### Course Code and Number: SOWK 404

**Number of Credits:** 3  
[Course credit policy](105)

### Course Full Title: Research Methods and Evaluation

**Course Short Title:** Research Methods & Evaluation

*(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*

### Faculty: Faculty of Professional Studies

**Department (or program if no department):** School of Social Work and Human Services

### Calendar Description:

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.

### Prerequisites (or NONE):

SOWK 330 or admission to the MSW program.

### Corequisites (if applicable, or NONE):

### Pre/corequisites (if applicable, or NONE):

### Antirequisite Courses *(Cannot be taken for additional credit.)*

**Former course code/number:** SSSW 404  
**Cross-listed with:**  
**Dual-listed with:**  
**Equivalent course(s):**  
*(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.)*

### Special Topics *(Double-click on boxes to select.)*

This course is offered with different topics:  
☑ No ☐ Yes *(If yes, topic will be recorded when offered.)*

### Independent Study

If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*  
☑ No ☐ Yes, repeat(s) ☐ Yes, no limit

### Transfer Credit

Transfer credit already exists: *(See [bctransferguide.ca](http://bctransferguide.ca).)*  
☐ No ☑ Yes

Submit outline for (re)articulation:  
☐ No ☑ Yes *(If yes, fill in transfer credit form.)*

### Grading System

☐ Letter Grades ☑ Credit/No Credit

### Maximum enrolment (for information only): 32

### Expected Frequency of Course Offerings:

Annually

### Typical Structure of Instructional Hours

<table>
<thead>
<tr>
<th>Lecture/seminar hours</th>
<th>45</th>
</tr>
</thead>
<tbody>
<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>
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</tbody>
</table>

**Total hours:** 45

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

### Department / Program Head or Director: Margaret Coombes

**Date approved:** March 1, 2019

### Faculty Council approval

**Date approved:** May 10, 2019

### Dean/Associate VP: Tracy Ryder Glass

**Date approved:** May 10, 2019

### Campus-Wide Consultation (CWC)

**Date of posting:** June 28, 2019

### Undergraduate Education Committee (UEC) approval

**Date of meeting:** August 29, 2019
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.)

<table>
<thead>
<tr>
<th>Author (surname, initials)</th>
<th>Title (article, book, journal, etc.)</th>
<th>Current ed.</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, L. &amp; Strega, S</td>
<td>Research as resistance</td>
<td>☒</td>
<td>Canadian Scholars’ Press</td>
<td></td>
</tr>
<tr>
<td>Wilson, S.</td>
<td>Research is ceremony: Indigenous research methods</td>
<td>☒</td>
<td>Fernwood Publishing</td>
<td></td>
</tr>
<tr>
<td>Reid, C., Greaves, L., and Kirby, S.</td>
<td>Experience Research Social Change: Critical Methods</td>
<td>☒</td>
<td>University of Toronto Press</td>
<td></td>
</tr>
</tbody>
</table>

4.

5.

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)

Typical Evaluation Methods and Weighting

<table>
<thead>
<tr>
<th>Final exam:</th>
<th>%</th>
<th>Assignments: 25%</th>
<th>Field experience: %</th>
<th>Portfolio: %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam:</td>
<td>%</td>
<td>Project Group: 25%</td>
<td>Practicum: %</td>
<td>Literature Review: 25%</td>
</tr>
<tr>
<td>Quizzes/tests:</td>
<td>25</td>
<td></td>
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<td>Total: 100%</td>
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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
10. Is research useful? Knowledge translation
11. How does research connect with social work practice and social justice?