



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 Sim, 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

Year/Term/Dates	Winter 2023, Term 2, January 12 – April 12, 2024
Course Title	SOWK 554C: Qualitative Methods in Social Work Research: Research and Evaluation in Child, Youth and Family Services 3 Credits (Term 2) / 6 Credits (Total)
Course Schedule	Fridays, 10am – 1pm

Instructor	Office Location	Email Address
Michelle O’Kane	TBD	michelle.okane@alumni.ubc.ca
Office Hours	Upon Request	

Prerequisite and/or Corequisite

There are no pre-requisites required for this course.

Course Description

There is a growing demand in 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, 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

1. **Conduct Data Collection and Analysis:**

- Demonstrate proficiency in collecting and managing quantitative and qualitative data relevant to program evaluation.
- Apply appropriate analytical techniques to draw meaningful insights from collected data.

2. **Disseminate Research Results Effectively:**

- Develop strategies for disseminating research findings to diverse audiences, including academic peers, government officials, and service users.
- Have experience of writing up research into a report, and presenting their work in an audio-visual presentation

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

Course Schedule

Term 2

Session 1:	Friday, January 12, 2024
Topic:	Research Consultations
Reading:	No reading
Session 2:	Friday, January 19, 2024
Topic:	Data Collection and Management: A Review
Reading:	<ul style="list-style-type: none">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.
Session 3:	Friday, January 26, 2024
Topic:	Transcribing Data
Reading:	<ul style="list-style-type: none">Davidson, C. (2009). Transcription: Imperatives for Qualitative Research. <i>International Journal of Qualitative Methods</i>, 35–52. https://doi.org/10.1177/160940690900800206Easton, K. L., McComish, J. F., & Greenberg, R. (2000). Avoiding Common Pitfalls in Qualitative Data Collection and Transcription. <i>Qualitative Health Research</i>, 10(5), 703–707. https://doi.org/10.1177/104973200129118651
Session 4:	Friday, February 2, 2024
Topic:	Analyzing Qualitative Data Manual and Nvivo processes
Reading:	<ul style="list-style-type: none">Braun, V., Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3, 77–101. https://doi.org/10.1191/1478088706qp063oaNowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. <i>International journal of qualitative methods</i>, 16, 1-13. https://doi.org/10.1177/1609406917733847

	<ul style="list-style-type: none"> • Corbin, J. M., & Strauss, A. L. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. <i>Qualitative Sociology</i>, 13, 3- 21. • Saldaña, J. (2013). <i>The coding manual for qualitative researchers</i>. Los Angeles: SAGE Publications.
Session 5:	Friday, February 9, 2024
Topic:	Analyzing Quantitative Data SPSS
Reading:	<p>Required:</p> <ul style="list-style-type: none"> • Chapter 10 – Analyzing and Presenting Data from Formative and Process Evaluations • Chapter 11 – Analyzing Data from Outcome Evaluations <p>Supplemental:</p> <ul style="list-style-type: none"> • 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 & Son, Inc. • 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 & Son, Inc.
Session 6:	Friday, February 16, 2024
Topic:	Data analysis workshop
Reading:	<p>Required:</p> <ul style="list-style-type: none"> • Relevant readings from the last two weeks
Session 7:	Friday, February 23, 2024
Topic:	No class: UBC Term 2 Break
Reading:	No reading
Session 8:	Friday, March 1, 2024
Topic:	Research Integrity
Reading:	<ul style="list-style-type: none"> • Birt, L., Scott, S., Cavers, D., Campbell, C., & 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 • 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.

Session 9:	Friday, March 8, 2024
Topic:	Data Visualization Workshop with Barbara Lee
Reading:	<ul style="list-style-type: none"> Henderson, S., & Segal, E. H. (2013). Visualizing qualitative data in evaluation research. In T. Azzam & S. Evergreen (Eds.), <i>Data visualization, part 1. New Directions for Evaluation</i>, 139, 53–71. https://doi.org/10.1002/ev.20067 Morgan, S., & Reichert, T., & 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. Morgan, S., & Reichert, T., & 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.
Session 10:	Friday, March 15, 2024
Topic:	Research Dissemination
Reading:	<p>Required:</p> <ul style="list-style-type: none"> Chapter 12 – Writing and Disseminating Evaluation Reports Lortie, C. J. (2017) Ten simple rules for short and swift presentations. <i>PLoS Computational Biology</i>, 13(3): e1005373. https://doi.org/10.1371/journal.pcbi.1005373 <p>Supplemental:</p> <ul style="list-style-type: none"> Bronstein, L. R., & Kovacs, P. J. (2013). Writing a mixed methods report in social work research. <i>Research on Social Work Practice</i>. 23(3), 354-360. https://doi.org/10.1177/1049731512471564 Holliday, A. (2013). Writing about data. In <i>Doing and writing qualitative research</i> (pp. 89-113). London, UK: Sage Publications.
Session 11:	Friday, March 22, 2024
Topic:	Knowledge Translation With Barbara Lee and Cathy Jiu
Reading:	<ul style="list-style-type: none"> Hanson, P.G., and Symlie, J. (2006). <i>Knowledge Translation for Indigenous communities: policy making toolkit</i>. Retrieved from http://www.ccnsa.ca/docs/setting%20the%20context/KT_Policy_Toolkit_Sept26%5b1%5d.pdf
Session 12:	Friday, March 29, 2024
Topic:	Good Friday (NO CLASS)
Reading:	No reading

Session 13:	Friday, April 5, 2024
Topic:	Research Consultation (incl. final report feedback)
Reading:	No reading
Session 14:	Friday April 12, 2024
Topic:	Final Research Presentations
Reading:	No reading

Assignments

Term 2 Assignments	Due Date	Value
1. Interim Report	Friday, February 16, 2024	10%
2. Final Report	Thursday, March 28, 2024	20%
3. Presentation of Research to MCFD	Friday, April 12, 2024	10%
4. Submission of Revised Final Report to MCFD	Monday, April 22, 2024	10%

1. Interim Report

Due: Friday, February 16 2024 by 5pm

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

2. Final Report

Due: Thursday, March 28 2024 by 5pm.

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.

3. Presentation of Research to MCFD

Due: Friday, April 12 2024 (in class time)

Venue: At a MCFD venue TBD

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

4. Submission of Revised Final Report to MCFD

Due: Monday, April 22 2024 by 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

UBC COVID-19 Protocols for in-class learning

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

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.

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
B	72-75	83.5	

B-	68-71	69.5	of existing knowledge on the subject.
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.