



THE UNIVERSITY OF BRITISH COLUMBIA  
 School of Social Work  
 Course Outline - SOWK 554C (Sec 001):  
 Qualitative Methods in Social Work Research

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.

**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>

<b>Year/Term</b>	Winter 2020-21 (Term 2) January 15 - March 26, 2021
<b>Course Title</b>	SOWK 554C.001 Qualitative Methods in Social Work Research
<b>Credit Value</b>	6 credits
<b>Course Schedule</b>	Fridays, 9:00am – 12:00 pm
<b>Course Location</b>	Online

Instructor	Office Location	Office Phone	Email address
Professor Miu Chung Yan	Jack Bell 235	604-822-8688	Miu.yan@ubc.ca
<b>Office Hours</b>	By appointment (e-mail me)		

## **PREREQUISITE and/or CO-REQUISITE**

There are no prerequisites for this course.

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## **COURSE DESCRIPTION**

This course provides an overview of research questions, designs and methods relevant to social work inquiry using qualitative methods. The first term will focus on understanding various approaches to social work inquiry and on developing skills in implementing a qualitative study. Students design a study during the first term and implement it in the second term.

Consistent with the Canadian Charter of Rights and Freedoms and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2014)

<http://www.frqnt.gouv.qc.ca/documents/10191/186009/TCPS2.+pdf/6a8ab915-431b-428d-aa86-b22ca5c78053>, it is expected that in developing their research questions and study designs, students take into account diversity in relation to Aboriginal ancestry, immigrant status, race, national or ethnic origin, social class, religion, sex, sexual orientation, age and disability.

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## **COURSE STRUCTURE AND LEARNING ACTIVITIES**

This course will be conducted in both a seminar format with short lectures, on-going and open dialogues in virtual classroom and an experiential learning process through student designing, conducting and completing a small scale study. Students are expected to actively participate online discussions, personal reflection and small group discussion, through which students are expected integrating learnings from the literature and their own experiences generated through the research process. Students are encouraged to express any ideas, beliefs, thoughts, and feeling that will result in sincere engagement and critical inquiry with members of the class. The roles of the instructor are to provide guidance for a systematic learning process of individual students and facilitate the dialogical reflection process within individual and among the group of students.

### **Ground Rules for Dialogue and Interactive Learning:**

1. Safety and confidentiality
  2. Listen respectfully
  3. Be critical in analysis but gentle in expression
  4. Seek to learn and have ownership of learning
  5. Speak from your perspective
  6. Acknowledge oppression exists
  7. Distinguish emotion from reasoning
  8. Active sharing
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## **LEARNING OUTCOMES**

With the completion of this course satisfactorily, the students will be able to

1. understand the general approach to social work research
2. identify the processes, methods and issues in qualitative inquiry, contrasting them with similar issues in quantitative approaches
3. critically read and evaluate research designs and findings of qualitative studies
4. develop research questions relevant to social policy, social service programs and social work practice that can be addressed through qualitative designs
5. identify ethical issues in conducting systematic inquiry, particularly in relation to marginalized groups
6. design, implement & report on study relevant to social policy, social service programs or social work practice

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## REQUIRED AND RECOMMENDED READING

All readings are available for download from the UBC Library. Students are encouraged to expand their readings to literature that are not listed in this outline.

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## ASSESSMENT OF LEARNING

The grading is an indication of personal achievement. Therefore, a continuous assessment approach will be employed to ensure a multi-dimensional and multi-stage assessment of your learning process. The course requirements and the grading are interrelated.

All written assignments of this course must be in 12-size fonts, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. Please see: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>. Note: It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia is not acceptable as an academic reference.

All written assignments should be in MS Words format. File name should be ***lastname-assignment #***.

### **Assignments for Term 2:**

#### **1. Journals, Value 10% (Starting from week 2)**

Students are required to submit 9 weekly (2-3 pages) journals to document and reflect on their research process (from recruitment, data collection, data analysis).

#### **2. Electronic Poster 5% (Due on April 4, 2021)**

Students are required to prepare **one PPT slide** to report their study. Information on the slide includes: a) background of the study, b) research question, c) sample and sampling, d) data collection method, e) data analysis method, f) findings, g) discussion and implications.

### **3. Final Report 35% (Due on April 16, 2021).**

Maximum 18 pages including references and NOT including the appendix of interview guide. APA style, Double space.

