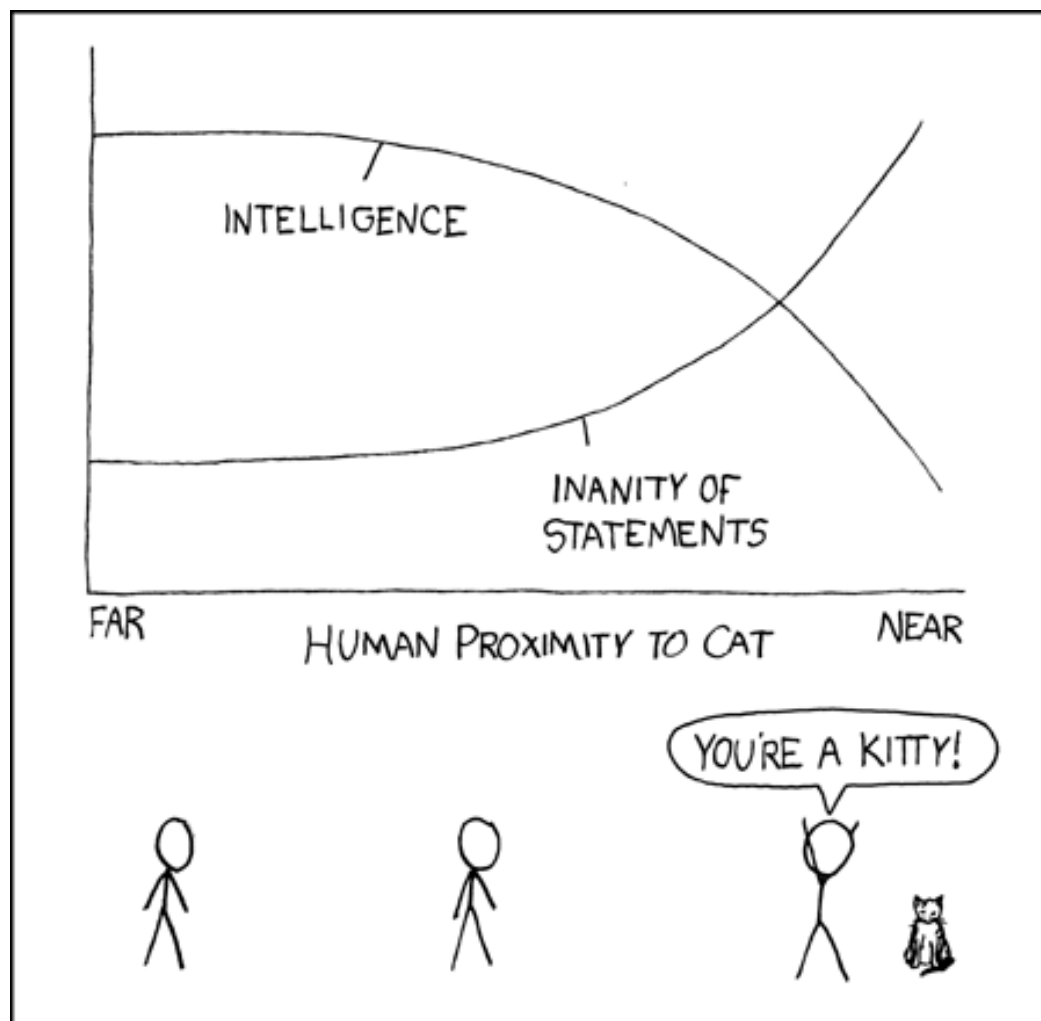

QUALITATIVE AND QUANTITATIVE ANALYSIS IN CHILD AND YOUTH CARE



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Course Description

This course provides students with a foundation in qualitative and quantitative data analysis methods that are useful in evaluation and analysis of child and youth care practice, including descriptive methods and data visualization on the quantitative side, and the qualitative methods of content analysis, coding, thematic analysis, and theory-building on the qualitative side.

Goals and Outcomes

By the end of this course, students will be able to:

- Use basic qualitative and quantitative data analysis methods to visualize, organize, and interpret data.
- Use data to make an effective argument, say, to advocate for a client or to evaluate a practice.
- Write papers effectively using data.

Course Outline

Section 1: Quantitative analysis

The quantitative section is an introduction to the types of data that you might encounter in practice and methods of organizing, analyzing, and visualizing that data. We will practice spreadsheet skills and then apply them to some data in the field.

