The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/support-resources/freedom-expression

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>2020-2021 Fall Term</th>
</tr>
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<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 554C.001 Qualitative Methods in Social Work Research</td>
</tr>
<tr>
<td>Course Value</td>
<td>6</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Friday (9:00 am to 12:00pm)</td>
</tr>
<tr>
<td>Course Location</td>
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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>Professor 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>By appointment (e-mail me)</td>
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</table>
PREREQUISITES AND/OR COREQUISITES

There are no prerequisites for this course.

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.

Consistent with the Canadian Charter of Rights and Freedoms and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2014) http://www.frqnt.gouv.qc.ca/documents/10191/186009/TCPS2+pdf/6a8ab915-431b-428d-aa86-b22ca5c78053, 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, sex, sexual orientation, age and disability.

COURSE STRUCTURE AND LEARNING ACTIVITIES

This course will be conducted in both a seminar format with short lectures, on-going and open dialogues in virtual classroom and an experiential learning process through student designing, conducting and completing a small scale study. Students are expected to actively participate online discussions, personal reflection and small group discussion, through which students are expected integrating learnings from the literature and their own experiences generated through the research process. Students are encouraged to express any ideas, beliefs, thoughts, 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
LEARNING OUTCOMES: 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

Required and Recommended Reading:

All readings are available for download from the UBC Library. Students are encouraged to expand their readings to literature that are not listed in this outline.

ASSESSMENT OF LEARNING

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. 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 \textit{lastname-assignment #}.

Assignments for Term 1:

1. Participation, Value 5%

Students are required to take part in the weekly online discussion. The participation grade will be assessed based on a) regularity in participation and b) contribution in discussion.

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

Review not less than 10 pieces of literature, including not more than two pieces of grey literature, relevant to your project. Use these to outline the conceptual and empirical contexts that provide 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: 6-7 pages (double-spaced).* See Guidelines for Study Proposal below.

**Marking guidelines for assignment #1:**

Content (approximately 30%)
- Use of relevant scholarly and grey literature
- Provision of a clear description of the subject matter and its background
- Demonstration of understanding of current discourse of the subject matter

Analysis (approximately 50%):
- Critically describes and analyzes the substantive issue(s) to be studied
- Appropriately articulates the importance and relevance of the proposed study to social work and human services in terms of social justice and transformation.
- Creatively synthesizes and critically evaluates literature in a way that can logically and evidentially contextualize and justify the research question.

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

3. TCPS Training and Certificate: Value: 5%, Due Date: Before October 16 (Thu)
   - Submit the certificate of successful completion of BREB on-line ethics tutorial available at [https://ethics.research.ubc.ca/education-training/online-tutorials-training](https://ethics.research.ubc.ca/education-training/online-tutorials-training)

4. Ethical Review, Value: 5%, Due Date: November 16 (Mon)
   - 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. [https://www.rise.ubc.ca/]

5. Study Proposal, Value: 20%, Due: December 12th (Sat)

Hand in your research proposal according to attached guidelines. *Length: 14 (+/- one page) pages, including all references and appendices*

**Marking guidelines for assignment #4:**

Content (approximately 30%)
Comprehensively addresses and logically connects components of study proposal, appropriate use of relevant, current & classic literature and documents including references, sound justifications of choices of research methods, sampling strategy and data collection methods.

**Analysis (approximately 50%):**
- Critically describes and analyzes the substantive issue(s) to be studied.
- Appropriately articulates the importance and relevance of the proposed study to social work and human services in terms of social justice and transformation.
- Creatively synthesizes and critically evaluates literature in a way that can logically and evidentially contextualize and justify the research question.
- Innovatively and appropriately uses theory to frame the research design.
- Provides 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.

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

**RETURN OF MARKED STUDENT ASSIGNMENTS:** All assignments are to be submitted via email to miu.yan@ubc.ca. Assignments will be marked with track changes and comments provided.

