

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> SOWK 404		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Research Methods and Evaluation <b>Course Short Title:</b> Research Methods & Evaluation <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> School of Social Work and Human Services															
<b>Calendar Description:</b> Provides the fundamentals to understanding research in a social work context including composing a research question, applying research methods, preparing a literature review, critiquing evidence, and disseminating research.																	
<b>Prerequisites (or NONE):</b>		SOWK 330 or admission to the MSW program.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>SSSW 404</b> Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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<b>Total hours</b>	<b>45</b>																
		<b>Maximum enrolment (for information only):</b> 32 <b>Expected Frequency of Course Offerings:</b> Annually															
<b>Department / Program Head or Director:</b> Margaret Coombes		<b>Date approved:</b> March 1, 2019															
<b>Faculty Council approval</b>		<b>Date approved:</b> May 10, 2019															
<b>Dean/Associate VP:</b> Tracy Ryder Glass		<b>Date approved:</b> May 10, 2019															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> June 28, 2019															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> August 29, 2019															

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Critically evaluate research from social work and other disciplines.
2. Explore the relationship between research and current social work practice.
3. Explain how anti-oppressive theories influence the context, design, methods, and implementation of research.
4. Explain foundational quantitative and qualitative data analysis methods.
5. Analyze the research design process, including data collection, data analysis, and implementation and dissemination of social work research.
6. Develop a literature review.
7. Develop a research question that is well defined, leads to the generation of knowledge, and matches the scope of the research design.
8. Explain how to establish and maintain relational accountability with communities such as Indigenous people.
9. Critique processes involved in research with an emphasis on articulating the harms caused by exploitative research with vulnerable populations.
10. Critically reflect on research ethics in the context of social work practice and the social work code of ethics.
11. Explain the influence of worldview and social location on the knowledge development process.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)  
Lectures, small group discussion, presentations, etc.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Brown, L. & Strega, S	Research as resistance	<input checked="" type="checkbox"/>	Canadian Scholars' Press	
2. Wilson, S.	Research is ceremony: Indigenous research methods	<input checked="" type="checkbox"/>	Fernwood Publishing	
3. Reid, C., Greaves, L., and Kirby, S.	Experience Research Social Change: Critical Methods	<input checked="" type="checkbox"/>	University of Toronto Press	
4.				
5.				

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	25%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project Group:	25%	Practicum:	%	Literature Review:	25%
Quizzes/tests:	25					Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

1. What is research? The role of worldview in measuring what we value and valuing what we measure
2. What are some ethical dimensions of research? Anti-oppressive approaches and the role of ethics boards
3. How do we design research? Developing research questions
4. How do we make sense of evidence? Qualitative and quantitative data analysis.
5. What do we know, and where are the gaps in what we know? Conducting a literature review
6. How do we pursue relational reciprocity in research? The spectrum of participation in research
7. Indigenous methodologies
8. How can we achieve the stated goals and mission of the UFV School of Social Work? Logic models
9. How do we define success? Who can best evaluate social work practice? Methods for ensuring evidence-based practice and collecting practice-based evidence.
10. Is research useful? Knowledge translation
11. How does research connect with social work practice and social justice?