



# 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 Term 2, January 13–April 7, 2023
<b>Course Title</b>	SOWK 554C: Qualitative Methods in Social Work Research: Research and Evaluation in Child, Youth and Family Services
<b>Course Value</b>	6 credits
<b>Course Schedule</b>	Fridays, 10am-1pm
<b>Course Location</b>	Jack Bell Building, 2080 West Mall, Room 224

Instructor	Office Location	Office Phone	Email Address
Dr. Barbara Lee	Room 339, Jack Bell Building	604.822.9647	b.lee@ubc.ca
<b>Office Hours</b>	Upon request		

Teaching Assistant	Office Location	Email Address
Michelle O’Kane	N/A	michelle.okane@alumni.ubc.ca
<b>Office Hours</b>	Upon request	

## Prerequisite and/or Corequisite

There are no pre-requisites required for this course.

## Course Description

There is a growing demand in the health and human services for professionals to evaluate intervention and program outcomes. This demand is driven in part by the ethical requirements of professions to provide the best services possible. It is also driven by the demands of funders and policymakers for accountability. Increasingly, service providers must describe explicitly how an intervention or program meets the needs of those whom it is intended to serve. Service users also expect and deserve predictable results and identifiable outcomes. Carefully designed and implemented evaluation research can answer critical questions such as: What group of intended service users does a program actually reach? Did the intervention accomplish its short-term and long-term goals? How can interventions or programs be improved to better reach their intended audience and to better meet the needs of those being served?

This course will introduce students to the art and science of intervention and program evaluation research, with attention to the structural and sociocultural contexts within which evaluation research takes place. In most cases, students will be working collaboratively with Ministry of Children and Family Development (MCFD) staff, and will develop skills in assessing the conceptualization, implementation, and effectiveness of human service interventions, programs, and policies.

The course will provide meaningful opportunities to engage in real world evaluation activities such as conducting literature and jurisdictional reviews, and evaluating existing interventions and programs. Students will develop an understanding of the role played by evaluation frameworks, formative and summative evaluation, and data collection strategies used to evaluate knowledge and practice at the client, program, community, and provincial levels. Depending on the project, students may use qualitative or survey approaches, or mixed methods. This course will expand upon introductory, undergraduate research courses, and

provide students with a more advanced understanding of research methods and epistemologies, primarily through the hands-on experience of carrying out an evaluation project. Students will be exposed to data collection and analysis techniques currently employed by professional social work researchers. As noted, most students will be completing projects evaluating MCFD programs as part of a contractual relationship between UBC and Ministry partners. However, students may contact the instructor if considering evaluations of other human service organizations.

## Course Structure and Learning Activities

This course is structured as a problem-based learning and participatory seminar. The course will include various teaching and learning modalities such as lectures, experiential workshops, group discussions and activities. Students will also participate in site visits/telephone meetings/video conferences with MCFD sponsors to coordinate the research activities. Students are expected to attend class in person, to complete required readings prior to class, to arrive in class prepared to participate, and be accountable to their research team.

During the first term, students will select / be matched with a sponsored project. Projects may be qualitative, quantitative or mixed methods. Working in pairs or small groups, students will be required to outline the scope of the work, prepare a literature review, ethics application and an evaluation proposal to MCFD.

During the second term, students will be expected to implement the research and evaluation project by collecting data, analyzing data, and providing an interim report to their stakeholders. At the end of the course, students will produce a final report and disseminate the research findings through a presentation to sponsors.

## Learning Outcomes

By the end of this course, students will be able to

- Explain epistemological, theoretical, methodological, and ethical issues associated with program evaluation.
- Critically assess the utility of evaluation frameworks and processes.
- Appraise the existing research literature.
- Conceptualize evaluation questions and develop/use appropriate measurement instruments/indicators to answer the evaluation questions.
- Collect and analyze quantitative and qualitative data.
- Disseminate research results to a variety of audiences including academic, government, and service users.

## Required Textbook(s) and Learning Materials

Required readings will be posted on UBC Canvas.