Section 2: Qualitative analysis

The second half of the course is composed of a series of practice exercises that prepare you to use qualitative methods to interpret qualitative data. These include content analysis, coding, and thematic analysis. You will also learn how to use matrices, charts, and diagrams to illustrate themes and findings. At the end of this section you will write a paper using what you have learned. You will also learn to use software for qualitative data analysis (Dedoose).

Required Readings and Resources

Miles, M. B., Huberman, A. M., & Saldana, J. *Qualitative Data Analysis: A methods sourcebook*. Sage. Used copies of this book are fine.

The quantitative section of the course requires you to register with datacamp.com. You will receive an invitation email. If you respond to this email, it should be free.

For the qualitative section of the course, register for an account with dedoose.com. Select the monthly payment option. See the Reading Break section of the course on Course Spaces for more information.

Assignments

A. Quantitative Data Analysis Activities

1. There are six datacamp.com tutorials, and each lesson is an opportunity to earn XP points. These will be marked using the same grading system used by UVic, though anything above 89 out of 100 will be marked as 89.

15%

2. There will be three practice exercises, beginning in week 3, using data from our field.

15%

B. Quantitative Summary Project: At the end of the 5th week I will give you an exploratory data analysis task—and data—designed to help you show off your new skills.

20%

C. Qualitative Data Analysis: Bi-weekly Activities:

15%

D. Qualitative Data Analysis Paper

For this paper you will a) code text, using the skills we practice in class, b) develop themes based on those codes, and c) write a paper using your themes and codes. During the sixth or seventh week of the course you will be provided more detail about how to find interesting texts to use. Please keep in mind that you cannot use the same data as any other student in the class.

At least one of your themes should be about “relationships” in a professional CYC sense. For example, the theme might be about the content of a professional relationship, the meaning of a professional relationship from the point of view of a client, the “measurement” of relationship, or the dimensions of a relationship. Use at least two qualitative data visualization methods described in Miles, Huberman, and Saldana.

Carefully organize your ideas and interpretations and integrate your discussion with the figures and tables. The paper should be no longer than 8 pages including figures and excluding references.

35%

Due Dates

	Due	Value in Percent
Quantitative Activities	Weekly	30
Quantitative Summary Project	February 23	20
Qualitative Activities	Bi-weekly	15
Qualitative Summary	Bi-weekly	35

Grading

The UVic undergraduate grading scale can be found at:

<http://web.uvic.ca/calendar2013/FACS/UnIn/UARe/Grad.html>

POLICIES, GUIDELINES and RESOURCES

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](#).

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).

Highlighted policies and processes

While all UVic undergraduate calendar and SCYC policies apply to students in SCYC courses, please pay particular attention to:

- Attendance and Regular Participation: Weekly, active and engaged participation is a basic requirement of this course. This means the completion of learning activities, participation in weekly discussions and assignments are all required elements of your learning. If you are unable to participate due to extenuating circumstances, you need to contact and alert your instructor. Failure to meet the responsibilities of the course may result in exclusion from the class as per the current [University of Victoria Calendar attendance policy](#). (Please also refer to the [school academic policies](#)).
 - Academic Integrity: All students are required to read and comply with the University's [policy on academic integrity](#) (e.g., plagiarism, multiple submissions, falsifying materials, cheating, etc.) as detailed in the current University of Victoria calendar.
 - Review of Assigned Grade: If you feel that your grade does not accurately reflect your performance and you wish to have this grade reviewed, please see the grade section of the UVic calendar and scroll down to [review of assigned grade](#).
 - Professional Conduct: Students should read and apply the [HSD guidelines for professional conduct](#). Respecting the privacy of the classroom and your fellow students is a professional requirement.
 - Request for Academic Concession: If you are unable to complete required course work due to extenuating circumstances, you may be eligible to apply for [an academic concession](#). If you meet the criteria, fill out and submit the [request for academic concession form](#) (RAC) along with the related documentation.
 - 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.
 - Percentage and Letter Grade Equivalencies: The overall letter grade standing adhered to within the University of Victoria undergraduate programs is [located in the calendar](#). Resources/Links
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- [Indigenous Student Support Centre](#)
- [Resource Centre for Students with a Disability](#)
- [Counselling Services](#)
- [Ombudsperson](#)

Course Syllabi

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.
