

**School Vision: Building upon a foundation of social justice and 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.**

**YEAR/TERM:** 2018 - 19 / Fall and Winter

**COURSE TITLE:** SOWK 554C (003): Qualitative Methods in Social Work Research: Research and Evaluation in Child, Youth and Family Services

**COURSE SCHEDULE:** Fridays, 9:00am – 12:00pm

**COURSE LOCATION:** Jack Bell Building, ROOM 224

INSTRUCTOR(S)	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Dr. Barbara Lee	Room 339	Thursdays, 1-2pm	604-822-9647	b.lee@ubc.ca

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## 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 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 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, 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 doing projects evaluating MCFD programs, this related to a contractual relationship between UBC and our Ministry partners. However, students may contact the instructor if considering evaluations of other human service organizations.

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## LEARNING OUTCOMES

By the end of this course, students will be able to:

- Explain epistemological, theoretical, methodological, and ethical issues associated with program evaluation.
- Critically assess the utility of evaluation frameworks and processes.
- Appraise the existing research literature.
- Conceptualize evaluation questions and develop/use appropriate measurement instruments/indicators to answer the evaluation questions.
- Collect and analyze quantitative and qualitative data.
- Disseminate research results to a variety of audiences including academic, government, and service users.

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## UNIVERSITY POLICIES

*“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.”* (UBC Calendar)

**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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**Retaining Assignments:** Students should 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.

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## COURSE POLICIES

### Attendance

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

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.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

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.

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### SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

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### RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

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### LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no

documentation will be penalized by one percentage point per day.

**FORMAT OF THE COURSE:**

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.

During the first term, students will have the opportunity to be matched with a MCFD sponsored project. Working in pairs, students will be required to prepare a literature review, outline of the scope of the work, ethics application to MCFD and an evaluation proposal.

During the second term, students will be expected to implement the research and evaluation project by collecting and analyzing data. At the end of the course, students will produce a final report and disseminate the research findings.

**REQUIRED TEXTBOOK:**

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

Additional required readings will be posted on UBC Canvas.

**COURSE SCHEDULE**

**Please note** that there may need to be some flexibility in the scheduling of topics – depending on timetables of visitors and guest speakers. Students will be updated regularly.

**Fall Term:**

<b>SESSION 1:</b>	<b>September 7, 2018</b>
<b>TOPIC:</b>	<b>Introduction to course</b> Guest: MCFD presents projects
<b>READING:</b>	Chapter 1: Introduction Chapter 2: Research problems and questions
<b>SESSION 2:</b>	<b>September 14, 2018</b>
<b>TOPIC:</b>	<b>Discussion of projects; Team building</b> <b>Library workshop:</b> Susan Paterson (Social work librarian)
<b>READING:</b>	Chapter 7: Reviewing the literature Chapter 8: Finding existing knowledge Chapter 9: Evaluating existing knowledge
<b>SESSION 3:</b>	<b>September 21, 2018</b>
<b>TOPIC:</b>	<b>Evaluation research</b>
<b>READING:</b>	Chapter 3: The quantitative research approach Chapter 4: The qualitative research approach Chapter 29: Program evaluation
<b>SESSION 4:</b>	<b>September 28, 2018</b>
<b>TOPIC:</b>	<b>Project management; Working with stakeholders</b>
<b>READING:</b>	Chapter 10: Evidence-based practice Chapter 26: Evaluating quantitative studies Chapter 27: Evaluating qualitative studies

