

Subject Description Form

| Subject Code | APSS5791 | | | | | | | | | | | | | | | | | |
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| Subject Title | Practice Research in Social Work | | | | | | | | | | | | | | | | | |
| Credit Value | 2 | | | | | | | | | | | | | | | | | |
| Level | 5 | | | | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. “In-class” mini assignment</td> <td style="text-align: center;">15%</td> <td></td> </tr> <tr> <td>2. Critical appraisal of Research Article</td> <td style="text-align: center;">35%</td> <td></td> </tr> <tr> <td>3. Proposed outline of SSRD Study</td> <td></td> <td style="text-align: center;">20%</td> </tr> <tr> <td>4. Presentation of SSRD proposal</td> <td></td> <td style="text-align: center;">30%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all the components if he/she is to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. “In-class” mini assignment | 15% | | 2. Critical appraisal of Research Article | 35% | | 3. Proposed outline of SSRD Study | | 20% | 4. Presentation of SSRD proposal | | 30% |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | | | | |
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| Objectives | <ol style="list-style-type: none"> 1. To orient students to think of practice research as an integral component of social service delivery 2. To develop students’ research competencies (skills, knowledge, experience and values) as both consumers and producers of practice research. | | | | | | | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, you will be able to:</p> <ol style="list-style-type: none"> a. Develop an understanding and appreciation of the scientific method/evidence based research to knowledge building | | | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> b. Critically appraise current research (both qualitative and quantitative) using assessment templates and determine how it can inform social service delivery c. Explore and understand how ethical dilemmas and resolutions can arise in social work research d. Conduct a study from beginning to end |
| <p>Subject Synopsis / Indicative Syllabus</p> | <p>Week #1: What is practice research and its value to Social Work?</p> <ul style="list-style-type: none"> • Course Syllabus and expectations • Value of Research in Social Work • What is practice research • Grouping • Identify sources for research project (Online video viewing outside class) <p><i>Mini-Assignment Individual 1: Compiling literature review table (5%): Find one peer reviewed article that is relevant to your research topic of interests and summarize it in a literature review table, post in on bb</i></p> <p><i>Suggested readings:</i></p> <ul style="list-style-type: none"> • Potter, M. A., Quill, B. E., Aglipay, G. S., Anderson, E., Rowitz, L., Smith, L. U., Telfair, J., & Whittaker, C. (2006). Demonstrating excellence in practice-based research for Public Health. <i>Public Health Reports</i>, 121(1), 1–16. https://doi.org/10.1177/003335490612100102 • Drisko, J. (2014). Research Evidence and Social Work Practice: the Place of Evidence-Based Practice. <i>Clinical Social Work Journal</i>, 42(2), 123-133. doi: 10.1007/s10615-013-0459-9 <p>Week #2: Research ethics and Impact in Practice Research and knowledge translation</p> <ul style="list-style-type: none"> • Ethics and Person-Centred Practice • Research Rationale and Creating impact from Research • Choosing a research topic for your group, pls choose from the following: <ul style="list-style-type: none"> ○ Youth perspective on the implementation of waste disposal fee ○ Cultural identity of Hong Kong people ○ Teachers’ perspective on school mental health ○ Experience of foreign domestic helpers in Hong Kong ○ Others <p><i>Suggested references:</i></p> <ul style="list-style-type: none"> • Butler, I. (2002). A Code of Ethics for Social Work and Social Care Research. <i>The British Journal of Social Work</i>, 32(2), 239-248. doi: https://www.jstor.org/stable/23716761 |

- Levin, B. (2008). Thinking about knowledge mobilization. Retrieved from: http://www.sshrc-crsh.gc.ca/about-au_sujet/publications/KMb_-_LevinDiscussionPaper_-_E.pdf

Mini-Assignment Individual_2: Write about (a) the practice and policy impact of your proposed research (400 words) and (b) how are you going to apply research in your work (200 words) (total: 600 words)(10%)(Due Date : Week 4)