Canvas is UBC's online learning platform. You can log in with your CWL at [canvas.ubc.ca](https://canvas.ubc.ca)

# Course Schedule

## Term 1

<b>Session 1:</b>	<b>Friday, September 9, 2022</b>
<b>Topic:</b>	Introduction to the course. Guest Presenters: Tiffany Hannan – MCFD MCFD Aboriginal Policy and Practice Framework Team
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• MCFD Aboriginal Policy and Practice Framework <a href="https://www2.gov.bc.ca/assets/gov/family-and-social-supports/indigenous-cfd/abframework.pdf">https://www2.gov.bc.ca/assets/gov/family-and-social-supports/indigenous-cfd/abframework.pdf</a></li> <li>• Cultural Self-Assessment Tool</li> <li>• Gender-based Analysis Plus Research Guide <a href="https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/resources/research-guide.html">https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/resources/research-guide.html</a></li> </ul>
<b>Session 2:</b>	<b>Friday, September 16, 2022</b>
<b>Topic:</b>	Evaluation Research and Developing Research Questions.  Guest Presentations: Research Proposals by MCFD Sponsors.
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Brun, C. F. (2016). Purpose of evaluation. In <i>A practical guide to evaluation</i> (2nd ed., pp. 3-32). New York, NY: Oxford University Press.</li> <li>• Brun, C. F. (2016). Scope of evaluation. In <i>A practical guide to evaluation</i> (2nd ed., pp. 33-54). New York, NY: Oxford University Press.</li> <li>• Grinnell, R. M. Jr., et al (2014). Problems, questions, and hypotheses. In R. M. Grinnell, Jr., &amp; Y. Unrau (Eds.), <i>Social work research and evaluation: Foundations of evidence-based practice</i> (10th ed., pp. 46-53).</li> <li>• Mertens, D. M., &amp; Wilson, A. T. (2012). Working with stakeholders: Establishing the context and the evaluand. In <i>Program evaluation theory and practice: A comprehensive guide</i>, pp. 223-260. New York, NY: Guilford Publication.</li> </ul>
<b>Session 3:</b>	<b>Friday, September 23, 2022</b>
<b>Topic:</b>	Research Designs Workshop: Literature Reviews
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• UBC Library guide on literature reviews <a href="https://guides.library.ubc.ca/litreviews/start">https://guides.library.ubc.ca/litreviews/start</a></li> <li>• Kiteley, R., &amp; Stogdon, C. (2014). What is a literature review? <i>Literature reviews in social work</i> (pp. 5). <a href="https://doi.org/10.4135/9781473957756.n">https://doi.org/10.4135/9781473957756.n</a></li> <li>• Bakken, L. L. (2018). Designing a program evaluation. In <i>Evaluation practice for collaborative growth: A guide to program evaluation with</i></li> </ul>

	<p><i>stakeholders and communities</i> (pp. 79-110). New York, NY: Oxford University Press.</p> <ul style="list-style-type: none"> <li>• Greene, J. C., Benjamin, L., &amp; Goodyear, L. (2001). The merits of mixing methods in evaluation. <i>Evaluation: The International Journal of Theory, Research and Practice</i>, 7(1), 25-44. <a href="https://doi.org/10.1177/13563890122209504">https://doi.org/10.1177/13563890122209504</a></li> <li>• Mertens, D. M., &amp; Wilson, A. T. (2012). Evaluation designs. In <i>Program evaluation theory and practice: A comprehensive guide</i>, pp. 303-352. New York, NY: Guilford Publication.</li> <li>• Brun, C. F. (2016). Conducting literature reviews. In <i>A practical guide to evaluation</i> (2nd ed., pp. 177-196). New York, NY: Oxford University Press.</li> </ul>
<b>Session 4:</b>	<b>Friday, September 30, 2022</b>
	<b>No Class</b>
<b>Session 5:</b>	<b>Friday, October 7, 2022</b>
	<b>Scope of Work Due</b>
<b>Topic:</b>	Evaluation Frameworks
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• McLaughlin, J. A., Jordan, G. B. (2015). Using logic models. In J. S. Wholey, H. P. Hatry, &amp; K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 62-87). San Francisco, CA: Jossey-Bass.</li> <li>• Hatry, H. P., &amp; Newcomer, K. E. (2015). Pitfalls in evaluations. In J. S. Wholey, H. P. Hatry, &amp; K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 701-724). San Francisco, CA: Jossey-Bass.</li> <li>• True, G., Alexander, L. B., &amp; Richman, K. A. (2011). Misbehaviors of front-line research personnel and the integrity of community-based research. <i>Journal of Empirical Research on Human Research Ethics</i>, 6(2), pp. 3–12. <a href="https://doi.org/10.1525/jer.2011.6.2.3">https://doi.org/10.1525/jer.2011.6.2.3</a></li> </ul>
<b>Session 6:</b>	<b>Friday, October 14, 2022</b>
<b>Topic:</b>	Measurement and Sampling
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Engel, R. J., &amp; Schutt, R. K. (2017). Measurement. In <i>The practice of research in social work</i> (pp.71-102). Thousand Oaks, CA: Sage Publications.</li> <li>• Schutt, R. K. (2014). Sampling. In R. M. Grinnell, Jr., &amp; Y. Unrau (Eds.), <i>Social work research and evaluation: Foundations of evidence-based practice</i> (10th ed., pp. 291-312). New York, NY: Oxford University Press.</li> </ul>
<b>Session 7:</b>	<b>Friday, October 21, 2022</b>
<b>Topic:</b>	Data Collection

