

School of Social Work

Course Outline

SOWK 554C.001

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

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.

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	Term 1, Winter 2021-22, September 7–December 3, 2021
Course Title	SOWK 554C.001: Qualitative Methods in Social Work Research
Credit Value	3 credits
Course Schedule	Fridays, 9am–12pm
Course Location	Jack Bell Building, Rm 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

Undergraduate social work research 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 on 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:	September 7, 2021
Topic:	1. Overview of course, discussion of students' experiences and learning goals 2. Why are social work practitioners doing research? 3. Reading Qualitative Research
Reading:	<p>Required Readings:</p> <p>Bailey, Chapter 1</p> <p>Shaw, I. & Holland, S. (2014). Researching the social work field. In Shaw, I., & Holland, S. <i>Doing qualitative research in social work</i> (pp. 21-42). London: SAGE Publications, doi: 10.4135/9781473906006</p> <p>Sandelowski, M., & Barroso, J. (2002). Reading Qualitative Studies. <i>International Journal of Qualitative Methods</i>, 1(1), 74-108. doi:10.1177/160940690200100107</p> <p>Supplementary Readings:</p> <p>Shaw, I. & Holland, S. (2014). Qualitative methods in social work – a review. In Shaw, I., & Holland, S. <i>Doing qualitative research in social work</i> (pp. 43-60). London: SAGE Publications, doi: 10.4135/9781473906006.</p> <p>Smit, B. (2003). Can qualitative research inform policy implementation? Evidence and arguments from a developing country context. <i>Forum Qualitative Sozialforschung / Forum: Qualitative Social Research</i>, 4(3). Downloaded from: http://www.qualitative-research.net/index.php/fqs/article/view/678/1466.</p>

Session 2:	September 14, 2021
Topic:	Many ways of knowing
Reading:	<p>Required Readings:</p> <p>Bailey, Chapter 5.</p> <p>Gringeri, C., Barusch, A., & Cambron, C. (2013). Epistemology in qualitative social work research: A review of published articles, 2008–2010. <i>Social Work Research</i>, 37(1): 55-63. DOI: 10.1093/swr/svs03</p> <p>Supplementary Readings:</p> <p>Barbour, R. (2014). Qualitative traditions: epistemology and ontology. In Barbour, R. <i>Introducing qualitative research</i> (pp. 28-45). London: SAGE Publications, doi: 10.4135/9781526485045.</p> <p>Baert, P. (2005). Towards a pragmatist-inspired philosophy of social science. <i>Acta Sociologica</i>, 48:191-203.</p> <p>Mingers J. (2012) Abduction: the missing link between deduction and induction. A comment on Ormerod's 'rational inference: deductive, inductive and probabilistic thinking', <i>Journal of the Operational Research Society</i>, 63(6): 860-861, DOI: 10.1057/jors.2011.85</p> <p>Discussion Paper:</p> <p>McPherson, C. J., Etele, J., Ta, V. C.-Y., & Raghubir, A. (2019). Unregulated care providers' engagement in palliative care to older clients and their families in the home setting: a mixed methods study. <i>BMC palliative care</i>, 18(1), 52-52. doi:10.1186/s12904-019-0442-5</p>
Session 3:	September 21, 2021
Topic:	Who is generating the new knowledge?
Reading:	<p>Required Readings:</p> <p>Pezalla, A. E., Pettigrew, J., & Miller-Day, M. (2012). Researching the researcher-as-instrument: an exercise in interviewer self-reflexivity. <i>Qualitative Research</i>, 12(2), 165-185. doi:10.1177/14687941111422107</p> <p>Alvesson, M., Hardy, C., & Harley, B. (2008). Reflecting on reflexivity: reflexive textual practices in organization and management theory. <i>Journal of Management Studies</i>, 45(3), 480-501.</p> <p>Supplementary Readings:</p>

