



The University of British
Columbia

School of Social Work
Course Outline – SOWK 554C (002)
– Qualitative Methods in Social Work
Research: **Research and Evaluation in
Child, Youth and Family Services**
6 Credits

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

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.

The UBC School of Social Work acknowledges that we are located on the unceded traditional territories of the Musqueam people. We thank and honour the Musqueam people for making space in their territories for us to learn, work and live as visitors on their territory.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

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>

Year/Term	Fall and Winter 2020/21
Course Title	SOWK 554C 003 Qualitative Methods in Social Work Research: Research and Evaluation in Child, Youth and Family Services (6 credits)
Course Schedule	Terms 1 (Sept 11-Dec 4, 2020) & 2 (TBD), Friday 9:00 a.m.-12:00pm
Course Location	Online

Instructor	Office Location	Office Phone	e-mail address
Simon Davis, MSW PhD	online	604-877-0340	Simon.davis@ubc.ca or simondavis74@gmail.com
Office Hours	Please e-mail instructor		

PREREQUISITE and/or COREQUISITE

There are no prerequisites for this course.

COURSE DESCRIPTION:

There is a growing demand in the health and human services for professionals to evaluate intervention and program outcomes. This demand is driven in part by the ethical requirements of professions to provide the best services possible. It is also driven by the demands of funders and policymakers for accountability. Increasingly, service providers must describe explicitly how an intervention or program meets the needs of those whom it is intended to serve. Service users also expect and deserve predictable results and identifiable outcomes. Carefully designed and implemented evaluation research can answer critical questions such as: What group of intended service users does a program actually reach? Did the intervention accomplish its short-term and long-term goals? How can interventions or programs be improved to better reach their intended audience and to better meet the needs of those being served?

This course will introduce students to the art and science of intervention and program evaluation research, with attention to the structural and sociocultural contexts within which evaluation research takes place. In most cases, students will be working collaboratively with Ministry of Children and Family Development (MCFD) staff, and will develop skill in assessing the conceptualization, implementation, and effectiveness of human service interventions, programs, and policies. The course will provide meaningful opportunities to engage in real world evaluation activities such as conducting literature and jurisdictional reviews, and evaluating existing interventions and programs. Students will develop an understanding of the role played by evaluation frameworks, formative and summative evaluation, and data collection strategies used to evaluate knowledge and practice at the client, program, community, and provincial levels. Depending on the project, students may use qualitative or survey approaches, or mixed methods.

This course will expand upon introductory, undergraduate research courses, and provide students with a more advanced understanding of research methods and epistemologies, primarily through the hands-on experience of carrying out an evaluation project. Students will be exposed to data collection and analysis techniques currently employed by professional social work researchers.

As noted, most students will be doing projects evaluating MCFD programs, this related to a contractual relationship between UBC and our Ministry partners. However, students may contact the instructor if considering evaluations of other human service organizations.

COURSE OBJECTIVES & LEARNING OUTCOMES:

1. Understand epistemological, theoretical, methodological and ethical issues associated with evaluation.
2. Study frameworks and processes for evaluation and gain practical experience by conducting portions of intervention and/or program evaluation.
3. Explore and evaluate the use of qualitative and quantitative data collection methods for evaluation.
4. Demonstrate the ability to conceptualize evaluation questions and to develop and /or utilize appropriate indicators and measures to answer evaluation research questions.

5. Understand the processes of evaluation and best practices for engaging stakeholders.
 6. Improve the ability to use and critically examine existing research literature.
 7. Present evaluation findings using effective techniques for broad uptake.
 8. Be able to view research methods and program evaluation through a critical lens.
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COURSE STRUCTURE:

This course is structured as a problem-based learning participatory seminar and will include a combination of group discussion, lectures, guest presentations, hands-on examples of data gathering and analysis, tele/video conferences, and regular coordination of research project activities with MCFD sponsors as well as feedback from the instructor and other students. Class members will conduct a meaningful evaluation project. At the beginning of the semester, class members will meet online with MCFD (or other) sponsors to get a sense of research needs. They will design, carry out, and present a research project or portions of a research project. Projects may be qualitative, quantitative or may use mixed methods.

Class members are expected to attend class (online or otherwise), to complete required readings prior to class, and to arrive in class prepared to participate. There will be class-based feedback about the work-in-progress, that is, design issues concerning individual projects. It is expected that in developing research questions and study designs, students take into account diversity and cultural sensitivity with respect to the client group being studied.

The research projects will be undertaken in groups, typically 2 – 3 persons.

Accessing SOWK 554C lectures on Collaborate Ultra

SOWK 554C is **online**, delivered through Canvas Collaborate Ultra. Collaborate Ultra is the application at the Canvas course-site that enables you to watch real-time & recorded lectures.

This application may not work as well with all web-browsers: Google Chrome is recommended.

The Collaborate Ultra link should be located on the left side of the course home page in Canvas (see below).