<p><b>Reading:</b></p>	<p><u>Interviews</u></p> <ul style="list-style-type: none"> <li>Adams, W. C. (2015). Conducting semi-structured interviews. In J. S. Wholey, H. P. Hatry, &amp; K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 492-505). San Francisco, CA: Jossey-Bass.</li> <li>Brouneus, K. (2011). In-depth Interviewing: The process, skill and ethics of interviews in peace research. In K Höglund &amp; M. Öberg (Eds.), <i>Understanding peace research: Methods and challenges</i> (pp. 130- 145). New York, NY: Routledge.</li> </ul> <p><u>Focus Groups</u></p> <ul style="list-style-type: none"> <li>Dallas Allen, M. (2014). Telephone focus groups: Strengths, challenges, and strategies for success. <i>Qualitative Social Work</i>, 13(4), 571-583. <a href="https://doi.org/10.1177/1473325013499060">https://doi.org/10.1177/1473325013499060</a></li> <li>Krueger, R. A., &amp; Casey, M. A. (2002). Focus group interviewing on the telephone. Retrieved from: <a href="https://www.shadac.org/sites/default/files/publications/FocGrp_KruegerCasey_Aug02.pdf">https://www.shadac.org/sites/default/files/publications/FocGrp_KruegerCasey_Aug02.pdf</a></li> <li>Krueger, R. A., &amp; Casey, M. A. (2015). Focus group interviewing. In J. S. Wholey, H. P. Hatry, &amp; K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 506-534). San Francisco, CA: Jossey-Bass.</li> <li>Zuckerman-Parker, M, &amp; Shank, G. (2008). The town hall focus group: A new format for qualitative research methods. <i>Qualitative Report</i>, 13(4), 630-635.</li> </ul> <p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> <li>Williams, M., Tutty, L., &amp; Grinnel, R. M. Jr. (2014). Quantitative data analysis. In R. M. Grinnell, Jr., &amp; Y. Unrau (Eds.), <i>Social work research and evaluation: Foundations of evidence-based practice</i> (10th ed., pp. 509-525). New York, NY: Oxford University Press.</li> </ul>
<p><b>Session 8:</b></p>	<p><b>Friday, October 28, 2022</b></p> <p><b>Literature Review Due</b></p>
<p><b>Topic:</b></p>	<p>Research Ethics</p> <p>Guest Presenter: Tiffany Hannan – MCFD</p>
<p><b>Reading:</b></p>	<ul style="list-style-type: none"> <li>Boilevin, L., Chapman, J., Deane, L., Doerksen, C., Fresz, G., Joe, D. J., ... Winter, P. (2018). Research 101: A manifesto for ethical research in the downtown eastside. Retrieved from: <a href="http://bit.ly/R101Manifesto">http://bit.ly/R101Manifesto</a></li> <li>The First Nations Information Governance Centre. (2014). <i>Ownership, Control, Access and Possession (OCAP): The Path to First Nations Information Governance</i>. Ottawa, ON: The First Nations Information Governance Centre. Retrieved from: <a href="https://achh.ca/wp-content/uploads/2018/07/OCAP_FNIGC.pdf">https://achh.ca/wp-content/uploads/2018/07/OCAP_FNIGC.pdf</a></li> <li>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS-2, 2018) <a href="https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html">https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html</a></li> </ul>

