

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.

Year/Term	Fall and Winter 2016-2017
Course Title	SOWK 554C 003 Qualitative Methods in Social Work Research: Research and Evaluation in Child, Youth and Family Services (6 credits)
Course Schedule	Terms 1 & 2, Friday 9:00 am - 12:00 pm
Course Location	Room 222, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Simon Davis, MSW PhD	Room 239	604-877-0340	Simon.davis@ubc.ca
Office Hours	By appointment		

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 proximate and distal 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. Working collaboratively with Ministry of Children and Family Development (MCFD) staff, students will develop skill 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, designing logic models, 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.

COURSE OBJECTIVES & LEARNING OUTCOMES:

1. Understand epistemological, theoretical, methodological and ethical issues associated with evaluation.
2. Study frameworks and processes for evaluation and gain practical experience by conducting portions of intervention and/or program evaluation.
3. Explore and evaluate the use of qualitative and quantitative data collection methods for evaluation.
4. Demonstrate the ability to conceptualize evaluation questions and to develop and /or utilize appropriate indicators and measures to answer evaluation research questions.
5. Understand the processes of evaluation and best practices for engaging stakeholders.
6. Improve the ability to use and critically examine existing research literature.
7. Present evaluation findings using effective techniques for broad uptake.

COURSE STRUCTURE:

This course is structured as a problem-based learning participatory seminar and will include a combination of group discussion, lectures, guest presentations, site visits, round table seminars at MCFD headquarters (or tele/video conferences), and regular coordination of research project activities with MCFD sponsors. Class members will conduct a meaningful evaluation project. At the beginning of the semester, class members will meet with MCFD sponsors to get a sense of research needs. They will design, carry out, and present a research project or portions of a research project. Projects may be primarily qualitative or may use multiple methods.

Class members are expected to attend every class, to complete required readings prior to class, and to arrive in class prepared to participate. Student participation in class discussions will be evaluated in part on the alacrity with which comments and reflections are offered. There will be class-based feedback about the work-in-progress, that is, design issues concerning individual projects. It is expected that in developing their research questions and study designs, students take into account diversity in relation to Aboriginal ancestry, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and disability.

Evaluative tools are described below. All written assignments should use: 12-point font, APA formatting, double-spacing, 1-inch margins.

COURSE CONTEXT AND PRE-REQUISITES:

This course satisfies the Advanced MSW research course requirement.

REQUIRED TEXT:

Grinnell, R. M., Jr & Unrau, Y (2014). *Social Work Research and Evaluation: Foundations of Evidence-Based Practice (10th ed.)*. New York: Oxford.

Other written resources will be shared by the instructor in-class or on the course website.

RECOMMENDED READING:

Bodgan, R. & Biklen, S.K. (2007). *Qualitative Research for Education: An Introduction to Theory and Methods (5th Ed)*. Boston: Pearson.

Campbell, M., & Gregor, F. (2002). *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. Aurora, ON: Garamond.

Charmaz, K. (2006). *Constructing Grounded Theory*. Thousand Oaks, CA: Sage. Corbin, J., & Strauss, A. (2007). *Basics of Qualitative Research (3rd ed.)*. Thousand Oaks, CA: Sage.

Corcoran, K. & Fischer, J. (2013). *Measures for clinical practice: A sourcebook. (5th. ed.)* New York: The Free Press.

Clandinin, D. J. (Ed.). (2007). *Handbook of Narrative Inquiry: Mapping a methodology*. Thousand Oaks, CA: Sage.

Creswell, J. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.

Creswell, J. W. (2014). *Qualitative Inquiry and Research Design: Choosing among Five Approaches. (3rd ed.)*. Thousand Oaks, CA: Sage.

Denzin, N. K. & Lincoln, Y. S. (Eds.). (1994, 2002, 2005). *Sage Handbook of Qualitative research*. Thousand Oaks, CA: Sage.

Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine.

Gubrium, J. & Holstein, J. A. (Eds.). (2001). *Handbook of Interview Research*. Thousand Oaks, CA: Sage.

Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative Research, Reading, Analysis and Interpretation*. Thousand Oaks, CA: Sage.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage. Manen, M. v. (1990). *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*. London, ON: The State University of New York.

Maxwell, J. A. (2012). *A realist approach for qualitative research*. Thousand Oaks, CA: Sage.