	<p>Lichtman, M. (2014). Qualitative research—a reflexive stance. In Lichtman, M. <i>Qualitative research for the social sciences</i> (pp. 27-52). London: SAGE Publications, doi: 10.4135/9781544307756.</p> <p>Lu, H., & Hodge, W. A. (2019). Toward multi-dimensional and developmental notion of researcher positionality. <i>Qualitative Research Journal</i>, 19(3), 225-235. doi:10.1108/QRJ-D-18-00029</p> <p>Probst, B. (2015). The eye regards itself: Benefits and challenges of reflexivity in qualitative social work research. <i>Social Work Research</i>. 39(1): 37-48.</p> <p>Gillespie, A. & Cornish, F.. (2009). "Intersubjectivity: Towards a dialogical analysis". <i>Journal of the Theory of Social Behaviour</i>, 40(1), 19-46.</p> <p>Discussion Paper:</p> <p>Probst, B., & Berenson, L. (2013). The double arrow: How qualitative social work researchers use reflexivity. <i>Qualitative Social Work</i>, 13(6): 813-827.</p>
Session 4:	September 28, 2021
Topic:	Am I asking the right question?
Reading:	<p>Required Readings:</p> <p>Bailey, Chapter 3 and 4.</p> <p>Rossman, G. & Rallis, S. (2017). Conceptualizing and planning the research. In Rossman, G., & Rallis, S. <i>An introduction to qualitative research</i> (pp. 100-126). Thousand Oaks, CA: SAGE Publications, Inc doi: 10.4135/9781071802694</p> <p>Supplementary Readings:</p> <p>Mantzoukas, S. (2008). Facilitating research students in formulating qualitative research questions. <i>Nurse education today</i>, 28(3), 371-377. doi:10.1016/j.nedt.2007.06.012</p> <p>Meyer, S., & Ward, P. (2014). 'How to' use social theory within and throughout qualitative research in healthcare contexts. <i>Sociology Compass</i>, 8(5):525-539.</p> <p>Sandelowski, M. (1993). Theory unmasked: The uses and guises of theory in qualitative research. <i>Research in Nursing & Health</i>, 16, 213-218.</p> <p>Lichtman, M. (2014). A review of research literature. In Lichtman, M. <i>Qualitative research for the social sciences</i> (pp. 223-240). 55 City Road, London: SAGE Publications, Inc. doi: 10.4135/9781544307756.</p> <p>Mongan-Rallis, H. (2006) Guidelines for writing a literature review at http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html.</p>

	<p>Developing Skills in Formulating Qualitative Research Questions. (2018). London. https://methods.sagepub.com/video/developing-skills-in-formulating-qualitative-research-questions.</p> <p>Discussion Paper:</p> <p>Ho, P. S. Y., Jackson, S., & Kong, S. S. T. (2018). Speaking against Silence: Finding a Voice in Hong Kong Chinese Families through the Umbrella Movement. <i>Sociology</i>, 52(5), 966-982.</p>
Session 5:	October 1, 2021
Topic:	Navigating UBC Library for Research – with Social Work Librarian Sheryl Adam
Reading:	
Session 6:	October 8, 2021
Topic:	What is a sound research design?
Reading:	<p>Required Readings:</p> <p>Windsong, Elena Ariel. 2018. "Incorporating intersectionality into research design: an example using qualitative interviews." <i>International Journal of Social Research Methodology</i> 21 (2):135-147. doi: 10.1080/13645579.2016.1268361.</p> <p>Gentles, S. J., Charles, C., Ploeg, J., & McKibbin, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. <i>The Qualitative Report</i>, 20(11), 1772-1789</p> <p>Supplementary Readings:</p> <p>Barbour, R. (2014). Research design. In Barbour, R. <i>Introducing qualitative research</i> (pp. 46-77). London: SAGE Publications, doi: 10.4135/9781526485045</p> <p>Fraser, H. (2009). Trying to complete socially just, politically sensitive social work research. <i>Journal of Social Work</i>, 9(1), 87-98.</p> <p>Trahan, A. (2011). Qualitative Research and intersectionality. <i>Critical Criminology</i>. 19(1):1-14.</p> <p>Discussion Paper:</p> <p>Alvi, S. and Zaidi, A. (2021) ""My Existence is not Haram": Intersectional Lives in LGBTQ Muslims Living in Canada." <i>Journal of homosexuality</i> 68 (6):993-1014. doi: 10.1080/00918369.2019.1695422.</p>
Session 7:	October 15, 2021

