School of Social Work
FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

School Vision: *Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.*

COURSE INFORMATION

Year/Term/Dates	Winter 2021-22, Term 2, January 13–April 7, 2023
Course Title	SOWK 654: Advanced Qualitative Inquiry (3 credits)
Course Schedule	Tuesdays, 1–4pm Pacific Standard Time
Course Location	Jack Bell Building, Room 322

Instructor	Office Location	Office Phone	Email Address
Donna Baines	Jack Bell, Room 343		donna.baines@ubc.ca
Office Hours	One hour prior to class or by appointment. Please email.		

Prerequisite and/or Co-requisite

An MSW level research course or equivalent.

Course Description

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

Course Structure and Learning Activities

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

Learning Outcomes

- To develop a critical analysis/interpretation of a broad range of theories and approaches to qualitative research;

- To become familiar with and develop competency with the elements of qualitative research design, including justification of the choice of research topic; articulation of a theoretical perspective; understanding of the relationship between different kinds of research questions and approaches to answering them; capacity to identify the key characteristics, strengths and weaknesses of a range of qualitative research methods; and identification of potential ethical issues in research.

- To understand the link between epistemology, ontology, methodology and method;

- To critically examine different types of qualitative research methodologies and approaches, particularly critical, anti-oppressive and Indigenous qualitative research

Required Textbook(s) and Learning Materials

There will be two required texts: Tilley, and Carey.

The Tilley text is available through the UBC bookstore. Tilley, S. (2019). Doing respectful research: Power, privilege and passion. Fernwood Publishing.

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

The Carey text 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. The course will infuse content across the weeks from Indigenous, Black, 2SLGBTQI+ and other voices less heard from in social work research.

Course Schedule

Week	Date	Topic	Required Readings
1	January 13	Intro & what do we remember from MSW research courses & we want to know now. Getting to know each other. Basics of qualitative research. Social justice and how this relates to social work research.	Syllabus Tilley, p. 4-22 Four Arrows. (2019). The Indigenization controversy: For whom and by whom? Critical Education, 10(18), 1-13. Retrieved from: http://ojs.library.ubc.ca/index.php/criticaled/article/view/186438 **Supplemental Readings:** Shaw, I. & Holland, S. (2014). Qualitative methods in social work – a review. In Shaw, I., & Holland, S. Doing qualitative research in social work (pp. 43-60). London: SAGE Publications, doi: 10.4135/9781473906006.
2	January 20	Qualitative method, Ethics in research, Research topics, research questions and Steps in research.	Tilley, chapters 2 & 3, p. 26-99. A Manifesto for Ethical Research in the Downtown Eastside, online: http://bit.ly/R101Manifesto **Supplemental Readings:** Shaw, I. & Holland, S. (2014). Ethics in qualitative research. In Shaw, I., & Holland, S. Doing qualitative research in social work (pp. 101-120). London: SAGE Publications, doi: 10.4135/9781473906006 ***TCPS 2 Tutorial: Go to this page to find the link to the tutorial: https://ethics.research.ubc.ca/education-training/online-tutorials-training. This tutorial takes approximately 2 hours, and students are required to complete it before they submit their application for ethical review]
3	January 27	Collecting data and transcription.	Tilley, chapters 4 & 5, p. 100-151.

		Skills: qualitative research interviewing NOTE: you should be lining up your interview **Assignment 1 due**	Gunn, A. (2022). Testimonies and Healing: Anti-oppressive Research with Black Women and the Implications for Compassionate Ethical Care. Hastings Center Report, 52, 42-S45. Oakley, A. (1981). Interviewing Women: A Contradiction in Terms." In Doing Feminist Research, edited by H. Roberts. London: Routledge & Keegan Paul. {on Canvas} Please review Interviewing Handout on canvas **Supplemental Readings:** Bilotta, N. (2020). Anti-oppressive social work research: Prioritising refugee voices in Kakuma refugee camp. Ethics and Social Welfare, 14(4), 397-414.
4	February 3	Data analysis and writing up.	Tilley, chapters 6 & 7, p. 152 – 201. Dei, G. S. (2013). Critical perspectives on indigenous research. Socialist Studies/Études Socialistes. (intro to themes). **Supplemental Readings:** Lather, P. (2017) (Post) Critical Methodologies: The Science Possible After the Critiques. Routledge.https://doi-org.ezproxy.library.ubc.ca/10.4324/9781315619538
5	February 10	Anti-oppressive Research **Assignment 2 Due**	Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. Social Work Education, 31(7), 866-879. Hardesty, M., & Gunn, A. J. (2019). Survival sex and trafficked women: The politics of re-presenting and speaking about others in anti-oppressive qualitative research. Qualitative social work, 18(3), 493-513. **Supplemental Readings:** Baines, D. and Sharma, A. (2022) Anti-oppressive practice. In LeFrancois, B.,Shaikh, S. and Macias, T. Critical Social Work Theory. Pp. 118-127, Halifax: Fernwood.

