

CYC 423 RESEARCH METHODS IN CHILD AND YOUTH CARE	
TERM	September – December 2019
CLASS TIMES	Wednesdays, 1:30 – 4:20pm
CLASS LOCATION	Clearihue, A202
INSTRUCTOR	Doug Magnuson, Phd
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### COURSE DESCRIPTION

This is an introduction to the knowledge and skills needed to locate, understand, and utilize research and evaluation in CYC.

### COURSE CONTENT

This course is designed to provide students with:

- An in-depth description of the value of evaluation in CYC practice
- An introduction to evaluation tools available to CYC practitioners
- Principles and criteria for interpreting CYC-related research and evaluation
- An introduction to basic data gathering and design skills
- An introduction to evaluation research and evidence-based practice
- Experience articulating evaluation and research questions in CYC practice

### COURSE GOALS

This course has two major goals: One is to help you acquire a toolkit of practical skills used to interpret evaluation and to implement evaluation activities and to help you acquire an introductory understanding of the field of evaluation.

### COURSE MATERIALS

#### Textbooks:

Grinnell, R. M., Gabor, P. A., Unrau, Y. A. (2016). *Program evaluation for social workers: Foundations of evidence-based programs*. Oxford University Press.

#### Readings on the library's course reserves system (ARES)

Bamberger, M., Rugh, J., & Mabry, L. (2006). Strengthening the evaluation design and the validity of the conclusions. In *Real World Evaluation* (pp. 132-155). Thousand Oaks, CA: Sage.

Fischer, J. (2009a). Evidence-based practice. In J. Fischer (ed.), *Toward evidence-based practice* (pp. 451-459). Chicago: Lyceum.



Fischer, J. (2009b). Measurement of client problems for improved practice. In J. Fischer (ed.), *Toward evidence-based practice* (pp. 208-230). Chicago: Lyceum.

Gambrill, E. (2004). Contributions of critical thinking and evidence-based practice to the fulfillment of the ethical obligations of professionals. In H. E. Briggs, & T. L. Rzepnicki. *Using Evidence in Social Work Practice* (pp. 3-16). Chicago: Lyceum.

Greenhaigh, T., & Taylor, R. (1997). How to read a paper: papers that go beyond numbers (qualitative research). BMJ, Issue 315, 740-743. Retrieve from the library.

McDavid, J. C., Huse, I., & Hawthorn, L. R. L. (2006). Applying qualitative evaluation methods. In Program Evaluation & Performance Measurement: An Introduction to Practice (pp. 165-201). Thousand Oaks, CA: Sage.

#### PREREQUISITES

Third-year standing.

#### SCHEDULE

Week	Content	Readings
4 Sept	Why research and evaluation? Introduction to the library Becoming an evidence-based practitioner	Grinnell, ch. 1 Gambrill, 2004
11 Sept	Approaches and types of evaluation The Evaluation Process	Grinnell, chs 2-3
18 Sept	Evaluation Standards and Ethics	Grinnell, chs. 4-6
25 Sept	Programs, Logic Models, and Evidence	Grinnell, chs. 7-9
02 Oct	Needs Assessment	Grinnell, chs. 10 -11
09 Oct	Process Evaluation	Grinnell, ch. 12  Fischer, J. (2009b). Measurement of client problems for improved practice. In J. Fischer (ed.), <i>Toward evidence-based practice</i> (pp. 208-230). Chicago: Lyceum.



16 Oct	Outcome Evaluation	Grinnell, 13  Fischer, J. (2009a). Evidence-based practice. In J. Fischer (ed.), <i>Toward evidence-based practice</i> (pp. 451-459). Chicago: Lyceum.
23 Oct	Efficiency Evaluation	Grinnell, ch. 14
30 Oct	Quantitative Measurement	Grinnell, ch. 15-16
6 Nov	Qualitative Measurement	Greenhaigh, T., & Taylor, R. (1997). How to read a paper: papers that go beyond numbers (qualitative research). <i>BMJ</i> , Issue 315, 740-743. Retrieve from the library.  McDavid, J. C., Huse, I., & Hawthorn, L. R. L. (2006). Applying qualitative evaluation methods. In <i>Program Evaluation &amp; Performance Measurement: An Introduction to Practice</i> (pp. 165-201). Thousand Oaks, CA: Sage.
	Reading Break	
20 Nov	Sampling	Grinnell, ch. 17
27 Nov	Writing Evaluations	Grinnell, ch 21

## ASSIGNMENTS

### Weekly Activities

There are five bi-weekly activities worth 3 percentage points each 15%

### Evaluation Design

This paper is the first half of the final project. In this paper you will:

- describe the evaluation question/problem for your program;
- describe other evaluations and research that have addressed this problem;



- c) write a set of goals and questions for the evaluation;
- d) describe the program, including a logic model.

You will want to have at least one evaluation from a clearinghouse and one evaluation from two of the four types (needs assessment, process evaluation, outcome evaluation, and efficiency evaluations). You will also want to include a program logic model.

35%

## **Evaluation Project**

This paper picks up where the first paper stops. Select an evaluation design and then develop the data collection plan for that design, including at least one quantitative and one qualitative measurement method. Describe the participants, sample, procedure, and the data analysis methods. Explain the ethical standards and how they apply.