<b>Session 9:</b>	<b>Friday, November 4, 2022</b>
<b>Topic:</b>	Surveys Workshop: Introduction to Qualtrics
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Newcomer, K. E., &amp; Triplett, T. (2015). Using surveys. In J. S. Wholey, H. P. Hatry, &amp; K. E. Newcomer (Eds.). <i>Handbook of practical program evaluation</i> (4th ed., pp. 344-382). San Francisco, CA: Jossey-Bass.</li> <li>• Engel, R. J., &amp; Schutt, R. K. (2017). Survey research. In <i>The practice of research in social work</i> (pp. 219-256). Thousand Oaks, CA: Sage Publications.</li> </ul>
<b>Session 10:</b>	<b>Friday, November 11, 2022</b> <b>UBC Term 1 Break</b>
<b>Session 11:</b>	<b>Friday November 18, 2022</b>
<b>Topic:</b>	Select Topics (TBD)
<b>Session 12:</b>	<b>Friday, November 25, 2022</b> <b>Evaluation Proposal &amp; Ethics Application to MCFD Due</b>
<b>Topic:</b>	Knowledge Translations and Mobilization
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Johnson, L. R. (2017). Write-up, dissemination, and transformation: Building partnerships, developing reciprocal research relationships, and enacting change. In <i>Community-based qualitative research: Approaches for education and the social sciences</i>, pp. 139-153. Thousand Oaks, CA: Sage Publications.</li> </ul>
<b>Session 13:</b>	<b>Friday, December 2, 2022</b>
<b>Topic:</b>	<b>Research Process Reflection</b>

## Term 2

<b>Session 1:</b>	<b>Friday, January 13, 2023</b>
<b>Topic:</b>	Analyzing Quantitative Data Workshop: SPSS

<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Abbott, M. L. (2017). Descriptive statistics: Central tendency. In <i>Using statistics in the social and health sciences with SPSS and Excel</i> (pp. 13-54). Hoboken, NJ: John Wiley &amp; Son, Inc.</li> <li>• Abbott, M. L. (2017). Chi-square and contingency table analysis. In <i>Using statistics in the social and health sciences with SPSS and Excel</i> (pp. 455-488). Hoboken, NJ: John Wiley &amp; Son, Inc.</li> <li>• Abbott, M. L. (2017). Independent sample T test. In <i>Using statistics in the social and health sciences with SPSS and Excel</i> (207-254). Hoboken, NJ: John Wiley &amp; Son, Inc.</li> </ul>
<b>Session 2:</b>	<b>Friday, January 20, 2023</b>
<b>Topic:</b>	Transcribing Data
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Davidson, C. (2009). Transcription: Imperatives for Qualitative Research. <i>International Journal of Qualitative Methods</i>, 35–52. <a href="https://doi.org/10.1177/160940690900800206">https://doi.org/10.1177/160940690900800206</a></li> <li>• Easton, K. L., McComish, J. F., &amp; Greenberg, R. (2000). Avoiding Common Pitfalls in Qualitative Data Collection and Transcription. <i>Qualitative Health Research</i>, 10(5), 703–707. <a href="https://doi.org/10.1177/104973200129118651">https://doi.org/10.1177/104973200129118651</a></li> </ul>
<b>Session 3:</b>	<b>Friday, January 27, 2023</b>
<b>Topic:</b>	Analyzing Qualitative Data Workshop: NVivo
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Braun, V., Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3, 77–101. <a href="https://doi.org/10.1191/1478088706qp063oa">https://doi.org/10.1191/1478088706qp063oa</a></li> <li>• Corbin, J. M., &amp; Strauss, A. L. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. <i>Qualitative Sociology</i>, 13, 3-21.</li> <li>• Nowell, L. S., Norris, J. M., White, D. E., &amp; Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. <i>International journal of qualitative methods</i>, 16, 1-13. <a href="https://doi.org/10.1177/1609406917733847">https://doi.org/10.1177/1609406917733847</a></li> <li>• Saldaña, J. (2013). <i>The coding manual for qualitative researchers</i>. Los Angeles: SAGE Publications.</li> </ul>
<b>Session 4:</b>	<b>Friday, February 3, 2023</b>
<b>Topic:</b>	Research Integrity



