



# 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.*

## 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

<b>Year/Term/Dates</b>	Winter 2022-23, Term 1, September 9–December 2, 2022
<b>Course Title</b>	SOWK 554C.001: Qualitative Methods in Social Work Research 6 credits
<b>Course Schedule</b>	Fridays, 9am–12pm, In-Person
<b>Course Location</b>	Jack Bell Building, 2080 West Mall, Room 223

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Donna Baines	Jack Bell, Room 323	604.822.3332	donna.baines@ubc.ca
<b>Office Hours</b>	1 hour prior to class or by appointment.		

## Prerequisite and/or Corequisite

A BSW level research course or equivalent.

## Course Description

This course provides an overview of research questions, designs and methods relevant to social work inquiry using qualitative methods. This subject will:

- introduce students to the practice and theory of designing a research project;
- engage with a range of qualitative research strategies, methods and forms of analysis;
- enable a broad-based discussion of qualitative research issues, including the purposes and audiences of research, and the ethical conduct of research.

As a result of successfully completing this course students should be able to:

1. identify and critically review relevant literature, assessing both findings and methods;
2. understand 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 research methods; and identification of potential ethical issues in research;
3. understand a range of data collection methods;
4. develop critical skills as a research consumer;
5. undertake the dissemination of research findings to contribute to knowledge and inform practice and policy.

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\\_tcps2eptc2\\_2018.html](https://ethics.gc.ca/eng/policy-politique_tcps2eptc2_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 is a graduate seminar combining lectures, class discussions and skill-building activities. Students are expected to come to class prepared to discuss readings and to participate in class activities. Please contact the instructor if you are experiencing difficulties keeping up with classroom participation.

## 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

<b>Week 1:</b>	<b>September 9, 2022</b>
<b>Topic:</b>	Intro & what do we remember from undergrad research courses & we do want to know now.  Getting to know each other.  Basics of qualitative research design,  Social justice and how this relates to social work research.  <b>Skills:</b> thinking like an anti-oppressive qualitative researcher
<b>Readings:</b>	Syllabus  Carey, p. 3-44  Four Arrows. (2019). The Indigenization controversy: For whom and by whom? Critical Education, 10(18), 1-13. Retrieved from: <a href="http://ojs.library.ubc.ca/index.php/criticaled/article/view/186438">http://ojs.library.ubc.ca/index.php/criticaled/article/view/186438</a>  <b>In-class reading and exercise (no need to read before class):</b> Baines, D. and Sharma, A. (2022) Anti-oppressive practice. In LeFrancois, B., Shaikh, S. and Macias, T. Critical Social Work Theory.

	<p>Pp. 118-127, Halifax: Fernwood.</p> <p><b>Supplemental Readings:</b>  Shaw, I. &amp; Holland, S. (2014). Qualitative methods in social work – a review. In Shaw, I., &amp; Holland, S. Doing qualitative research in social work (pp. 43-60). London: SAGE Publications, doi: 10.4135/9781473906006.</p>
<b>Week 2:</b>	<b>September 16, 2022</b>
<b>Topic:</b>	<p>Research paradigms, epistemologies, Ontologies.</p> <p>Research topics, research questions and steps in research.</p> <p>Ethics</p> <p><b>Skills:</b> Forming research questions, identify the sample, building an ethics application.</p>
<b>Reading:</b>	<p>Carey, p. 69-82, 97 -108</p> <p><b>Please Review Paradigms Handout on Canvas</b></p> <p><b>Supplemental Readings:</b>  Shaw, I. &amp; Holland, S. (2014). Ethics in qualitative research. In Shaw, I., &amp; Holland, S. Doing qualitative research in social work (pp. 101-120). London: SAGE Publications, doi: 10.4135/9781473906006</p> <p>A Manifesto for Ethical Research in the Downtown Eastside, online: <a href="http://bit.ly/R101Manifesto">http://bit.ly/R101Manifesto</a></p> <p><b>***TCPS 2 Tutorial:</b> Go to this page to find the link to the tutorial: <a href="https://ethics.research.ubc.ca/education-training/online-tutorials-training">https://ethics.research.ubc.ca/education-training/online-tutorials-training</a>. This tutorial takes approximately 2 hours, and students are required to complete it before they submit their application for ethical review]</p>
<b>Week 3:</b>	<b>September 23, 2022</b>
<b>Topic:</b>	<p><b>Qualitative Interviewing &amp; Voice</b></p> <p>We will also continue with Ethics. Please bring Questions &amp; work-in-Progress</p> <p><b>Skills:</b> qualitative research interviewing</p> <p><b>NOTE: you should be lining up your interview</b></p>
<b>Reading:</b>	<p>Gunn, A. (2022). Testimonies and Healing: Anti-oppressive Research with Black Women and the Implications for Compassionate Ethical Care. Hastings Center Report, 52, S42-S45.</p> <p>Oakley, A. (1981). Interviewing Women: A Contradiction in Terms." In</p>

