



# 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>	2023 Winter, Term 1, September 5 – December 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>	3 Credits (Term 1), 6 Credits (Total)
<b>Course Schedule</b>	Fridays, 10am - 1pm
<b>Course Location</b>	<a href="#">SPPH 143</a> - School of Population and Public Health Building, Room 143

Instructor	Office Location	Email Address
Dr. Barbara Lee <i>Section 002</i>	TBD	<a href="mailto:b.lee@ubc.ca">b.lee@ubc.ca</a>
<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. Students will review all MCFD sponsored projects and select the project they are interested in working on. Students will have to provide 2 selections in order of preference. Best efforts will be made to match students with their preferred project but can't be guaranteed. Projects may be qualitative, quantitative or mixed methods. Working independently, in pairs, or small groups, students will be required to outline the scope of the work, prepare a literature review, 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:

### 1. **Comprehend Foundational Dimensions of Evaluation:**

- Explain the epistemological underpinnings that shape different approaches to program evaluation.
- Analyze theoretical frameworks that guide evaluation studies and their implications for research design.
- Recognize methodological considerations in evaluation, including summative and formative designs, and outcome evaluations.
- Evaluate ethical challenges inherent in program evaluation and propose strategies for ethical decision-making.

### 2. **Demonstrate Knowledge Exchange and Mobilization:**

- Articulate how effective knowledge exchange and mobilization strategies facilitate the translation of research into actionable insights.
- Identify diverse stakeholders relevant to an evaluation context and understand their interests, roles, and contributions.
- Illustrate the role of stakeholder engagement in shaping research questions, methodologies, and outcomes.

3. **Evaluate Existing Research Literature:**
  - Assess the current state of relevant research literature, identifying gaps, trends, and key debates on select topic pertaining to children, youth, and family services.
  - Synthesize existing research to inform the development of evaluation study designs.
4. **Analyze Evaluation Frameworks and Processes:**
  - Critically evaluate the applicability and effectiveness of various evaluation frameworks and processes in examining children, youth, and family services.
  - Determine how chosen frameworks align with evaluation objectives and research questions.
5. **Formulate Evaluation Questions and Measurement Instruments:**
  - Formulate relevant and focused evaluation questions.
  - Develop and select appropriate measurement instruments or indicators to capture desired outcomes and impacts.
6. **Develop an Evaluation Proposal:**
  - Formulate a clear and comprehensive evaluation proposal
  - Present and explain the proposed evaluation approach to peers and stakeholders

## Required Textbook(s) and Learning Materials

- Rubbin, A. (2020). *Program evaluation: Pragmatic methods for social work and human service agencies*. Cambridge University Press.
- Additional 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>	Friday, September 8, 2023
<b>Topic:</b>	<b>Introduction to the Course</b> With Barbara Lee and Michelle O'Kane Guest Presenters: Shea Karst – MCFD MCFD Aboriginal Policy and Practice Framework Team
<b>Reading:</b>	<b>Required:</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> </ul>

	<ul style="list-style-type: none"> <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>	Friday, September 15, 2023
<b>Topic:</b>	<b>Evaluation Research and Developing Research Questions.</b> With Barbara Lee and Michelle O’Kane Guest Presentations: Research Proposals by MCFD Sponsors.
<b>Reading:</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Chapter 1 – Introduction and Overview</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>Indigenous Approaches to Evaluation and Research: <a href="https://www.justice.gc.ca/eng/rp-pr/jr/eiaer-eaame/approaches-approches.html">https://www.justice.gc.ca/eng/rp-pr/jr/eiaer-eaame/approaches-approches.html</a></li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <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>	Friday, September 22, 2023
<b>Topic:</b>	<b>Research Methods and Designs</b>
<b>Reading:</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Chapter 3 – Needs Assessment</li> <li>Chapter 4 – Survey Methods for Program Planning and Monitoring</li> <li>Chapter 7 – Feasible Outcome Evaluation Designs</li> <li>Chapter 8 – Single-case Designs for Evaluating Programs and Practice</li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>Bakken, L. L. (2018). Designing a program evaluation. In <i>Evaluation practice for collaborative growth: A guide to program evaluation with stakeholders and communities</i> (pp. 79-110). New York, NY: Oxford University Press.</li> </ul>
<b>Session 4:</b>	Friday, September 29, 2023
<b>Topic:</b>	<b>Evaluation Frameworks</b>
<b>Reading:</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Chapter 5 – Selecting and Measuring Outcome Objectives</li> <li>Chapter 6 – Inference and Logic in Pragmatic Outcome Evaluation</li> </ul>

