



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.

School Mission Statement: Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

COURSE INFORMATION

Year/Term/Dates	Winter 2022, Term 1, September 6–December 6, 2022
Course Title	SOWK 420: Introduction to Social Work Research; 3 credits
Course Schedule	Tuesdays, 2pm-5pm
Course Location	Jack Bell Building, 2080 West Mall, SOWK 124

Instructor	Office Location	Office Phone	Email Address
Daniel Ji	N/A	N/A	Daniel.ji@ubc.ca
Office Hours	By appointment		

Teaching Assistant	Office Location	Email Address
TBD	N/A	TBD
Office Hours	TBD	

Prerequisite and/or Corequisite

There are no pre- or co-requisites for this course.

Course Description

Theory and conduct of social research as applied to social welfare and social work practice. Development of social work research questions and design of studies.

Course Structure and Learning Activities

Lecture: Read assigned readings and review Power Point slides and other assigned videos. Power Point slides are stored on Canvas.

Small group activities: Students will be assigned to small groups to work on activities and assignments together. Students will meet with their small groups in-person after lecture. These weekly small group activities will involve individual and group exercises, discussions, and supports for conducting research projects. The organization of students into groups is posted on Canvas in “people” under the “small groups” tab.

Learning Outcomes

1. To be able to define, and appropriately apply to practice, basic terms, concepts, and processes of research.
2. To define and argue the logic of various research designs, data collection, and basic data analytic techniques.
3. To critically evaluate research methodologies, data analyses, and interpretation of findings in relation to research questions.
4. To demonstrate the ways in which research can inform social work practice.

Required Textbook(s) and Learning Materials

Bryman, A., & Bell, E. (2020). *Social Research Methods* (5th Canadian Edition). Don Mills, ON: Oxford University Press.

jamovi open-source statistical software from: <https://www.jamovi.org/>

jamovi quick guide from: <https://www.jamoviguide.com/>

Additional resources are indicated in the Course Schedule below or located in CANVAS.

Course Schedule

SESSION 1:	September 6, 2022
TOPIC:	Why do social work research? Introduction to the course
LEARNING ACTIVITIES:	<p>READ: CASW Code of Ethics; see p. 8, "Competence in professional practice": https://www.casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics and...</p> <p>Bryman and Bell, Chapter 1 VIEW: Power point slides in CANVAS MEET: small groups</p>
SESSION 2:	September 13, 2022
TOPIC:	Approaches to social work research; developing research questions
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, Chapter 1 VIEW: Power point slides in CANVAS MEET: small groups</p>
SESSION 3:	September 20, 2022
TOPIC:	Linking research questions to designs and methods
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, Chapter 2 VIEW: Power point slides in CANVAS MEET: small groups</p>
SESSION 4:	September 27, 2022
TOPIC:	Research ethics

LEARNING ACTIVITIES:	READ: Bryman and Bell, Chapter 3 VIEW: Power point slides in CANVAS MEET: small groups
SESSION 5:	October 4, 2022
TOPIC:	Quantitative research: Using surveys and observations
LEARNING ACTIVITIES:	READ: Bryman and Bell, Chapters 4, 5, & 6 VIEW: Power point slides in CANVAS MEET: small groups
SESSION 6:	October 11, 2022
TOPIC:	Validity and reliability evidence for measurement
LEARNING ACTIVITIES:	READ: Bryman and Bell, reviewing pages 81 to 85, 137 to 140 VIEW: Power point slides in CANVAS MEET: small groups
SESSION 7:	October 18, 2022
TOPIC:	Sampling; linking sampling to design Creating data files, documentation of data files (codebooks)
LEARNING ACTIVITIES:	READ: Bryman and Bell, Chapter 7 VIEW: Power point slides in CANVAS and the following data entry videos To enter data into Excel see: https://www.youtube.com/watch?v=rcBQ9OwM9PM If you like cats: https://www.youtube.com/watch?v=V4J6xYoKwAo MEET: small groups
SESSION 8:	October 25, 2022
TOPIC:	Descriptive statistics Visual presentation of numerical data

LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, pages 171-180</p> <p>VIEW: Power point slides in CANVAS and the following videos</p> <p>To import a data file into jamovi for data analysis, see: https://www.youtube.com/watch?v=R0uE4LIHeac</p> <p>To create visual reports (charts and diagrams) in Excel see: https://www.youtube.com/watch?v=DjDaNnIYT3s</p> <p>To use jamovi to run descriptive or univariate statistics see: https://www.youtube.com/watch?v=srqNCux0ijY</p> <p>You can also use jamovi to create charts with descriptive statistics: https://www.youtube.com/watch?v=SGtGAlSq4kA https://www.youtube.com/watch?v=10oomNrNe6w</p> <p>MEET: small groups</p>
SESSION 9:	November 1, 2022
TOPIC:	Examining associations between variables
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, pages 180-189</p> <p>VIEW: Power point slides in CANVAS and the following videos (*please scroll down the page a bit for the first video) https://www.discoveringstatistics.com/statistics-hell-p/egestes-predicting-categorical-outcomes/chi-square-test/ https://www.youtube.com/watch?v=vsrj647Tb3g https://www.youtube.com/watch?v=u5kZ4erx8QE</p> <p>MEET: small groups</p>
SESSION 10:	November 8, 2022
TOPIC:	Qualitative research orientation Interviewing in qualitative research
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, Chapter 9, pages 239-251</p> <p>VIEW: Power point slides in CANVAS and the following: https://www.youtube.com/watch?v=0HxMpJsm0I&t=18s&ab_channel=YaleUniversity</p> <p>MEET: small groups</p>
SESSION 11:	November 15, 2022
TOPIC:	Qualitative data analysis
LEARNING ACTIVITIES:	<p>READ: Bryman and Bell, Chapter 13; Optional: Bryman and Bell, Chapter 12</p> <p>VIEW: Power point slides in CANVAS and one or both of the following: https://www.youtube.com/watch?v=uapR0qiN6s&ab_channel=GlobalHealthwithGregMartin or https://www.youtube.com/watch?v=opp5tH4uD-w</p> <p>MEET: small groups</p>

SESSION 12:	November 22, 2022
TOPIC:	Qualitative data analysis activity
LEARNING ACTIVITIES:	READ: Nothing assigned VIEW: https://www.youtube.com/watch?v=j9A3ceOBihM&ab_channel=GradCoach MEET: Group qualitative data analysis activity and discussion
SESSION 13:	November 29, 2022
TOPIC:	Writing up research; displaying research results
LEARNING ACTIVITIES:	READ: Bryman and Bell, pages 346-352 VIEW: Power point slides in CANVAS MEET: small groups
SESSION 14:	December 6, 2022
TOPIC:	Wrapping up, sharing results
LEARNING ACTIVITIES:	READ: No assigned reading MEET: Small groups to share findings from study

Assignments

Assignment 1 (10%):

Due September 20

Creation of research question for Research Project.

Your research project involves you as the sole research participant. Select for yourself a goal for either improving or maintaining your learning in social work. Develop a research question or hypothesis as to how the goal will be improved or maintained.

- a) Begin your paper with a paragraph that introduces the reader to the topic of your study.
- b) Generate a rationale for the research question or hypothesis that is founded upon theory and prior research on the topic. The rationale should be no longer than two paragraphs.
- c) Articulate the research question or hypothesis for your project.

Assignment 2 (15%):

Due September 27

Research Project design and rationale.

Develop the design of your Research Project. Assign how and when data collection will occur and how often it will occur.

- a) Begin your paper with the introduction to the topic of your study.
- b) Provide the rationale for your research question.
- c) State the research question or hypothesis that will guide the project.
- d) Describe, in one paragraph, the design of your research. You may also include a graphic display of the design (optional). Your data collection should extend for several time points ranging from 7 to 14 days. Describe your justification for the frequency and spacing of intervals of data collection.
- e) Describe, in one paragraph, how the design is appropriate for answering the research question or hypothesis.

Assignment 3 (5%):

Due October 4

Ethics Module and reflection.

Submit to Canvas a certificate of successful completion of the TCPS tutorial. The tutorial is accessed at <http://tcps2core.ca/welcome>

This assignment is aligned with TCPS guidelines and UBC ethics review boards' expectations that all people applying for ethical review and working with data complete the tutorial. A certificate is provided upon successfully completing this tutorial. Log into the system so that a certificate is created upon completion of the module. Submit the certificate to Canvas for documentation of completion. (3%)

After completing the tutorial, write a paper (2 to 3 pages) reflecting on the items or questions in the tutorial and the experience of being tested in this way. Ensure that your paper includes a reflection on each of the following (2%):

- The experience of reading the question and finding the answer that best fit your understanding of the issue.
- The experience of being 'tested'.
- Your understanding of how your answers are used to calculate your score.
- Any other feelings or thoughts that you recall as you completed the tutorial.
- Any information that you think is important but wasn't captured by the questions asked.
- Summarize your reflections by thinking about how this experience might be similar to research participants being asked to complete a survey.

Assignment 4 (20%):

Due October 18

Creation of a measure(s) for Research Project.

Identify the construct(s) in your research question or hypothesis. These construct(s) will need to be measured. Find existing measures or create your own for your study.

- a) Begin your paper with the introduction to the topic of your study.