<b>SESSION 5:</b>	<b>October 5, 2018</b>
<b>TOPIC:</b>	<b>Research designs</b> Assignment Due: Literature Review and Research Questions
<b>READING:</b>	Chapter 14: Case-level design Chapter 15: Group-level design Chapter 23" Selecting a data-collection method
<b>SESSION 6:</b>	<b>October 12, 2018</b>
<b>TOPIC:</b>	<b>Evaluation frameworks</b>
<b>READING:</b>	Access Alliance Multicultural Health and Community Services. (2011). <i>Community-based research toolkit: Resources and tools for doing research with community for change</i> . Toronto, ON: Access Alliance Multicultural Health and Community Service.
<b>SESSION 7:</b>	<b>October 19, 2018</b>
<b>TOPIC:</b>	<b>Research ethics</b>
<b>READING:</b>	Chapter 5: Research ethics Chapter 6: Research with minority and disadvantaged groups TCPS-2, 2014; OCAP
<b>SESSION 8:</b>	<b>October 26, 2018</b> Assignment Due: Scope of Work
<b>TOPIC:</b>	<b>Sampling</b>
<b>READING:</b>	Chapter 13: Sampling
<b>SESSION 9:</b>	<b>November 2, 2018</b>
<b>TOPIC:</b>	<b>Measurement</b>
<b>READING:</b>	Chapter 11: Measurement Chapter 12: Standardized measurement instruments
<b>SESSION 10:</b>	<b>November 9, 2018</b>
<b>TOPIC:</b>	<b>Theory-based approaches to evaluation</b> *Instructor is away. No class this week. Students are encouraged to use this class to complete the TCPS2 Tutorial (core) online (approx. 3 hours to complete).
<b>READING:</b>	Treasury Board of Canada Secretariat. (2012). <i>Theory-based Approaches to Evaluations: Concepts and Practices</i> . Ottawa: Author. Available: <a href="https://www.tbs-sct.gc.ca/hgw-cgf/oversight-surveillance/ae-ve/cee/tbae-aeat/tbae-aeat-eng.pdf">https://www.tbs-sct.gc.ca/hgw-cgf/oversight-surveillance/ae-ve/cee/tbae-aeat/tbae-aeat-eng.pdf</a>
<b>SESSION 11:</b>	<b>November 16, 2018</b> Assignment Due: Ethics Application
<b>TOPIC:</b>	<b>Research proposal</b>
<b>READING:</b>	Appendix A: Quantitative research proposals and reports Appendix B: Qualitative research proposals and reports
<b>SESSION 12:</b>	<b>November 23, 2018</b>
<b>TOPIC:</b>	<b>Knowledge Translation and Mobilization</b>
<b>READING:</b>	What is Knowledge Mobilization (KMb)? <a href="http://www.kmbtoolkit.ca/what-is-kmb">www.kmbtoolkit.ca/what-is-kmb</a>
<b>SESSION 13:</b>	<b>November 30, 2018</b> Assignment Due (December 7, 2018): Evaluation Proposal
<b>TOPIC:</b>	<b>Term review</b>

READING:	-
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Winter Term: (Readings in this semester are assigned depending on project need)

<b>SESSION 1:</b>	<b>January 4, 2019</b>
<b>TOPIC:</b>	<b>Qualitative research methods (Collecting qualitative data)</b>
<b>READING:</b>	Chapter 16: Structured observation Chapter 17: Qualitative interviewing Chapter 18: Survey research Chapter 20: Content analysis
<b>SESSION 2:</b>	<b>January 11, 2019</b>
<b>TOPIC:</b>	<b>Qualitative research methods (Analyzing qualitative data)</b>
<b>READING:</b>	Chapter 25: Quantitative data analysis
<b>SESSION 3:</b>	<b>January 18, 2019</b>
<b>TOPIC:</b>	<b>Workshop on NVivo; Computer lab tutorial (TBC)</b>
<b>READING:</b>	-
<b>SESSION 4:</b>	<b>January 25, 2019</b>
<b>TOPIC:</b>	<b>Quantitative research methods (Collecting quantitative data)</b>
<b>READING:</b>	Chapter 19: Secondary data analysis Chapter 21: Using existing statistics
<b>SESSION 5:</b>	<b>February 1, 2019</b>
<b>TOPIC:</b>	<b>Quantitative research methods (Analyzing quantitative data)</b>
<b>READING:</b>	Chapter 24: Quantitative data analysis
<b>SESSION 6:</b>	<b>February 8, 2019</b>
<b>TOPIC:</b>	<b>Workshop on SPSS; Computer lab tutorial (TBC)</b>
<b>READING:</b>	-
<b>SESSION 7:</b>	<b>February 15, 2019</b>
<b>TOPIC:</b>	<b>Data visualization</b>
<b>READING:</b>	-
<b>SESSION 8:</b>	<b>February 22, 2019</b>
<b>TOPIC:</b>	<b>Reading Week (No Class)</b>
<b>READING:</b>	-
<b>SESSION 9:</b>	<b>March 1, 2019</b>
<b>TOPIC:</b>	<b>Report writing</b>
<b>READING:</b>	Chapter 28: Writing reports from research studies
<b>SESSION 10:</b>	<b>March 8, 2019</b>
<b>TOPIC:</b>	<b>How to conduct an academic and professional presentation</b>
<b>READING:</b>	-

<b>SESSION 11:</b>	<b>March 15, 2019</b>
<b>TOPIC:</b>	<b>Presentation preparation</b>
<b>READING:</b>	-
<b>SESSION 12:</b>	<b>March 22, 2019</b> Assignment Due: Final Report Assignment Due (TBC): Research Presentation
<b>TOPIC:</b>	<b>Research dissemination</b>
<b>READING:</b>	-
<b>SESSION 13:</b>	<b>March 29, 2019</b> Assignment Due (April 5, 2019): Participation and Performance Feedback
<b>TOPIC:</b>	<b>Course review &amp; Lessons learned in program evaluation</b>
<b>READING:</b>	-

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## ASSIGNMENTS

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### 1 - Literature Review and Research Question(s)

**Due:** Friday October 5, 2018 by 8:59am.

**Format:** Max. 7 pages, APA, double spaced, excluding references.

**Value:** 15% of final mark

**Evaluation Criteria:** Rubric will be available on Canvas

Complete a systematic review of the empirical literature regarding the relevant issues for your research project. Review a minimum of 12 sources. 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.