<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Birt, L., Scott, S., Cavers, D., Campbell, C., &amp; Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? <i>Qualitative Health Research</i>, 26(13), pp. 1802-1811</li> <li>• Nicols-Casebolt, A. (2012). Data management: Acquisition, sharing, and ownership. In <i>Research integrity and responsible conduct of research: Building social work research capacity</i> (pp. 95-112). New York, NY: Oxford University Press.</li> <li>• Nicols-Casebolt, A. (2012). Publication practices and responsible authorship. In <i>Research integrity and responsible conduct of research: Building social work research capacity</i> (pp. 113-132). New York, NY: Oxford University Press.</li> </ul>
<b>Session 5:</b>	<b>Friday, February 10, 2023</b>
<b>Topic:</b>	Data Visualization
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Henderson, S., &amp; Segal, E. H. (2013). Visualizing qualitative data in evaluation research. In T. Azzam &amp; S. Evergreen (Eds.), <i>Data visualization, part 1. New Directions for Evaluation</i>, 139, 53–71. <a href="https://doi.org/10.1002/ev.20067">https://doi.org/10.1002/ev.20067</a></li> <li>• Morgan, S., &amp; Reichert, T., &amp; Harrison, T. R. (2016). Presenting results visually. In <i>From numbers to words: Reporting statistical results for the social sciences</i> (pp. 77-99). New York, NY: Routledge.</li> </ul>
<b>Session 6:</b>	<b>Friday, February 17, 2023</b>
<b>Topic:</b>	Research Consultations
<b>Session 7:</b>	<b>Friday, February 24, 2023</b>
<b>Topic:</b>	<b>No class: UBC Term 2 Break</b> <b>Interim Report Due Monday February 27</b>
<b>Session 8:</b>	<b>Friday, March 3, 2023</b>
<b>Topic:</b>	Research Consultations
<b>Session 9:</b>	<b>Friday, March 10, 2023</b>
<b>Topic:</b>	How to Conduct an Academic and Professional Presentations
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Lortie, C. J. (2017) Ten simple rules for short and swift presentations. <i>PLoS Computational Biology</i>, 13(3): e1005373. <a href="https://doi.org/10.1371/journal.pcbi.1005373">https://doi.org/10.1371/journal.pcbi.1005373</a></li> </ul>

<b>Session 10:</b>	<b>Friday, March 17, 2023</b>
<b>Topic:</b>	Report Writing and Publications
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Bronstein, L. R., &amp; Kovacs, P. J. (2013). Writing a mixed methods report in social work research. <i>Research on Social Work Practice</i>. 23(3), 354-360. <a href="https://doi.org/10.1177/1049731512471564">https://doi.org/10.1177/1049731512471564</a></li> <li>• Holliday, A. (2013). Writing about data. In <i>Doing and writing qualitative research</i> (pp. 89-113). London, UK: Sage Publications.</li> <li>• Morgan, S., &amp; Reichert, T., &amp; Harrison, T. R. (2016). Frequently asked questions about reporting statistics. In <i>From numbers to words: Reporting statistical results for the social sciences</i> (pp. 5-22). New York, NY: Routledge.</li> </ul>
<b>Session 11:</b>	<b>Friday, March 24, 2023</b>
<b>Topic:</b>	Research Consultations
<b>Session 12:</b>	<b>Friday, March 31, 2023</b>
<b>Topic:</b>	<b>Presentation of Research to MCFD</b>
<b>Session 13:</b>	<b>Friday, April 7, 2023</b> <b>No Class</b>  <b>April 6: Submission of Final Report</b>
<b>Topic:</b>	Course Review and Lessons Learned in Evaluation Research
<b>Reading:</b>	<b>Submission of Revised Final Report to MCFD</b>  <b>Wednesday, April 26, 2023</b>

