extension for any assignment may, at their own discretion and no discussion with the instructor, take up to one additional week. Use of the extension does not impact the grading of the assignment. Assignments submitted on the final extension date are due at the beginning of the class session. Assignments submitted later than the *beginning* of the class session on the extension date will not be graded.

Assignment 1 (10%):

Due September 22nd

Creation of research question for Research Project.

Your research project involves you as the sole research participant. Select for yourself a goal for either improving or maintaining your learning in social work. Develop a research question or hypothesis as to how the goal will be improved or maintained.

- a) Begin your paper with a paragraph that introduces the reader to the topic of your study.
- b) Generate a rationale for the research question or hypothesis that is founded upon theory and prior research on the topic. The rationale should be no longer than two paragraphs.
- c) Articulate the research question or hypothesis for your project.

Assignment 2 (15%):

Due September 29th

Research Project design and rationale.

Develop the design of your Research Project. Assign how and when data collection will occur and how often it will occur.

- a) Begin your paper with the introduction to the topic of your study.
- b) Provide the rationale for your research question.
- c) State the research question or hypothesis that will guide the project.
- d) Describe, in one paragraph, the design of your research. You may also include a graphic display of the design (optional). Your data collection should extend for several time points ranging from 7 to 14 days. Describe your justification for the frequency and spacing of intervals of data collection.
- e) Describe, in one paragraph, how the design is appropriate for answering the research question or hypothesis.

Ethics Module and reflection.

Submit to Canvas a certificate of successful completion of the TCPS tutorial. The tutorial is accessed at <http://tcps2core.ca/welcome>

This assignment is aligned with TCPS guidelines and UBC ethics review boards' expectations that all people applying for ethical review and working with data complete the tutorial. A certificate is provided upon successfully completing this tutorial. Log into the system so that a certificate is created upon completion of the module. Submit the certificate to Canvas for documentation of completion. (3%)

After completing the tutorial, write a paper (2 to 3 pages) reflecting on the items or questions in the tutorial and the experience of being tested in this way. Ensure that your paper includes a reflection on each of the following (2%):

- The experience of reading the question and finding the answer that best fit your understanding of the issue.
- The experience of being 'tested'.
- Your understanding of how your answers are used to calculate your score.
- Any other feelings or thoughts that you recall as you completed the tutorial.
- Any information that you think is important but wasn't captured by the questions asked.
- Summarize your reflections by thinking about how this experience might be similar to research participants being asked to complete a survey.

Creation of measure(s) for Research Project.

Identify the construct(s) in your research question or hypothesis. These construct(s) will need to be measured. Find existing measures or create your own for your study.

- a) Begin your paper with the introduction to the topic of your study.
- b) Provide the rationale for your research question.
- c) State the research question or hypothesis that will guide the project.
- d) Define each of the constructs stated in your research question or hypothesis using definitions in the research literature (e.g., time use, mindfulness practice, physical exercise). If you include an intervention in your study, identify the independent variable and the dependent variable.
- e) Explain, for each measure, your rationale for the type of measure you are using (i.e., observation, scale, physiological assessment). Use the text to help you identify the type of measure and utility.
- f) Explain how the measures reflect the constructs stated in your research question or hypothesis.
- g) In an appendix, provide a description and display this first version of your measure. If your measure is not in written format (e.g., survey or questionnaire) show a prototype via photograph or model or drawing.

Pause writing. Create some interview questions that will help you collect feedback from colleagues about your measure(s). (Check the text for ideas about developing interview questions.) Collect feedback from 2 to 3 colleagues in your class about your measure(s).

- a) Describe the interview questions you asked to elicit the feedback on your measure.
- b) Describe the feedback you received from colleagues. Note any potential edits to the measure(s)

that arise from feedback. Note any ideas or changes suggested by colleagues that you hesitate to include. Explain all of your decisions (to include, discard ideas, maintain what you originally designed).

- c) The interviews with colleagues are related to validity evidence. Explain how the feedback provided you with validity evidence.
- d) Summarize your paper.
- e) In an appendix provide a description and display the final version of your measure. If your measure is not in written format (e.g., survey or questionnaire) show a prototype via photograph or model or drawing.

Assignment 5 (10%):**Due November 17th**

Creation of research question for qualitative analysis of blogs.

This research project involves qualitative analysis of three social work blogs. Select three social work blog entries from the list of blog websites provided for you in CANVAS. The three entries should come from three different authors writing on similar topics. Keep track in a notebook of your process of selecting the three blogs

Generate a research question in relation to the topic the authors are writing about.

- a) Begin your paper with a paragraph that introduces the reader to the topic of your study.
- b) Generate a rationale for the research question that is founded upon theory and/or prior research on the topic. The rationale should be no longer than two paragraphs.
- c) Articulate the research question or hypothesis for your project.

Assignment 7 (20%):**Due December 8th (or sooner)**

Qualitative analysis project: Written report.

This paper reports your qualitative analysis of three blogs. Be sure to keep track in a notebook of your process of selecting the three blogs, your selection of the type of analysis, and the results of your analysis. Keep checking your analysis against your research question as it is easy to be sidetracked.

Use the writing guide in Bryman and Bell (page 350 to 352) to generate a research report.

- a) Begin your paper with a paragraph that introduces the reader to the topic of your study.
- b) State the rationale for the research question.
- c) Articulate the research question for your project.
- d) Create a "Methods" section that describes the design of the study and sources of the three blogs (i.e., website address and date of blog entry).
- e) Describe the approach you used to conduct your analysis.
- f) Report your findings.
- g) Write a conclusion regarding the findings in relation to the research question. Include a description of the limitations and directions for future research.

Research Project: Written report or poster presentation.

This report summarizes the Research Project. Use the design you proposed for Assignment 2 and the measure(s) from Assignment 4.

As soon as you receive feedback from instructors on your measure(s) (assignment #4) for the Research Project, begin collecting data. Once you have collected the data, compile the data in a spreadsheet using a software such as Excel.

Following the writing guide in Bryman and Bell (pages 346-350) generate an essay or a research poster (electronic copy) as per guidelines in class discussions.

Report the following information in your paper or poster:

- a) The introduction to the topic of your study.
- b) The rationale for your research question or hypothesis.
- c) The research question or hypothesis that guided the project.
- d) The "Methods" section will have subsections for:
 - a) the design of your research with rationale for the design, frequency and spacing of intervals of data collection
 - b) "Sample" (yes, describe you without revealing your identity)
 - c) "Measures" (each measure has its own heading and description)
 - d) "Procedures" (how you collected data; e.g., did you collect every day? What time of day did you collect the data?)
- e) Under the "Results" section document:
 - a) The amount and/or frequency of data you collected. Note if there is any missing information (e.g., you forgot to fill in your daily diary one day) or any information that is not usable due to technical problems or any other reason.
 - b) Describe how you condensed/summarized the data you collected (e.g., did you create an average, or summarize in a graph?).
 - c) Display visually the results in graphs, table, or text.
- f) Under "Conclusions":
 - a) interpret your findings,
 - b) consider the limitations of your study,
 - c) and the implications for future research.

School/Course Policies

Attendance

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

University Policies

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:
<https://senate.ubc.ca/policies-resources-support-student-success>

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record class or group discussions without prior permission of all individuals in attendance.

UBC Grading Criteria

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.