

School of Social Work

Course Outline

SOWK 554C.002

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
Faculty of Arts

arts.ubc.ca

UBC COVID-19 Protocols for in-class learning

The upcoming academic year will present a variety of changing circumstances and challenges for our courses. Given the evolving nature of Public Health orders, it is important that we remain flexible and adaptive.

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. [UBC Respectful Environment Statement](#).

Attendance / Absences:

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

Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>.

If you miss class because of illness:

- Notify the instructor as soon as possible to request attending class via zoom.
- Consult the class resources on Canvas.
- Connect with your classmates. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- If you are concerned that you will miss a key learning activity or assignment 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, on Canvas). Our classroom will still be available during the scheduled class date/time.

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 a learning activity or reading 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.

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.

Course Info

Year/Term	Terms 1 and 2, Winter 2021 Term 1 Start Date: Friday, September 10, 2021 Term 1 End Date: Friday, December 3, 2021 Term 2 Start Date: Friday, January 14, 2022 Term 2 End Date: Friday, April 8, 2022
Course Title	SOWK 554C: Qualitative Methods in Social Work Research: Research and Evaluation in Child, Youth and Family Services
Credit Value	6 credits
Course Schedule	Fridays, 9:00am–12:00pm
Course Location	Room 224, Jack Bell Building, 2080 West Mall

Instructor	Office Location	Office Phone	Email Address	Office Hours
Barbara Lee	Room 339, Jack Bell Building	604.822.9647	b.lee@ubc.ca	By appointment

Prerequisite and/or Corequisite

There are no pre-requisites required 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 Structure and Learning Activities

This course is structured as a problem-based learning and participatory seminar. The course will include various teaching and learning modalities such as lectures, experiential workshops, group discussions and activities. Students will also participate in site visits/telephone meetings/video conferences with MCFD sponsors to coordinate the research activities. Students are expected to attend class in person, to complete required readings prior to class, to arrive in class prepared to participate, and be accountable to their research team.

During the first term, students will select / be matched with a MCFD sponsored project. Projects may be qualitative, quantitative or mixed methods. Working in pairs or small groups, students will be required to outline the scope of the work, prepare a literature review, ethics application and an evaluation proposal to MCFD.

During the second term, students will be expected to implement the research and evaluation project by collecting data, analyzing data, and providing an interim report to their stakeholders. At the end of the course, students will produce a final report and disseminate the research findings through a presentation with MCFD.

Learning Outcomes

By the end of this course, students will be able to

- Explain epistemological, theoretical, methodological, and ethical issues associated with program evaluation.
- Critically assess the utility of evaluation frameworks and processes.

- Appraise the existing research literature.
- Conceptualize evaluation questions and develop/use appropriate measurement instruments/indicators to answer the evaluation questions.
- Collect and analyze quantitative and qualitative data.
- Disseminate research results to a variety of audiences including academic, government, and service users.

Required Textbook(s) and Learning Materials

Required readings will be posted on UBC Canvas.

Canvas is UBC's online learning platform. You can log in with your CWL at canvas.ubc.ca

Assessment of Learning

Assessment of learning will take the form of individual and group assignments.

See the Assignments section for more details.

Term 1 Assignments	Due Date	Value
Scope of Work	Friday, October 1, 2021	5%
Literature Review	Friday, October 22, 2021	10%
Evaluation Proposal & Ethics Application to MCFD	Friday, November 19, 2021	30%
Research Process Reflection	Friday, December 3, 2021	5%

Term 2 Assignments	Due Date	Value
Interim Report	Friday, February 18, 2022	10%
Presentation of Research to MCFD	Friday, April 1, 2022	10%
Final Report	Friday, April 8, 2022	25%
Submission of Revised Final Report to MCFD	Wednesday, April 27, 2022	5%

