

ORIGINAL Course Implementation Date:	September 2010
REVISED Course Implementation Date:	September 2020
Course to be REVIEWED Date: (six years after GSC approval)	May 2026

OFFICIAL GRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SOWK 704		Number of Credits: 3 See Course credit policy (105) and the Principles for Course Credit Assignment: Graduate Studies	
Course Full Title: Research Methods in Social Work Course Short Title (if title exceeds 30 characters):			
Faculty: Faculty of Professional Studies		Department/School: School of Social Work and Human Services	
Calendar Description: (55 words maximum) An overview of research design, methods and implementation of research. Explores ethical issues, the role of the researcher, and the limitations of research. Students complete a research project based on secondary data: policy analysis, document/literature analysis, discourse analysis, or historical review. Students will develop the practical skills of a researcher.			
Prerequisites (or NONE):		Admission to the Master of Social Work, SOWK 404 or equivalent, and one of (STAT 104, STAT 106, PSYC 110, or equivalent). Note: Students must have taken a research and statistics course prior to taking this course. Students should also have a basic understanding of literature review and research design.	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite UFV Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: Equivalent UFV 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>			
Total Contact Hours: 45 Sample structure of instructional hours:		Special Topics (Double-click on box to select) Will this course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the topic will be recorded when offered.	
1. Face to face instruction (in class, lecture, etc.) 2. Lab hours 3. Online class learning 4. Community learning 5. Group work See: Course credit policy (105) and the Principles for Course Credit Assignment: Graduate Studies Note: For each contact hour students should expect to spend at least three hours further on coursework outside of class.		Grading system: Letter Grades: <input checked="" type="checkbox"/> Credit/No Credit: <input type="checkbox"/>	
		Prior Learning Assessment and Recognition (PLAR) <input type="checkbox"/> Yes, upon approval and on a case by case basis. <input checked="" type="checkbox"/> No, PLAR cannot be awarded for this course because MSW courses cannot be done by PLAR, as per Academic Calendar	
		Expected Frequency of Course Offerings (every semester, annually, every other year, etc.): Every 2 years, based on MSW Cohort Model	
Senate Graduate Studies Committee		Date Approved: May 14, 2020	

Course Objective

The overall purpose/rationale for this course is:

To provide an overview of research methods, ethical issues, the role of the researcher, and the limitations to research that arise on the basis of research design. Students develop the skills and experience to implement an applied research project in social work. Applied research skills are important to social work policy and practice, to ensure the ongoing attainment of current knowledge that is required for social work professionals.

Learning Outcomes

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

- Explain the methods utilized for knowledge acquisition and their relationship to specific types of research questions
- Critically analyze qualitative and quantitative methods
- Identify and address ethical issues within the context of research
- Assess the role of power, culture, and human diversity in research
- Explain the role of dynamics of researchers who are internal and external to organizations
- Examine and conceptualize research within the context of social change
- Demonstrate the skill to develop and implement a small research project

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

Sample Instructional Methods

(e.g., face to face instruction, online collaborative, online self-directed, experiential, student led learning, group collaboration, etc.).

The methods for SOWK 704 include classroom (face to face) attendance, online classes, and an audio-conference component (if available). Classroom component: lecture, discussion, guidance and discussion about specific projects. Online component: lecture, student postings regarding specific discussion questions. Audio-conference component: combine lecture, discussion and specific questions and discussion about individual research projects.

Sample Text(s) and Resource Materials

Dudley, J.R.	Research Methods for Social Work: Being Producers and Consumers of Research (2 nd Edition)	<input checked="" type="checkbox"/>	Pearson Education
	Understanding Human Research Ethics: A Handbook for Researcher	<input checked="" type="checkbox"/>	University of the Fraser Valley
	Coursepack	<input type="checkbox"/>	

Alvesson, M. & Skoldberg, K. (2009). *Reflexive methodology: New vistas for qualitative research* (2nd ed.). London: Sage Publications.

Bardach, E. (2008) *A practical guide for policy analysis*. Thousand Oaks: .CQ press/ Sage

Biber, S. (2013). *Feminist research practice*. Thousand Oaks: Sage.

Black, T. R. *Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research Design, Measurement and Statistics*. London: Sage, 1999;

Borland, K. (1991). 'That's not what I said': interpretive conflict in oral narrative research. In: S.B. Gluck & D.Patai, eds. *Women's words: the feminist practice of oral history*. New York and London: Routledge.

Brown, L., & Strega, S. (2005). *Research as resistance: Critical, indigenous, & anti-oppressive approaches*. Toronto, ON: Canadian Scholars Press.

Carey, M. (2013). *The social work dissertation: Using small-scale qualitative methodology* (2nd ed.). Berkshire, UK: Open University Press.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Clough, P., & Nutbrown, C.(2003) *A student's guide to methodology: Justifying enquiry*. Thousand Oaks, CA: Sage

Cooperrider, D. L., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. San Francisco, CA: Berrett-Koehler.

