City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017 / 18

Part I   Course Overview

Course Title:	Social Work Research & Evaluation
Course Code:	SS4113
Course Duration:	2 Semesters
Credit Units:	6
Level:	B4
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

Social workers are guided by theories, researches and practice wisdom in their work. It is important for students to be able to utilize, and participate and contribute to research. In order to build indigenous practice knowledge appropriate to the local setting, this course will offer students a range of research methodologies in developing research from a practitioner's perspective. Approaches to intervention research, social research and development, clinical research with individuals and groups, single-subject design, case study, qualitative approaches, use of narratives, and process studies will be explored. Students will be required to plan present, and implement a research project.

This course aims to

- develop a scientific attitude towards the empirical research process and become familiar with the basic characteristics of social research.
- understand the nature of the components which are fundamental to the development, and completion of a social research project.
- examine critically factors involved in the selection of research designs appropriate to the study of social services.
- acquire knowledge and understanding of various research methods and statistical analysis applicable to social work settings.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Understand the nature and methods of social research and program evaluation; comprehend the appropriate applications of each method.		√	√	
2.	Understand the strengths and limitations of various research methods in scientific inquires.		√	√	
3.	Demonstrate capabilities of applying research methods and statistical analysis to the social work settings in order to help build up an attitude of evidence-based practice; and can identify strengths and weaknesses of social work research in the process of professional inquires.		√	√	√
4.	Develop a manner of scientific and logical inquires in social work practice for enhancement of the profession development.		√	√	√

* If weighting is assigned to CILOs, they should add up to 100%.   100%

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   *Attitude*
    Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   *Ability*
    Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
    Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No. 1	2	3	4	Hours/week (if applicable)
Lecture	Explain key concepts, theories, methods and skills related to social work research	√	√			
Small study/ project group learning and class discussion	Students are organized into small study/ project groups to discuss and consult the relevant intellectual inputs they learnt in the lectures, and develop their own research projects by the research knowledge and skills they obtained.	√	√	√	√	
SPSS workshop	Live demonstrations and hand-on exercises of using SPSS for data analysis are organized in workshop formats to enhance students' application of empirical data and evidence to their social work inquires.	√		√	√	
Group presentation	Students of respective study/ project groups are required to deliver a presentation to their peer colleagues in order to convey and exchange research ideas, knowledge, methods, skills and results they obtained in their research group projects.	√	√	√	√	
Group research project	Students in the small study/ project groups are required to work together to formulate a research proposal, collect data, analyse and interpret results, and hand on a research proposal and report respectively as a demonstration of their going through the whole research process.	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No. 1	2	3	4	Weighting*	Remarks
Continuous Assessment: __100__ %						
AT1: Class Participation and Discussion: Students' attendance, active involvement in class discussion, initiation in sharing and contributing ideas, attitudes in learning together, and willingness to improve learning will all be taken into account.	√	√	√	√	10%	
AT2: Quiz: During the first semester, a 1.5 hour quiz in short answer format will be carried out to test their research methodology knowledge from the lectures, reference reading book list and essential texts.	√	√			20%	
AT3: Group Presentation: The group presentation aims at assessing students' competence and ability to demonstrate, organize, and convey research knowledge learnt as a means of professional growth.	√	√	√	√	15%	
AT4: Group Research Project: Students will team up not more than 4 classmates to write a research proposal, and then implement the research proposal in the following semester to complete a research report in the guidance of tutors and guideline.	√	√	√	√	40%	
AT5: Research Paper Critique: Students need to use the research knowledge and methods they learnt to write research paper critique to demonstrate their competence and understanding.	√	√	√	√	15%	
Examination: ____% (duration: , if applicable)						