Week #3: Social Worker as producer of research: Research Topic

- Students sit in groups for discussion in class
- Drafting project outline (Essential elements)
- Identity scope of problem - What is the topic that you want to tackle? (Group discussion based on your literature review)
- Pick three key words that pertain to your topic of interests (Group discussion)
- Understanding variables (Dependent vs Independent) and operational definitions

Suggested references:

- Drake & Johnson-Reid (2008) Chapter 3: Specification. In Social Work Research Methods (1st Ed.). U.S.: Pearson Education, Inc.

Week #3. Social Work as a producer of research 2: Conceptual Model (2)

- Different types of conceptual model: Mediating and moderating
- Formulate conceptual model based on your variables (Group discussion)
- Setting corresponding research questions based on your variables (Group discussion)
- Hypothesis settings – depending on research questions (Group Work)

Suggested references:

- Drake & Johnson-Reid (2008) Chapter 3: Specification. In Social Work Research Methods (1st Ed.). U.S.: Pearson Education, Inc.
- Creswell, J.W. (2009). Chapter 4: Writing Strategies and Ethical Considerations. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Funk, S., & Tornquist, E. (2016). *Writing winning proposals for nurses and health care professionals*. New York, NY: Springer Publishing Company, LLC.

Project Group Assignment 1_Research Question, conceptual model and Research Design (20%): Present your (1) conceptual model, and (2) corresponding research questions, and (3) operationalization of independent and dependent variables in word format (Deadline beginning of Week 5)

Week #5: Social Worker as producer of research 3: - Intervention Research

- Different types of evaluation studies
- Outcome oriented vs process oriented
- Assessing an experimental design and use of rating scale

Term paper Assignment Individual Critical appraisal (35%) (Deadline before Week 8)

Suggested references:

- Soydan, H. (2008). Applying Randomized Controlled Trials and Systematic Reviews in Social Work Research. *Research on Social Work Practice*, 18(4), 311-318. doi: 10.1177/1049731507307788
- <https://casp-uk.net/wp-content/uploads/2018/01/CASP-Randomised-Controlled-Trial-Checklist-2018.pdf>
- Vaughn, M & Howard, M. (2004). Adolescent Substance Abuse Treatment: A Synthesis of Controlled Evaluations. *Research on Social Work Practice*. 14. 325-335. 10.1177/1049731504265834.

Week #6: Social Worker as producer of research 4 : Quantitative Research Design

- Different ways to collect quantitative information (Primary vs secondary data)
- Sampling for quantitative research (Random sampling)
- Survey design
 - Understanding questionnaires and picking the right one to use
 - Drafting your own set of questionnaires (Group mixing)
- Introduction to statistical analysis (Online video viewing)

Week #7 : Social Worker as producer of research: Qualitative Research Design

- Different types of qualitative research
- Sampling for qualitative research (non-random sampling)
- Formulating question guide based on your experience (Group work: Drafting qualitative question guide – group mixing)
- Innovation in collecting qualitative information, e.g.,
 - Arts activities; PhotoVoice etc
 - AEIOU (Observation framework)
 - Community mapping
- Introduction to qualitative data analysis (PPT viewing)

Suggested references:

- Drake & Johnson-Reid (2008) Chapter 6: Qualitative Research. In *Social Work Research Methods* (1st Ed.). U.S.: Pearson Education, Inc.