Course Schedule

Term 1

Session 1:	Friday, September 10, 2021
Topic:	Introduction to the course. Guest Presenters: Jeremy Leveque – MCFD Rhonda Ducharme – MCFD Aboriginal Policy and Practice Framework
Reading:	<ul style="list-style-type: none"> • MCFD Aboriginal Policy and Practice Framework • Cultural Self-Assessment Tool • Gender-based Analysis Plus Research Guide
Session 2:	Friday, September 17, 2021
Topic:	Evaluation Research and Developing Research Questions. Guest Presentations: Research Proposals by MCFD Sponsors.
Reading:	<ul style="list-style-type: none"> • Brun, C. F. (2016). Purpose of evaluation. In <i>A practical guide to evaluation</i> (2nd ed., pp. 3-32). New York, NY: Oxford University Press. • Brun, C. F. (2016). Scope of evaluation. In <i>A practical guide to evaluation</i> (2nd ed., pp. 33-54). New York, NY: Oxford University Press. • Grinnell, R. M. Jr., et al (2014). Problems, questions, and hypotheses. In R. M. Grinnell, Jr., & Y. Unrau (Eds.), <i>Social work research and evaluation: Foundations of evidence-based practice</i> (10th ed., pp. 46-53).
Session 3:	Friday, September 24, 2021
Topic:	Working with Stakeholders; Project Management Techniques Library Workshop: Sheryl Adam
Reading:	<ul style="list-style-type: none"> • Mertens, D. M., & Wilson, A. T. (2012). Working with stakeholders: Establishing the context and the evaluand. In <i>Program evaluation theory and practice: A comprehensive guide</i>, pp. 223-260. New York, NY: Guilford Publication. • Owen, J. M., & Rogers, P. J. (2011). Negotiating an evaluation plan: The importance of negotiation and planning. In <i>Program Evaluation</i>, pp. 63- 85. London, UK: SAGE Publications, Ltd. • Brun, C. F. (2016). Conducting literature reviews. In <i>A practical guide to evaluation</i> (2nd ed., pp. 177-196). New York, NY: Oxford University Press.
Session 4:	Friday, October 1, 2021 Scope of Work Due

Topic:	Research Designs
Reading:	<ul style="list-style-type: none"> Bakken, L. L. (2018). Designing a program evaluation. In <i>Evaluation practice for collaborative growth: A guide to program evaluation with stakeholders and communities</i> (pp. 79-110). New York, NY: Oxford University Press. Greene, J. C., Benjamin, L., & Goodyear, L. (2001). The merits of mixing methods in evaluation. <i>Evaluation: The International Journal of Theory, Research and Practice</i>, 7(1), 25-44. doi: 10.1177/13563890122209504 Mertens, D. M., & Wilson, A. T. (2012). Evaluation designs. In <i>Program evaluation theory and practice: A comprehensive guide</i>, pp. 303-352. New York, NY: Guilford Publication.
Session 5:	Friday, October 8, 2021
Topic:	Evaluation Frameworks
Reading:	<ul style="list-style-type: none"> McLaughlin, J. A., Jordan, G. B. (2015). Using logic models. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 62-87). San Francisco, CA: Jossey-Bass. Hatry, H. P., & Newcomer, K. E. (2015). Pitfalls in evaluations. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 701-724). San Francisco, CA: Jossey-Bass. True, G., Alexander, L. B., & Richman, K. A. (2011). Misbehaviors of front-line research personnel and the integrity of community-based research. <i>Journal of Empirical Research on Human Research Ethics</i>, 6(2), pp. 3-12. doi: 10.1525/jer.2011.6.2.3
Session 6:	Friday, October 15, 2021
Topic:	Measurement and Sampling
Reading:	<ul style="list-style-type: none"> Engel, R. J., & Schutt, R. K. (2017). Measurement. In <i>The practice of research in social work</i> (pp.71-102). Thousand Oaks, CA: Sage Publications. Schutt, R. K. (2014). Sampling. In R. M. Grinnell, Jr., & Y. Unrau (Eds.), <i>Social work research and evaluation: Foundations of evidence-based practice</i> (10th ed., pp. 291-312). New York, NY: Oxford University Press.
Session 7:	Friday, October 22, 2021 Literature Review Due
Topic:	Data Collection