	<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> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>Chapter 9 – Practical and Political Pitfalls in Outcome Evaluations</li> <li>Grover, J. G. (2010). Challenges in Applying Indigenous Evaluation Practices in Mainstream Grant Programs to Indigenous Communities. <i>The Canadian Journal of Program Evaluation</i>, 23(2), 33-50.</li> </ul>
<b>Session 5:</b>	Friday, October 6, 2023
<b>Topic:</b>	<b>Literature Reviews</b> Workshop by Michelle O’Kane
<b>Reading:</b>	<b>Required:</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>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 6:</b>	Friday, October 13, 2023
<b>Topic:</b>	<b>Measurement and Sampling</b>
<b>Reading:</b>	<b>Required:</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>	Friday, October 20, 2023
<b>Topic:</b>	<b>Surveys</b> Workshop: Introduction to Qualtrics
<b>Reading:</b>	<b>Required:</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 8:</b>	Friday, October 27, 2023
<b>Topic:</b>	<b>Research Ethics</b> Guest Presenter: Shea Karst – MCFD
<b>Reading:</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 – Ethical and Cultural Issues in Program Evaluation</li> <li>• Complete the TCPS 2: CORE-2022 (Course on Research Ethics)</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> </ul> <p><b>Supplemental:</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>• Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS-2, 2018) <a href="https://ethics.gc.ca/eng/policy-politique_tcps2-epct2_2018.html">https://ethics.gc.ca/eng/policy-politique_tcps2-epct2_2018.html</a></li> </ul>
<b>Session 9:</b>	Friday, November 3, 2023
<b>Topic:</b>	<b>Data Collection</b>
<b>Reading:</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• <i>Read what is necessary for your project and learning needs</i></li> </ul> <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>• Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., &amp; Lawless, M. (2019). Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants. <i>International Journal of Qualitative Methods</i>, 18. <a href="https://doi.org/10.1177/1609406919874596">https://doi.org/10.1177/1609406919874596</a></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>• Greenspan, S. B., Gordon, K. L., Whitcomb, S. A., &amp; Lauterbach, A. A. (2021). Use of Video Conferencing to Facilitate Focus Groups for Qualitative Data Collection. <i>American Journal of Qualitative Research</i>, 5(1), 85-93. <a href="https://doi.org/10.29333/ajqr/10813">https://doi.org/10.29333/ajqr/10813</a></li> </ul>

	<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>
<b>Session 10:</b>	Friday, November 10, 2023
<b>Topic:</b>	<b>Knowledge Exchange and Mobilization</b>
<b>Reading:</b>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Complete the Online Self-Assessment Tool: <a href="https://www.ktpathways.ca/">https://www.ktpathways.ca/</a></li> <li>• KM101: Introduction to Knowledge Mobilization, Online Module: <a href="https://researchimpact.ca/resources/kmb101-introduction-to-knowledge-mobilization/">https://researchimpact.ca/resources/kmb101-introduction-to-knowledge-mobilization/</a></li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>• Browse and read Kx Resources of interest: <a href="https://kx.ubc.ca/our-services/access-resources">https://kx.ubc.ca/our-services/access-resources</a></li> </ul>
<b>Session 11:</b>	Friday November 17, 2023
<b>Topic:</b>	<b>UBC Term 1 Break</b>
<b>Reading:</b>	
<b>Session 12:</b>	Friday, November 24, 2023
<b>Topic:</b>	<b>Research Consultation</b>
<b>Reading:</b>	



<b>Session 13:</b>	Friday, December 1, 2023
<b>Topic:</b>	<b>Research Proposal Presentation</b> With Barbara Lee and Michelle O’Kane Shea Karst – MCFD (TBC)
<b>Reading:</b>	

## Assignments

Term 1 Assignments	Due Date	Value
1. Scope of Work	Friday, October 13, 2023	5%
2. Literature Review	Friday, November 3, 2023	10%
3. Evaluation Proposal for MCFD	Friday, December 1, 2023	25%
4. Proposal Presentation	Friday, December 1, 2023	10%

### 1. Scope of Work

**Due:** Friday October 13, 2023 by 5:00pm.

**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.

**Objective:** The objective of this assignment is to provide students with the opportunity to craft a detailed Scope of Work and estimated budget for a research project in collaboration with the Ministry of Children and Family Development (MCFD).

