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._

MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

COURSE INFORMATION

Year/Term/Dates	Winter 2022, Term 2, January 13–March 31, 2023
Course Title	SOWK 554C.001: Qualitative Methods in Social Work Research
Course Schedule	Fridays,10am–1pm, In-Person
Course Location	Jack Bell Building, Room 223

Instructor	Office Location	Office Phone	Email Address
Donna Baines	323	604.822.3332	donna.baines@ubc.ca
Office Hours	By appointment. Please email.		

Prerequisite and/or Co-requisite

A BSW level research course or equivalent, and the first half of this course.

Course Description

This second half of this course continues to provide 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, 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.

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 bookstore or other venues. Please order early.

Parada, H., & Wehbi, S. (Eds.). (2017). *Reimagining anti-oppression social work research.* Canadian Scholars.

Please do not purchase through Amazon as they oppress and exploit their workers. It is a meaningful form of resistance to avoid falling for cheaper prices and to instead stand in solidarity with those fighting for social justice. https://www.republicworld.com/world-news/us-news/bernie-sanders-calls-out-jeff-bezos-over-poor-working-conditions-of-amazon-workers-articleshow.html.

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	January 13	Focus Groups and Group Interviews Students will form groups to undertake a project with their peers using one or more forms of qualitative data collection.	Carey, p.127-134. Gundumogula, M. (2020). Importance of focus groups in qualitative research. International Journal of Humanities and Social Science (IJHSS), 8(11), 299-302. Letendre, J., & Williams, L. R. (2014). "I hear you": Using focus groups to give voice to adolescent girls' experiences with violence. Social work with Groups, 37(2), 114-128. **Supplemental readings:** Kitzinger, J. (2005). Focus group research: using group dynamics. Qualitative research in health care, 56, 70.
2	January 20	Ethnographies and Participant Observations	Carey, p. 147-162 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.

Fine, G. A. (2015). Participant observation. In International Encyclopedia of the Social & Behavioral Sciences: Second Edition (pp. 530-534). Elsevier Inc.

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. |
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| 3 | January 27 | Internet and Online Research | Carey, 197-216.

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.

La Rose, T., & Detlor, B. (2021). Social work digital storytelling project: Digital literacy, digital storytelling, and the makerspace. Research on Social Work Practice, 31(6), 599-609.

Supplemental Reading:
Faulkner, N., & Bliuc, A. M. (2018). Breaking Down the Language of Online Racism: A Comparison of the Psychological Dimensions of Communication in Racist, Anti-Racist, and Non-Activist Groups. Analyses of Social Issues and Public Policy, 18(1), 307-322. |
| 4 | February 3 | Life Histories and Biography

Video

Guest Lecture | Carey, p. 163-172

La Rose, T. (2019). Rediscovering social work leaders through YouTube as archive: The CASW oral history project 1983/1984. Journal of Technology in Human Services, 37(2-3), 93-112.

Supplemental Readings:
Wright, K. C., Carr, K. A., & Akin, B. A. (2021). The whitewashing of social work history: How dismantling racism in social work education begins with an equitable history of the profession. Advances in Social Work, 21(2/3), 274-297. |
| 5 | February 10 | Participatory Action Research | Carey, p. 185-196.

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.

Peltier, C. (2018). An application of two-eyed seeing: Indigenous research methods with participatory action research. International Journal of Qualitative Methods, 17(1), 1609406918812346. |
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| 6 | February 17 | Class time to do group work and data collection | |
| 7 | February 24 | Break – No class | |
| 8 | March 3 | Tensions and Challenges: Decolonizing & Challenging Racism

Video: Linda Tuhiwai Smith – Decolonizing Methodologies | P & W Book: Decolonizing a Graduate Research Course ... Moving Away from Innocence and Ignorance Susan Silver, p. 113-124.

Gone, J. P. (2019). Considering Indigenous research methodologies: Critical reflections by an Indigenous knower. Qualitative Inquiry, 25(1), 45-56.

Boatswain-Kyte, A., Esposito, T., & Trocmé, N. (2020). A longitudinal jurisdictional study of Black children reported to child protection services in Quebec, Canada. Children and Youth Services Review, 116, 105219.