- b) Provide the rationale for your research question.
- c) State the research question or hypothesis that will guide the project.
- d) Define each of the constructs stated in your research question or hypothesis using definitions in the research literature (e.g., time use, mindfulness practice, physical exercise). If you include an intervention in your study, identify the independent variable and the dependent variable.
- e) Explain, for each measure, your rationale for the type of measure you are using (i.e., observation, scale, physiological assessment). Use the text to help you identify the type of measure and utility.
- f) Explain how the measures reflect the constructs stated in your research question or hypothesis.
- g) In an appendix, provide a description and display this first version of your measure. If your measure is not in written format (e.g., survey or questionnaire) show a prototype via photograph or model or drawing.

Pause writing. Create some interview questions that will help you collect feedback from colleagues about your measure(s). Check the text for ideas about developing interview questions. Collect feedback from 2 to 3 colleagues in your class about your measure(s).

- a) Describe the interview questions you asked to elicit the feedback on your measure.
- b) Describe the feedback you received from colleagues. Note any potential edits to the measure(s) that arise from feedback. Note any ideas or changes suggested by colleagues that you hesitate to include. Explain all of your decisions (to include, discard ideas, maintain what you originally designed).
- c) The interviews with colleagues are related to validity evidence. Explain how the feedback provided you with validity evidence.
- d) Summarize your paper.
- e) In an appendix provide a description and display the final version of your measure. If your measure is not in written format (e.g., survey or questionnaire) show a prototype via photograph or model or drawing.

Assignment 5 (15%):

Due November 15

Creation of research question for qualitative analysis.

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

Generate a research question in relation to the topic.

- a) Begin your paper with a paragraph that introduces the reader to the topic of your study. Why do you need to ask a qualitative question for this question? Hint: Think describing.
- b) Generate a rationale for the research question that is founded upon theory and/or prior research on the topic. The rationale should be no longer than two paragraphs. Literature?
- c) Articulate the research question or hypothesis for your project.

Assignment 6 (10%):

Due November 22

Qualitative analysis approach rationale.

In this assignment, you will justify in no more than one page the type of approach you would choose to conduct your qualitative analysis (several examples are provided in the text).

Choose one approach and explain how it addresses your research question

- a) Articulate the research question or hypothesis for your project.
- b) Briefly describe the approach you have chosen to conduct qualitative analysis (one paragraph).
- c) Explain the rationale for the method you chose to address your research question. Hint: consider why there are different approaches to qualitative inquiry and how your choice is a good fit for your question. It is up to you to justify the match, having a good research question will help greatly in this.

Assignment 7 (25%):

Due December 6 (or sooner)

Research Project: Written report.

This report summarizes the Research Project. Use the design you proposed for Assignment 2 and the measure(s) from Assignment 4.

As soon as you receive feedback from instructors on your measure(s) (assignment #4) for the Research Project, begin collecting data. Once you have collected the data, compile the data in a spreadsheet using a software such as Excel.

Following the writing guide in Bryman and Bell (pages 346-350) generate an essay as per guidelines in class discussions.

Report the following information in your paper:

- a) The introduction to the topic of your study.
- b) The rationale for your research question or hypothesis.
- c) The research question or hypothesis that guided the project.
- d) The “Methods” section will have subsections for:
 - a. The design of your research with rationale for the design, frequency and spacing of intervals of data collection
 - b. “Sample” (yes, describe you without revealing your identity)
 - c. “Measures” (each measure has its own heading and description)
 - d. “Procedures” (how you collected data; e.g., did you collect every day? What time of day did you collect the data?)
- e) Under the “Results” section document:
 - a. The amount and/or frequency of data you collected. Note if there is any missing information (e.g., you forgot to fill in your daily diary one day) or any information that is not usable due to technical problems or any other reason.

- b. Describe how you condensed/summarized the data you collected (e.g., did you create an average, or summarize in a graph?).
- c. Display visually the results in graphs, table, or text.
- f) Under “Conclusions”:
 - a. Interpret your findings,
 - b. Consider the limitations of your study,
 - c. And the implications for future research.

Assignment Submission Process

All assignments are to be submitted by CANVAS.

All written assignments must be in American Psychological Association (APA) format with 12-point font, double spaced, and 1” margins. Where referencing is needed, use APA referencing style. Style guides are available through the UBC library at <https://guides.library.ubc.ca/c.php?g=707463&p=5035495>. Failure to follow guidelines will result in the paper not being assessed until it has been reformatted according to guidelines.

Students must complete all assignments indicated for this course to receive a final grade in the course. Students needing an extension for any assignment may, at their own discretion and no discussion with the instructor, take up to one additional week. Use of the extension does not impact the grading of the assignment. Assignments submitted on the final extension date are due at the beginning of the class session. Assignments submitted later than the *beginning* of the class session on the extension date will not be graded.

SCHOOL/COURSE POLICIES

COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

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.