SOCF5110

Professional Practice Research Project

Term One // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jane Mowll	j.mowll@unsw.edu.au	Wednesdays 9am - 1pm or by appointment	Morven Brown	02 9385 0650

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

Social Work

This is a 12 UOC Professional Practice Research Project course. You will enrol in a 6 uoc course in each of two successive terms with a result reported by a single grade at the end of the second 6 uoc course. In this course, SOCF5110 Professional Practice Research Project, you will commence and work towards an independent research project with a topic directly related to your professional practice knowledge in Counselling Social Work, Couple and Family Therapy, or Social Development. Topic approval is required by the relevant Masters Coursework Program Coordinator. Project report word length is 12,000-14,000 words, and variation within this range is to be negotiated with the Supervisor according to the specific requirements of the research project and its methodology.

Note: Application forms to undertake this course are available from the relevant Program Coordinator and must be lodged for consideration by the end of the teaching period preceding the start of the research project.

Course Learning Outcomes

1. Design, develop, and report on a research project related to social work and/or counselling theory or practice.
2. Review the literature on a research topic related to social work and/or counselling theory or practice.
3. Demonstrate knowledge and understanding of a core area of social work and/or counselling theory and practice.

Teaching Strategies

In this final post-graduate course, you are expected to undertake independent research in the completion of your project. Academic supervision will provide an environment for student consultation in the planning and completion of the project. In completing this course there is an expectation that you will use an analytical approach to your work, and show the ability to apply theory and to think critically. Evidence of this must be provided in the final project report, which is produced at the relevant due date in the course SOCF5111 Professional Practice Research Project B (the associated course to this course). You are responsible for the pace and progress of their research, and for raising with the Supervisor and/or Coordinator any challenges or difficulties with your learning. Supervision will be spaced over the semester, with opportunities for progressive feedback and negotiated milestone tasks.

Assessment

Presentation guidelines

The following are the presentation requirements for the project (thesis):

Cover page

Include a cover page with your thesis stating:

- The title of the thesis
- Your name
- The following statement: "A thesis submitted in partial fulfilment of the requirements of a [Name your Degree] Degree."
- The name of the School, the Faculty, the University and the month of submission
- The word count.
- State that supervisor has agreed to submission

Format

The thesis presentation will meet the following formatitng requirements.

- The thesis should be 1.5 spaced, with all pages numbered
- It should include a one-page abstract and a page-numbered table of contents
- It should have a left hand margin of at least 3 cm and a right hand margin of at least 1 cm
- It must be printed on one side of the page only
- It should be bound in an appropriate cover (spiral binding with a clear plastic cover is usual but other forms of binding are acceptable)
- It must include the attached statement of originality and certificate of approval immediately after the title page

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Report	100%	Not Applicable	1,2,3

Assessment Details

Assessment 1: Report

Start date: Not Applicable

Length: 12,000 - 14,000 words

Details: Students are required to produce a 12,000-14,000 word thesis on an independent research project in a topic area directly related to professional practice knowledge in counselling and/or social work.The report will be submitted at the end of the second term of the course. The report will be scaffolded with a range of formative tasks where needed, in discussion with the supervisor and / or course coordinator, which may include the production of a review of the relevant literature, an annotated

bibliography and/or a short presentation.Students will receive written feedback and a numerical grade. The feedback sheets/rubrics will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

The report (thesis) will require students to complete an introduction and rationale for their proposed research topic (1,000 – 2,000 words); a comprehensive review of the relevant literature (6,000 – 8,000 words); and, a proposed methodology for future research that includes a full consideration of ethical considerations (2,000 words). Suggested word length is indicative only.

The project chosen and the thesis should serve as a preparation step toward a DSW or PhD research study. The report will comprise 100% of the grade. Two markers will assess the report and the final mark will reflect the difference between the two marks awarded. The marking criteria are below:

