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.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>2015-2016 Fall Term</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 554C.001 Qualitative Methods in Social Work Research</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Thu (5:30 pm to 8:30pm)</td>
</tr>
<tr>
<td>Course Location</td>
<td>Jackbell, Room 223</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instructors</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>e-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miu Chung Yan</td>
<td>Jack Bell 235</td>
<td>2-8688</td>
<td><a href="mailto:Miu.yan@ubc.ca">Miu.yan@ubc.ca</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Thu 2:00-4:00 or by appointment (e-mail me or see me in class)</td>
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</table>

**Course Description:** This course provides an overview of research questions, designs and methods relevant to social work inquiry using qualitative methods. The first term will focus on understanding various approaches to social work inquiry and on developing skills in implementing a qualitative study. Students design a study during the first term and implement it in the second term.


**Course Outcome:** With the completion of this course satisfactorily, the students will be able to

1. understand the general approach to social work research
2. identify the processes, methods and issues in qualitative inquiry, contrasting them with similar issues in quantitative approaches
3. critically read and evaluate research designs and findings of qualitative studies
4. develop research questions relevant to social policy, social service programs and social work practice that can be addressed through qualitative designs
5. identify ethical issues in conducting systematic inquiry, particularly in relation to marginalized groups
6. design, implement & report on study relevant to social policy, social service programs or social work practice
Format of the course:

This course will be conducted in both a seminar format with short lectures, on-going and open dialogues in classroom and an experiential learning process through student designing, conducting and completing a small scale study. Students are expected to actively participate in classroom discussions, personal reflection and small group discussion, through which students are expected integrating theories from the literature and their own experiences generated through the research process. Students are encouraged to express any idea, belief, thought, and feeling that will result in sincere engagement and critical inquiry with members of the class. The roles of the instructor are to provide guidance for a systematic learning process of individual students and facilitate the dialogical reflection process within individual and among the group of students.

Ground Rules For Dialogue And Interactive Learning:

1. Safety and confidentiality
2. Listen respectfully
3. Be critical in analysis but gentle in expression
4. Seek to learn and have ownership of learning
5. Speak from your perspective
6. Acknowledge oppression exists
7. Distinguish emotion from reasoning
8. Active sharing

Required and Recommended Reading:

No textbook is assigned to this course. Students are expected to identify and obtain a copy of any qualitative textbook as a major reference for this own use. Also, students ARE REQUIRED to read readings assigned to each class most of which are available through UBC library system.

Supplementary Readings: (This is not an exhaustive list. Students are encouraged to identify other texts relevant to their own study. Many of the readings listed below can be found in library):

Course Assignments, Due dates and Grading:

The grading is an indication of personal achievement. Therefore, a continuous assessment approach will be employed to ensure a multi-dimensional and multi-stage assessment of your learning process. The course requirements and the grading are interrelated.

All written assignments of this course must be in 12-size fonts, 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. Please see: [http://wiki.ubc.ca/images/6/6f/Apastyle.pdf](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. Generally, Wikipedia is not acceptable as an academic reference.

All written assignments should be in MS Words format. File name should be lastname-assignment #. Please email your assignments to miu.yan@ubc.ca. PAPER COPY is not needed.

Assignments for Term 1:

1. Literature Review (including conceptual context & research question(s), Value: 15%, Due: October 31 (Sat))

   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). The purpose of this
assignment is to help you begin to synthesize the literature and set up your research question(s) and design. Length: 8 pages (double-spaced). See Guidelines for Study Proposal below.

2. **TCPS Training and Certificate: Value: 5%, Due Date: Before November 12 (Thu)**
   
   - Submit the certificate of successful completion of BREB on-line ethics tutorial

3. **Ethical Review, Value: 5%, Due Date: November 21 (Sat)**
   
   - Submit a draft of request for ethical review for UBC Behavioural Ethics Review Board (BREB), including consent form, introductory letter or advertisement where applicable, and letter from agency agreeing to recruitment (if available), where required. Make sure you proof read before you submit.

