



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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 INFORMATION

Year/Term/Dates	Winter 2021-22, Term 2, January 14–April 8, 2022
Course Title	SOWK 554C (001): Qualitative Methods in Social Work Research
Course Schedule	Fridays, 9am-12pm
Course Location	Jack Bell Building, Room 223 / Online

Instructor	Office Location	Office Phone	Email Address	Office Hours
Professor Miu Chung Yan	Jack Bell Rm 235	604.822.8688	miu.yan@ubc.ca	By appointment (email me)

Prerequisite and/or Corequisite

There are no pre-requisites for this course.

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 (2018) https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html, 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.

Course Structure and Learning Activities

This course will be conducted in both a seminar format with short lectures, on-going and open dialogues in classroom and virtual space, and an experiential learning process through student designing, conducting and completing a small scale (2 to 4 research participants) study. Students are expected to actively participate classroom and 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

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 qualitative study relevant to social policy, social service programs or social work practice

Required Textbook(s) and Learning Materials

Bailey, C.A. (2018). *A Guide to Qualitative Field Research*. Thousand Oaks, CA: SAGE.

(You can purchase an electronic copy of this book directly from:
<https://www.vitalsource.com/en-ca/products/a-guide-to-qualitative-field-research-carol-a-bailey-v9781506307008>. If you prefer a printed copy, please purchase one through Amazon.ca, Chapters.indigo.ca or other sources. Please note that this book will be used in both term 1 and 2.

All others 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.

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 #***.

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 CANVAS. 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.

Course Schedule

Session 1:	Friday, January 14, 2022
Topic:	Check in and Preparing for Field Work (In person)
Readings:	Bailey Chapter 6 *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
Session 2:	Friday, January 21, 2022 (Zoom)
Topic:	Preparing for Interview
Readings:	Guest Speaker: Jess Fehrenbacher Bailey Chapter 8 and 9 *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 *McNamara, C. (2009). General guidelines for conducting interviews. Retrieved January 11, 2010, from http://managementhelp.org/evaluatn/intrview.htm (Practical guide)

	<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., & 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., & 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. & Holland, S. (2014). Asking questions. In Shaw, I., & 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>
Session 3:	Friday, January 28, 2022 (in person)
Topic:	Conducting Interview
Readings:	<p>Guest Speaker: Tsering Watermeyer</p> <p>*O'Connor, H. & Madge, C. (2017). Online interviewing. In Fielding, N., Lee, R., & 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, https://doi-org.ezproxy.library.ubc.ca/10.4324/9780367809300. Chapter 5 Online interview</p>
Session 4:	Friday, February 4, 2022
Topic:	Online interview Rehearsal
Session 5:	Friday, February 11, 2022
Topic:	Theorizing the Researcher: Reflexive Practice

Reading:	<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., & Andajani-Sutahjo, S. (2006). The social dynamics of the interview: Age, class, and gender. <i>Qualitative Health Research</i>, 16, 1317-1334.</p>
Session 6:	Friday, February 18, 2022
Topic:	Preparing Transcripts and Data Analysis
Readings:	*Kowal, S. & 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
READING WEEK: February 25 - NO CLASS	
Session 7:	Friday, March 4, 2022
Topic:	Data Analysis
Readings:	<p>Bailey Chapter 11 and 12</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. & 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>
Session 8:	Friday, March 11, 2022
Topic:	Data Analysis (Thematic Analysis)

<p>Readings:</p>	<p>Guest Speaker: Neringa Dainaraviciute</p> <p>Bailey Chapter 13</p> <p>*Braun, V. & 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. & Braun, V. (2017). Thematic analysis. In Willig, C., & Rogers, W. <i>The SAGE Handbook of qualitative research in psychology</i> (pp. 17-36). London: SAGE Publications Ltd doi: 10.4135/9781526405555</p>
<p>Session 9:</p>	<p>Friday, March 18, 2022</p>
<p>Topic:</p>	<p>Other Data Analysis Methods</p>
<p>Readings:</p>	<p>Bailey Chapter 14</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> <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</p>
<p>Session 10:</p>	<p>Friday, March 25, 2022</p>
<p>Topic:</p>	<p>Data Analysis update and sharing</p>
<p>Session 11:</p>	<p>Friday, April 1, 2022</p>
<p>Topic:</p>	<p>Writing the story that you are going to tell</p>

Readings:	<p>Bailey Chapter 15</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., & 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>
Session 12:	Friday, April 8, 2022
Topic:	Poster Day – Open to all members of the School
Readings:	Each student will have ten minutes to present their poster.

Assignments for Term 2

1. Journals, Value 4.5 + 0.5 (bonus) % (first journal due on Jan 19 - Wednesday)

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). All journals are due on Wednesday before midnight.

2. Electronic Poster 5% (Due on April 5, 2022 - Tuesday)

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 40% (Due on April 22, 2022).

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

Writing guidelines 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 reported the components and process of the study as proposed
- Appropriate use of relevant, current & classic literature in contextualizing the study and analysis
- Clear presentation of findings of the study
- Critically connecting findings with the literature

Analysis (approximately 40%):

- Creative synthesis and critical evaluation of literature
- Systematic and in-depth analysis of data
- Innovative and appropriate use of theory in analysis and discussion
- Thoughtful and “grounded” implications of findings for social work and human services

Style (approximately 10%):

- Clear, well organized
- Logical and coherent 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

SCHOOL/COURSE POLICIES

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 regarding lectures and class discussions about readings.
- 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

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

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
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.