Week #8: Project Consultation

Week #9: Presentation of group projects

Mini-assignment Individual 3_ : Presentation feedback (give feedback to 2 other groups groups) (2.5%)

Submission of revised presentation in ppt format (Deadline one week after presentation) (30%)

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| Teaching/Learning Methodology | <p>A blended approach to T&L will be used (approximately 30-50% of the lectures will be online and the remaining F2F). A diverse range of T&L methods will be used to facilitate learning experiences that resonate with the different learning styles students may have.</p> <p>The following are suggested T&L methods:</p> <ul style="list-style-type: none"> • Synchronous (live) lectures online, using skype business or blackboard collaborate • Asynchronous lectures online (e.g., previously recorded using URewind or other media, inviting students to watch a YouTube video and response to it via blackboard discussion) • small group discussions (F2F or online using for example https://padlet.com/) • in-class writing (e.g., students write brief reflections on three key take-aways from weekly content, students respond to specific reflective questions developed by the instructor based on the content) • peer evaluation forms (e.g., for the in-class exercise during week #8-#9, the students must complete a peer evaluation form based on their peers' efforts) |
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| Specific assessment methods / tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | |
|---|-------------|--|---|---|---|
| | | a | b | c | d |
| 2. "In-class" mini assignment | 15% | √ | √ | √ | √ |
| 2. Critical appraisal of Research Article | 35% | √ | √ | | |
| 5. Proposed outline of SSRD Study | 20% | √ | | | √ |
| 6. Presentation of SSRD proposal | 30% | √ | | | √ |
| Total | 100% | | | | |

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

- Mini assignment (online or F2F)*
 - There will be mini assignments to promote participation, and content engagement in an active rather than passive way
- Critical appraisal of empirical study on Practice Research*
 - This assignment focuses on the student as a consumer of practice research inviting them to understand, evaluate, and use relevant knowledge to directly inform their

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|---|---|-----------------------|--|--|---------|------------------------------------|--|---|---------|-----------------------|---------|-----------------------------------|----------------|
| | <p>practice (e.g., what interventions to pick, what additional questions to ask, what assessment to use, etc.)</p> <ul style="list-style-type: none"> • Assessment templates will be provided to students to guide them in critically appraising: i) the study design and ii) the applicability of findings to practice • Please see assessment rubric for this assignment • The assessment aims to equip students with the ability to evaluate existing research findings relevant to their practice and also design intervention research for future program evaluation. <p>3. <i>Proposed outline of Research Study Study (Groups of 4-6)</i></p> <ul style="list-style-type: none"> • Submit a group paper with the following information: (1) your research scope and problems, (2) conceptual model, and (3) corresponding research questions (Deadline beginning of Class 5) <p>4. <i>Presentation of Research proposal (Groups of 4-6)(30%)</i></p> <ul style="list-style-type: none"> • Presentation in booth format and groups to submit their presentation materials with the following content: <ul style="list-style-type: none"> (1) your research scope and problems, (2) conceptual model (3) corresponding research questions (4) Research Design (Quantitative or Qualitative) (5) Data collection method: Sampling procedure; Survey Design OR Qualitative interview questions (Depending on your research design) (6) Brief summary of your data collection experience • This assignment aimed to provide the experience and confidence to students to use their methods of choice in their future practice working within. • Please see assessment rubrics for these assignments | | | | | | | | | | | | |
| | <table border="1"> <tr> <td colspan="2">Class contact:</td> </tr> <tr> <td>▪ Lecture (30-50% Online and the rest F2F)</td> <td>26 Hrs.</td> </tr> <tr> <td colspan="2">Other student study effort:</td> </tr> <tr> <td>▪ Engage with class content (e.g., reading articles, viewing assigned videos, etc.)</td> <td>25 Hrs.</td> </tr> <tr> <td>▪ Written assignments</td> <td>35 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td>86 Hrs.</td> </tr> </table> | Class contact: | | ▪ Lecture (30-50% Online and the rest F2F) | 26 Hrs. | Other student study effort: | | ▪ Engage with class content (e.g., reading articles, viewing assigned videos, etc.) | 25 Hrs. | ▪ Written assignments | 35 Hrs. | Total student study effort | 86 Hrs. |
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| Reading List and References | Same as references outlined in the “Subject Synopsis / Indicative Syllabus” section | | | | | | | | | | | | |