

School of Social Work

# Course Outline

## SOWK 420

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



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Arts

[arts.ubc.ca](http://arts.ubc.ca)

## UBC COVID-19 Protocols for in-class learning

**COVID-19 Safety:** You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- Ask someone to share their notes if I am lecturing. But in the case of discussions about readings, we will endeavour to record conversations for you to access later through Canvas.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

## 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.

## Course Info

<b>Year/Term</b>	Term 1, Winter 2021-22, September 14–December 7, 2021
<b>Course Title</b>	SOWK 420: Introduction to Social Work Research
<b>Credit Value</b>	3 credits
<b>Course Schedule</b>	Tuesdays, 1–4pm
<b>Course Location</b>	SOWK124, Jack Bell Building
<b>Drop/Withdrawal dates</b>	September 21, 2021 is the last day to drop Term 1 courses without a Withdrawal standing

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>	<b>Office Hours</b>
Daniel Ji	N/A	N/A	daniel.ji@ubc.ca	By appointment
<b>Teaching Assistant</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>	<b>Office Hours</b>
Michelle O’Kane	N/A	N/A	michelle.okane@alumni.ubc.ca	By appointment

## 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

Is your course a lecture, tutorial, lab, etc. What learning activities (small group discussion, role play etc.) will be you using? Is there on-line discussion required? Field trips etc.

**Lectures:** Read assigned readings and review PowerPoint slides and other assigned videos. PowerPoint slides are stored on CANVAS.

**Small group activities:** Students will be assigned into small groups to work on activities and assignments. Students will meet in their small groups in-person after the lecture. These weekly small group activities 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.

## 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 Textbook(s) and Learning Materials

Bryman, A., & Burgess, R. (2015). *Social Research Methods* (5<sup>th</sup> 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 21, 2021
Research Project design and Rationale	15%	September 28, 2021
Ethics module and reflection	5%	October 5, 2021
Creation of measure(s) for Research Project	20%	October 19, 2021
Creation of a research question for qualitative analysis of blogs and rationale	15%	November 16, 2021
Qualitative analysis rationale/justification one-pager	10%	November 23, 2021
Research Project written report or poster presentation	25%	December 7, 2021

## Course Schedule

Overview of assignments of value of each assignment

<b>Session 1:</b>	September 14, 2021
<b>Topic:</b>	<b>Introduction and approaches to social work research: developing research questions</b>
<b>Learning Activities:</b>	READ: CASW Code of Ethics; see p. 8, "Competence in professional practice": <a href="https://www.casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics">https://www.casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics</a> and Bryman and Bell, Chapter 1 VIEW: Power point slides in CANVAS MEET: small groups
<b>Session 2:</b>	September 21, 2021
<b>Topic:</b>	<b>Linking research questions to designs and methods</b>
<b>Learning Activities:</b>	READ: Bryman and Bell, Chapter 2 VIEW: Power point slides in CANVAS MEET: small groups
<b>Session 3:</b>	September 28, 2021
<b>Topic:</b>	<b>Research ethics</b>
<b>Learning Activities:</b>	READ: Bryman and Bell, Chapter 3 VIEW: Power point slides in CANVAS MEET: small groups

<b>Session 4:</b>	October 5, 2021
<b>Topic:</b>	<b>Quantitative research: using surveys and observations</b>
<b>Learning Activities:</b>	READ: Bryman and Bell, Chapters 4, 5, and 6 VIEW: Power point slides in CANVAS MEET: small groups
<b>Session 5:</b>	October 12, 2021
<b>Topic:</b>	<b>Validity and reliability evidence for measurement</b>
<b>Learning Activities:</b>	READ: Bryman and Bell, reviewing pages 81 to 85, 137 to 140 VIEW: Power point slides in CANVAS MEET: small groups
<b>Session 6:</b>	October 19, 2021
<b>Topic:</b>	<b>Sampling; linking sampling to design Creating data files, documentation of data files (codebooks)</b>
<b>Learning Activities:</b>	READ: Bryman and Bell, Chapter 7 VIEW: Power point slides in CANVAS and the following data entry videos To enter data into Excel see: <a href="https://www.youtube.com/watch?v=rcBQ9OwM9PM">https://www.youtube.com/watch?v=rcBQ9OwM9PM</a> If you like cats: <a href="https://www.youtube.com/watch?v=V4J6xYoKwAo">https://www.youtube.com/watch?v=V4J6xYoKwAo</a> MEET: small groups
<b>Session 7:</b>	October 26, 2021
<b>Topic:</b>	<b>Descriptive statistics Visual presentation of numerical data</b>
<b>Learning Activities:</b>	READ: Bryman and Bell, pages 171-180 VIEW: Power point slides in CANVAS and the following videos To import a data file into jamovi for data analysis, see: <a href="https://www.youtube.com/watch?v=R0uE4LIHeac">https://www.youtube.com/watch?v=R0uE4LIHeac</a> To create visual reports (charts and diagrams) in Excel see: <a href="https://www.youtube.com/watch?v=DjDaNnIYT3s">https://www.youtube.com/watch?v=DjDaNnIYT3s</a> To use jamovi to run descriptive or univariate statistics see: <a href="https://www.youtube.com/watch?v=srqNCux0ijY">https://www.youtube.com/watch?v=srqNCux0ijY</a> You can also use jamovi to create charts with descriptive statistics: <a href="https://www.youtube.com/watch?v=SGtGAISq4kA">https://www.youtube.com/watch?v=SGtGAISq4kA</a> <a href="https://www.youtube.com/watch?v=10oomNrNe6w">https://www.youtube.com/watch?v=10oomNrNe6w</a> MEET: small groups