6	February 17	Self-Learning Segment Transcribe and Analyze Your data.	
7	**February 24 –** **Reading Week**	**No class**	
8	March 3	Indigenous perspectives and methods. Videos: https://youtu.be/2XkB7b01Quk https://youtu.be/-9HuUDAYqvY https://youtu.be/dxoJse2a9NE https://youtu.be/4kcrXNurZfY	Bessarab, D., & Ng'Andu, B. (2010). Yarning about yarning as a legitimate method in Indigenous research. International Journal of Critical Indigenous Studies, 3(1), 37-50. Ryder, C., Mackean, T., Coombs, J., Williams, H., Hunter, K., Holland, A. J., & Ivers, R. Q. (2020). Indigenous research methodology–weaving a research interface. International Journal of Social Research Methodology, 23(3), 255-267 Sinclair, R. (2003). Indigenous research in social work: The challenge of operationalizing worldview. (On Google Scholar) **Supplemental Readings:** Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an indigenous research paradigm. Journal of Indigenous Social Development, 1(1A).
9	March 10	Black Experience and Qualitative research Videos: https://youtu.be/PTaLFmnS_jo https://youtu.be/CiEYAieik8U	Salami, B., Denga, B., Taylor, R., Ajayi, N., Jackson, M., Asefaw, M., & Salma, J. (2021). Original qualitative research-Access to mental health for Black youths in Alberta. Health Promotion and Chronic Disease Prevention in Canada: Research, Policy and Practice, 41(9), 245-253. 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. European journal of cancer care, 28(2), 12977. **Supplemental Readings:** Sue, D. W., Capodilupo, C. M., & Holder, A. (2008). Racial microaggressions in the life experience of Black Americans. Professional

			psychology: Research and practice, 39(3), 329-335.
10	March 17	2SLGBTQI+ Perspectives & Methods	Poteat, T. C., Logie, C. H., & van der Merwe, L. L. A. (2021). Advancing LGBTQI health research. The Lancet, 397(10289), 2031-2033. Sansfaçon, A. P., Hébert, W., Lee, E. O. J., Faddoul, M., Tourki, D., & 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. International Journal of Transgenderism, 19(2), 184-202. Stevens, O. (2022). Trans voices in social work research: what are the recommendations for anti-oppressive practice that includes trans people?. Critical and Radical Social Work, 1-16. **Supplemental Readings:** Smith, R., & Wright, T. (2020). Older LGBTQI+ people: a protocol for a systematic review of their experiences of receiving home care services in the community.
11	March 24	Knowledge Mobilization Changing the world, One qualitative project at a time!	Lipinski, E., Wilson, K., Kortes-Miller, K., & Stinchcombe, A. (2022). The power of story: bringing 2SLGBTQ+ digital stories into gerontology settings. Gerontology & Geriatrics Education, 1-14. Carey, p. 233-244. **Supplemental Readings:** Gustafson, D. L., Parsons, J. E., & Gillingham, B. (2019, May). Writing to transgress: Knowledge production in feminist participatory action research. In Forum: Qualitative Social Research (Vol. 20, No. 2, pp. 1-25). Freie Universität Berlin.
11	March 31	Writing academically and for social change	Tilley, chapters 8 & 9, p. 202 – 234.
13	April 7	Wrap up and anything we missed.	

Additional Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lather, P. (1986). Issues of validity in openly ideological research: Between a rock and a soft place. Interchange, 17(4), 63-84.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assignments

I. Ethics Application – consists of 2 parts as detailed below – total 25%

DUE: on or before Jan 27, 2023.

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/]

II. Study Proposal – 25%

Length: 3-5 pages, not including references
DUE: on or before Feb 10, 2023

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 referencingsystem.

Please submit on Canvas.

III. Qualitative Research Report – 50%

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

Due: on or before April 18, 2023.

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. Appendices (Interview guide and ethics certificate)

Assignment Submission Process

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

All written assignments of this course must be in 12-size font, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. A writer guide with information in APA referencing format and style is recommended. You can find a useful tutorial on the UBC library website. Please also see: http://wiki.ubc.ca/images/6/6f/Apastyle.pdf.

Note: It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Wikipedia and web information without credible source are not acceptable as an academic reference.

SCHOOL/COURSE POLICIES

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.