Reading:	<p><u>Interviews</u></p> <ul style="list-style-type: none"> Adams, W. C. (2015). Conducting semi-structured interviews. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 492-505). San Francisco, CA: Jossey-Bass. Brouneus, K. (2011). In-depth Interviewing: The process, skill and ethics of interviews in peace research. In K. Höglund & M. Öberg (Eds.), <i>Understanding peace research: Methods and challenges</i> (pp. 130- 145). New York, NY: Routledge. <p><u>Focus Groups</u></p> <ul style="list-style-type: none"> Dallas Allen, M. (2014). Telephone focus groups: Strengths, challenges, and strategies for success. <i>Qualitative Social Work</i>, 13(4), 571-583. doi: 10.1177/1473325013499060 Krueger, R. A., & Casey, M. A. (2002). Focus group interviewing on the telephone. Retrieved from: https://www.shadac.org/sites/default/files/publications/FocGrp_Krueger_Casey_Aug02.pdf Krueger, R. A., & Casey, M. A. (2015). Focus group interviewing. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 506-534). San Francisco, CA: Jossey-Bass. Zuckerman-Parker, M., & Shank, G. (2008). The town hall focus group: A new format for qualitative research methods. <i>Qualitative Report</i>, 13(4), 630-635. <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> Williams, M., Tutty, L., & Grinnel, R. M. Jr. (2014). Quantitative data analysis. In R. M. Grinnell, Jr., & Y. Unrau (Eds.), <i>Social work research and evaluation: Foundations of evidence-based practice</i> (10th ed., pp. 509-525). New York, NY: Oxford University Press.
Session 8:	Friday, October 29, 2021
Topic:	<p>Research Ethics</p> <p>Guest Presenter: Cynthia Lee – MCFD</p>
Reading:	<ul style="list-style-type: none"> 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 The First Nations Information Governance Centre. (2014). <i>Ownership, Control, Access and Possession (OCAP): The Path to First Nations Information Governance</i>. Ottawa, ON: The First Nations Information Governance Centre. Retrieved from: https://fnigc.ca/sites/default/files/docs/ocap_path_to_fn_information_governance_en_final.pdf Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS-2, 2014) http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/

Session 9:	Friday, November 5, 2021
Topic:	Surveys Workshop: Introduction to Qualtrics
Reading:	<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.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 344-382). San Francisco, CA: Jossey-Bass. Engel, R. J., & Schutt, R. K. (2017). Survey research. In <i>The practice of research in social work</i> (pp. 219-256). Thousand Oaks, CA: Sage Publications.
Session 10:	Friday, November 12, 2021
Topic:	UBC Term 1 Break
Reading:	
Session 11:	Friday November 19, 2021 Evaluation Proposal & Ethics Application to MCFD Due
Topic:	Select Topics (TBD)
Reading:	
Session 12:	Friday, November 26, 2021
Topic:	Knowledge Translations and Mobilization
Reading:	<ul style="list-style-type: none"> Johnson, L. R. (2017). Write-up, dissemination, and transformation: Building partnerships, developing reciprocal research relationships, and enacting change. In <i>Community-based qualitative research: Approaches for education and the social sciences</i>, pp. 139-153. Thousand Oaks, CA: Sage Publications.
Session 13:	Friday, December 3, 2021
Topic:	Research Process Reflection
Reading:	

