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 xʷməθkʷəy̓əm (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.

COURSE INFORMATION

Year/Term/Dates	Winter 2021-22, Term 2, January 11–April 4, 2022
Course Title	SOWK 654: Advanced Qualitative Inquiry (3 credits)
Course Schedule	Mondays, 1pm-4pm Pacific Standard Time
Course Location	Jack Bell Building, Room 322

Instructor	Office Location	Office Phone	Email Address
Donna Baines	Jack Bell, Room 100	604.822.3332	donna.baines@ubc.ca
Office Hours	1 hour prior to class or by appointment.		

Prerequisite and/or Co-requisite

An MSW level research course or equivalent.

Course Description

The focus of this course is to develop an in depth and rigorous understanding of a wide range of approaches to qualitative research. It provides a critical reflective approach to research in the social sciences and seeks to support you in defining your epistemological and ontological perspective with a particular focus on positioning qualitative research approaches. Attention will be paid to the interpretive, political and critical nature of knowledge production in qualitative research.

Course Structure and Learning Activities

This course is a doctoral seminar combining lectures and class discussion. Students are expected to come to class prepared to discuss readings and to participate in class activities.

Learning Outcomes

- To develop a critical analysis/interpretation of a broad range of theories and approaches to qualitative research;
- To become familiar with and develop competency with the elements of qualitative research design, including justification of the choice of research topic; articulation of a theoretical perspective; understanding of the relationship between different kinds of research questions and approaches to answering them; capacity to identify the key characteristics, strengths and weaknesses of a range of qualitative research methods; and identification of potential ethical issues in research.
- To understand the link between epistemology, ontology, methodology and method;
- To critically examine different types of qualitative research methodologies and approaches, particularly critical, anti-oppressive and Indigenous qualitative research

Required Textbook(s) and Learning Materials

There will be one required text. It is available through the UBC library as a hard copy and online version: Carey, M. (2017). Qualitative research skills for social work: Theory and practice. Routledge.

We will also be reading various articles and chapters that are available online through the UBC library or through google scholar.

The course will have a CANVAS site to enhance learning and post notices and reading links.

Course Schedule

Week	Date	Topic	Required Readings
1	Jan 11	Intro & what do we know & want to know	http://www.jcreview.com/fulltext/197-1616242095.pdf
2	Jan 17	Paradigms and classic debates	Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an indigenous research paradigm. *Journal of Indigenous Social Development*, 1(1A). Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. Handbook of qualitative research, 2(163-194), 105. Carey, M. Chapters 2, 3 & 4.
3	Jan 24	Theory, Ethics and Qualitative Research	Reeves, S., Albert, M., Kuper, A., & Hodges, B. D. (2008). Why use theories in qualitative research? British Medical Journal, 337. Carey, M. Chapters 6 & 8.
4	Jan 31	Critical Qualitative Approaches	Tilley, S. (2019). The role of critical qualitative research in educational contexts: A Canadian perspective. Educar em Revista, 35, 155-180. Dei, G. S. (2013). Critical perspectives on indigenous research. Socialist Studies/Études Socialistes. (intro to themes). Lather, P. (2017) (Post) Critical Methodologies: The Science Possible After the Critiques. Routledge.https://doi-org.ezproxy.library.ubc.ca/10.4324/9781315619538
5	Feb 7	Indigenizing research and Indigenous methods Videos: https://youtu.be/2XkB7b01Quk https://youtu.be/-9HuUDAYqvY https://youtu.be/dxoJse2a9NE	Sinclair, R. (2003). Indigenous research in social work: The challenge of operationalizing worldview. Bessarab, D., & Ng'Andu, B. (2010). Yarning about yarning as a legitimate method in Indigenous research. International Journal of Critical Indigenous Studies, 3(1), 37-50. Ryder, C., Mackean, T., Coombs, J., Williams,

			H., Hunter, K., Holland, A. J., & Ivers, R. Q. (2020). Indigenous research methodology–weaving a research interface. International Journal of Social Research Methodology, 23(3), 255-267.
		https://youtu.be/4kcrXNurZfY	
6	Feb 14	Data collection Interviewing Questionnaires Focus Groups	Carey, M. Chapters 9 & 10 Optional: 11, 12, 13, 14, 16 Exercise: Choose an article to distribute to the class that highlights a data collection and/or data analysis method that you may want to use in your thesis. Come prepared to explain the data collection and why you think it lends itself to the topic you will likely pursue in your thesis.
7	Reading Week	No class	
8	Feb 28	Data Analysis	Bygstad, B., Munkvold, B. E., & Volkoff, O. (2016). Identifying generative mechanisms through affordances: a framework for critical realist data analysis. Journal of Information Technology, 31(1), 83-96. Fram, S. M. (2013). The constant comparative analysis method outside of grounded theory. Qualitative Report, 18, 1. Carey, M. Chapter 17
9	Mar 7	Black Experience and Qualitative research Videos: https://youtu.be/PTaLFmnS_jo https://youtu.be/CiEYAieik8U	Sue, D. W., Capodilupo, C. M., & Holder, A. (2008). Racial microaggressions in the life experience of Black Americans. Professional psychology: Research and practice, 39(3), 329. Bamidele, O. O., E. McGarvey, H., Lagan, B. M., Chinegwundoh, F., Ali, N., & McCaughan, E. (2019). "Hard to reach, but not out of reach": Barriers and facilitators to recruiting Black African and Black Caribbean men with prostate cancer and their partners into qualitative research. European journal of cancer care, 28(2), e12977. Gibson, P., & Abrams, L. (2003). Racial difference in engaging, recruiting, and interviewing African American women in qualitative research. Qualitative Social Work,