**Tasks:**

1. Teams will schedule and meet with their MCFD sponsors to discuss project objectives, expectations, and deliverables.
2. Using the provided Scope of Work template, teams will collaboratively detail key aspects of the project.
3. Include a budget estimate that covers anticipated costs associated with the research project. This could include expenses such as materials, travel, honorariums, etc.
4. Each team member must read and sign the Student Agreement form, indicating their commitment to data confidentiality, intellectual property rights, and the ethical and legal guidelines for MCFD sponsored research projects.
5. Teams will submit a copy of the finalized Scope of Work form, budget, and signed Student Agreement to the instructor. Only the Scope of Work form is required to be submitted to the MCFD research sponsor.

## 2. Literature Review

**Due:** Friday November 3, 2023 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.

**Objectives:** The objective of this assignment is to enhance students' ability to conduct a literature review and expand their knowledge-based on their selected topic of study. By reviewing a minimum of 8 relevant sources, students will develop a comprehensive understanding of existing theories and empirical studies, enabling them to construct a rationale for their study. This assignment serves as a critical foundation for the subsequent evaluation proposal.

### Tasks:

1. Independently identify a minimum of 8 high-quality sources, comprising a mix of theoretical and empirical studies relevant to your chosen research project. Ensure that sources are recent (preferably within the last 5-10 years) to reflect current trends and developments.
2. Thoroughly read and analyze each selected source. Synthesize the key concepts and findings from the literature into a cohesive narrative that guides your research's conceptual underpinning.
3. Identify recurring themes or patterns in the reviewed literature that align with your research topic.
4. Based on the insights gained from the literature review, outline a clear rationale for your research study. Explain why your chosen research question is significant and what gaps or unanswered questions exist in the literature. Detail how your study's focus contributes to advancing knowledge within this area of practice.

## 3. Evaluation Proposal for MCFD

**Due:** Friday December 1, 2023, by 5:00pm.

**Format:** Electronic paper, max. 15 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. 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.

**Objectives:** The objective of this assignment is to provide students with an opportunity to design a comprehensive and feasible research proposal that builds upon the Scope of Work and Literature Review assignment.

**Components:** The evaluation proposal should include the following components.

Part 1: Introduction

- Introduce the research topic, providing context and relevance.
- Explain why addressing this research topic is important and how it contributes to existing knowledge.

Part 2: Literature Review

- Collaboratively merge and synthesize the individual literature reviews conducted by research team members into a cohesive and comprehensive literature review section for the research proposal.

Part 3: Research Objectives and Questions

- Define the specific objectives of the research, outlining what you aim to achieve through the study.
- Formulate clear and answerable research questions that align with the research objectives.

Part 4: Research Design and Methodology

- Research Design - Specify the overall research design (e.g., quantitative, qualitative, mixed methods) and provide a rationale for its selection.
- Sampling Strategy - Detail the rationale for the target participants or data sources.
- Data Collection - Describe the data collection methods you will use, including surveys, interviews, focus groups, etc.
- Data Analysis - Outline the data analysis techniques you plan to employ (e.g., statistical analyses, thematic analysis, content analysis). Justify how these techniques will help answer the research question.

Part 5: Limitations

- Identify potential limitations of your research design, data collection methods, and potential biases. Describe how you plan to mitigate these limitations.

Part 6: Impact and Conclusion

- Identify and discuss the target impact as a result of your research and aligned with your research objectives.

Appendices: Data collection instruments

#### 4. Proposal Presentation

**Due:** Friday December 1, 2023, in-class.

**Format:** 15-minute oral in-person presentation with accompanying supplemental materials (e.g. PowerPoint slides, multimedia elements, etc), plus 5-minutes Q&A discussion

**Value:** 10% of final mark

**Submission:** Upload your accompanying supplemental materials in advance of the class on Canvas > Module 13 > Proposal Presentation.

**Evaluation Criteria:** You will engage in peer-review and feedback with 60% from peers and 40% from the course instructors

**Objectives:**

The objective of this assignment is to provide students with an opportunity to effectively communicate their research proposal to an audience. This assignment aims to enhance students' presentation and communication skills while obtaining peer feedback.

**Task:**

- Following the outline for the evaluation proposal, present your project to an audience.
- Ensure you adhere to the specified time limit.
- Include visual aids to effectively enhance the communication of ideas.
- Encourage questions and discussions during or after your presentation. Be prepared to address inquiries and engage in meaningful dialogue.

## 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

### 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/>

### Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

### Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

## Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

## Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

## Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

## University Policies

### 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)).

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>

### Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

### Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: view overall class progress; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

## 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.