The screenshot shows a Canvas LMS interface for the course 'SOWK 554C 002 2020W Qualitative Methods in Social Work Research - RSCH-QUALT MTHDS'. The page includes a navigation menu on the left with options like Home, Announcements, Modules, Assignments, Discussions, Course Evaluation, Evaluation Reports, Collaborate Ultra, Grades, Files, Quizzes, and People. The main content area features a banner for the University of British Columbia Faculty of Arts, followed by 'Instructor Contact' (Simon Davis, MSW, PhD) and 'Student Help' links (UBC Learning Commons, Tech Support, Student IT Helpdesk). A 'Course Status' panel on the right shows 'Unpublished' and 'Publish' buttons, along with options to 'Import from Commons', 'Choose Home Page', 'View Course Stream', 'Course Setup Checklist', 'New Announcement', and 'Student View'. A calendar for May 2020 is also visible.

To get to the lectures, live or recorded, click on the Collaborate Ultra link. You should come to a page that says “sessions.” For live lectures, you should see a link to that day’s lecture listed there. You can enter the lecture, which starts at 9:00 am, up to 30 minutes early.

To go to a recorded lecture, on the sessions page click on the menu link – the three horizontal lines on the left of the dark banner. There will be a “recordings” option, which you can click to find a previous lecture.

While in a live lecture you will see a text box on the bottom right corner of the page. You can use this to type in and send comments and questions.

If you don’t see the link you can activate Ultra this way:

1. In your course menu, click Settings
2. In Settings, at top, click the Navigation tab, and then scroll down to Collaborate Ultra.
3. At right of Collaborate Ultra, click the three dots.
4. In the drop-down menu that appears, click Enable.
5. When finished, scroll down and click Save. Collaborate Ultra now lists in the course menu.

Other conferencing platforms may be used in this course; please note updates on e-mail and/or the course announcement module.

Course texts:

There are no texts for SOWK 554C(002). Course readings will be available at the Canvas course modules page.

ASSESSMENT, GRADING, EVALUATION:

For more information on assignments and marking rubrics go to the “assignments” link in Canvas, then click on the respective assignment.

Note: the points from the rubric will be converted into a score out of the assignment value.

1. Scope of Work-10% (Sponsor sign-off required)

Based on conversations/negotiations with MCFD sponsors, write a 2-3 page scope of work in which you describe the work you will undertake throughout the course. Include the following sections: 1) background information (a brief summary of literature); 2) project purpose and research objectives (including research questions); 3) research plan and method; 4) duties of each student working on the project; 5) knowledge mobilization plan; and 6) realistic timeline for activities and outputs. **Due Oct 16, 2020**

2. Literature review and research question(s)-15%

Review 8 to 10 sources relevant to your project. Use these to outline the conceptual context that provides a rationale for your study. Conclude by identifying your research question(s). Ideally, at least one research question should be qualitative and one should be quantitative. The purpose of this assignment is to help you begin to synthesize the literature and set up your research question and design. Length: Maximum 7 pages double-spaced. APA formatting. **Due Oct. 30th, 2020**

3. Ethics Application to sponsors. -5%

Students are expected to submit certificate of successful completion of the TCPS2 tutorial (see link in course module). In this course students are not responsible for individual project submissions for ethics approval to the UBC Behavioural Ethics Review Board (BREB); rather, there is an expedited class approval process through the instructor. However, students are asked to submit a "mock" ethics proposal, based on the UBC template, to MCFD, **due Nov. 13, 2020.**

4. Evaluation Proposal-25%

Write a full evaluation proposal. Include the following sections: 1) Introduction; 2) Literature review; and 3) Study Design/Methodology (e.g., research question; sample selection; recruitment plan; inclusion/exclusion criteria; data collection strategy/framework for analysis; measures to ensure validity; measures to ensure reflexivity; list of interview/survey questions; consent & information forms. Length: 15-20 pages, APA formatting. **Due Nov. 27, 2020**

5. Final Report-30%

Produce a final report summarizing the study. Include the following sections: (1) Executive Summary; 2) Introduction; 3) Background/need for the study; 4) Research methods; 5) Findings; 6) Discussion; 7) Limitations; and 8) Implications for policy or practice. Not to exceed 30 pages. **Due March 26, 2021**

6. Presentation of Results to MCFD Sponsors-15%

Present results from studies to MCFD sponsors during a research roundtable. Presentations should include: 1) what you studied and why; 2) methodology; 3) what you expected to find and what you found; 4) themes/results; and 5) implications. Scheduled for **end of term, date TBA.**

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre.

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first

week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off.

ASSIGNMENTS

Submitting Assignments-

Assignments will be submitted electronically.

Return of marked student assignments-

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line. Marked papers not returned by any of the options above will be held by the instructor.

