

Subject Description Form

Subject Code	APSS5775														
Subject Title	Practice Research														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table><tr><td>100%</td><td>Continuous Assessment</td><td>Individual Assessment</td></tr><tr><td></td><td>1. Seminar Participation</td><td>20%</td></tr><tr><td></td><td>2. Seminar Group Presentation</td><td>30%</td></tr><tr><td></td><td>3. Individual term paper</td><td>50%</td></tr></table> • 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 components if he/she is to pass the subject.			100%	Continuous Assessment	Individual Assessment		1. Seminar Participation	20%		2. Seminar Group Presentation	30%		3. Individual term paper	50%
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Objectives	1. To orient students to rethink the nature of social work knowledge and value practice research as an integral component of social work practice; 2. To enable students to have a solid grasp of the research methods and skills, with particular emphasis on the application of quantitative and qualitative methods to the study of professional practice; 3. To acquaint students with the current debates on practice research methodologies.														
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Acquaint with knowledge of undertaking empirical research in social work and human service practice b. Process the competence in employing appropriate research methods to the analysis of problems and to articulate the process and results of professional practice c. Build up their capacity of critical and reflective thinking in social inquiry d. Generate new knowledge not only for understanding social phenomena, but also for improving professional practice														

Subject Synopsis / Indicative Syllabus	1. Methodological Disputes in Social Research - why does social work need practice research? - should social work and/or therapeutic practice be eclectic? 2. Social Research in general Quantitative Method: Step by Step - Concepts, theories and models - Literature Review and Problem Formulation - Conceptualization, Operationalization, and Questionnaire Design - Sampling in practice - Data collection methods 3. Single Case System Design - Purposes of single case system design - Three essential processes: baselining, intervention and follow-up - Problem statements and progress plan - Different types of baselining - Different forms of design - Calculation of C statistics (optional) 4. Evidence-based Practice - Purposes of Evidence-based Practice - Collaborative goals among various professions - The Five Steps - Does Evidence-based Practice exist? 5. An alternative: classic grounded theory - Theory verification or theory formation? - Its operational procedure: open coding, selective coding and theoretical coding - Diagramming and memoing - Grounded Therapy and its application 6. Action Research and Collaborative Therapy - General introduction to social constructionism and action research - Participatory action research - Dialogical action research - Dialogical therapy and collaborative therapy - Re-searching collaborative process
Teaching and Learning Methodology	Classroom teaching by lecturers will go parallel with learning through hands-on experience by students to assist students gaining an "insider" experience of doing practice research. Different methods will be introduced in seminars for practice analysis. The lecturer will analyse and reconstruct the major steps of how practice research can be conducted and methodological issues be highlighted. In addition, students will be required, by means of seminar assignments, to do hands-on practice on different operational procedures and to experience the management of practice research in practical context. In the end, students will be required to write a paper on major practice issues 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	20%	✓	✓	✓	✓
	2. Seminar Group Presentation	30%	✓	✓	✓	✓
	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	20%
Seminar group presentation	30%
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 (20%)
ranged from high (5) medium 3-4) and low (0-2)
 - # frequency of raising interesting questions
ranged from high (5) medium 3-4) and low (0-2)
 - # efforts in answering questions
ranged from high (5) medium 3-4) and low (0-2)
 - # overall performance
ranged from high (5) medium 3-4) and low (0-2)

	- Seminar group participation is assessed in terms of (30%) #their attendance, full (5%) medium (2-4) and low (0-1) #their intensity of participation ranged from full (5%) medium (2-4) and low (0-1) (5%) #efforts in discussion ranged from full (5%) medium (2-4) and low (0-1) (5%) #structure of the presentation ranged from full (5%) medium (2-4) and low (0-1) (5%) #originality ranged from full (5%) medium (2-4) and low (0-1) (5%) #relevance to professional practice ranged from full (5%) medium (2-4) and low (0-1) (5%) Individual papers are assessed in terms of the following aspects: 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') - 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') - 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%) - 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') - Able to point out the significance of the integration (five point-scale for each aspects, point 5 is 'excellent', point 0 is 'totally incomprehensible') 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') - Able to point out the 'gaps'/'theoretical impasse' in the related discussion - Able to point out possible theoretical/practical solutions