Supplemental Readings:
Tuhiwai Smith, L. (2012) Decolonizing Methodologies: Research and Indigenous peoples. 2nd edition London: Zed Books. |
| 9 | March 10 | Tensions and Challenges: Research With Oppressed and Activist Groups & Individuals | P & W Book: Taking the Pulse, Making Trans People Count: Quantitative Method as Social Justice Strategy in the Trans PULSE Project Jake Pyne, Greta Bauer, Rebecca Hammond, and Robb Travers, p. 3-16.

P & W Book: Anti-Oppression Qualitative Research Principles for Disability Activism: Reflections from the Field, Yahya El-Lahib, 17-28.

P & W Book: Unpacking Liminal Identity: Lessons Learned from a Life on the Margins, May Friedman, p. 99-112.

Supplemental Readings:

Shah, K., Boatswain-Kyte, A., & Lee, E. (2021). ANTI-RACIST EDUCATION IN SOCIAL WORK: AN |

			EXPLORATION OF REQUIRED UNDERGRADUATE SOCIAL WORK COURSES IN QUEBEC. Canadian Social Work Review/Revue canadienne de service social, 38(2), 141-157.
10	March 17	Tensions and Challenges: Practice Research in the Context Of Neoliberalism Group Presentations	P & W Book: A Research Design for the "Messy Actualities" of Restructured Social Work Kristin Smith, p. 71-86. Baines, D. (2007) The case for catalytic validity: building health and safety through knowledge transfer. Journal of Health and Safety Practice and Policy.5 (1): 75-89. Supplemental Readings: Lackie, K., Najjar, G., El-Awaisi, A., Frost, J., Green, C., Langlois, S., ... & Khalili, H. (2020). Interprofessional education and collaborative practice research during the COVID-19 pandemic: considerations to advance the field. Journal of Interprofessional Care, 34(5), 583-586.
11	March 24	Tensions and Challenges: Voice and Voices in Arts-Based Research Group Presentations	P & W Book: Critical Arts-Based Research: An Effective Strategy for Knowledge Mobilization and Community Activism, Purnima George, p. 29-38. P & W Book: The Use of Photography in Anti-Oppressive Research, Samantha Wehbi, p. 39-48. **Supplemental Readings:** 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.
12	March 31	Tensions and Challenges: Organizational Change Group Presentations	P & W Book: Process as Labour: Struggles for Anti-Oppressive/Anti-Racist Change in a Feminist Organization Ken Moffatt, Lisa Barnoff, Purnima George, and Bree Coleman, p. 49-60. P & W Book: Carrying Out Research on Whiteness, White Supremacy, and Racialization Processes in Social Service Agencies, June Ying Yee, p. 61-70.
13	April 7	Good Friday – no class	

Assignments

I. **Group Ethics Proposal Request: pass/fail**

    Due: on or before Feb 3

    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/]

II. **Group Study Proposal: 25%.**

    Length: 1200 words or around 3-4 pages, not including references.

    DUE: on or before Feb 3 at 11:59pm.

1. This assignment will propose the small qualitative study you will undertake with your group. Please include the following:
2. Topic and why it is interesting/important, plus your research question (1- 2 paragraph).
3. Some of the literature you will draw on and that helps to frame your question (~3-4 paragraphs).
4. The sample and method of data collection, i.e. who are your research participants, why are they appropriate, how will you recruit them (1-2 paragraphs).
5. 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).
6. 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.

III. **Summarize course readings – 20% x 2 = 40% - 4 pages or ~1400 words each**

    1. **Due: on or before Feb 24**

    2. **Due: on or before April 14**

Choose one week from before the mid-term break and one week after for which you will choose one assigned reading (not from Carey) to summarize clearly and succinctly. Link it to the main points in the other two assigned readings and discuss. Link your discussion to other themes discussed in the course, your other courses and your degree. Include other literature as appropriate to your argument.

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

IV. **Group Presentation, Presentation outline and reference list – 35%**

Due: March 17, 24 or 31 (to be confirmed early in the term)

Each group will pick a form of qualitative data collection and agree on an appropriate research question and low risk population or class mates to involve in the study. Data should be collected by mid-February and analyzed soon after. All group members should participate in data collection and analysis though tasks can be divided. Please develop a clear oral presentation that includes the research topic and why it is important, the research question, the data collection and methodology, the findings and analysis and conclusions. Presentations will be 30 minutes with 20 minutes for presenting and 10 for questions.

Please submit an outline at the time of the presentation. It should be 12-point font, Times Roman, double space, number the pages, use headings and subheadings as appropriate, include a reference list. 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.

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

B	72-75	83.5	critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
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.