## Assignments

Term 1 Assignments	Due Date	Value
1. Scope of Work	Friday, October 7, 2022	5%
2. Literature Review	Friday, October 28, 2022	10%
3. Evaluation Proposal & Ethics Application to MCFD	Friday, November 25, 2022	30%
4. Research Process Reflection	Friday, December 2, 2022	5%

Term 2 Assignments	Due Date	Value
5. Interim Report	Monday, February 27, 2023	10%
6. Presentation of Research to MCFD	Friday, March 31, 2023	10%
7. Final Report	Thursday, April 6, 2023	25%
8. Submission of Revised Final Report to MCFD	Wednesday, April 26, 2023	5%

### 1. Scope of Work

**Due:** Friday October 7, 2022 by 8:59am.

**Format:** Use the template provided

**Value:** 5% of final mark

**Submission:** Electronic submission to instructor via Canvas and email to MCFD sponsors

**Evaluation Criteria:** Grading rubric will be available on Canvas. A group grade will be assigned. MCFD sign-off required.

Based on conversations/negotiations with MCFD sponsors, students are to work in their teams to complete the Scope of Work form provided by MCFD in which you describe the work you will undertake throughout the course. Students must sign the Student Agreement form to engage in any research activities for the course.

### 2. Literature Review

**Due:** Friday October 28, 2022 by 8:59am.

**Format:** Electronic paper, max. 5 pages, APA, double spaced, excluding references.

**Value:** 10% of final mark

**Submission:** Electronic submission to instructor via Canvas

**Evaluation Criteria:** Grading rubric will be available on Canvas. An individual grade will be assigned.

Students will independently complete a review of the theoretical and empirical literature for your research project. Review a minimum of 8 sources. Use these to outline the conceptual context that provides a rationale for your study. The purpose of this assignment is to help you synthesize the literature and prepare for the evaluation proposal and ethics application.

### 3. Evaluation Proposal & Ethics Application to MCFD

**Due:** Friday November 25, 2022, by 8:59am.

**Value:** 30% of final mark

**Submission:** Electronic submission to instructor via Canvas and email to MCFD sponsors. Once instructor and MCFD sponsor feedback has been integrated to the evaluation proposal and ethics application, then email the revised version to the instructor and MCFD Course Coordinator.

**Evaluation Criteria:** Grading rubric will be available on Canvas. A group grade will be assigned. MCFD sign-off required.

### Evaluation Proposal

**Format:** Electronic paper, max. 15 pages, APA, double spaced, excluding references and appendices

Write a full evaluation proposal. The proposal will comprise of the following parts:

**Part 1. Introduction**

The introduction should provide a brief description of the topic under investigation, a discussion of its relevance to social work, and a clear purpose statement.

**Part 2: Literature Review**

The literature review should provide a summary of the literature related to the topic under investigation. Particular focus should be given to recent studies on the topic. It should conclude with a brief description of the gaps in knowledge, how the study addresses these gaps, and the specific research question(s).

**Part 3: Methodology**

The methodology section should cover the following items:

- i) Sampling procedures (sample selection; recruitment plan; inclusion/exclusion criteria; sample)
- ii) Data collection methods (measures to ensure validity; measures to ensure reflexivity)
- iii) Method of analysis

**Part 4: Appendices**

For example:

- Participant recruitment letter
- Study information letter
- Consent forms
- Data collection instruments (e.g., interview guides, questionnaire, survey)
- Other relevant materials for inclusion.

**Ethics Application to MCFD**

**Format:** Use the template provided

In this course students are not responsible for individual project submissions for UBC BREB approval; rather, there is an expedited class approval process through the instructor. However, students are required to submit an ethics application, based on the UBC template, for MCFD ethics approval. Students must submit a certificate of successful completion of the UBC Behavioural Ethics Review Board (BREB) online ethics tutorial and receive MCFD ethics approval to move forward with recruitment, data collection and analyses for the course.

**4. Research Process Reflection**

**Due:** Friday December 2, 2022

**Format:** Team meeting with the instructor

**Value:** 5% of final mark

**Evaluation Criteria:** Grading rubric will be available on Canvas. An individual grade will be assigned.

This is an opportunity for students to individually and collectively process the relational dynamics within the research team and revisit their expectations, roles, responsibilities, communication plans, and project timelines for the next term.