McCracken, G. (1988). *The Long Interview*. Newbury Park, CA: SAGE.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: SAGE.

Royse, D., Thyer, B., & Padgett, D. (2009). *Program Evaluation: An Introduction (5th Ed)*. Belmont, CA: Wadsworth

- Patton, M.Q. (1986). *Utilization-focused evaluation (2nd ed)*. London: Sage.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.)*. Thousand Oaks, CA: Sage.
- Rubin, H. J., & Rubin, I. S. (2005). *Qualitative Interviewing: The Art of Hearing Data (2nd Ed)*. Thousand Oaks, CA: SAGE.
- Saldana, J. (2014). *The Coding Manual for Qualitative Researchers (2nd Ed)*. Thousand Oaks, CA.: SAGE.
- Smith, D. E. (2005). *Institutional Ethnography: Sociology for People*. Oxford, UK: AltaMira Press.
- Spradley, J. P. (1979). *The Ethnographic Interview*. Orlando, FA: Harcourt Brace Jovanovich College Publishers.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Stake, R. E. (2005). *Multiple case study analysis*. Thousand Oaks, CA: Sage. Weinbach R. W. &
- Grinnell, R. M., Jr. (2015). *Statistics for Social Workers (9th ed.)* Upper Saddle River, NJ: Pearson.

ASSESSMENT, GRADING, EVALUATION:

1. Literature review and research question(s)-10%

Review up to 10 sources relevant to your project. Use these to outline the conceptual context that provides a rationale for your study. Conclude by identifying your research question(s). Ideally, at least one research question should be qualitative and one should be quantitative. The purpose of this assignment is to help you begin to synthesize the literature and set up your research question and design. Length: Maximum 7 pages double-spaced. APA formatting. **Due Oct. 14, 2016**

Scope of Work-10% (Sponsor sign-off required)

Based on conversations/negotiations with MCFD sponsors, write a 2-3 page scope of work in which you describe the work you will undertake throughout the course. Include the following sections: 1) background information (a brief summary of literature); 2) project purpose and research objectives (including research questions); 3) research plan and method; 4) duties of each student working on the project; 5) knowledge mobilization plan; and 6) realistic timeline for activities and outputs. **Due Oct 28, 2016**

2. Ethics Application-Required to collect data

Submit certificate of successful completion of BREB online ethics tutorial. Submit request for ethical review for UBC Behavioural Ethics Review Board (BREB), including consent form, introductory letter, and letter from agency agreeing to recruitment (if applicable), where required. **Due Nov. 18, 2016** (BREB deadline to approve application at December meeting is Nov. 25, 2016).

3. Evaluation Proposal-30% (Sponsor sign-off required)

Write a full evaluation proposal. Include the following sections: 1) Introduction; 2) Literature review; and 3) Study Design/Methodology (e.g., research question; sample selection; recruitment plan; inclusion/exclusion criteria; data collection strategy/framework for analysis; measures to ensure validity; measures to ensure reflexivity. Length: 15-20 pages, APA formatting. **Due December 9, 2016**

4. Send data collection tool (survey, interview) to sponsors. Due Jan 20.

5. Final Report-30%

Produce a final report summarizing the study. Include the following sections: (1) Executive Summary; 2) Introduction; 3) Background/need for the study; 4) Research methods; 5) Findings; 6) Discussion; 7) Limitations; and 8) Implications for policy or practice. Not to exceed 30 pages. **First draft due March 24, 2017**

5. Presentation of Results to MCFD Sponsors-20%

Present results from studies to MCFD sponsors during a research roundtable. Presentations should include: 1) what you studied and why; 2) methodology; 3) what you expected to find and what you found; 4) themes/results; and 5) implications. Tentatively scheduled for **April 7, 2017 (date subject to change)**

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all 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 pedagogical purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off.