Criterion	85+	75-84%	65-74%	<65%
Originality	Topic clearly original work, providing new insights into the subject matter.	Topic shows evidence of originality, extends knowledge in the field	Show some degree of originality but mainly follows existing studies.	Little or no evidence of original content.
Use of theory/ methodology	Integrates theory into the discussion paper well. Shows thorough understanding of existing theory. In empirical theses the methodology is well-chosen and competently presented.	Theory quite well integrated into the discussion. Shows good understanding of theory. In empirical theses the methodology proposed is sound.	Theory partly integrated into discussion. Shows only basic understanding of theory. In empirical theses the methodology proposed is generally sound but shows a few weaknesses.	Poor or incomplete integration of theory into the thesis. In empirical theses there are a number of weaknesses in the proposed methodology.
Critical analysis	Shows high level of critical ability in analysing concepts and meaning.	Sound critical analysis. Good conceptual development.	Some critical analysis evident but mostly a descriptive account.	Lacking in good critical analysis
Coherence	Coherent, well structured submission with clear aims and research questions.	Generally coherent submission, with clear aims and research questions.	Acceptable level of coherence. Some organizational improvements needed.	Lacks coherent structure. Poorly organised.
Clarity of argument and expression	Exceptionally well argued and	Well argued and expressed.	Argument is basically sound.	Poorly argued and expressed.

			Expression could be clearer.	
Sources	Insightful and thorough review of literature on the topic.	Sound review of existing literature	Adequate review of existing literature but showing few insights.	Poor review of existing literature with significant omissions.
Contribution to knowledge	Publishable in a journal with minimal modification and shaping.	Publishable in a journal but with some /moderate modification and shaping	Unlikely to be publishable even with substantial modification	Not publishable

Submission notes: Due date will be set by Convenor on enrollment

Turnitin setting: This is not a Turnitin assignment

Resources

Prescribed Resources

Students will be allocated a supervisor

Recommended Resources

Recommended Resources:

1. Bryman, A. (2012). Social research methods (4th ed.). Oxford, England: Oxford University.

2. Sprenkle, D.H. & Piercy, F.P. (eds) (2005). Research Methods in Family Therapy, Guilford Press:

New York. This publication can be purchased on-line by accessing the following URL:
http://www.qbd.com.au/product/9781572309609 Research_Methods_In_Family_Therapy_by_Spr
enkle_Douglas_H_EDT_Piercy_Fred_P_EDT_.htm

Additional readings:

1. Babbie, E. (2007). The practice of social research (11th ed.). Belmont: Wadsworth.

2. Neuman, W.L. (2003). Social research methods: Qualitative and quantitative approaches (6thed.).
Boston: Allyn & Bacon.

3. Rubin, A., & Babbie, E. R. (2008). Research methods for social work (6th ed.). Belmont, CA:Thomson
Higher Education.

4. Holosko, M. J. (2006). Primer for critiquing social research: A student guide. Belmont, CA:Thomson
Higher Education.

**Students are encouraged to access other material through academic journals and the internet.
Useful journals include:**

Social Work Research

Qualitative Inquiry

British Journal of Social Work

Journal of Social Work Education

Journal of Social Service Research

Research on Social Work Practice

Social Work

International Journal of Social Welfare

Evaluation Review Journal of Applied Research International Journal of Social Research Methodology Family Process

British Journal of Family Therapy

Australian and New Zealand Journal of Family Therapy

Please note, a Review of family, couples and systemic therapy outcome research 2000-2009 by Peter Stratton, Emma Silver, Natasha Nascimento, Gwen Powell, Liz McDonnell & Ewa Novotny is available at http://www.aft.org.uk/training/research.asp

Recommended Resources for specific areas include:

Research Ethics

Antle, B. J. & Regehr, C. (2003). Beyond individual rights and freedoms: meta-ethics in social work research. Social Work, 48, 135-144.

Butler, I. (2002). A code of ethics for social work and social care research, British Journal of Social Work. 3, 239-248.

Ramcharan, P. & Cutcliffe, J. R. (2001). Judging the ethics of qualitative research: considering the 'ethics as process' model. Health & Social Care in the Community 9, 351-66.

Margolin, G. Chien, D., Duman, S. Fauchier, A. Gordis, E. Oliver, P. Ramos, M. and Vickerman, K. (2005). 'Ethical Issues in Couple and Family Research', Journal of Family Psychology, Vol. 19, No. 1, pp. 157–167

Evidence-based practice & reflective research

Crisp, B. (2004). Evidence-based practice and the borders of data in the global information era. Journal of Social Work Education, 40, 73-86.

Fook, J. (Ed.) (1996). The reflective researcher: Social workers' theories of practice research. St Leonards: Allen & Unwin.

Gibbs, L. & Gambrill, E. (2002). Evidence-based practice: counterarguments to objections. Research on Social Work Practice, 12, 452-476.