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	5. Quality of the written report 15% - Clarification 5% - Innovative/original ideas 10%																																											
	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:																																											
	<table><tr><th>Subject grade</th><th>Short description</th><th>Elaboration on subject grading description</th></tr><tr><td>A+ (95or above)</td><td>Exceptionally Outstanding</td><td>The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.</td></tr><tr><td>A (91+)</td><td>Fairly Outstanding</td><td>The student's work is fairly outstanding excellent. It exceeds the intended subject learning outcomes in nearly all regards.</td></tr><tr><td>A-(87+)</td><td>Outstanding</td><td>The student's work is outstanding excellent. It exceeds the intended subject learning outcomes in nearly all regards.</td></tr><tr><td>B+ (83+)</td><td>Very Good</td><td>The student's work is very good. It exceeds the intended subject learning outcomes in most the majority of regards.</td></tr><tr><td>B(79+)</td><td>Fairly Good</td><td>The student's work is fairly good. It exceeds the intended subject learning outcomes in most the majority of regards.</td></tr><tr><td>B- (75+)</td><td>Good</td><td>The student's work is good. It exceeds the intended subject learning outcomes in some regards.</td></tr><tr><td>C+ (70+)</td><td>Wholly Satisfactory</td><td>The student's work is wholly satisfactory. It fully meets all the intended subject learning outcomes.</td></tr><tr><td>C (66+)</td><td>Very Satisfactory</td><td>The student's work is very satisfactory. It largely meets all the intended subject learning outcomes.</td></tr><tr><td>C-(62+)</td><td>Satisfactory</td><td>The student's work is satisfactory. It largely meets all the intended subject learning outcomes.</td></tr><tr><td>D+ (58)</td><td>Very adequate</td><td>The student's work is very adequate. It fails marginally to meet all the intended subject learning outcomes.</td></tr><tr><td>D((54+)</td><td>Adequate</td><td>The student's work is adequate. It fails in some major aspects to meet all the intended subject learning outcomes.</td></tr><tr><td>D-(50+)</td><td>Barely Adequate</td><td>The student's work is barely adequate. It fails to meet most of the intended subject learning outcomes only in some regards.</td></tr><tr><td>F</td><td>Inadequate</td><td>The student's work is inadequate. It fails to meet almost all the intended subject learning outcomes.</td></tr></table>		Subject grade	Short description	Elaboration on subject grading description	A+ (95or above)	Exceptionally Outstanding	The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.	A (91+)	Fairly Outstanding	The student's work is fairly outstanding excellent. It exceeds the intended subject learning outcomes in nearly all regards.	A-(87+)	Outstanding	The student's work is outstanding excellent. It exceeds the intended subject learning outcomes in nearly all regards.	B+ (83+)	Very Good	The student's work is very good. It exceeds the intended subject learning outcomes in most the majority of regards.	B(79+)	Fairly Good	The student's work is fairly good. It exceeds the intended subject learning outcomes in most the majority of regards.	B- (75+)	Good	The student's work is good. It exceeds the intended subject learning outcomes in some regards.	C+ (70+)	Wholly Satisfactory	The student's work is wholly satisfactory. It fully meets all the intended subject learning outcomes.	C (66+)	Very Satisfactory	The student's work is very satisfactory. It largely meets all the intended subject learning outcomes.	C-(62+)	Satisfactory	The student's work is satisfactory. It largely meets all the intended subject learning outcomes.	D+ (58)	Very adequate	The student's work is very adequate. It fails marginally to meet all the intended subject learning outcomes.	D((54+)	Adequate	The student's work is adequate. It fails in some major aspects to meet all the intended subject learning outcomes.	D-(50+)	Barely Adequate	The student's work is barely adequate. It fails to meet most of the intended subject learning outcomes only in some regards.	F	Inadequate	The student's work is inadequate. It fails to meet almost all the intended subject learning outcomes.
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Late submission of Assignment. Marks will be deducted for late submission.																																												
Plagiarism. According to the Hong Kong Polytechnic University views that plagiarism as a serious disciplinary																																												
Student Study Effort Required	Class contact:																																											
	▪ Lecture	27 Hrs.																																										
	▪ Seminar	12 Hrs.																																										
	Other student study effort:																																											
	▪ Read class materials	30 Hrs.																																										

	▪ Prepare class presentation	10 Hrs.
