

Subject Description Form

Subject Code	APSS6321														
Subject Title	Social Work Practice Research														
Credit Value	3														
Level	6														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Participation</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar Individual Presentation</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Individual term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</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. Seminar Participation	15%	0%	2. Seminar Individual Presentation	35%	0%	3. Individual term paper	50%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Seminar Participation	15%	0%													
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Objectives	<ol style="list-style-type: none"> 1. To orient students to explore the nature of social work practice and knowledge production as an integral component of social work profession, 2. To enable students to have a solid grasp of the recent development in practice research and to rethink the extent to which knowledge production enhance the quality of professional practice, 3. To acquaint students with the current debates on practice research. 														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Acquaint with the nature of knowledge production throughout the process of social work and human service practice b. Build up competence in employing appropriate practice research methods to monitor and evaluate the process and results of professional practice 														

	<ul style="list-style-type: none"> c. Build up learning capacity of critical and reflective thinking in social inquiry d. Generate new knowledge about social work practice and new methods in knowledge transfer
Subject Synopsis / Indicative Syllabus	<ol style="list-style-type: none"> 1. Back to the basics (6 hours) <ul style="list-style-type: none"> - the link between knowledge and practice - types of knowledge - knowledge and knowing - practice as knowing 2. Type I practice research: Single Case System Design and Evidence-based (3 hours) <ul style="list-style-type: none"> - Purposes of single case design <ul style="list-style-type: none"> ■ Three essential processes: baselining, intervention and follow-up ■ Problem statements and progress plan ■ Different types of baselining ■ Different forms of design - Evidence-based Practice <ul style="list-style-type: none"> ■ Purposes of Evidence-based Practice ■ Collaborative goals among various professions ■ The Five Steps ■ Does Evidence-based Practice exist? 4. Post-positivistic approach to the evaluation of practice (6 hours) <ul style="list-style-type: none"> - critical realism: the three levels of social inquiry - causal mechanism and explanation - evaluation and social learning 5. Programme evaluation (6 hours) <ul style="list-style-type: none"> - theories of change and theories of action - types of evaluation - evaluation as process and outcomes - evaluation for monitoring and learning 6. Type II practice research: Action Research and learning (6 hours) <ul style="list-style-type: none"> - general introduction to action research - participatory action research - action research and evaluation - action research and action learning

Teaching/Learning Methodology

Classroom teaching will be parallel with learning through hands-on experience to assist students to gaining practice experience of doing practice research. Different methods will be discussed in seminars for practice analysis. Students will have hands-on practice on different operational procedures in doing knowledge production through practice and to experience how they manage practice research in practical context. In the end, students will be required to write a paper on one major issue arising from the application of practice research to professional contexts.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Seminar Participation	15%	✓	✓	✓	✓
2. Seminar Group Presentation	35%	✓	✓	✓	✓
3. Individual term paper	50%	✓	✓	✓	✓
Total	100%				

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

Seminar presentation requires students to present their draft of research proposal. Students then finalize and submit their research proposal based on the discussion with lecturer before, during, and after seminars. Whether students can achieve the intended learning outcomes can be thoroughly assessed through this ongoing process.

Assessment for Practice Research

Assessment: 100% Continuous

Seminar participation	15%
Seminar individual presentation	35%
Individual term paper	50%
Total	100%

Assessment Criteria

- Seminar participation is assessed in terms of their intensity of participation # willingness to participate in doing exercises (15%)
ranged from high (5) medium 3-4) and low (0-2)

	<p># frequency of raising interesting questions ranged from high (5) medium 3-4) and low (0-2)</p> <p># efforts in answering questions ranged from high (5) medium 3-4) and low (0-2)</p> <p>- Seminar participation is assessed in terms of (35%)</p> <p>#their attendance, full (5%) medium (2-4) and low (0-1) (5%)</p> <p>#their intensity of participation ranged from full (8-10%) medium (4-7) and low (0-3) (10%)</p> <p>#efforts in discussion ranged from full (10%) medium (2-4) and low (0-1) (5%)</p> <p>#structure of the presentation ranged from full (5%) medium (2-4) and low (0-1) (5%)</p> <p>#originality ranged from full (5%) medium (2-4) and low (0-1) (5%)</p> <p>#relevance to professional practice ranged from full (5%) medium (2-4) and low (0-1) (5%)</p> <p>Individual papers are assessed in terms of the following aspects:</p> <ol style="list-style-type: none"> 1. Competence and writing skills in an inquiry project 5% (nine point-scale for each aspects, point 9 is ‘excellent’, point 0 is ‘totally incomprehensible’) <ul style="list-style-type: none"> - able to articulate the objectives and methods of the discussion - able to show the logical structure of the essay 2. Competence in analyzing information with a view to using practice research methods 10% (five point-scale for each aspect, point 5 is ‘excellent’, point 0 is ‘totally incomprehensible’) <ul style="list-style-type: none"> - able to show one’s analytical competence - able to show one’s ability in collecting information from literature or related fields 3. Competence in integrating research methods with practice (10%) <ul style="list-style-type: none"> - Able to show the integrating methods of the relationship between research methods and practical skills (five point-scale for each aspects, point 5 is ‘excellent’, point 0 is ‘totally incomprehensible)
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	<ul style="list-style-type: none"> - Able to point out the significance of the integration (five point-scale for each aspects, point 5 is ‘excellent’, point 0 is ‘totally incomprehensible) <p>4. Ability in doing reflection on their experiences in practice (10%) (5 point-scale for each aspects, point 5 is ‘excellent’, point 0 is ‘totally absent)</p> <ul style="list-style-type: none"> - Able to point out the ‘gaps’/’theoretical impasse’ in the related discussion - Able to point out possible theoretical/practical solutions <p>5. Quality of the written report 15%</p> <ul style="list-style-type: none"> - Clarification 5% - Innovative/original ideas 10% <p>Assessment Scheme Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a subject shall be graded as follows:</p> <p>Late submission of Assignment. Marks will be deducted for late submission.</p> <p>Plagiarism. According to the Hong Kong Polytechnic University views that plagiarism as a serious disciplinary</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Seminar	13 Hrs.
	Other student study effort:	
	▪ Prepare class presentation	10 Hrs.
	▪ Read class materials	30 Hrs.
	▪ Write term paper	30 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	<p><u>Essential</u> Bloom, M. and Britner, P.A. (2012). <i>Client-centered evaluation: New models for helping professionals</i>. Upper Saddle River, NJ: Pearson Education/Allyn & Bacon.</p>	

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Supplementary

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