			2(4), 457-476.
10	Mar 14	PAR Guest speaker: Lea Caragata	Salami, B., Denga, B., Taylor, R., Ajayi, N., Jackson, M., Asefaw, M., & Salma, J. (2021). Original qualitative research-Access to mental health for Black youths in Alberta. Health Promotion and Chronic Disease Prevention in Canada: Research, Policy and Practice, 41(9), 245. Peltier, C. (2018). An application of two-eyed seeing: Indigenous research methods with participatory action research. International Journal of Qualitative Methods, 17(1), 1609406918812346. Liegghio, M., & Caragata, L. (2021). COVID-19 and youth living in poverty: The ethical considerations of moving from in-person interviews to a photovoice using remote methods.
11	Mar 21	Ethnographies and Rapid Ethnography Video: https://youtu.be/6GxS97YQKHU	Floersch, J., Longhofer, J., & Suskewicz, J. (2014). The use of ethnography in social work research. 13 (1) 3-7. Baines, D. and Ian Cunningham. (2013). Using Comparative Perspective Rapid Ethnography in International Case Studies: Strengths and Challenges. Qualitative Social Work. 13, 1: 73-88. Social Work Example: Chaudhry, V. (2019). Neoliberal crises of social work in the Global South: Ethnography of individualizing disability and empowerment practice in India. International Social Work, 62(3), 1117-1130.
12	Mar 28	Institutional Ethnography Video: https://youtu.be/QT3FbfgbDoU	Kearney, G. P., Corman, M. K., Hart, N. D., Johnston, J. L., & Gormley, G. J. (2019). Why institutional ethnography? Why now? Institutional ethnography in health professions education. Perspectives on medical education, 8(1), 17-24. Rankin, J. (2017). Conducting analysis in institutional ethnography: Guidance and cautions. International Journal of Qualitative Methods, 16(1), 1609406917734472.

			Social Work Example: Parada, H. (2004). Social work practices within the restructured child welfare system in Ontario: An institutional ethnography. Canadian Social Work Review/Revue canadienne de service social, 67-86.
13	Apr 4	Writing up and Knowledge mobilization	Gustafson, D. L., Parsons, J. E., & Gillingham, B. (2019, May). Writing to transgress: Knowledge production in feminist participatory action research. In Forum: Qualitative Social Research (Vol. 20, No. 2, pp. 1-25). Freie Universität Berlin. Carey, M. Chapter 18.

Additional Readings

Armstrong, P., & Lowndes, R. (Eds.). (2018). Creative teamwork: Developing rapid, site-switching ethnography. Oxford University Press.

Bochner, A. 2018 Unfurling Rigor: On continuity and change in qualitative inquiry. Qualitative Inquiry, 24(6) 359-368.

Charlesworth, S., & Baines, D. (2015). Understanding the negotiation of paid and unpaid care work in community services in cross-national perspective: the contribution of a rapid ethnographic approach. Journal of Family Studies, 21(1), 7-21.

Chaudhry, V. (2019). Neoliberal crises of social work in the Global South: Ethnography of individualizing disability and empowerment practice in India. International Social Work, 62(3), 1117-1130.

Coemans, S., Raymakers, A. L., Vandenabeele, J., & Hannes, K. (2019). Evaluating the extent to which social researchers apply feminist and empowerment frameworks in photovoice studies with female participants: A literature review. Qualitative Social Work, 18(1), 37-59.

Collins, C. & Stockton, C. (2018) The Central role of theory in qualitative research. International Journal of Qualitative Methods, 17, 1–10.

Doucet, A., & Armstrong, P. (2021). A conversation with Pat Armstrong about Creative Teamwork: Developing Rapid Site-Switching Ethnography. *Families, Relationships and Societies*, 10(1), 179-188.

Gutman, C., Hantman, S., Ben-Oz, M., Criden, W., Anghel, R., & Ramon, S. (2014). Involving older adults as co-researchers in social work education. Educational Gerontology, 40(3), 186-197.

Jensen, T. M., & Kainz, K. (2019). Positioning social work researchers for engaged scholarship to promote public impact. Journal of the Society for Social Work and Research, 10(4), 591-609.

Kearney, G. P., Corman, M. K., Gormley, G. J., Hart, N. D., Johnston, J. L., & Smith, D. E. (2018). Institutional ethnography: A sociology of discovery—In conversation with Dorothy Smith. Social Theory & Health, 16(3), 292-306.