   *Deadline to submit applications for December 10, 2015 meeting of BREB: Nov 27, 2015*

4. **Study Proposal, Value: 25%, Due: December 12th (Sat)**

   Hand in your research proposal according to attached guidelines. *Length: 15 (+/- one page) pages, including all references and appendices*

   *Marking guidelines for assignment #4:*

   **Content (approximately 40%)**
   - Comprehensively addresses components of study proposal, appropriate use of relevant, current & classic literature and documents including references

   **Analysis (approximately 40%):**
   - Importance and relevance of proposed study to social work and human services established
   - Creative synthesis and critical evaluation of literature
   - Innovative and appropriate use of theory
   - Provision of rationales & scholarly precedents for design and methods

   **Style (approximately 10%):**
   - Clear, well organized
   - Logical development & flow
   - continuity and smooth transitions in sentences and paragraphs
   - skillful use of language
   - use of headings

   **Technical (approximately 10%):**
   - grammar, spelling
   - proper use of APA (6th ed.) style

Last date for withdrawal without a W on your transcript: **September 22, 2015**

Last date for withdrawal with a W instead of an F on your transcript: **October 16, 2015**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/09/2015</td>
<td>Overview of course, discussion of students’ experiences and learning goals</td>
<td></td>
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</tbody>
</table>
Recapturing the basic ideas and process of applied qualitative social research |
<p>|            | Readings:                                                             |         |
|            | Supplementary Readings:                                               |         |
|            | Any qualitative research book for social sciences or social work.       |         |
| 17/09/2015 | Why are social work practitioners doing research?                      |         |
|            | I. What is the use of qualitative research in policy and program development? |         |
|            | II. How to make sure the research have a transformative impact on policy, program and practice? |         |
|            | Readings:                                                             |         |
|            | Supplementary Readings:                                               |         |
|            | Discussion paper:                                                     |         |
|            | <em>Please pick one journal article which reports findings of a qualitative study in the area that you are interested to pursue. In class, please share with your classmates how this particular study can contribute to social work policy, program or practice in that particular area.</em> |         |
| 24/09/2015 | Library – meet in Koerner Library, Room 217, with librarian Susan Paterson |         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Many ways of knowing</th>
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</table>
| 01/10/2015 | I. Epistemology and theories of qualitative research  
           | II. Debates between quantitative, qualitative and mixed method  
           | III. Use of government information to support applied qualitative study  |
|          | **Readings:**  
|          | **Supplementary Readings**  
|          | **Discussion paper:**  

<table>
<thead>
<tr>
<th>Date</th>
<th>Who is generating the new knowledge?</th>
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</table>
| 08/10/2015 | I. Who is asking the question(s)?  
           | II. Who is answering the questions?  
           | III. How do the interlocutors shape the knowledge generation process?  |
|          | **Readings:**  
|          | **Supplementary Readings:**  


Discussion paper:


15/10/2015

**Ethics and politics of knowing**

I. How can qualitative research be ethical?

II. Can research be an impartial effort to seek new knowledge?

III. How can social work research be ethical transformative?

**Required:**

***TCPS 2 Tutorial:*** Go to this page to find the link to the tutorial: [http://research.ubc.ca/ethics/you-apply](http://research.ubc.ca/ethics/you-apply). This tutorial takes approximately 2 hours, and students are required to complete it before they submit their application for ethical review.

**Readings:**


**Supplementary Readings**


**Discussion paper:**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/10/2015</td>
<td>Research Presentations by former students</td>
<td></td>
</tr>
<tr>
<td>05/11/2015</td>
<td>Where to seeking answers for the question(s)?</td>
<td>Marshall, M. N. (1996). Sampling for qualitative research. Family Practice, 13(6), 522-525</td>
</tr>
<tr>
<td>12/11/2015</td>
<td>Collecting data in the field</td>
<td></td>
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<tr>
<td>------------</td>
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<td></td>
</tr>
<tr>
<td>I. What are the data?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. How to talk to people as a researcher?</td>
<td></td>
<td></td>
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<tr>
<td>III. How do you remember what you see, hear and think?</td>
<td></td>
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</tbody>
</table>

**Readings:**


**Supplementary Readings**

| c) | Yan, M. C., Chau, S., & Sangha, D. (2012). An exploratory study of how multiculturalism policies are implemented at the grassroots level. *Canadian Ethnic Studies*, 41/42(3-1), 49-75. |

**Discussion paper:**


<table>
<thead>
<tr>
<th>19/11/2015</th>
<th>Different Traditions:</th>
</tr>
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<tbody>
<tr>
<td>Guest Speaker: Shelly Johnson</td>
<td></td>
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</tbody>
</table>

**Discussion paper:**

### Readings:


### Supplementary Readings (examples of different approaches)


### 26/11/2015

**Why should anyone believe you? Credibility & Trustworthiness**

### Readings:


### Supplementary Readings:


### Discussion paper:
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Details</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>How to put a proposal together?</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
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</table>

Outline for term 2 will be available in December