Term 2

Session 1:	Friday, January 14, 2022
Topic:	Analyzing Quantitative Data Workshop: SPSS
Reading:	<ul style="list-style-type: none"> Abbott, M. L. (2017). Descriptive statistics: Central tendency. In <i>Using statistics in the social and health sciences with SPSS and Excel</i> (pp. 13-54). Hoboken, NJ: John Wiley & Son, Inc. Abbott, M. L. (2017). Chi-square and contingency table analysis. In <i>Using statistics in the social and health sciences with SPSS and Excel</i> (pp. 455- 488). Hoboken, NJ: John Wiley & Son, Inc. Abbott, M. L. (2017). Independent sample T test. In <i>Using statistics in the social and health sciences with SPSS and Excel</i> (207-254). Hoboken, NJ: John Wiley & Son, Inc.
Session 2:	Friday, January 21, 2022
Topic:	Transcribing Data
Reading:	<ul style="list-style-type: none"> Davidson, C. (2009). Transcription: Imperatives for Qualitative Research. <i>International Journal of Qualitative Methods</i>, 35–52. https://doi.org/10.1177/160940690900800206 Easton, K. L., McComish, J. F., & Greenberg, R. (2000). Avoiding Common Pitfalls in Qualitative Data Collection and Transcription. <i>Qualitative Health Research</i>, 10(5), 703–707. https://doi.org/10.1177/104973200129118651
Session 3:	Friday, January 28, 2022
Topic:	Analyzing Qualitative Data Workshop: NVivo
Reading:	<ul style="list-style-type: none"> Braun, V., Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3, 77–101. doi:10.1191/1478088706qp063oa Corbin, J. M., & Strauss, A. L. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. <i>Qualitative Sociology</i>, 13, 3- 21. Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. <i>International journal of qualitative methods</i>, 16, 1-13. doi: 10.1177/1609406917733847 Saldaña, J. (2013). <i>The coding manual for qualitative researchers</i>. Los Angeles: SAGE Publications.

Session 4:	Friday, February 4, 2022
Topic:	Research Integrity
Reading:	<ul style="list-style-type: none"> • Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? <i>Qualitative Health Research</i>, 26(13), 1802- • Nicols-Casebolt, A. (2012). Data management: Acquisition, sharing, and ownership. In <i>Research integrity and responsible conduct of research: Building social work research capacity</i> (pp. 95-112). New York, NY: Oxford University Press. • Nicols-Casebolt, A. (2012). Publication practices and responsible authorship. In <i>Research integrity and responsible conduct of research: Building social work research capacity</i> (pp. 113-132). New York, NY: Oxford University Press.
Session 5:	Friday, February 11, 2022
Topic:	Data Visualization
Reading:	<ul style="list-style-type: none"> • Henderson, S., & Segal, E. H. (2013). Visualizing qualitative data in evaluation research. In T. Azzam & S. Evergreen (Eds.), <i>Data visualization, part 1. New Directions for Evaluation</i>, 139, 53–71. doi: 10.1002/ev.20067 • Morgan, S., & Reichert, T., & Harrison, T. R. (2016). Presenting results visually. In <i>From numbers to words: Reporting statistical results for the social sciences</i> (pp. 77-99). New York, NY: Routledge.
Session 6:	Friday, February 18, 2022
	Interim Report Due
Topic:	Research Consultations
Reading:	
Session 7:	Friday, February 25, 2022
Topic:	UBC Term 2 Break
Reading:	
Session 8:	Friday, March 4, 2022
Topic:	Research Consultations
Reading:	
Session 9:	Friday, March 11, 2022

Topic:	How to Conduct an Academic and Professional Presentations
Reading:	<ul style="list-style-type: none"> Lortie, C. J. (2017) Ten simple rules for short and swift presentations. <i>PLoS Computational Biology</i>, 13(3): e1005373. https://doi.org/10.1371/journal.pcbi.1005373
Session 10:	Friday, March 18, 2022
Topic:	Report Writing and Publications
Reading:	<ul style="list-style-type: none"> Bronstein, L. R., & Kovacs, P. J. (2013). Writing a mixed methods report in social work research. <i>Research on Social Work Practice</i>. 23(3), 354-360. doi: 10.1177/1049731512471564 Holliday, A. (2013). Writing about data. In <i>Doing and writing qualitative research</i> (pp. 89-113). London, UK: Sage Publications. Morgan, S., & Reichert, T., & Harrison, T. R. (2016). Frequently asked questions about reporting statistics. In <i>From numbers to words: Reporting statistical results for the social sciences</i> (pp. 5-22). New York, NY: Routledge.
Session 11:	Friday, March 25, 2022
Topic:	Research Consultations
Reading:	
Session 12:	Friday, April 1, 2022
Topic:	Presentation of Research to MCFD
Reading:	
Session 13:	Friday, April 8, 2022
Topic:	Course Review and Lessons Learned in Evaluation Research
Reading:	Submission of Revised Final Report to MCFD Wednesday, April 27, 2022