COURSE OUTLINE

Please note that there may need to be some flexibility in the scheduling of topics – especially in term 2 – depending on student needs, progress with respect to individual projects, and timetables of visitors and guest speakers, including 554C students from the previous year. Students will be updated regularly. Generally, the course sequence will move from a discussion of research concepts and philosophies, to a consideration of data collection methods, to a consideration of methods of data analysis and synthesis. Term 2 will provide time in class for hands-on examples of analyzing qualitative and survey data, and for student project work. The Term 1 schedule is below; the term 2 schedule will be given later in the semester.

	Date	Topic	Readings	Activity/ Assignment*
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1.	Sept. 11, 2020	Introduction to course and evaluation research.	<ul style="list-style-type: none"> • Brun, C. F. (2016). Purpose of evaluation. In A practical guide to evaluation (2nd ed., pp. 3-32). New York, NY: Oxford University Press. • Brun, C. F. (2016). Scope of evaluation. In A practical guide to evaluation (2nd ed., pp. 33-54). New York, NY: Oxford University Press. Owen, J. M., & Rogers, P. J. (2011). Negotiating an evaluation plan: The importance of negotiation and planning. In Program Evaluation, pp. 63- 85. London, UK: SAGE Publications, Ltd 	
2.	Sept 18, 2020	Presentation of research proposals by MCFD sponsors and research coordinator		
3.	Sept 25, 2017	Review of research proposals; finding & evaluating research evidence	<p>Brun, C. F. (2016). Conducting literature reviews. In A practical guide to evaluation (2nd ed., pp. 177-196). New York, NY: Oxford University Press.</p> <p>Grinnell, R. M. Jr., et al (2014). Problems, questions, and hypotheses. In R. M. Grinnell, Jr., & Y. Unrau (Eds.), Social work research and evaluation: Foundations of evidence-based practice (10th ed., pp. 46-53).</p> <ul style="list-style-type: none"> • Engel, R. J., & Schutt, R. K. (2017). Measurement. In The practice of research in social work (pp.71-102). Thousand Oaks, CA: Sage Publications 	
4.	Oct 2, 2020	Finding & evaluating research evidence cont'd: library tutorial		Library tutorial By Susan Paterson, UBC reference librarian

5.	Oct 9, 2020	Managing evaluation projects and logic models.	<p>• McLaughlin, J. A., Jordan, G. B. (2015). Using logic models. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.). Handbook of practical program evaluation (4th ed., pp. 62-87). San Francisco, CA: Jossey-Bass.</p> <p>Hatry, H. P., & Newcomer, K. E. (2015). Pitfalls in evaluations. . In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.). Handbook of practical program evaluation (4th ed., pp. 701-724). San Francisco, CA: JosseyBass.</p>	
6.	Oct 16, 2020	Research designs: Qualitative, Quantitative & Mixed perspectives.	Mertens, D. M., & Wilson, A. T. (2012). Evaluation designs. In Program evaluation theory and practice : A comprehensive guide, pp. 303-352. New York, NY: Guilford Publication.	Scope of work assignment due
7.	Oct. 23, 2020	Research quality and credibility	James W. Drisko (1997) Strengthening qualitative studies and reports. Journal of Social Work Education, 33(1), 185-197.	
8.	Oct. 30, 2020	Research ethics	<p>• Boilevin, L., Chapman, J., Deane, L., Doerksen, C., Fresz, G., Joe, D. J., Winter, P. (2018). Research 101: A manifesto for ethical research in the downtown eastside. Retrieved from: http://bit.ly/R101Manifesto •</p> <p>The First Nations Information Governance Centre. (2014). Ownership, Control, Access and Possession (OCAP™): The Path to First Nations Information Governance. Ottawa, ON: The First Nations Information Governance Centre.</p> <p>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS-2, 2014) http://www.pre.ethics.gc.ca/en/education/tutorial-didacticiel/</p>	Literature review assignment due

9.	Nov 6, 2020	Surveys	<ul style="list-style-type: none"> • Newcomer, K. E., & Triplett, T. (2015). Using surveys. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.). Handbook of practical program evaluation (4th ed., pp. 344-382). San Francisco, CA: Jossey-Bass. • Engel, R. J., & Schutt, R. K. (2017). Survey research. In The practice of research in social work ((pp. 219-256). Thousand Oaks, CA: Sage Publications 	
10	Nov 13, 2020	Sampling	Schutt, R. K. (2014). Sampling. In R. M. Grinnell, Jr., & Y. Unrau (Eds.), Social work research and evaluation: Foundations of evidence-based practice (10th ed., pp. 291-312). New York, NY: Oxford University Press.	Assignment due: Ethics Application (Nov. 13, 2020)
11	Nov 20, 2020	Design and administration of in-house MSW survey		
12	Nov 27, 2020	Introduction to interviewing	Adams, W. C. (2015). Conducting semi-structured interviews. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.). Handbook of practical program evaluation (4th ed., pp. 492-505). San Francisco, CA: Jossey-Bass	Assignment due: Draft Evaluation Proposal (Nov. 27, 2020)
13	Dec. 4, 2020	Wrap-up of first term. Updates and checking in with the research teams.		

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.

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GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.