## 5. Interim Report

**Due:** Monday February 25, 2023 by 8:59am.

**Format:** Electronic paper, max. 4 pages, APA, double spaced, excluding references and appendices.

**Value:** 10% of final mark

**Submission:** Electronic submission to instructor via Canvas and email to MCFD sponsors

**Evaluation Criteria:** Grading rubric will be available on Canvas. A group grade will be assigned. Sponsor acknowledgement of receipt required.

The assignment will comprise of the following parts:

### Part 1: Interim Report

To be accountable to the sponsors and stakeholders, students are to provide an interim report of their research progress. This is an opportunity to provide an update of successes and areas of challenge in the research process thus far. The interim report will be shared with the sponsors.

### Part 2: Data Analysis

Students are not expected to submit completed products. In-progress materials and/or completed materials will be reviewed for the purpose of providing feedback and guidance as students work towards the final research report. This component is for instructor feedback only. Do NOT send this to your research sponsor.

Some data analysis materials that should be included for submission include:

- Transcription and line by line coding for qualitative data
- Dataset construction, data entry, and statistical analysis for quantitative data

## 6. Presentation of Research to MCFD

**Due:** Friday March 31, 2023 (date subject to change)

**Value:** 10% of final mark

**Submission:** Electronic submission via Canvas (if applicable)

**Evaluation Criteria:** Grading rubric will be available on Canvas. A group grade will be assigned.

The purpose of this presentation is to give students the opportunity to present their final research report to the class and MCFD sponsors during a research roundtable. The presentations will be video recorded and shared on the MCFD Research Portal and with the UBC School of Social Work. Presentations should include:

1. Introduction - What you studied and why
2. Methodology - Sampling, data collection, and method of analysis
3. Results and implications - Including graphs, charts, or direct quotes
4. Conclusion

## 7. Final Report

**Due:** Thursday April 6, 2023 by 8:59am.

**Format:** Electronic paper, max. 30 pages, APA, double spaced, excluding references and appendices.

**Value:** 25% of final mark

**Submission:** Electronic submission to instructor via Canvas and email to MCFD sponsors

**Evaluation Criteria:** Grading rubric will be available on Canvas. A group grade will be assigned.

Students are to complete a final report by the end of the course. The report will incorporate all aspects of the research project including the following:

Part 1: Executive Summary

A brief 1-2 page overview of the research.

Part 2: Introduction, literature review, and research methods

This can be the same or an abbreviated version of the evaluation proposal.

Part 3: Findings

While the findings and discussion section are normally combined in qualitative studies, there is typically a separate section for findings in quantitative studies that include tables and graphs and any statistically significant results.

Part 4: Discussion and Limitations

In the discussion section, you should relate the results of your investigation back to the literature review. Do your results support or contradict the literature? What new knowledge has your study generated? The discussion section should also include a sub-section on the limitations of the study.

Part 5: Implications for policy and/or practice.

What are the implications of your research for social work practice and policy? In light of the results, what recommendations would you propose?

Part 6: Conclusion

The conclusion provides you with space to answer the original research questions and describe what you believe to be the most significant aspects of the study.

Part 7: References and Appendices

The appendices can include the data collection instruments and any supplemental tables and graphs.

## 8. Submission of Revised Final Report to MCFD

**Due: Wednesday April 26, 2023, 5pm.**

**Format:** Electronic paper, max. 30 pages, APA, double spaced, excluding references.

**Value:** 5% of final mark

**Submission:** Email PDF version to instructor, MCFD sponsors, and MCFD Course Coordinator

**Evaluation Criteria:** Grading rubric will be available on Canvas. A group grade will be

assigned.

To meet the full expectation of this course, students must submit a finalized research report to MCFD. The finalized research report must integrate MCFD sponsor and instructor feedback as best as possible. The final research report will be shared on the MCFD Research Portal and UBC School of Social Work for dissemination.

## Assignment Submission Process

Assignments are to be submitted online via Canvas (individually or one submission per group). If students are not able to submit the assignment by the deadline, advance notice and arrangement must be made with the instructor at least 48 hours in prior to the due date/time. One grade point will be applied for each day (24hours) that is late without approved extension. Assignments will not be accepted 7 days late without approved extension.

## 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](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.