* The weightings should add up to 100%.   **100%**

5. Assessment Rubrics
(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1) Class Participation and Discussion	1.1 Capacity for demonstrating the research knowledge and methods required for scientific inquries in the social work settings	High	Significant	Moderate	Basic	Not even reaching marginal levels
2) Quiz	2.1 Capacity for demonstrating the research knowledge and methods required for scientific inquries in the social work settings 2.2 Ability to analyse and use the research knowledge and methods learnt	High	Significant	Moderate	Basic	Not even reaching marginal levels
3) Group Presentation	3.1 Capacity for demonstrating the research knowledge and methods required for scientific inquries in the social work settings 3.2 Ability to use and deliver the research knowledge and methods learnt 3.3 Demonstration of the application of acquired research knowledge and methods in the social work settings	High	Significant	Moderate	Basic	Not even reaching marginal levels
4) Group Research Project	4.1 Capacity for demonstrating the research knowledge and methods required for scientific inquries in the social work settings 4.2 Ability to use and deliver the research knowledge and methods learnt 4.3 Demonstration of the application of acquired research knowledge and methods in the social work settings 4.4 Understating the strengths and constraints of research methods in the social work settings	High	Significant	Moderate	Basic	Not even reaching marginal levels
5) Research Paper Critique	5.1 Capacity for demonstrating the research knowledge and methods required for scientific inquries in the social work settings 5.2 Ability to use and deliver the research knowledge and methods learnt 5.3 Demonstration of the application of acquired research knowledge and methods in the social work settings	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   Scientific inquiry. Ethical commitments in research. Problem formulation and measurement. Logic of research. Single-subject designs. Survey Research. Qualitative research methods. Unobtrusive research: quantitative and qualitative methods. Statistical reasoning: social statistics, inferential data analysis. Program evaluation.

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1	Engel, R. J., & Schutt, R. K. (2014). The fundamentals of social work research. Thousand Oaks, CA: Sage.
2	Grinnell, R. M., & Unrau, Y. A. (2014). Social work research and evaluation: Foundations of evidence-based practice. Oxford: Oxford University Press.

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1	Rubin, A., & Babbie, E. R. (2014). *Research methods for social work* (8th ed.). Belmont, CA: Thompson Brooks/Cole.
2	Engel, R. J., & Schutt, R. K. (2013). *The practice of research in social work.* Thousand Oaks, CA: SAGE.
3	Maschi, T., & Youdin, R. (2012). *Social worker as researcher: Integrating research with advocacy.* Boston: Pearson.
4	Shaw I et al. (Eds.). (2010). *The SAGE handbook of social work research.* Los Angeles: SAGE.
5	Krysik, J. L., & Finn, J. (2013). *Research for effective social work practice.* New York: Routledge.
6	Corby, B. (2006). *Applying research in social work practice.* Maidenhead: Open University Press.
7	Thyer, B. (Ed.). (2010). *The handbook of social work research methods.* Los Angeles: SAGE.
8	Orme, J. (2010). *Developing research based social work practice.* Basingstoke, NY: Palgrave Macmillan.
9.	邊燕杰、涂肇慶、蘇耀、藏昌 (2001)。*華人社會的調查研究:方法與發現*。香港：牛津大學出版社。
10	莫邦豪、周健林 (2000)。*社會工作研究的經驗*。香港：香港社會工作人員協會。

   Readings of journal articles and research studies from:

1.	*http://www.sagepub.com/prsw/learning.htm* student website of Engel, Rafel J. and Schutt, Russell K. (2005) *The Practice of Research in Social Work* London: Sage Publications.
2.	*http://etd.lib.nsysu.edu.tw/ETD-db/ETD-search-c/search* 國立中山大學學位論文全文系統。

   Web Resources:

1.	*http://www.surveysystem.com/sscalc.htm* on survey research and sample size calculator.

2.	*http://ihome.cuhk.edu.hk/~b103405/ls2001/* web site introducing social research methods by CUHK in Chinese.
3.	*http://www.cityu.edu.hk/mpu/research/index.html* research projects of SS and SA staff.
4.	*http://www.ruf.rice.edu/~lane/rvls.html* virtual laboratory on statistics.
5.	*http://www.nyu.edu/socialwork/wwwrsw* World Wide Web Resources for Social Workers.
6.	*http://www.socialwork.com.hk* sites on social work resources in Hong Kong.
7.	*http://www.surveyconsole.com/console/showSurveyLibrary.do?surveyID=169* free Survey Template Library.
8.	*http://www.odh.state.oh.us/Data/OFHSurv/OFHSChartBk8Cover.htm* Women's Health By Race and Ethnicity, Ohio, 1998.
9.	*http://www.medschoolchat.com/printarticle128.html* Positioning Women's Health Curricula in US Medical Schools.
10.	*http://www.kff.org/womenshealth/20020507a-index.cfm* 2001 Kaiser Women's Health Survey - Women's Health in the United States: Health Coverage and Access to Care.
11.	*http://www.researchmethods.com/* Research Method Workshop.
12.	*http://www.uwex.edu/ces/lmcourse* Logic Model Course.