### 2 - Scope of Work

**Due:** Friday October 26, 2018 by 8:59am.

**Format:** 2-3 pages, APA, double spaced, excluding references.

**Value:** 5% of final mark

**Evaluation Criteria:** Rubric will be available on Canvas. Sponsor sign-off required.

Based on conversations/negotiations with MCFD sponsors, students are to complete the Scope of Work form provided by MCFD in which you describe the work you will undertake throughout the course. The following information should be included in the Scope of Work:

- 1) Background of the project (including a brief summary of the literature)
- 2) Project purpose and research objectives
- 3) Research questions
- 4) Roles and responsibilities
- 5) Agreed upon deliverables
- 6) Scope of deliverables
- 7) Communication plan
- 8) Project timelines for activities and outputs

### 3 - Ethics Application to MCFD Sponsors

**Due:** Friday November 16, 2018, by 8:59am.

**Format:** UBC BREB Application Form

**Value:** 5% of final mark

**Evaluation Criteria:** Rubric will be available on Canvas. MCFD sign-off required.

Students are expected to submit certificate of successful completion of the UBC Behavioural Ethics Review Board (BREB), online ethics tutorial. In this course students are not responsible for individual project submissions for ethics approval to BREB; rather, there is an expedited class approval process through the instructor. However, students are asked to submit a “mock” ethics proposal, based on the UBC template, to MCFD for internal review.

#### 4 - Evaluation Proposal

**Due:** Friday December 7, 2018 by 8:59am.

**Format:** Max. 15 pages, APA, double spaced, excluding references and appendices.

**Value:** 20% of final mark

**Evaluation Criteria:** Rubric will be available on Canvas. Sponsor acknowledgement of receipt required.

Write a full evaluation proposal. The proposal will be shared with the sponsors. The proposal will comprise of the following parts:

##### Part 1. Introduction

The introduction should provide a brief description of the topic under investigation, a discussion of its relevant to social work, and a clear statement of the research question.

##### Part 2: Literature Review

The literature review should provide a summary of the literature related to the topic under investigation. Particular focus should be given to recent studies on the topic. It should conclude with a brief description of the gaps in knowledge and how the study addresses these gaps.

##### Part 3: Methodology

The methodology section should cover the following items:

- i) The sampling procedures (sample selection; recruitment plan; inclusion/exclusion criteria)
- ii) Data collection methods (measures to ensure validity; measures to ensure reflexivity)
- iii) The method of analysis

##### Appendices

Participant recruitment letter

Study information letter

Consent forms

Data collection instruments (e.g., interview guides, questionnaire, survey)

Other relevant materials for inclusion in the research proposal.

#### 5 - Interim Report

**Due:** Friday March 1, 2019 by 8:59am.

**Format:** Max. 5 pages, APA, double spaced, excluding references and appendices.

**Value:** 10% of final mark

**Evaluation Criteria:** Rubric will be available on Canvas. 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 but 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. Students are to clearly identify which components can be shared with sponsors, and which components are for

instructor feedback only. 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

## 6 - Final Report

**Due:** Friday March 22, 2019 by 8:59am.

**Format:** Max. 30 pages, APA, double spaced, excluding references.

**Value:** 25% of final mark

**Evaluation Criteria:** Rubric will be available on Canvas

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 finding and discussion section are normally combined in qualitative studies, there is typically a separate section for finding in quantitative studies that include tables and graphs and any statistically significant results and whether these supports the research hypotheses.

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: Appendices

The appendices can include the data collection instruments and any supplemental tables and graphs.

## 7 - Presentation of Results to MCFD Sponsors

**Due:** Friday March 22, 2019 (date subject to change)

**Value:** 15% of final mark

**Evaluation Criteria:** Rubric will be available on Canvas

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. 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

## 8 - Participation and Performance Feedback

**Due:** Friday April 5, 2019, by 8:59am.

**Format:** Evaluation framework will be provided on the last day of class.

**Value:** 5% of final mark

**Evaluation Criteria:** Rubric will be available on Canvas

This is an opportunity for you to reflect upon your overall participation and contribution in the research project. You will also be able to evaluate your peers/research team member's individual participation and contribution in the research project. An evaluation framework will be provided on the last day of class. This is an individual assignment and student responses will only be reviewed by the instructors.

**UBC 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.