	<p>Doing Feminist Research, edited by H. Roberts. London: Routledge &amp; Keegan Paul. {on Canvas}</p> <p><b>Please review Interviewing Handout on canvas</b></p> <p><b>Supplemental Readings:</b> Bilotta, N. (2020). Anti-oppressive social work research: Prioritising refugee voices in Kakuma refugee camp. <i>Ethics and Social Welfare</i>, 14(4), 397-414.</p>
<b>Week 4:</b>	<b>September 30, 2022</b>
<b>Topic:</b>	<b>Skills:</b> literature reviews
<b>Readings:</b>	<b>In class reading:</b> examples of lit reviews – <b>please refer to Canvas examples</b>
<b>Week 5:</b>	<b>October 7, 2022</b>
<b>Topic:</b>	Self-learning and class time provided to complete interview and transcribe.
<b>Week 6:</b>	<b>October 14, 2022</b>
<b>Topic:</b>	Literature Reviews
<b>Readings:</b>	<p><b>Ethics Application and Proposal Due***</b></p> <p>Carey, 45-68</p> <p>Mongan-Rallis, H. (2006) Guidelines for writing a literature review at <a href="http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html">http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html</a>.</p>
<b>Week 7:</b>	<b>October 21, 2022</b>
<b>Topic:</b>	<p><b>Qualitative Data Analysis</b></p> <p><b>Reflexivity</b> <b>Coding</b> <b>Code Trees/Schemes</b></p> <p><b>Skills:</b> data analysis - <b>bring your transcript to class</b></p>
<b>Readings:</b>	<p>Fram, S. M. (2013). The constant comparative analysis method outside of grounded theory. <i>Qualitative Report</i>, 18, 1.</p> <p>Carey, M. p. 217-232.</p> <p><b>Supplemental Readings:</b> Sansfaçon, A. P., Hébert, W., Lee, E. O. J., Faddoul, M., Tourki, D., &amp;</p>

	Bellot, C. (2018). Digging beneath the surface: Results from stage one of a qualitative analysis of factors influencing the well-being of trans youth in Quebec. <i>International Journal of Transgenderism</i> , 19(2), 184-202.
<b>Week 8:</b>	<b>October 28, 2022</b>
<b>Topic:</b>	<b>Critical and Anti-Opressive Qualitative Approaches</b>
<b>Readings:</b>	<p>Tilley, S. (2019). The role of critical qualitative research in educational contexts: A Canadian perspective. <i>Educar em Revista</i>, 35, 155-180.</p> <p>Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. <i>Social Work Education</i>, 31(7), 866-879.</p> <p><b>Supplemental Readings:</b> Stevens, O. (2022). Trans voices in social work research: what are the recommendations for anti-oppressive practice that includes trans people? <i>Critical and Radical Social Work</i>, 1-16.</p>
<b>Week 9:</b>	<b>November 4, 2022</b>
<b>Topic:</b>	<p>Indigenizing research and Indigenous methods</p> <p>Videos:  <a href="https://youtu.be/2XkB7b01Quk">https://youtu.be/2XkB7b01Quk</a>  <a href="https://youtu.be/-9HuUDAYqvY">https://youtu.be/-9HuUDAYqvY</a>  <a href="https://youtu.be/dxoJse2a9NE">https://youtu.be/dxoJse2a9NE</a>  <a href="https://youtu.be/4kcrXNurZfY">https://youtu.be/4kcrXNurZfY</a></p>
<b>Readings:</b>	<p>Bessarab, D., &amp; Ng'andu, B. (2010). Yarning about yarning as a legitimate method in Indigenous research. <i>International Journal of Critical Indigenous Studies</i>, 3(1), 37-50.</p> <p>Ryder, C., Mackean, T., Coombs, J., Williams, H., Hunter, K., Holland, A. J., &amp; Ivers, R. Q. (2020). Indigenous research methodology— weaving a research interface. <i>International Journal of Social Research Methodology</i>, 23(3), 255-267.</p> <p><b>Supplemental Readings:</b> Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an indigenous research paradigm. <i>Journal of Indigenous Social Development</i>, 1(1A).</p> <p>Sinclair, R. (2003). Indigenous research in social work: The challenge of operationalizing worldview. (On Google Scholar)</p>

