



The University of British Columbia

School of Social Work
Course Outline – SOWK554 (003)

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 2015-2016
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 a.m.-12:00 p.m.
Course Location	SOWK 222, Jack Bell building for the School of Social Work

Instructor	Office Location	Office Phone	e-mail address
Dr. Stephanie Bryson-	Room 239	604-822-6622	stephanie.bryson@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. 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 Prerequisites:

This course satisfies the Advanced MSW research course requirement.

REQUIRED TEXTS

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

Grinnell, R. M., Jr., Gabor, P. & Unrau, Y (2012). *Program evaluation for social workers: Foundations of evidence-based programs (6th ed.)*. New York: Oxford.

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. 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. 16, 2015**

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 30, 2015**

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. 20, 2015** (BREB deadline to approve application at December meeting is Nov. 28, 2014).

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 11, 2015**

4. 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 28, 2016**

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 8, 2016 (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 pedagogic 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. 11, 2015	Introduction to Course & Evaluation Research	Ch. 1 Grinnell, Gabor & Unrau	
2.	Sept 18, 2015	The Evaluation Process	Ch. 2 Grinnell, Gabor, & Unrau	Tracey Hulten & Rebecca Middleton, MCFD, present projects
3.	Sept 25, 2015	Selection of a Research Approach	Ch 1, Creswell	
4.	Oct 2, 2015	Review of the Literature The Use of Theory	Ch 2 Creswell	
5.	Oct 9, 2015	Developing Research & Evaluation Questions	Ch 3, 7 Creswell Ch 3, Grinnell, Gabor & Unrau	Susan Paterson, UBC Library
6.	Oct 16, 2015	Research Ethics Evaluation Ethics	Ch 4 Creswell Ch. 4-5 Grinnell, Gabor & Unrau	Assignment: Literature review + Research Question (Oct 16, 2015)
7.	Oct 23, 2015	Types of Evaluations	Ch. 6-9 Grinnell, Gabor & Unrau	Peter Gabor lecture
8.	Oct 30, 2015	Quantitative Methods	Ch 8 Creswell	Assignment: Scope of Work (Oct 30, 2015)
9.	Nov 6, 2015	Qualitative Methods	Ch 9 Creswell	
10	Nov 13, 2015	Mixed Methods & Evaluation Designs	Ch 10 Creswell Ch 10 Grinnell, Gabor & Unrau	
11	Nov 20, 2015	Data collection, Measurement, Sampling	Grinnell, Gabor & Unrau Ch. 11-13	Assignment: Ethics Application (Nov. 20, 2015)
12	Nov 27, 2015	Writing the Research Proposal	Ch 5-7 Creswell	
13	Dec. 4, 2015	Catch up Prior year student panel		Assignment: Draft Evaluation Proposal (Dec 11, 2015)
Winter Break				

14	Jan 8, 2016	Regrouping, Revising Proposal	<i>Readings in this semester are assigned depending on project needs</i>	Review evaluation plan, schedule, resources with sponsor
15	Jan 15, 2016	Beginning Data Collection	<i>Recruitment, recruitment, recruitment</i>	Data collection and data analysis in class
16	Jan 22, 2016	Data Collection continued	<i>How to conduct interviews, focus groups</i>	
17	Jan 29, 2016	Data Collection	<i>Designing electronic surveys</i>	
18	Feb 5, 2016	Data Analysis	<i>How to code qualitative data</i>	Peter Gabor lecture
19	Feb 12, 2016	Data Analysis	<i>SPSS/Excel workshop</i>	
20	Feb. 19, 2016	Data Analysis	Catch up	Mid-term progress reports
21	Feb. 26, 2016	Decision making with evaluation results	Ch 14-15 Grinnell, Gabor, & Unrau	
22	Mar 4, 2016	Reporting	Ch 5-10 Creswell	
23	Mar 11, 2016	Reporting, charts in Excel	<i>Consultation on final report</i>	
24	Mar 18, 2016	Politics and issues in evaluation	<i>Consultation on final presentations</i>	
25	Mar 25, 2016	Good Friday STAT		Assignment: Draft project report (March 28, 2016)
26	Apr 1, 2016	Prepare presentations		
27	Apr 8, 2016	Present final reports to MCFD		Assignment: Final project report (April 17, 2015)

*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.