

Subject Description Form

Subject Code	APSS614														
Subject Title	Philosophies and Paradigms in Social Work Research														
Credit Value	2														
Level	6														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. Class Presentation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>3. Class Participation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term paper	50%	-	2. Class Presentation	20%	-	3. Class Participation	30%	-
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<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. 															
Objectives															
<ol style="list-style-type: none"> 1. To engage students in an examination of the practices, styles, and domains of scholarship in the multidisciplinary contexts of social work and social welfare; 2. To get students familiar with the different paradigms that underlie quantitative and qualitative social work research methods; 3. To help students develop critical assessment of the differences and contrasts between qualitative and quantitative social work research methods; 4. To facilitate students' design of the research method(s) for their dissertations and evolve an approach to scholarship suited to their own interests, inclinations, and capacities. 															
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Engage in an examination of the practices, styles, and domains of scholarship in the multidisciplinary contexts of social work and social welfare; b. Get familiar with the different paradigms that underlie quantitative and qualitative 														

	<p>social work research methods;</p> <p>c. Develop critical assessment of the differences and contrasts between qualitative and quantitative social work research methods;</p> <p>d. Design the research method(s) for their dissertations and evolve an approach to scholarship suited to their own interests, inclinations, and capacities.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Social Work Research – Knowledge and Paradigms 2. Boundaries of Social Work and Social Work Research <ul style="list-style-type: none"> • Boundaries of social work and social work research • Barriers to knowledge development in social work • Placing social work within social theory and political practice 3. Scholarship in a Combined Professional/Academic Context <ul style="list-style-type: none"> • Relationship between social work and social science • Scholarship in a combined professional/academic context 4. Scholarship in an Interdisciplinary Context <ul style="list-style-type: none"> • Relationship between social work and social science (cont.) • Scholarship in an interdisciplinary context 5. Social Research, the March of Science, and the Making of Meaning <ul style="list-style-type: none"> • Science and positivism • Constructionism • Evidence-based practice and social work research 6. Interpretivism, Critical Inquiry, and Social Work Research <ul style="list-style-type: none"> • Interpretivism & Critical inquiry • Compatibility of qualitative and quantitative research methods 7. Feminism, Postmodernism, and Social Work Research <ul style="list-style-type: none"> • Feminism & Postmodernism • What makes social work research distinctive? • What might make social work research distinctively good?
<p>Teaching/Learning Methodology</p>	<p>Throughout the term, various topics pertinent to making explicit the requirements and practices of scholarship will be discussed based on focused readings on each topic. A central assumption is that expertise in scholarship in a combined professional or academic context is not automatic, but involves the purposive acquisition of habits, skills, and attitudes that enable people to contribute to professional and academic advances in their chosen field. This subject focuses on the early stages of this development. In addition to classroom lecturing, local and international cases of</p>