<b>Week 10:</b>	<b>November 11, 2022 – NO CLASS</b>
<b>Week 11:</b>	<b>November 18, 2022</b>
<b>Topic:</b>	Black Experience and Qualitative research Videos: <a href="https://youtu.be/PTaLFmnS_jo">https://youtu.be/PTaLFmnS_jo</a> <a href="https://youtu.be/CiEYAieik8U">https://youtu.be/CiEYAieik8U</a>
<b>Readings:</b>	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. <i>Health Promotion and Chronic Disease Prevention in Canada: Research, Policy and Practice</i> , 41(9), 245 - 253.  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. <i>European journal of cancer care</i> , 28(2), e12977.  <b>Supplemental Readings:</b> Sue, D. W., Capodilupo, C. M., & Holder, A. (2008). Racial microaggressions in the life experience of Black Americans. <i>Professional psychology: Research and practice</i> , 39(3), 329-335.
<b>Week 12:</b>	<b>November 25, 2022</b>
<b>Topic:</b>	Making an Impact with Your Research & preview of next term  <b>Skills:</b> changing the world one research project at a time.
<b>Readings:</b>	Carey, p. 233-244.  Lipinski, E., Wilson, K., Kortess-Miller, K., & Stinchcombe, A. (2022). The power of story: bringing 2SLGBTQ+ digital stories into gerontology settings. <i>Gerontology &amp; Geriatrics Education</i> , 1-14.  <b>Supplemental Readings:</b> Gontcharov, I., Kobayashi, K., & Grenier, A. (2021). Knowledge mobilization for an engaged researcher. In <i>Knowledge, Innovation, and Impact</i> (pp. 33-42). Springer, Cham.
<b>Week 13:</b>	<b>December 2, 2022</b>
<b>Topic:</b>	Recap and anything we missed
<b>Readings:</b>	Moulaert, T., & Garon, S. (2015). Researchers behind policy development: comparing 'age-friendly cities' models in Quebec and Wallonia. <i>Journal of Social Work Practice</i> , 29(1), 23-35.

## Assignments

### 1. Ethics Application – consists of 2 parts as detailed below.

**25%**

**DUE: on or before September 30**

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1) TCPS Training and Certificate: 5%

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

2) Ethics Proposal Request: 20%

Submit a draft in pdf of formal of request for ethical review for UBC Behavioural Ethics Review Board (BREB), including interview guide, consent form, introductory letter or advertisement where applicable. [<https://www.rise.ubc.ca/>]

### 2. Study Proposal

**25%**

**Length: 1000 words or around 2- 3 pages, not including references**

**DUE: on or before October 7 at 11:59pm**

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This assignment will propose the single interview qualitative study you will undertake. Please include the following:

- 1) Topic and why it is interesting/important, plus your research question (1- 2 paragraph).
- 2) Some of the literature you will draw on and that helps to frame your question (~2-3 paragraphs).
- 3) The sample, i.e. who will you interview, why are they appropriate, how will you recruit them (1 paragraph).
- 4) Include a short paragraph on ethics noting that you will receive ethics approval from UBC School of Social Work, that an interview guide will be used, informed consent will be invited, where the interview will take place and that the interview be audio recorded and transcribed verbatim (1 paragraph).
- 5) Conclude with what you hope this may add to our knowledge of the topic (1 paragraph).

Please use subheadings, double space, 12-point font APA or a recognizable referencing system. Please submit on Canvas.

### 3. Qualitative Research Report

**50%**

**Length: ~16 pages, not including references or appendices**

**Due: on or before December 10 at 11:59pm**

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12-point font, APA or an identifiable referencing system, double space.

Please submit on Canvas before midnight.

Writing guidelines (remember these are guidelines, use your own sense of how to tell the story



of your research):

1. Introduction: 1-2 pages (Why is your topic interesting/important, context, set up the research question)
2. Literature Review: ~4 pages (theory, existing knowledge, knowledge gaps, research question)
3. Methodology: 1-2 pages (Research methodology, research design, ethical issues)
4. Findings: ~ 6 pages (integrate to key thoughts the literature and theory for stronger and more interesting discussion)
5. Discussion & Conclusions: ~1-2 pages (further thoughts on the unique contributions of the study. Address how the findings may inform policies, programs or practice, and any recommendations for further research).
6. References
7. Appendix (Interview guide and ethics certificate)

## Assignment Submission Process

Please submit on Canvas.

## SCHOOL/COURSE POLICIES

### COVID-19

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

**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. But in the case of discussions about readings, we will endeavour to record conversations for you to access later through Canvas.
- 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](http://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.