

Subject Description Form

Subject Code	APSS5791																	
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 Social Work Practice Research</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 Social Work Practice Research	35%		3. Proposed outline of SSRD Study		20%	4. Presentation of SSRD proposal		30%
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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 work practice 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 for social work practice 																	

	<p>b. Critically appraise current research (both qualitative and quantitative) using assessment templates and determine how it can inform your social work practice</p> <p>c. Explore and understand how ethical dilemmas and resolutions can arise in social work research</p> <p>d. Conduct a study from beginning to end, using a single-subject research design as a tool to evaluate your social work practice</p> <p>*Note: This Assignment and AR has been adapted from Kwong, K. (2017). Advancing social work practice research education – an innovative, experiential pedagogical approach. <i>International Journal of Higher Education</i>, 6(5), 1-13. doi: 10.5430/ijhe.v6n5p1</p>
<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"> • Epstein, I., Fisher, M., Julkunen, I., Uggerhoj, L., Austin, M., & Sim, T. (2015). The New York Statement on the Evolving Definition of Practice Research Designed for Continuing Dialogue: A Bulletin from the 3rd International Conference on Practice Research (2014). <i>Research on Social Work Practice</i>, 25(6), 711-714. doi: 10.1177/1049731515582250 • 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 • Sim et al. (2019). The Hong Kong Statement on Practice Research 2017: Contexts and Challenges of the Far East. <i>Research on Social Work Practice</i>, 29(1), 3-9. doi: 10.1177/1049731518779440 <p>Week #2: Social Worker as producer of research: Designing Research</p> <ul style="list-style-type: none"> • 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: Designing Research (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)

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 research scope and problems, conceptual model, and corresponding research questions and research design in PowerPoint presentation video format (5-8 mins) on Panopto (Deadline beginning of Week 5-March 22)

Week #4: Social Worker as producer of research: - Experimental designs

- Different types of evaluation studies
- 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 #5: Social Worker as producer of research: Quantitative Design

- Different ways to collect quantitative information
- Hypothesis settings (Group work)
- Sampling for quantitative research (Random sampling)

- Measurements
- Introduction to statistical analysis (Online video viewing)

Mini-Assignment Individual_2: Group Project Feedback via Panopto (5%) deadline week 6- March 29 (Each student will be responsible for giving feedbacks to 2 groups assigned by the instructor)

Week #6 -7 : Social Worker as producer of research: Qualitative Design

- Different types of qualitative methods
- Implementation study (Qualitative assessment)
- Sampling for qualitative research (non-random sampling)
- Innovation in collecting qualitative information: Use of arts activities
- Formulating question guide based on your experience (Group work: Drafting qualitative question guide)
- Introduction to qualitative data analysis

Suggested references:

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

Week #8: Social Workers as producer of research: Research ethics in Practice Research and knowledge translation

- Ethics and Person-Centred Practice
- Research Rationale and Creating impact from Research
- Infographics as a tool for knowledge translation

Suggested references:

- Butler, I. (2002). A Code of Ethics for Social Work and Social Care Research. *The British Journal of Social Work*, 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

Week -#9: Time allocated for presentation of mini-projects proposal

Mini-assignment Individual 3_ : Presentation feedback (give feedback to 7 groups) (5%)

Submission of revised presentation in ppt format (Deadline before April 26th Wednesday) (30%)

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 Social Work Practice Research	35%	√	√		
5. Proposed outline of SSRD Study	20%	√			√
6. Presentation of SSRD proposal	30%	√			√
Total	100%				
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. "In-class" mini assignment (online or F2F)</p> <ul style="list-style-type: none"> • There will be an in-class assignment to promote attendance, participation, and content engagement in an active rather than passive way • Time will be set aside in-class to complete various learning activities based on the content of the week. • In-class mini exercises may include, for example: research analysis exercise or quiz using online tools. For each exercise, students will receive either completion marks 					

	<p>(full 2% for each exercise) or incomplete. No assessment rubric is needed for these assignments.</p> <p>2. <i>Critical appraisal of empirical study on Practice Research</i></p> <ul style="list-style-type: none"> • 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 practice (e.g., what interventions to pick, what additional questions to ask, what assessment to use, etc.) • 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 SSRD Study (Groups of 4-6)</i></p> <p>4. <i>Presentation of SSRD proposal (Groups of 4-6)</i></p> <ul style="list-style-type: none"> • These two assignments are focused on the student as a producer of practice research inviting them to propose a study using either qualitative or quantitative research methods. • 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 	
	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture (30-50% Online and the rest F2F) 	26 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Engage with class content (e.g., reading articles, viewing assigned videos, etc.) 	25 Hrs.
	<ul style="list-style-type: none"> ▪ Written assignments 	35 Hrs.
	Total student study effort	86 Hrs.
Reading List and References	Same as references outlined in the “Subject Synopsis / Indicative Syllabus” section	