	empirical research that draw on positivist and interpretative will be used to illustrate the different stances of the two paradigms. Seminar discussion will enhance students' understanding of the different social science paradigms and their implications on research methodologies and research designs.																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Class Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Class Participation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Term paper	50%	✓	✓	✓	✓	2. Class Presentation	20%	✓	✓	✓	✓	3. Class Participation	30%	✓	✓	✓	✓	Total	100%				
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Student Study Effort Expected	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Term paper (50%): Each student is required to write one reflection essay that reviews, evaluates, and integrates the course readings.</p> <p>Class presentation (20%): In each class, 3-5 students will outline and critique the readings for that class and run the class discussion. Other students should be prepared to amplify and critique these presentations and participate actively in the class discussion.</p> <p>Class participation (30%): Students are expected to attend every class session and be prepared to lead and participate in discussions and exercises. Active and informed discussion is essential. The class is for puzzling over issues and trying different approaches out.</p> <table border="1"> <tr> <td colspan="2">Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td></td> <td>13 Hrs.</td> </tr> <tr> <td>▪ Seminar</td> <td></td> <td>13 Hrs.</td> </tr> <tr> <td colspan="2">Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Read class materials</td> <td></td> <td>40 Hrs.</td> </tr> <tr> <td>▪ Prepare class presentation</td> <td></td> <td>8 Hrs.</td> </tr> </table>					Class contact:			▪ Lecture		13 Hrs.	▪ Seminar		13 Hrs.	Other student study effort:			▪ Read class materials		40 Hrs.	▪ Prepare class presentation		8 Hrs.																
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	<ul style="list-style-type: none"> ▪ Write term paper 	16 Hrs.
	Total student study effort	90 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Abbott, Andrew. (1995). "Boundaries of Social Work or Social Work of Boundaries?" <i>Social Service Review</i> 69: 545-562.</p> <p>Becker, Howard S. (1996). "The Epistemology of Qualitative Research." In <i>Ethnography and Human Development: Context and Meaning in Social Inquiry</i>, pp. 53-71. Richard Jessor, Anne Colby, and Richard A. Shweder, eds. Chicago: University of Chicago Press.</p> <p>Corcoran, Kevin. (2007). From the Scientific Revolution to Evidence-Based Practice: Teaching the Short History With a Long Past. <i>Research on Social Work Practice</i> 17: 548-552.</p> <p>Crotty, Michael. (1998). <i>The Foundations of Social Research: Meaning and Perspective in the Research Process</i>. London: Sage Publications.</p> <p>Hutchison, Elizabeth D. (2005). The Life Course Perspective: A Promising Approach for Bridging the Micro and Macro Worlds for Social Workers. <i>Families in Society</i> 86(1): 143-153.</p> <p>King, Gary, Robert O. Keohane, & Sidney Verba. (1994). <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i>. Princeton, NJ: Princeton University Press. Chapter 1, "The Science in Social Science," pp. 3-33.</p> <p>Kirk, Stuart & Reid, William. (2002). <i>Science and Social Work: A Critical Appraisal</i>. New York: Columbia University Press.</p> <p>Meyer, Henry, Litwak, Eugene, Thomas, Edwin J. & Vinter, Robert. (1967). "Social Work and Social Welfare." In <i>The Uses of Sociology</i>, pp. 156-192. Paul Lazarsfeld, William Sewell, & Harold Wilensky, eds. New York: Basic Books.</p> <p>Naples, Nancy A. (2003). <i>Feminism and Method: Ethnography, Discourse, and Activist Research</i>. New York: Routledge. Chapter 2, "Epistemology, Feminist Methodology, and the Politics of Method," pp. 13-33.</p> <p>Shaw, Ian F. (2007). Is Social Work Research Distinctive? <i>Social Work Education</i>, 26(7): 659-669.</p> <p>Sibeon, Roger. (1991). <i>Towards a New Sociology of Social Work</i>. Aldershot: Gower</p>	

Publishing Co. Ltd. Chapter 2, "Social Work in Perspective," pp. 6-29.

Tucker, David J. (1996). "Eclecticism Is Not a Free Good: Barriers to Knowledge Development in Social Work." *Social Service Review* 70: 400-434.

Tucker, David J., Charles Garvin, and Rosemary Sarri, eds (1997). *Integrating Knowledge and Action: The Case of Social Work and Social Science*. Westport, CT: Greenwood Publishing Group.

Zlotnik, Joan Levy. (2007). *Evidence-Based Practice and Social Work Education: A View from Washington*. *Research on Social Work Practice* 17: 625-629.

Supplementary

Booth, Wayne C., Colomb, Gregory G., and Williams, Joseph M. (1995), (2003), & (2008). *The Craft of Research*. Chicago: University of Chicago Press.

Hagoel, L. & Kalekin-Fishman, D. (2002). *Crossing Borders: Toward a Trans-Disciplinary Scientific Identity*. *Studies in Higher Education* 27: 297-308.

Hardcastle, David A. & Bisman, Cynthia D. (2003). *Innovations in Teaching Social Work Research*. *Social Work Education*, 22(1): 31-43.

Jensen, K. & P. O. Aamodt. (2002). "Moral Motivation and the Battle for Students: The Case of Studies in Nursing and Social Work in Norway" *Higher Education* 44: 361-378.

Mills, C. Wright. (1959) & (2000). "On Intellectual Craftsmanship" in *The Sociological Imagination*. New York: Oxford University Press, pp. 195-226.

Rubin, Allen and Babbie, Earl R. (2008). *Research Methods for Social Work*, 6th Edition. Belmont, CA: Thomson Brooks/Cole.

Shanin, Teodor. (1998). "Placing Social Work within Social Theory and Political Practice." In *The Interface between Social Work and Social Policy*, pp. 1-24. Shulamit Ramon, ed. Venture Press.

Williams, Malcolm, ed. (2006). *Philosophical Foundations of Social Research Methods*. London: Sage Publications, 2006.

Journals:

- Research on Social Work Practice
- Social Service Review
- British Journal of Social Work
- Journal of Social Policy
- International Journal of Social Welfare
- International Social Work

Book series: *Applied Social Research Methods*. Series. Sage Publications.