50%

### **ASSIGNMENT COMPLETION EXPECTATIONS**

#### **Assignments**

1. Each assignment is due on the specified date. University policies state that extensions will be given only in situations of medical or family emergency with instructor consultation before the due date for the assignment. If, due to extenuating circumstances, you are unable to meet an assignment due date, you must negotiate a formal extension before the original assignment deadline with your instructor specifying the conditions for completion of the assignment. (In case of illness, documentation by a physician may be required.)
  - a. Assignments after any due date without negotiation will drop five percentage points per day late and after three days will be graded "0".
  - b. Extensions will normally not exceed one week beyond the assignment due date.
  - c. The instructor has final discretion on granting extensions.
  - d. Grounds for granting extensions will usually be limited to family and medical emergencies.
2. Assignments with a new negotiated due date need to be submitted to the instructor with a date stamp (when turned in to the front office counter) or email/drop-box submission date no later than the negotiated date or they will not be accepted. Students may be asked to provide medical proof or other substantiating documents for papers with new negotiated due dates. Grade deferrals will only be considered in extreme, documented circumstances.
3. You must complete all assignments and requirements to pass each course. A letter grade of "N" will be given if any assignment has not been received by the completion of the course and for which you have not negotiated an extension with your instructor. This is calculated as "0" in your grade point average (GPA).

#### **Deferrals**

1. It is the School of Child and Youth Care's policy that, in order to be considered for deferred status, students must:



- have completed at least 50% of the coursework at the time the deferral is requested
- have met with the course instructor and agreed on dates for the submission of the outstanding work. The dates are to be recorded in the student's file. School policy on the submission of assignments (and penalties) applies to these dates.
- have submitted a request for academic concession form to Record Services with appropriate support documentation no later than 10 days after the end of the examination period for that term.
- University policy requires that deferred grades be submitted no later than the end of the term following the session in which the deferral is granted. There will be no exceptions made to this policy.

The instructor who was responsible for the section of the course in which the student was registered is responsible to grade the deferred work provided it is submitted within the time period set by the university. The instructor is not expected to provide course materials or tutorials to students whose grade was deferred.

#### COURSE EXPERIENCE SURVEY

"I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved."

#### UNIVERSITY ACADEMIC POLICIES

1. [UVic Grading Scale](#)
2. [Evaluation of Student Course work \(Review of Assigned Grade\)](#)
3. [Attendance](#)
4. [Appeals](#)
5. [Academic Concessions](#)
6. [Academic Integrity](#)
7. [Centre for Accessible Learning \(CAL\)](#)
8. [BC Freedom of Information and Protection of Privacy](#)

#### HUMAN & SOCIAL DEVELOPMENT POLICIES

1. [HSD Guidelines for Professional Conduct](#)



2. **Practicum Courses:** If this is a practicum course, please see the [HSD regulations concerning practica](#) in the current calendar and information on [criminal records checks](#) in the calendar and in the [practicum area](#) of our website.

3. **Child and Youth Care policies**

The School of Child and Youth Care fosters a welcoming and positive learning, teaching and working environment for all its members. In all aspects of your participation within the School of Child and Youth Care, it is expected that you will incorporate [the principles of respect for diversity, equity, and inclusion](#). Our policies, guidelines and resources are intended to support you in your learning journey, helping you to understand expectations and providing you with easy access to some of the resources you may need. If you have any **questions or concerns**, our [tips for helping students resolve concerns](#) may prove useful. Remember, a solid understanding of school and university policies will help you succeed in this course and in your program. With this in mind, students taking School of Child and Youth Care (SCYC) courses are required to read and adhere to the following policies:

- All academic policies in the university calendar including the [General University Policies](#) (see left navigation bar), [HSD Faculty Academic Regulations](#), and [SCYC Academic Regulations](#)
- All [undergraduate policies](#) located on the School website and within this course syllabus.

**NOTE:** The School and your instructor will abide by the [BC Freedom of Information and Protection of Privacy Act](#).

#### OVERVIEW

The course focuses on the knowledge and skill to understand and carry out research on child and youth care practice. The components of the course consist of program evaluation, designs appropriate for the evaluation within CYC practice, and studies of empirical research that address the features and effectiveness of interventions in relation to the conditions that are targeted for improvement. Students will examine basic issues, designs, and methodologies of social research.

#### RESOURCES

1. [Indigenous Student Support Centre](#)
2. [Centre for Accessible Learning](#)
3. [Counselling Services](#)
4. [Centre for Academic Communication](#)
5. [Library](#)
6. [Ombudsperson](#)
7. [Computer Help Desk](#)
8. [Technology Integrated Learning \(online learning resources\)](#)

#### RETAIN YOUR SYLLABUS

Course syllabi are required documents for course challenges and may be required when applying to other institutions and graduate schools. It is important that you retain this syllabus for documentation of your course description, content and readings. The School of Child and Youth Care does not retain copies of all course syllabi. There is a minimum \$25 administration fee charged for copies of archived course syllabi.



## TECHNOLOGY USE IN THIS COURSE

Instructors use a variety of educational technology in courses including internet-based technologies or web-based applications, cloud services and social media. The use of technology is part of your engagement at the University. Some of these learning tools may collect, use and/or disclose your personal information and store or access that information outside of Canada.

UVic cannot require students to disclose personal information to technologies or organizations which may store information on servers located outside of Canada because disclosure of personal information to vendors, systems or services storing or accessing that personal information out of Canada is restricted by section 30.1 of BC's *Freedom of Information and Protection of Privacy Act* (FIPPA). Personal information is information about an identifiable individual; for example, your name or your email address.

At the time of course creation, no technology required for student use stores personal information outside Canada. If you have concerns, please check with your instructor.