COURSE OUTLINE:

	Date	Topic	Readings	Activity/ Assignment*
1.	Sept. 9, 2016	Introduction to course; Core research concepts.	Chs. 1 & 2, Grinnell & Unrau (2014)	
2.	Sept 16, 2016	The evaluation process; Discussion of projects with MCFD sponsors.	Ch. 33, Grinnell & Unrau (2014)	Tracey Hulten & Rebecca Middleton, MCFD, present projects
3.	Sept 23, 2016	Finding & evaluating research evidence; library tutorial.	Chs 8, 9 & 10 Grinnell & Unrau (2014)	Susan Paterson, UBC Library Sept. 23.
4.	Sept. 30,	Finding & evaluating research evidence cont'd	Chs 8, 9 & 10 Grinnell & Unrau (2014)	
5.	Oct 7, 2016	Qualitative, quantitative & mixed methods; Developing research & evaluation questions.	Chs 2, 3, 4 & 5, Grinnell & Unrau (2014)	
6.	Oct 14, 2016	Research ethics Evaluation ethics	Chs 6 & 7, Grinnell & Unrau (2014)	Assignment: Literature review + Research Question (Oct 14, 2016)
7.	Oct 21, 2016	Sampling	Ch 15, Grinnell & Unrau (2014)	
8.	Oct 28, 2016	Measurement; standardized instruments; surveys.	Chs 12, 13, 14 & 20 Grinnell & Unrau (2014)	Assignment: Scope of Work (Oct 28, 2016)
9.	Nov 4, 2016	Making causal inferences	Ch 16, Grinnell & Unrau (2014)	
10	Nov 11, 2016	Stat Holiday – no class		
11	Nov 18, 2016	Interviewing; interviews vs. surveys	Chs 19 & 24, Grinnell & Unrau (2014)	Assignment: Ethics Application (Nov. 18, 2016)
12	Nov 25, 2016	Writing the Research Proposal	Ch. 30, Grinnell & Unrau (2014)	
13	Dec. 2, 2016	Catch up; prior year student panel		Assignment: Draft Evaluation Proposal (Dec 9, 2016)
Winter Break				

Please note that there may need to be some flexibility in the scheduling of topics – especially in term 2 – depending on student needs & progress with respect to individual projects.

13	Jan 6, 2017	Regrouping, Revising Proposal	<i>Readings in this semester are assigned depending on project needs</i>	Review evaluation plan, schedule, resources with sponsor
14	Jan 13, 2017	Beginning data collection; recruitment		Data collection and data analysis in class
15	Jan 20, 2017	Data collection: focus groups & interviews.	Ch 19, Grinnell & Unrau (2014)	Send data collection tool to sponsors.
16	Jan 27, 2017	Data Collection: surveys	Ch 20, Grinnell & Unrau (2014)	
17	Feb 3, 2017	Data Analysis: coding qualitative	Chs 26 & 27, Grinnell & Unrau (2014)	
18	Feb 10, 2017	Data Analysis: coding quantitative	Chs 19 & 24, Grinnell & Unrau (2014)	
19	Feb. 17, 2017	Data Analysis	Catch up	Mid-term progress reports
20	Feb. 24, 2017	Mid-term break – no class		
21	Mar 3, 2017	Reporting		
22	Mar 10, 2017	Reporting, charts in Excel		Consultation on final report
23	Mar 17, 2017	Politics and issues in evaluation		Consultation on final presentations
24	Mar 24, 2017			Assignment: Draft project report (March 24, 2017)
25	March 31,	Prepare presentations		
26	Apr 7, 2017	Present final reports to MCFD		Assignment: Final project report (Date: TBD)

*Assignment dates are approximate and may change due to project/MCFD sponsor needs & availability.

USEFUL WEBSITES:

Federal Government:

Human Resources and Skills Development Canada (HRSDC):

<http://www.hrsdc.gc.ca/eng/home.shtml> and

http://www.socialunion.gc.ca/menu_e.html

BC Government Websites

Search Engine: <http://www.bcconnects.gov.bc.ca/>

Statistics: <http://www.bcstats.gov.bc.ca/>

Government's main site: <http://www.gov.bc.ca/>

MCFD: <http://www.gov.bc.ca/mcf/>

Aboriginal Reconciliation and Relations <http://www.gov.bc.ca/arr/index.html>

Housing and Social Development <http://www.gov.bc.ca/hsd/index.html>

Health: <http://www.gov.bc.ca/healthservices/>

Community Living British Columbia <http://www.communitylivingbc.ca/>

Evidence Network.ca: <http://umanitoba.ca/outreach/evidencenetwork/archives/8941>

ASSIGNMENTS:

Submitting Assignments-

Assignments will be submitted in class or electronically.

Return of marked student assignments-

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line. Marked papers not returned by any of the options above will be held 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.