**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 three percentage points per day.

Last date for withdrawal without a W on your transcript: **September 28, 2020**
Last date for withdrawal with a W instead of an F on your transcript: **November 27, 2020**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>11/09/2020</td>
<td>Overview of course, discussion of students’ experiences and learning goals</td>
</tr>
<tr>
<td></td>
<td><strong>Why are social work practitioners doing research?</strong></td>
</tr>
<tr>
<td></td>
<td>I.  How is qualitative research useful to social work?</td>
</tr>
<tr>
<td></td>
<td>II. What is the use of qualitative research in policy and program development?</td>
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<td></td>
<td>III. How to make sure the research has a transformative impact on policy, program and practice?</td>
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<td><strong>Required Readings:</strong></td>
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<td><strong>Supplementary Readings:</strong></td>
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<tr>
<td>18/09/2020</td>
<td>Many ways of knowing</td>
</tr>
<tr>
<td></td>
<td>I.  Who am I to know?</td>
</tr>
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<td></td>
<td>II. How do we know we know?</td>
</tr>
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<td></td>
<td>III. How many ways can we know about the “reality”?</td>
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<tr>
<td></td>
<td><strong>Required Readings:</strong></td>
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<td></td>
<td><strong>Discussion Paper:</strong></td>
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<td></td>
<td><strong>Supplementary Readings</strong></td>
</tr>
<tr>
<td>25/09/2020</td>
<td>Who is generating the new knowledge?</td>
</tr>
</tbody>
</table>
I. Who is asking the question(s)?
II. Who is answering the questions?
III. How do we as who we are shape the research?
IV. How do the interlocutors shape the knowledge generation process?

Required Readings:


Discussion Paper:


Supplementary Readings:


02/10/2020

Ethics and politics of knowing

I. What does it mean ethical research?
II. How can qualitative research be ethical?
III. Can research be an impartial effort to seek new knowledge?
IV. How can social work research be ethical transformative?

Required Required:

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

Readings:


e) Banks, L.M., Kelly, S.A., Kyegombe, N., Kuper, H., Devries, K. (2017) “If he could speak, he would be able to point out who does those things to him”: Experiences of violence and access to child

**Supplementary Readings**


**09/10/2020**

**What is a sound research design?**

I. What are the major components of a sound research design?

II. What are the steps of designing a research project?

III. Who will be the participants of the study? How to recruit them?

**Required Readings:**


**Discussion Paper:**


**Supplementary Readings**


**16/10/2020**

**Am I asking the right question?**

I. How can we engage with the research community through literature?

II. Why is research question important?

III. What are the key elements that constitute the right question(s)?

IV. What is the role of theory in qualitative research?

**Required Readings:**


**Discussion Paper:**

Lauer et al. (2012), Probst, B., & Berenson, L. (2013); Banks et al. (2017), Ho et al. (2018),

**Supplementary Readings:**


<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>23/10/2020</td>
<td>Navigating UBC Library for Research – with librarian Susan Paterson</td>
</tr>
</tbody>
</table>
| 30/10/2020 | **How to generate qualitative data?**  
I. What are qualitative data?  
II. How to collect qualitative data?  
III. How to decide which data collection method?  

**Required Readings:**


**Discussion Paper:**

Lauer et al. (2012), Probst, B., & Berenson, L. (2013); Banks et al. (2017), Ho et al. (2018),

**Supplementary Readings:**


<table>
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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>06/11/2020</td>
<td><strong>What are the major qualitative research approaches?</strong></td>
</tr>
</tbody>
</table>
Method 1: Phenomenology

Required Readings:


Method 2: Narrative Research

Required Readings:


Method 3: Ethnography

Required Readings:


13/11/2020

What are the major qualitative research approaches?

Method 4: Grounded Theory

Required Readings:


Method 5: Action Research

Required Readings:

Method 6: Case Study

Required Readings:


20/11/2020

**Indigenous Research:**

**Guest Speaker:**

**Required Readings:**


**Supplementary Readings (examples of different approaches)**

- UBC Indigenous Research Methodologies
  (https://guides.library.ubc.ca/c.php?q=383361&p=2597593#s-lg-box-7926519)

- The First Nations Principles of OCAP™ downloaded from

- TCPS 2 (2018) – Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada

27/11/2020

**Why should anyone trust your work?** Credibility & Trustworthiness

I. How to evaluate the quality of a qualitative study?
II. How can we assure the study is trustworthy?

**Required Readings:**


Supplementary Readings:


Outline for term 2 will be available in December

**SCHOOL/COURSE POLICIES:**

**Attendance**
The attendance policy is in the student handbook on page 11: [https://socialwork.ubc.ca/current-students/](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. 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.


**LEARNING RESOURCES:**

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. [https://learningcommons.ubc.ca/](https://learningcommons.ubc.ca/)

**UNIVERSITY POLICIES:**

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at
LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

• View overall class progress
• Track your progress in order to provide you with personalized feedback
• Review statistics on course content being accessed to support improvements in the course
• Track participation in discussion forums
• Assess your participation in the course]

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. The instructor will record the lecture and post on Canvas. Students are not permitted to record the lecture and online class discussion.
UBC GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>73.5</td>
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<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
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<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
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<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
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<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
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<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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