McDonald, C. (2003). Forward via the past? Evidence-based practice as strategy in social work. The Drawing Board: An Australian Review of Public Affairs, 3, 123-142.

Plath, D. (2006). Evidence-based practice: current issues and future directions. Australian Social Work, 59, 56-72.

Rosen, A. (2003). Evidence-based social work practice: challenges and promise. Social Work Research, 27, 197-208.

Webb, S. A. (2001). Some considerations on the validity of evidence-based practice in social work.

British Journal of Social Work, 31, 57-79.

McDonnell, L. Stratton, P. Butler, S. and Cape, N. (2012). 'Developing research-informed practitioners – an organisational perspective', Counselling and Psychotherapy Research: Linking research with practice, 12:3, pp. 167-177

Stratton, P (2010). 'The Evidence Base of Systemic Family and Couples Therapy', Association for Family Therapy, UK. The report is available both on Blackboard and at www.aft.org.uk Program evaluation

DePoy, E. & Gilson, S. F. (2003). Evaluation practice: Thinking and action for social work practice. Pacific Grove: Thompson/Brooks Cole.

Everitt, A. & Hardiker, P. (1996). Evaluating for good practice. Basingstoke: Macmillan. Everitt, A., Hardiker, P., Littlewood, J. & Mullender, A. (1992). Applied research for better practice. Basingstoke: Macmillan.

Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2005). Program evaluation: An introduction (6th ed.). Belmont, CA: Brooks/Cole.

Wadsworth, Y. (1997). Everyday evaluation on the run (2nd ed.). St Leonards: Allen & Unwin.

Participation in research & action research

Healy, K. (2001). Participatory action research and social work: a critical appraisal. International Social Work, 44, 93-105.

Kanuha, V. K. (2000). 'Being' native versus 'going native': conducting social work research as an insider. Social Work, 45, 439-447.

Munford, R. & Sanders, J. (2003). Making a difference in families: Research that creates change. Crows Nest: Allen & Unwin.

Reason, P. (1994). Three approaches to participative inquiry. In N. K. Denzin & Y.S. Lincoln (Eds.), Handbook of qualitative research. Thousand Oaks: Sage.

Thomas, N. & O'Kane, C. (2000). Discovering what children think: connections between research and practice. British Journal of Social Work, 30, 819-835.

Emancipatory research

Barnes, C. (1996). Disability and the myth of the independent researcher. Disability and Society, 11, 107-110.

Beresford, P. & Evans, C. (1999). Research note: research and empowerment. British Journal of Social Work, 29, 671-677.

Walmsley, J. (2001). Normalisation, emancipatory research and inclusive research in learning disability. Disability and Society, 16, 187-205.

General social work research texts (quantitative & qualitative)

Corby, B. (2006). Applying research in social work practice. Maidenhead: Open University. Grinnell, R. M. (Ed.) (1988). Social work research and evaluation. Itasca: FE Peacock.

Marlow, C. R. (2005). Research methods for generalist social work. Belmont: Brooks/Cole. Neuman, W. L. & Kreuger, L. W. (2003). Social work research methods: Qualitative and quantitative applications. Boston: Pearson Education.

Royse, D. (2004). Research methods in social work (4th ed.). Pacific Grove: Brooks/Cole. Sarantakos, S. (2005). Social research (3rd ed.). London: Macmillan.

Walter, M. (Ed.) (2006). Social research methods: an Australian perspective. South Melbourne: Oxford

Recommended online materials and other useful sources

1. Society for Social Work and Research - http://www.sswr.org/
2. Evidence Based Practice in Health Care - http://www.biomed.lib.umn.edu/learn/ebp/
3. The Family Therapy and Systemic Research Centre – http://www.uel-ftsrc.org/
4. Social Research Association www.the-sra.org.uk
5. Quantitative Research Design http://www.experiment-resources.com/quantitative-research-design.html
6. Evidence Based Practice in Health Care - http://www.biomed.lib.umn.edu/learn/ebp
7. Program Evaluation and Design - http://managementhelp.org/evaluatn/fnl_eval.htm

It may be useful to review the following meta-review about family therapy outcome research: Review of family, couples and systemic therapy outcome research 2000-2009 by Peter Stratton, Emma Silver, Natasha Nascimento, Gwen Powell, Liz McDonnell & Ewa Novotny is available at: http://www.aft.org.uk/training/research.asp

Course Evaluation and Development

Course evaluation and development will be informed by student feedback through UNSW My Experience.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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