Assignments

1. Scope of Work

Due: Friday October 1, 2021 by 8:59am.

Format: Use the template provided

Value: 5% of final mark

Submission: Electronic submission to instructor via Canvas and email to MCFD sponsors

Evaluation Criteria: Grading rubric will be available on Canvas. A group grade will be assigned. MCFD sign-off required.

Based on conversations/negotiations with MCFD sponsors, students are to work in their teams to complete the Scope of Work form provided by MCFD in which you describe the work you will undertake throughout the course. Students must sign the Student Agreement form to engage in any research activities for the course.

2. Literature Review

Due: Friday October 22, 2021 by 8:59am.

Format: Electronic paper, max. 5 pages, APA, double spaced, excluding references.

Value: 10% of final mark

Submission: Electronic submission to instructor via Canvas

Evaluation Criteria: Grading rubric will be available on Canvas. An individual grade will be assigned.

Students will independently complete a review of the theoretical and empirical literature for your research project. Review a minimum of 8 sources. Use these to outline the conceptual context that provides a rationale for your study. The purpose of this assignment is to help you synthesize the literature and prepare for the evaluation proposal and ethics application.

3. Evaluation Proposal & Ethics Application to MCFD

Due: Friday November 19, 2021, by 8:59am.

Value: 30% of final mark

Submission: Electronic submission to instructor via Canvas and email to MCFD sponsors. Once instructor and MCFD sponsor feedback has been integrated to the evaluation proposal and ethics application, then email the revised version to the instructor and MCFD Course Coordinator.

Evaluation Criteria: Grading rubric will be available on Canvas. A group grade will be assigned. MCFD sign-off required.

Evaluation Proposal

Format: Electronic paper, max. 15 pages, APA, double spaced, excluding references and appendices

Write a full evaluation proposal. The proposal will comprise of the following parts:

Part 1. Introduction

The introduction should provide a brief description of the topic under investigation, a discussion of its relevance to social work, and a clear purpose statement.

Part 2: Literature Review

The literature review should provide a summary of the literature related to the topic under investigation. Particular focus should be given to recent studies on the topic. It should conclude with a brief description of the gaps in knowledge, how the study addresses these gaps, and the specific research question(s).

Part 3: Methodology

The methodology section should cover the following items:

- i) Sampling procedures (sample selection; recruitment plan; inclusion/exclusion criteria; sample)
- ii) Data collection methods (measures to ensure validity; measures to ensure reflexivity)
- iii) Method of analysis

Part 4: Appendices

For example:

- Participant recruitment letter
- Study information letter
- Consent forms
- Data collection instruments (e.g., interview guides, questionnaire, survey)
- Other relevant materials for inclusion.

Ethics Application to MCFD

Format: Use the template provided

In this course students are not responsible for individual project submissions for UBC BREB approval; rather, there is an expedited class approval process through the instructor. However, students are required to submit an ethics application, based on the UBC template, for MCFD ethics approval. Students must submit a certificate of successful completion of the UBC Behavioural Ethics Review Board (BREB) online ethics tutorial and receive MCFD ethics approval to move forward with recruitment, data collection and analyses for the course.

4. Research Process Reflection

Due: Friday December 3, 2021

Format: Team meeting with the instructor

Value: 5% of final mark

Evaluation Criteria: Grading rubric will be available on Canvas. An individual grade will be assigned.