Topic:	How to generate qualitative data?
Reading:	<p>Required Readings:</p> <p>Rossman, G. & Rallis, S. (2017). Gathering data in the field. In Rossman, G., & Rallis, S. <i>An introduction to qualitative research</i> (pp. 146-180). Thousand Oaks, CA: SAGE Publications, Inc doi: 10.4135/9781071802694</p> <p>Supplementary Readings:</p> <p>MacDougall, C., & Fudge, E. (2001). Planning and Recruiting the Sample for Focus Groups and In-Depth Interviews. <i>Qualitative Health Research</i>, 11(1), 117-126.</p> <p>van Rijnsoever FJ (2017) (I Can't Get No) Saturation: A simulation and guidelines for sample sizes in qualitative research. <i>PLoS ONE</i> 12(7): e0181689. https://doi.org/10.1371/journal.pone.0181689.</p> <p>Moylan, C.A., Derr, A.S., Lindhorst, T., (2015). Increasingly mobile: How new technologies can enhance qualitative research. <i>Qualitative Social Work</i>, 14(1):36-47.</p> <p>Lichtman, M. (2014). Interviewing. In Lichtman, M. <i>Qualitative research for the social sciences</i> (pp. 241-278). 55 City Road, London: SAGE Publications, Inc. doi: 10.4135/9781544307756.</p> <p>Lichtman, M. (2014). Additional methods of gathering data. In Lichtman, M. <i>Qualitative research for the social sciences</i> (pp. 279-314). London: SAGE Publications, doi: 10.4135/9781544307756.</p> <p>Discussion Paper:</p> <p>Kubiliene, N., Yan, M. C., Kumsa, M. K., & Burman, K. (2015). The response of youth to racial discrimination: implications for resilience theory. <i>Journal of Youth Studies</i>, 18(3), 338-356. doi:10.1080/13676261.2014.963535.</p>
Session 8:	October 22, 2021
Topic:	Ethics and politics of knowing
Reading:	<p>***TCPS 2 Tutorial: Go to this page to find the link to the tutorial: https://ethics.research.ubc.ca/education-training/online-tutorials-training. This tutorial takes approximately 2 hours, and students are required to complete it before they submit their application for ethical review].</p> <p>Required Readings:</p> <p>Bailey, Chapter 2</p> <p>Shaw, I. & Holland, S. (2014). Ethics in qualitative research. In Shaw, I., & Holland, S. <i>Doing qualitative research in social work</i> (pp. 101-120). London: SAGE Publications, doi: 10.4135/9781473906006</p>

	<p>Karnieli-Miller, O., Strier, R., & Pessach, L. (2009). Power relations in qualitative research. <i>Qualitative Health Research</i>. 19(2):279-289.</p> <p>Supplementary Readings:</p> <p>Mertens, D. M., & Ginsberg, P. E. (2008). Deep in Ethical Waters: Transformative Perspectives for Qualitative Social Work Research. <i>Qualitative Social Work</i>, 7(4), 484-503</p> <p>Kralik, D. and et al. (2005). The ethics of research using electronic mail discussion groups. <i>Journal of Advanced Nursing</i>, 52(5): 537-545.</p> <p>Discussion Paper:</p> <p>A Manifesto for Ethical Research in the Downtown Eastside, online: http://bit.ly/R101Manifesto</p>
Session 9:	October 29, 2021
Topic:	What are the major qualitative research approaches?
Reading:	<p><i>Method 1: Phenomenology</i></p> <p>Required Readings:</p> <p>Usher, K. & Jackson, D. (2014). Phenomenology. In Mills, J., & Birks, M. <i>Qualitative methodology</i> (pp. 181-198). London: SAGE Publications, doi: 10.4135/9781473920163.</p> <p>Crann, S. E., & Barata, P. C. (2016). The Experience of Resilience for Adult Female Survivors of Intimate Partner Violence: A Phenomenological Inquiry. <i>Violence Against Women</i>, 22(7), 853-875. doi:10.1177/1077801215612598</p> <p><i>Method 2: Narrative Research</i></p> <p>Required Readings:</p> <p>Lewis, P. (2014). Narrative research. In Mills, J., & Birks, M. <i>Qualitative methodology</i> (pp. 161-180). London: SAGE Publications, doi: 10.4135/9781473920163</p> <p>Marshall, V., & Long, B. (2010). Coping processes as revealed in the stories of mothers of children with autism. <i>Qualitative Health Research</i>, 20(1), 105-116.</p>
Session 10:	November 5, 2021
Topic:	What are the major qualitative research approaches?