#### Writing guideline for Final Report:

1. Introduction: 1-1.5 pages (Context and importance)
2. Literature Review: 4-5 pages (Theories, existing knowledge, knowledge gaps, research question and purposes)
3. Methodology: 2-3 pages (Research methodology, research design, ethical issue, trustworthiness and limitations)
4. Findings: 6-8 pages
5. Discussion: 2-3 pages (Connecting findings with literature review to point out similarities and the unique contributions of the study)
6. Implications: 1 page (How the findings inform policies, programs or practice)
7. Conclusion: 0.5 page
8. References: 1-2 pages

#### Marking guidelines for Final Report:

Content (approximately 40%)

- Comprehensively addresses components of study proposal, appropriate use of relevant, current & classic literature and documents including references

Analysis (approximately 40%):

- Importance and relevance of proposed study to social work and human services established
- Creative synthesis and critical evaluation of literature
- Innovative and appropriate use of theory
- Provision of rationales & scholarly precedents for design and methods

Style (approximately 10%):

- Clear, well organized
- Logical development & flow
- Continuity and smooth transitions in sentences and paragraphs
- Skillful use of language
- Appropriate use of headings

Technical (approximately 10%):

- Grammar, spelling

- Proper use of APA (6th ed.) style

**SUBMITTING ASSIGNMENTS:** Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

**RETURN OF MARKED STUDENT ASSIGNMENTS:** All assignments are to be submitted via email to [miu.yan@ubc.ca](mailto:miu.yan@ubc.ca). Assignments will be marked with track changes and comments provided.

**LATE ASSIGNMENTS:**

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by **three** percentage points per day.

Last date for withdrawal without a W on your transcript: NA

Last date for withdrawal with a W instead of an F on your transcript: NA

**COURSE SCHEDULE**

**COURSE SCHEDULE: (All readings are available online through UBC Library)**

**Please read all the Required Readings (with \*) before class.**

January 15, 2021	<p>1. Research under Covid-19: UBC Policies Review</p> <p>2. Sampling and Recruitment</p> <p>*Rapley, T. (2014). Sampling strategies in qualitative research. In Flick, U. <i>The SAGE handbook of qualitative data analysis</i> (pp. 49-63). London: SAGE Publications Ltd doi: 10.4135/9781446282243</p>
January 21, 2021	<p><b>Preparing for Interview</b></p> <p>*Roulston, K. (2010). Doing interview research. In Roulston, K. <i>Reflective interviewing: A guide to theory and practice</i> (pp. 96-114). London: SAGE Publications Ltd doi: 10.4135/9781446288009</p> <p>*Carr, E.S. (2011). Qualifying the qualitative social work interview: A linguistic anthropological approach. <i>Qualitative Social Work</i>, 12(1): 123-143.</p> <p><u>Useful references:</u></p> <p>*McNamara, C. (2009). General guidelines for conducting interviews. Retrieved January 11, 2010, from <a href="http://managementhelp.org/evaluatn/intrview.htm">http://managementhelp.org/evaluatn/intrview.htm</a> <b>(Practical guide)</b></p>

	<p>Rapley, T. J. (2001). The art(fulness) of open-ended interviewing: some considerations on analysing interviews. <i>Qualitative Research</i>, 1(3), 303-323. doi: 10.1177/146879410100100303</p> <p>Hollway, W., &amp; Jefferson, T. (1997). Eliciting narrative through the in-depth interview. <i>Qualitative Inquiry</i>, 3(1), 53-70. doi: 10.1177/107780049700300103</p> <p>DiCicco-Bloom, B., &amp; Crabtree, B. F. (2006). The qualitative research interview. <i>Medical Education</i>, 40(4), 314-321. doi: 10.1111/j.1365-2929.2006.02418.x</p> <p>Shaw, I. &amp; Holland, S. (2014). Asking questions. In Shaw, I., &amp; Holland, S. <i>Doing qualitative research in social work</i> (pp. 121-145). 55 City Road, London: SAGE Publications, Ltd doi: 10.4135/9781473906006</p>
January 29, 2021	<p><b>How to conduct Interview online</b></p> <p><b>Guest Speaker: Tsering Watermayer</b></p> <p>*O'Connor, H. &amp; Madge, C. (2017). Online interviewing. In Fielding, N., Lee, R., &amp; Blank, G. <i>The SAGE Handbook of online research methods</i> (pp. 416-434). 55 City Road, London: SAGE Publications Ltd doi: 10.4135/9781473957992</p> <p>Salmons, J. (2012). Designing and conducting research with online interviews. In Salmons, J. <i>Cases in online interview research</i> (pp. 1-30). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781506335155</p> <p>Cleland, J., Dixon, K., Kilvington, D. (2020). Online Research Methods in Sport Studies. London: Routledge, <a href="https://doi-org.ezproxy.library.ubc.ca/10.4324/9780367809300">https://doi-org.ezproxy.library.ubc.ca/10.4324/9780367809300</a>. Chapter 5 Online interviews.</p>
February 5, 2021	<p><b>Theorizing the Researcher: Reflexive Practice</b></p> <p>*Roulston, K. (2010). Theorizing the researcher: the reflective interviewer. In Roulston, K. <i>Reflective interviewing: A guide to theory and practice</i> (pp. 115-129). London: SAGE Publications Ltd doi: 10.4135/9781446288009</p> <p>Kvale, S. (2006). Dominance through interviews and dialogues. <i>Qualitative Inquiry</i>, 12, 480-500.</p> <p>Manderson, L., Bennett, E., &amp; Andajani-Sutahjo, S. (2006). The social dynamics of the interview: Age, class, and gender. <i>Qualitative Health Research</i>, 16, 1317-1334.</p>
February 2, 2021	<p><b>Additional Methods of Data Gathering</b></p> <p>*Lichtman, M. (2014). Additional methods of gathering data. In Lichtman, M. <i>Qualitative research for the social sciences</i> (pp. 279-314). 55 City Road, London: SAGE Publications, Inc. doi: 10.4135/9781544307756</p>