This is an opportunity for students to individually and collectively process the relational dynamics within the research team and revisit their expectations, roles, responsibilities, communication plans, and project timelines for the next term.

5. Interim Report

Due: Friday February 18, 2022 by 8:59am.

Format: Electronic paper, max. 4 pages, APA, double spaced, excluding references and appendices.

Value: 10% of final mark

Submission: Electronic submission to instructor via Canvas and email to MCFD sponsors

Evaluation Criteria: Grading rubric will be available on Canvas. A group grade will be assigned. Sponsor acknowledgement of receipt required.

The assignment will comprise of the following parts:

Part 1: Interim Report

To be accountable to the sponsors and stakeholders, students are to provide an interim report of their research progress. This is an opportunity to provide an update of successes and areas of challenge in the research process thus far. The interim report will be shared with the sponsors.

Part 2: Data Analysis

Students are not expected to submit completed products. In-progress materials and/or completed materials will be reviewed for the purpose of providing feedback and guidance as students work towards the final research report. Students are to clearly identify which components can be shared with sponsors, and which components are for instructor feedback only. Some data analysis materials that should be included for submission include:

- Transcription and line by line coding for qualitative data
- Dataset construction, data entry, and statistical analysis for quantitative data

6. Presentation of Research to MCFD

Due: Friday April 1, 2022 (date subject to change)

Value: 10% of final mark

Submission: Electronic submission via Canvas (if applicable)

Evaluation Criteria: Grading rubric will be available on Canvas. A group grade will be assigned.

The purpose of this presentation is to give students the opportunity to present their final research report to the class and MCFD sponsors during a research roundtable. The presentations will be video recorded and shared on the MCFD Research Portal and with the UBC School of Social Work. Presentations should include:

1. Introduction - What you studied and why
2. Methodology - Sampling, data collection, and method of analysis
3. Results and implications - Including graphs, charts, or direct quotes
4. Conclusion

7. Final Report

Due: Friday April 8, 2022 by 8:59am.

Format: Electronic paper, max. 30 pages, APA, double spaced, excluding references and appendices.

Value: 25% of final mark

Submission: Electronic submission to instructor via Canvas and email to MCFD sponsors

Evaluation Criteria: Grading rubric will be available on Canvas. A group grade will be assigned.

Students are to complete a final report by the end of the course. The report will incorporate all aspects of the research project including the following:

Part 1: Executive Summary

A brief 1-2 page overview of the research.

Part 2: Introduction, literature review, and research methods

This can be the same or an abbreviated version of the evaluation proposal.

Part 3: Findings

While the findings and discussion section are normally combined in qualitative studies, there is

typically a separate section for findings in quantitative studies that include tables and graphs and any statistically significant results.

Part 4: Discussion and Limitations

In the discussion section, you should relate the results of your investigation back to the literature review. Do your results support or contradict the literature? What new knowledge has your study generated? The discussion section should also include a sub-section on the limitations of the study.

Part 5: Implications for policy and/or practice.

What are the implications of your research for social work practice and policy? In light of the results, what recommendations would you propose?

Part 6: Conclusion

The conclusion provides you with space to answer the original research questions and describe what you believe to be the most significant aspects of the study.

Part 7: References and Appendices

The appendices can include the data collection instruments and any supplemental tables and graphs.

8. Submission of Revised Final Report to MCFD

Due: Wednesday April 27, 2022, 5pm.

Format: Electronic paper, max. 30 pages, APA, double spaced, excluding references.

Value: 5% of final mark

Submission: Email PDF version to instructor, MCFD sponsors, and MCFD Course Coordinator

Evaluation Criteria: Grading rubric will be available on Canvas. A group grade will be assigned.

To meet the full expectation of this course, students must submit a finalized research report to MCFD. The finalized research report must integrate MCFD sponsor and instructor feedback as best as possible. The final research report will be shared on the MCFD Research Portal and UBC School of Social Work for dissemination.

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 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 are not permitted to record my classes.

UBC 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 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.
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.