Reading:	<p><i>Method 3: Grounded Theory</i></p> <p>Required Readings:</p> <p>Mills, J., Birks, M. & Hoare, K. (2014). Grounded theory. In Mills, J., & Birks, M. <i>Qualitative methodology</i> (pp. 107-122). London: SAGE Publications, doi: 10.4135/9781473920163.</p> <p>Nolte, L., & Wren, B. (2016). Talking or Keeping Silent About Parental Mental Health Problems—A Grounded Theory of Parents' Decision Making and Experiences with Their Children. <i>Journal of Marital and Family Therapy</i>, 42(4), 731-744. doi:10.1111/jmft.12177</p> <p><i>Method 4: Interpretive Descriptive</i></p> <p>Required Readings:</p> <p>Thorne, S. (2013). Interpretive description. In Beck, C. (Ed.). <i>Routledge International Handbook of Qualitative Nursing Research</i> (Chapter 22). London: Routledge, https://doi-org.ezproxy.library.ubc.ca/10.4324/9780203409527</p> <p>Thorne S. (2016). <i>Interpretive Description: Qualitative Research for Applied Practice</i> (2nd Ed). New York and London: Routledge (supplementary reading)</p> <p>Shaw, M., Hewson, J., Hogan, D.B., Bouchal, S.R., and Simon, J. (2018). Characterizing readiness for advance care planning from the perspective of residents, families, and clinicians: An interpretive descriptive study in supportive living. <i>Gerontologist</i>, 58(4):739-748.</p>
Session 11:	November 12, 2021
Topic:	Winter Mid-term Break
Reading:	
Session 12:	November 19, 2021
Topic:	What are the major qualitative research approaches?
Reading:	<p><i>Method 5: Ethnography</i></p> <p>Required Readings:</p> <p>Barbour, R. (2014). Ethnography. In Barbour, R. <i>Introducing qualitative research</i> (pp. 154-178). London: SAGE Publications, doi: 10.4135/9781526485045.</p> <p>Lunneblad, J. (2020). The value of poverty: an ethnographic study of a school–community partnership. <i>Ethnography and Education</i>, 15(4), 429-444. doi:10.1080/17457823.2019.1689518</p>

	<p><i>Method 6: Case Study</i></p> <p>Required Readings:</p> <p>Stewart, A. (2014). Case study. In Mills, J., & Birks, M. <i>Qualitative methodology</i> (pp. 145-160). London: SAGE Publications, doi: 10.4135/9781473920163.</p> <p>Yan, M. C., & Sutherland, R. (2018). A place-based alternative approach to food security: lessons learned from a neighborhood house. <i>Community Development Journal</i>, 54(4), 643-659.</p>
Session 13:	November 26, 2021
Topic:	Indigenous Research
Reading:	<p>Guest Speaker:</p> <p>Required Readings:</p> <p>Drawson, A. S., Toombs, E., Mushquash, C. J. (2017). Indigenous Research Methods: A Systematic Review. <i>The International Indigenous Policy Journal</i>, 8(2). DOI: 10.18584/iipj.2017.8.2.5</p> <p>Wilson, S., (2007). Guest Editorial: What is an Indigenist research paradigm? <i>Canadian Journal of Native Education</i>, 30(2): 193-195.</p> <p>Jull, J., King, A., King, M., Graham, I.D., Morton Ninomiya, M.E. Jacklin, K., Moody-Corbet, P., & Moore, J. E. (2020). A principled approach to research conducted with Inuit, Métis, and First Nations people: Promoting engagement inspired by the CIHR Guidelines for Health Research Involving Aboriginal People (2007-2010). <i>The International Indigenous Policy Journal</i>, 11(2). doi: https://doi.org/10.18584/iipj.2020.11.2.10635</p> <p>Supplementary Readings (examples of different approaches):</p> <p>UBC Indigenous Research Methodologies (https://guides.library.ubc.ca/c.php?g=383361&p=2597593#s-lq-box-7926519)</p> <p>The First Nations Principles of OCAP™ downloaded from https://www.afn.ca/uploads/files/nihbforum/info_and_privacy_doc-ocap.pdf.</p> <p>TCPS 2 (2018) – Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada (https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter9-chapitre9.html)</p>
Session 14:	December 3, 2021
Topic:	<p>1. Why should anyone trust your work? Credibility & Trustworthiness</p> <p>2. How to write research proposal?</p>