February 19, 2021	<b>Mid-term Break</b>
February 26, 2021	<p><b>A. Data Collection Update</b></p> <p><b>B. Working on Transcript</b></p> <p>*Kowal, S. &amp; O'Connell, D. (2014). Transcription as a crucial step of data analysis. In Flick, U. <i>The SAGE handbook of qualitative data analysis</i> (pp. 64-78). London: SAGE Publications Ltd doi: 10.4135/9781446282243</p>
March 5, 2021	<p><b>Analyzing the data collected from the field (Thematic Analysis)</b></p> <p><b>NVivo Demo</b></p> <p>*Braun, V. &amp; Victoria, C. (2006) Using thematic analysis in psychology, <i>Qualitative Research in Psychology</i>, 3:2, 77-101. doi.org/10.1191/1478088706qp063oa</p> <p>Terry, G., Hayfield, N., Clarke, V. &amp; Braun, V. (2017). Thematic analysis. In Willig, C., &amp; Rogers, W. <i>The SAGE Handbook of qualitative research in psychology</i> (pp. 17-36). London: SAGE Publications Ltd doi: 10.4135/9781526405555</p>
March 12, 2021	<p><b>Data Analysis</b></p> <p><b>Guest Speaker</b></p> <p>*Willig, C. (2014). Interpretation and analysis. In Flick, U. <i>The SAGE handbook of qualitative data analysis</i> (pp. 136-150). London: SAGE Publications Ltd doi: 10.4135/9781446282243</p> <p>*Roulston, K. (2014). Analysing interviews. In Flick, U. <i>The SAGE handbook of qualitative data analysis</i> (pp. 297-312). London: SAGE Publications Ltd doi: 10.4135/9781446282243</p> <p>Maxwell, J. &amp; Chmiel, M. (2014). Notes toward a theory of qualitative data analysis. In Flick, U. <i>The SAGE handbook of qualitative data analysis</i> (pp. 21-34). London: SAGE Publications Ltd doi: 10.4135/9781446282243</p>
March 29, 2021	<p><b>Analyzing the data collected from the field (Other approaches)</b></p> <p>Graneheim UH and Lundman B. (2004) Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. <i>Nurse Education Today</i> 24: 105-112.</p> <p>Fraser, H. (2004). Doing Narrative Research: Analysing Personal Stories Line by Line. <i>Qualitative Social Work</i>, 3(2), 179-201. doi: 10.1177/1473325004043383.</p>

	Thornberg, R. & Charmaz, K. (2014). Grounded theory and theoretical coding. In Flick, U. <i>The SAGE handbook of qualitative data analysis</i> (pp. 153-169). London: SAGE Publications Ltd doi: 10.4135/9781446282243
March 26, 2021	<p><b>Writing the story that you are going to tell</b></p> <p>*Denzin, N. (2014). Writing and/as analysis or performing the world1. In Flick, U. <i>The SAGE handbook of qualitative data analysis</i> (pp. 569-584). London: SAGE Publications Ltd doi: 10.4135/9781446282243</p> <p>Ponterotto, J. G., &amp; Grieger, I. (2007). Effectively Communicating Qualitative Research. <i>The Counseling Psychologist</i>, 35(3), 404-430. doi: 10.1177/0011000006287443</p> <p>Rolfe, G. (2004). Validity, trustworthiness and rigour: quality and the idea of qualitative research. <i>Journal of Advanced Nursing</i>, 53(3), 304-310.</p>

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## SCHOOL/COURSE POLICIES:

### Attendance

The attendance policy is in the student handbook on page 11.

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.

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## 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/>

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## 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 accommodates 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>

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## LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
  - Track your progress in order to provide you with personalized feedback
  - Review statistics on course content being accessed to support improvements in the course
  - Track participation in discussion forums
  - Assess your participation in the course
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## 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. The instructor will record the lecture and post on Canvas. Students are not permitted to record the lecture and online class discussion.

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## UBC GRADING CRITERIA:

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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.