	▪ Write term paper	30 Hrs.
	Total student study effort	109 Hrs.

Reading List and References	<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. Bloom, M., Fischer, J. and Orme, J. (eds.). (2009). <i>Evaluating practice: Guidelines for the accountable professional</i>. 6th edition. Boston: Pearson. Creswell, John W. 2009. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Thousand Oaks, Calif.: Sage Publications. Drisko, James W. and Melissa D. Grady. 2019. Evidence-based practice in clinical social work. Cham, Switzerland: Springer. Egan, Marcia. 2010. Evidence-based interventions for social work in health care. New York and London: Routledge. Fox, M., Martin, P., & Green, G. (2007) <i>Doing Practitioner Research</i>. London: Sage. Marthinsen, E. and I. Julkunen. (eds.) 2012. Practice Research in Nordic social work. London: Whitin and Birch MMXII. Martyn, Helen, (eds,) 2000. Developing reflective practice. Bristol: Polity Press. Nugent, W. R. 2010. Analyzing single system design data. Oxford: Oxford University Press. Royse, D., B. Thyer, D. Padgett. 2016. Program evaluation: An introduction to an Evidence-Based Approach. 6th Edition. Boston: Cengage Learning. Smith, David. 2005. Social work and Evidence-based practice. London and Philadelphia: Jesssica Kingley Publishers. <u>Supplementary</u> Allen-Meaures, A. and C. Garvin (eds.). (2000). <i>The handbook of social work direct practice</i>. Thousand Oaks, London and New Delhi: Sage Publications, Inc. Arieli, D., V. Friedman and K. Agbaria. (2009). The paradox of participation in action research. <i>Action Research</i>, 7, 263-290. Banks, S. (2012). <i>Ethics and values in social work</i> (4th Edition ed.). Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. Barth, R. et al. (2012). Evidence-based practice at a crossroads: The timely emergency of common elements and common factors. <i>Research on Social Work Practice</i>, 22(1), 108-119. Beins, B. (2004). <i>Research methods: A tool for life</i>. Boston: Pearson Education, Inc. Bilson, A. (Ed.). (2005). <i>Evidence-based practice in social work</i>. London: Whiting & Birch. Bloom, M. (. (1993). <i>Single-system designs in the social services: Issues and options for the 1990s</i>. New York: The Haworth Press., Inc.
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	Bradbury, H. (Eds.). (2015). <i>Handbook of action research</i>. London, Thousand Oaks and New Delhi: Sage publications. 3rd Edition. Byrant, A., & Charmaz, K. (Eds.). (2007). <i>The sage handbook of grounded theory</i>. Los Angeles: Sage Publications. Charmaz, k. (2006). <i>Constructing grounded theory a practical guide through qualitative analysis</i>. London: Sage. Cramer, D. (1994). <i>Introducing statistics for social research: Step-by-step calculations and computer techniques using SPSS</i>. London and New York: Routledge. Di Noia, J., & Tripodi, T. (2008). <i>Single-case design for clinical social workers</i> (2nd ed.). Washington, D.C.: NASW Press. Evans T., Hardy M. 2010. <i>Evidence and Knowledge for Practice</i>. Cambridge: Polity Press. Fischer, J. (1978). Does anything work? <i>Journal of Social Service Research</i>, 1, 215-243. Fischer, J. (1978). <i>Effective casework practice: an eclectic approach</i>. New York: McGraw-Hill Book Company. Svensson, C. F. and P. Ringo. 2023. Revitalizing critical reflection in contemporary social work research, practice and education. London and New York: Routledge. Gambrill, E. (2011). Evidence-based practice and the ethics of discretion. <i>Journal of Social Work</i>, 11(1), 26-48. Gast, D. (2010). <i>Single subject research methodology in behavioral sciences</i>. New York and London: Routledge, Taylor & Francis Group. Gibbs, M. (2003). <i>Evidence-based practice for the helping professions</i>. Pacific Grove, CA.: Brooks/Cole-Thompson Learning. Glaser, B. (1979). <i>Theoretical sensitivity: Advances in the methodology of grounded theory</i>. Mill Valley, California: Sociology Press. Gomm, R., & Davies, C. (Eds.). (2000). <i>Using evidence in health and social care</i>. London: Sage. Gray, M., D. Plath and S. Webb. (2009). <i>Evidence-based social work: a critical stance</i>. London and New York: Routledge Taylor & Francis Group. Greenberg, L. S., & Pinsof, W. M. (1986). <i>The psychotherapeutic process: A research handbook</i>. New York: Guilford Press. Hermans, H., & Gieser, T. (Eds.). (2012). <i>Handbook of dialogical self theory</i>. Cambridge: Cambridge University Press.