Reading:	<p>Required Readings:</p> <p>Bailey, Chapter 10.</p> <p>Burke, S. (2017). Chapter 25: Rethinking ‘validity’ and ‘trustworthiness’ in qualitative inquiry: how might we judge the quality of qualitative research in sport and exercise sciences? (pp.330-339). In Smith, B. &, Sparkes, A. (Ed.). <i>Routledge Handbook of Qualitative Research in Sport and Exercise</i>. London: Routledge, https://doi-org.ezproxy.library.ubc.ca/10.4324/9781315762012.</p> <p>Lietz, Cynthia A., and Luis E. Zayas. 2010. Evaluating Qualitative Research for Social Work Practitioners. <i>Advances in social work</i> 11 (2):188-202. doi: 10.18060/589.</p> <p>Eve, J. (2008). Writing a research proposal: planning and communicating your research ideas effectively. <i>Library and Information Research</i>, 32(102): 18-28. Access through https://cris.brighton.ac.uk/ws/portalfiles/portal/244763/Writing_a_research.pdf.</p> <p>Supplementary Readings:</p> <p>Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. <i>Educational Communication and Technology Journal</i>, 29(2), 75-91.</p> <p>Lichtman, M. (2014). Judging the research process and product. In Lichtman, M. <i>Qualitative research for the social sciences</i> (pp. 377-396). 55 City Road, London: SAGE Publications, Inc. doi: 10.4135/9781544307756</p> <p>Porter, S. (2007). Validity, trustworthiness and rigor: reasserting realism in qualitative research. <i>Journal of Advanced Nursing</i>, 60(1), 79-86.</p> <p>Wu, Y.P., Thompson, D., Aroian, K.J., McQuaid, E.L., Deatrck, J.A. (2016). Commentary: Writing and Evaluating Qualitative Research Reports, <i>Journal of Pediatric Psychology</i>, 41(5): 493–505, https://doi.org/10.1093/jpepsy/jsw032.</p>
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Assignments

1. Participation, Value 5% (for both terms)

Students are required to take part in the weekly online discussion. The participation grade will be assessed based on a) regularity in participation and b) contribution in discussion.

2. TCPS Training and Certificate: Value: 3%, Due Date: Before Oct 21 (Thu)

Submit the certificate of successful completion of BREB on-line ethics tutorial available at <https://ethics.research.ubc.ca/education-training/online-tutorials-training>

3. Ethical Review, Value: 5% plus 2% recruitment posters and interview guides, Due Date: Dec 6 (Mon)

Submit a draft in pdf format of request for ethical review for UBC Behavioural Ethics Review Board (BREB), including consent form, introductory letter or advertisement where applicable, and letter from agency agreeing to recruitment (if available), where required. [<https://www.rise.ubc.ca/>]

4. Study Proposal, Value: 35%, Due: December 19th (Sun)

Hand in your research proposal according to attached guidelines. *Length: 14 (+/- one page) pages, including all references, interview guide and recruitment poster/email.*

Marking guidelines for study proposal:

Content (approximately 40%)

- Use of relevant scholarly and grey literature
- Provision of a clear description of the subject matter and its background
- Demonstration of understanding of current discourse of the subject matter
- Comprehensively addresses and logically connects components of study proposal, appropriate use of relevant, current & classic literature and documents including references, sound justifications of choices of research methods, sampling strategy and data collection methods

Analysis (approximately 40%):

- Critically describes and analyzes the substantive issue(s) to be studied
- Appropriately articulates the importance and relevance of the proposed study to social work and human services in terms of social justice and transformation.
- Creatively synthesizes and critically evaluates literature in a way that can logically and evidentially highlight the gaps in knowledge and relevance to the research question.
- Innovatively and appropriately uses theory to frame the research design
- Provides rationales & scholarly precedents for research design and methods

Style (approximately 10%):

- Clear, well organized
- Logical development & flow
- continuity and smooth transitions in sentences and paragraphs
- skillful use of language
- use of headings

Technical (approximately 10%):

- grammar, spelling
- proper use of APA (6th ed.) style

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

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 are required to have the permission from Instructor for audio and/or video recording of the lecture and class discussions.

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.