Cower, C.D. & Menon, G. (2001) Integrating qualitative and quantitative research methods In: Thyer, B.A. (Ed) *The Handbook of Social Work Research Methods*. Thousand Oaks, CA: Sage

- Creese, G. & Frisby, W. (2011). *Feminist community research: Case studies and methodologies*. Vancouver, BC: UBC Press.
- Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2007). *Qualitative research: Traditions of inquiry*. Thousand Oaks, CA: Sage.
- Davison, J. (2004). Dilemmas in research: Issues of vulnerability and disempowerment for the social worker/researcher. *Journal of Social Work Practice*, 18, 379-393.
- Denzin, N.K. & Lincoln, Y. S. (Eds.) (2005). *The Sage handbook of qualitative research* (3rd Ed.). Thousand Oaks, CA: Sage.
- Fitzgerald, T. (2012) Documents and documentary analysis. In Briggs, A.R.J., Coleman, M. & Morrison, M. (eds.). *Research Methods in Educational Leadership and Management*.
- Gee, J. P. (2014) *An introduction to discourse analysis*. (4th ed.) London: Routledge.
- Giesbrecht, M. D. & Crooks, V. A. (2016). *Place, health and diversity: Learning from the Canadian experience*. New York, NY: Routledge.
- Gray, D. E. (2014). *Doing research in the real world* (3rd ed.). Thousand Oaks, CA: Sage.
- Greenwood, D. J., & Levin, M. (2007). *Introduction to action research: Social research for social change*. Thousand Oaks, CA: Sage.
- Grinnell, R.M. Jr., & Unrau, Y.A. (Eds.). (2005). *Social work research and evaluation: Quantitative and qualitative approaches*. New York, NY: Oxford University Press.
- Heller, M., Pietikainen, S. & Pujolar, J. (2018). *Critical sociolinguistic research methods: Studying language issues that matter*. New York, NY: Routledge.
- Hesse-Biber, S. N. & Leavy, P. (Eds.). (2008). *Handbook of emergent methods*. New York: Guilford.
- Humphries, B. (2008). *Social work research for social justice*. New York, NY: Palgrave MacMillan.
- Kovach, M. (2010). Conversational methods in Indigenous research. *First Peoples Child and Family Review*, 5(1), 40-48.
- Islam, N. (2000). Research as an act of betrayal. In F.W. Twine & J. Warren, (Eds.). *Racing research, researching race*. New York: New York University Press.
- Kirby, S., Greaves, L., & Reid, C. (2006). *Experience, research, social change: Methods beyond the mainstream*. Aurora, ON: Garamond Press.
- Kvale S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.
- Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. London, UK: The Falmer Press.
- Marlow, C. (2005). *Research methods for generalist social work*. (4th edition). Pacific Grove, CA: Brooks Cole.
- McIntyre, A. (2008). *Participatory action research*. Thousand Oaks, CA: Sage.
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. Thousand Oaks, CA: Sage.
- Padgett, D. K. (1998). *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA: Sage.
- Parada, H. & Wehbi, S. (2017) *Reimagining anti-oppression social work research*. Toronto, ON: Canadian Scholars' Press.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Saldana, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage.
- Smith, L. T. (2012). *Decolonizing methodologies: Research and Indigenous peoples*. London, UK: Zed.
- Stoecker, R. (2013). *Research methods for community change: A project-based approach*. Thousand Oaks, CA: Sage.
- Strauss, A. & Corbin, J. (1998). *Basics of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Silverman, D. (2006). *Interpreting qualitative data* (3rd ed.). Thousand Oaks, CA: Sage.
- Tilley, S. A. (2016). *Doing respectful research: Power, privilege and passion*. Winnipeg: Fernwood.
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. (2018). Ottawa, ON: Government of Canada.
- Tripodi, T., & Potocky-Tripodi, M. (2007). *International social work research: Issues and prospects*. New York, NY: Oxford University Press.

Van de Sande, A. & Schwartz, K. (2011). *Research for social justice: A community-based approach*. Halifax, NS: Fernwood Publishing.

Wilson, S. (2001). What is an Indigenous research methodology? *Canadian Journal of Native Education*, 25(3), 175-179.

Wilson, S. (2008). *Research as ceremony: Indigenous research methods*. Black Point, NS: Fernwood Books.

Yegidis, B.L., & Weinbach, R.W. (2006). *Research methods for social workers*. (4th edition). Toronto: Allyn & Bacon.

Yin, R.K. (2003). *Applications of case study research*. Thousand Oaks, CA: Sage.

Sample Required Additional Supplies and Materials

(software, hardware, tools, specialized clothing, etc.)

Sample Evaluation Methods and Weighting

(e.g., term paper, essay, assignment, research paper, final exam, midterm exam, major paper, thesis, practicum, research proposal, lab work, etc.)

Research Journal 1	10%	Quizzes/Tests	15%	TCPS Course	10%	%
Research Journal 2	10%	Research Project Outline	25%	Research Report	30%	%

Sample Course Content and Topics

These are typical evaluation methods.

Assignment #1 - Research Journal: Situating the self as researcher

Assignment #2 – Research project outline

Assignment #3 – TCPS Online Course. While the emphasis of the course is to complete secondary data collection, students may still choose to collect primary data at a later date. The course content includes primary data collection. As researchers in the future, students should have a basic understanding of the TCPS which is key to understanding research ethics with human participants.

Assignment #4 - Research Report

1. Designing the research question,
2. Review of research design and introducing research methods
3. Examining agency needs, ethical considerations
4. Sampling, data collection, qualitative and quantitative methods, needs assessment, Indigenous ways of knowing
5. Documentary analysis, systematic review
6. Power, culture including Indigenous and Francophone realities, and difference in research projects
7. Data collection
8. Data collection, research for social change and participatory research
9. Data analysis
10. Limitations and implications of research
11. Writing-up, reporting findings, dissemination of research
12. Summing-up and wrap-up

Students are required to complete all assignments and quizzes in order to receive a final grade for the course.