<b>Session 8:</b>	November 2, 2021
<b>Topic:</b>	<b>Examining associations between variables</b>
<b>Learning Activities:</b>	<p>READ: Bryman and Bell, pages 180-189  VIEW: Power point slides in CANVAS and the following videos  <a href="https://www.discoveringstatistics.com/statistics-hell-p/egestes-predicting-categorical-outcomes/chi-square-test/">https://www.discoveringstatistics.com/statistics-hell-p/egestes-predicting-categorical-outcomes/chi-square-test/</a>  <a href="https://www.youtube.com/watch?v=vsrj647Tb3g">https://www.youtube.com/watch?v=vsrj647Tb3g</a>  <a href="https://www.youtube.com/watch?v=u5kZ4erx8QE">https://www.youtube.com/watch?v=u5kZ4erx8QE</a>  MEET: small groups</p>
<b>Session 9:</b>	November 9, 2021
<b>Topic:</b>	<b>Qualitative Research orientation Interviewing in qualitative research</b>
<b>Learning Activities:</b>	<p>READ: Bryman and Bell, Chapter 9, pages 239-251  VIEW: Power point slides in CANVAS  MEET: small groups</p>
<b>Session 10:</b>	November 16, 2021
<b>Topic:</b>	<b>Qualitative data analysis</b>
<b>Learning Activities:</b>	<p>READ: Bryman and Bell, Chapter 13; Optional: Bryman and Bell, Chapter 12  VIEW: Power point slides in CANVAS and one or both of the following:  <a href="https://www.youtube.com/watch?v=wilBzZLjZ1M">https://www.youtube.com/watch?v=wilBzZLjZ1M</a>  or  <a href="https://www.youtube.com/watch?v=opp5tH4uD-w">https://www.youtube.com/watch?v=opp5tH4uD-w</a>  MEET: small groups</p>
<b>Session 11:</b>	November 23, 2021
<b>Topic:</b>	<b>Qualitative analysis</b>
<b>Learning Activities:</b>	<p>READ: Nothing assigned  MEET: Small groups for qualitative analysis activity</p>
<b>Session 12:</b>	November 30, 2021
<b>Topic:</b>	<b>Writing up research; displaying research results</b>
<b>Learning Activities:</b>	<p>READ: Bryman and Bell, pages 346-352  VIEW: Power point slides in CANVAS  MEET: small groups</p>
<b>Session 13:</b>	December 7, 2021
<b>Topic:</b>	<b>Wrapping up, sharing results</b>
<b>Learning Activities:</b>	<p>READ: No assigned reading  MEET: small groups to share findings from study</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 21**

---

**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 28**

---

**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.



**Assignment 3 (5%):****Due October 5**

---

**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.

**Assignment 4 (20%):****Due October 19**

---

**Creation of a 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 (15%):****Due November 16****Creation of research question for qualitative analysis.**

This research project is about constructing a research question that would guide a qualitative study.

Generate a research question in relation to the topic.

- a) Begin your paper with a paragraph that introduces the reader to the topic of your study. Why do you need to ask a qualitative question for this question? Hint: Think describing.
- 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. Literature?
- c) Articulate the research question or hypothesis for your project.

---

**Assignment 6 (10%):****Due November 16****Qualitative analysis approach rationale.**

Justify in no more than one page (250 words) the type of approach you would choose to conduct your qualitative analysis (if you search, there are several examples provided in the text). Choose an approach and explain how it addresses your research question. Consider why there are different approaches to qualitative inquiry and how your choice fits with your research question. The text covers a few approaches, but it will be up to you to justify the match (hint: having a good research question will help greatly).

---

**Assignment 7 (20%):****Due December 7****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 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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.

## 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 class.

## 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

Letter Grade	Percent Range	Mid-Point	
<b>A+</b> <b>A</b> <b>A-</b>	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> <b>B</b> <b>B-</b>	76-79 72-75 68-71	77.5 73.5 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.
<b>C+</b> <b>C</b> <b>C-</b>	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.
<b>D</b>	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.
<b>F</b>	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.