**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.

**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.

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<tr>
<th>Year/Term</th>
<th>2018 / Summer T2; July 3 to August 9</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 553C – Quantitative Methods in Social Work Research</td>
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<tr>
<td>Course Schedule</td>
<td>Tuesday &amp; Thursday, 5:00 p.m. to 8:00 p.m.</td>
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<td>Course Location</td>
<td>Jack Bell Room 224</td>
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<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>e-mail address</th>
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<tbody>
<tr>
<td>Cary Wu</td>
<td>Room 342</td>
<td>n/a</td>
<td><a href="mailto:carywu@alumni.ubc.ca">carywu@alumni.ubc.ca</a></td>
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| Office Hours | Tuesdays, 4-5pm or by appointment |

**COURSE DESCRIPTION:**

This course provides an overview of methodologies that can be used in social work inquiry with a focus on quantitative methods. Students will learn how to design a study, conduct analyses of data, and appropriately interpret research findings.

**LEARNING OUTCOMES:**

- Familiarize students with a variety of approaches to social work research
- Introduce students to processes, methods and issues in qualitative and quantitative inquiry
- Strengthen abilities to critically read and evaluate research designs and findings of quantitative and qualitative studies
- Facilitate skills in identifying questions relevant to social policy, social service programs and social work practice that can be addressed using quantitative designs
- Enhance skills in identifying ethical issues in conducting systematic inquiry, particularly in relation to marginalized groups;

**REQUIRED COURSE TEXTS:**


See course outline below for additional required readings.

**EVALUATION:**

*Assignments 7 to 12 are elements of a small research project.*

 Assignment 7: 5% Codebook for your data set
 Assignment 8: 5% Methods section of the manuscript
 Assignment 9: 5% Plan for analysis
 Assignment 10: 5% Description of preliminary analyses of data, checking assumptions, Results of analysis
 Assignment 11: 5% Interpretation of results; description of limitations, implications

 Assignment 12: 20% Decision Tree

**OUTLINE AND READINGS:**

**Week 8a:** Discussion: Descriptive statistics: Central Tendency, Variability  
Lab: Cleaning data  
*Reading:*  Field, section 2.2  
Field, chapters 3, 4, and 5

**Week 8b:** Discussion: Data management  
Lab: Setting up codebooks  

**Week 9a:** Discussion: Using Z-scores, Probability,  
Lab: missing values  
*Reading:*  Field, Chapters 6, 7, sections 8.1, 8.2

**Week 9b:** Discussion: hypothesis testing  
Lab: Constructing scale scores  
*Reading:*  Field, section 9.1.1, chapters 10, 11

**Week 10a:** Discussion: Relationships - Chi-Square tests and correlations  
Lab: testing assumptions, conducting analyses, interpreting results  
*Reading:*  Field, chapter 13 but skip 13.3.6 (sneak peek at 12 if you have time)

**Week 10b:** Discussion: Regression  
Lab: testing assumptions, conducting analyses, interpreting results  
*Reading:*  Field, Chapters 12 and 14
| Week 11a: | Discussion: Regression continued  
Lab: testing assumptions, conducting analyses, interpreting results |
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<tr>
<td><strong>Reading:</strong></td>
<td>Field, Chapters 12 and 14</td>
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</table>
| Week 11b: | Discussion: t-tests (independent samples & related samples)  
Lab: testing assumptions, conducting analyses, interpreting results |
| **Reading:** | Field, Chapter 15 except 15.5.2 and 15.5.3 |
| Week 12a: | Discussion: Analysis of Variance (ANOVA)  
Lab: testing assumptions, conducting analyses, interpreting results |
| **Reading:** | Field, section 16.1 to 16.5 |
| Week 12b: | Discussion: Analysis of Variance (ANOVA) within- subjects (repeated measures)  
Lab: testing assumptions, conducting analyses, interpreting results |
| **Reading:** | Field, section 16.5 |
| Week 13a: | Discussion: Tests for ordinal data (alternatives to t-tests & ANOVA)  
Lab: conducting analyses, interpreting results |
| **Week 13b:** | Wrapping up |
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.

ASSIGNMENTS

Submitting Assignments
Students may submit assignments electronically or on hard copy to the instructor. Assignments must be received by the beginning of the class period on the date due.

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; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers cannot be put in a box outside the instructor’s office or distributed from the main office.

Late assignments
Failure to submit an assignment by the due date will result in a mark of 0 for the assignment. Papers submitted on the due day but after the class period will be considered late.

GRADING CRITERIA:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
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<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
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<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
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<tr>
<td>B+</td>
<td>76-79</td>
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<td>C+</td>
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<tr>
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- 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.

- 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.

- 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.

- 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.

- Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.
Assignment descriptions:

All written assignments should follow APA format: 1" margins, 12-point font, double

Assignment 7: (due Week 10, July 20th)
Codebook for your data set following the example in Burchinal and Neebe (2006). You will need to research the background information on variables to document the source of variables and any other pertinent information. You will also need to conduct analyses to document the reliability of scales in the data set.

Assignment 8: (due Week 11, July 27th)
Methods sections of journal articles include: sample description, measures, and procedures. This assignment should look like something out of the APA manual or a tier-1 journal. Use (a) the data set to describe the sample, and (b) codebook to write the measures section. Information about procedures will be provided with your data set.

Assignment 9: (due Week 12, August 3rd)
Plan for analysis should describe what technique you intend to use to answer the research question and why that is the technique of choice. Link your choice of technique very clearly to the hypothesis or question and the type of data you are using to answer the question.

Assignment 10: (due Week 13, August 10th)
A) Description of preliminary analyses of data (including tables) and checking of assumptions.
B) Results of analysis should include reports in text or in tables but not both (be parsimonious).

Assignment 11: (due Week 13, August 10th)
Interpretation of results: description of limitations of the study design (including measures), description of strengths of the study design (including measures), implications for future research.

Assignment 12: 20% (due August 18th)
Decision Tree. Design a decision tree which includes all of the statistical strategies (including descriptive statistics) covered in this course. Include decisions regarding:
a) Type of data,
b) Type of strategy, and the assumptions of data when using the strategy
c) When to change strategies if assumptions are not met.