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	Heron, J. (1996). <i>Co-operative inquiry: Research into the human condition</i>. London, Thousand Oaks, New Delhi: Sage Publications. Lincoln, Y. and E.G. Guba. (1985). <i>Naturalistic inquiry</i>. Newbury Park: Sage Publications. Littell, J. H., J. Corcoran and V. Pillai. 2008. Systematic review and meta-analysis. Oxford: Oxford University Press. Longhofer, J. and J. Floersch. (2012). The coming crisis in social work: Some thoughts on social work and science. <i>Research on Social Work Practice</i>, 22(5), 499-519. Mathews, I., & Crawford, K. (2011). <i>Evidence-based practice in social work</i>. Exeter: Learning Matters Ltd. Nevo, I. and V. Slonim-Nevo. (2011). The myth of evidence-based practice: Towards evidence-informed practice. <i>British Journal of Social Work</i>, 41, 1176-1197. Patron, N. (2008). Changes in the form of knowledge in social work: From the 'Social' to the 'informational'? <i>British Journal of Social Work</i>, 38, 253-269. Rzepnicki, T., S. McCracken and H. Briggs. (2012). <i>From task-centered social work to evidence-based and integrative practice: Reflections on history and implementation</i>. Chicago, Illinois: Lyceum Books, Inc. Sexton, T., and J. Lebow. (eds.) 2016. <i>Handbook of family therapy</i>. New York and London: Routledge. Shaw, I., Briar-Lawson, K., Orme, J., & Ruckdeschel, R. (Eds.). (2010). <i>The sage handbook of social work research</i>. Los Angeles, London, New Delhi, Singapore and Washington, DC: Sage Publication Ltd. Sprenkle, D. H., & Piercy, F. P. (2005.). <i>Research methods in family therapy</i> (2nd ed.). New York: Gilford Press. Strauss, A., & Corbin, J. (1990). <i>Basics of qualitative research: Grounded theory procedures and techniques</i>. Newbury Park, CA: Sage. Stringer, E., & Dwyer, R. (2005). <i>Action Research in human services</i>. Upper Saddle River, New Jersey and Columbus, Ohio: Pearson, Merrill Prentice Hall. Taylor, C. and S. White. (2005). What works about what works? Fashion, fad and EBP. In A. Bilson (Ed.), <i>Evidence-based practice in social work</i> (pp. 87-110). London: Whiting and Birch Ltd. Thyer, B. (2001). what is the role of theory in research on social work practice? <i>Journal of Social Work Education</i>, 37(1), 9-25. Uggerhoj, L. (2011). What is practice research in social work - Definitions, barriers and possibilities. <i>Social Work and Society</i>, 9(1), 45-59.
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	Vaughn, M. G., Howard, M. O., & Thyer, B. A. (Eds.). (2009). <i>Readings in evidence-based social work: Syntheses of the intervention knowledge base</i>. Los Angeles: Sage. Webber, Martin. 2008. Evidence-based policy and practice in mental health social work. Exeter: Learning Matters Ltd. Whyte, W. F. (Ed.). (1991). <i>Participatory Action Research</i>. Newbury Park, London, New Delhi. Wicks, P. and P. Reason. (2009). Initiating action research: Challenges and paradoxes of opening communicative space. <i>Action Research</i>, 7, 243-262. Wolfer, L. (2007). <i>Real Research: Conducting and evaluating research in the social sciences</i>. Boston: Pearson Education Limited. Wong, S. E. (2010). Single-case evaluation designs for practitioners. <i>Journal of Social Service Research</i>, 36, 248-259.
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