Kovach, M. (2010). Conversation method in Indigenous research. First peoples child & family review: An interdisciplinary journal honouring the voices, perspectives, and knowledges of first peoples through research, critical analyses, stories, standpoints and media reviews, 5(1), 40-48.

Kramer, C. S., Cosgrove, D., Mountz, S., & Lee, E. (2021). Finding a place for my research to belong: experiences of early-career social work participatory action researchers in neoliberal academia. Critical and Radical Social Work.

Kross, J. & Giust, A. (2018) Elements of Research Questions in relation to Qualitative Inquiry.   The Qualitative Report 2018 Volume 24, Number 1, 24-30.

Kumsa, M. K., Chambon, A., Yan, M. C., & Maiter, S. (2015). Catching the shimmers of the social: From the limits of reflexivity to methodological creativity. Qualitative Research, 15(4), 419-436.

LaSala, M. C., Jenkins, D. A., Wheeler, D. P., & Fredriksen-Goldsen, K. I. (2008). LGBT faculty, research, and researchers: Risks and rewards. Journal of Gay & Lesbian Social Services, 20(3), 253-267.

Marshall, S. & Zaidman-Zait, A., Domene, J. & Young, R. (2012) Qualitative Action-Project Method in Family Research. J. of Family Theory & Review 4(June): 160-175.

McLaughlin, H. (2005). Young service users as co-researchers: Methodological problems and possibilities. Qualitative Social Work, 4(2), 211-228.

Meyer, K., & Willis, R. (2019). Looking back to move forward: The value of reflexive journaling for novice researchers. Journal of gerontological social work, 62(5), 578-585.

O'Connor D. L. (2001) Journeying the Quagmire: Exploring the discourses that shape qualitative research. Affilia, 16(2): 135 –158.

Piedra, L. M. (2020). Assessing quality for qualitative researchers. Qualitative Social Work, 19(2), 169-174.

Probst, B., & Berenson, L. (2014). The double arrow: How qualitative social work researchers use reflexivity. Qualitative social work, 13(6), 813-827.

Sangaramoorthy, T., & Kroeger, K. A. (2020). Rapid ethnographic assessments: A practical approach and toolkit for collaborative community research. Routledge.

Santos Jr, H. P., Black, A. M., & Sandelowski, M. (2015). Timing of translation in cross-language qualitative research. Qualitative health research, 25(1), 134-144.

Santos, B. d. S., (2013). Epistemologies of the South: justice against epistemicide. Boulder: Paradigm Publishers.

Smith, D. E. (2021). Exploring Institutional Words as People's Practices. In The Palgrave Handbook of Institutional Ethnography (pp. 65-78). Palgrave Macmillan, Cham.

Smith, Dorothy E. Institutional ethnography: A sociology for people. Rowman Altamira, 2005.

Smith, R., Monaghan, M., & Broad, B. (2002). Involving young people as co-researchers: Facing up to the methodological issues. Qualitative Social Work, 1(2), 191-207.

Tuhiwai Smith, L. (2012) Decolonizing Methodologies: Research and Indigenous peoples. 2nd edition London: Zed Books.

Whitaker, E. M. (2021). Grasping the social life of documents in human service practice. Doing Human Service Ethnography, 83 -100.

Assignments

1. **Summarize course readings – lead discussion 20 x 2 = 40%**

   Choose two weeks for which you will choose one assigned reading to summarize clearly and succinctly. Link it to the main points in the other two assigned readings. Invite discussion throughout your presentation. Keep it interesting. Link your discussion to other themes discussed in the course, your other courses and the larger academy.

   This assignment is aimed at providing an opportunity to further hone your presentation skills, particularly on the topic of research. It is important to find ways to engage others, even on challenging topics.

2. **Paper: Critical examination of an approach to qualitative research – 60%**

   12 pages, 12-point font, Times Roman, double space, number the pages, use headings and subheadings as appropriate, include a reference list

   The purpose of this assignment is to develop familiarity and expertise with an approach to qualitative research that intrigues you by applying it to a research problem and question of your choice. You will be expected to: a) clearly articulate what approach/ideas you are using to guide your approach to research; b) critically analyze the strengths and limitations associated with using this particular approach; c) highlight strengths and weaknesses in this approach

   a) Introduction – note your question(s) or area of research; what paradigm are you based in; what is your theoretical perspective; more fully flesh out your question and what brought you to this question (why is it interesting and important).

   b) What method(s) will you use to address your question(s)? Explain, drawing on appropriate literature, note strengths of the approach and defend why it is better than other options (strengths and weaknesses); identify potential ethical issues and why the method(s) is appropriate to engage with these issues

   c) Summarize what you anticipate you will find by using this method(s) and further clarify your choice of methods.

Assignment Submission Process

Assignments are due as noted in this course outline, unless otherwise informed by the instructor. Assignments are due on the date noted. Late assignments will lose 1 point per day unless negotiated with the instructor.

All written assignments of this course must be in 12-size font, 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. A writer guide with information in APA referencing format and style is recommended. You can find a useful tutorial on the UBC library website. Please also 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. Wikipedia and web information without credible source are not acceptable as an academic reference.

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 if I am lecturing.
- 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.