



## UNSW Course Outline

# SOCF5110 Professional Practice Research Project - 2024

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## General Course Information

Course Code : SOCF5110

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Social Sciences

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

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

Course Learning Outcomes
CLO1 : Design, develop, and report on a research project related to social work and/or counselling theory or practice.
CLO2 : Review the literature on a research topic related to social work and/or counselling theory or practice.
CLO3 : Demonstrate knowledge and understanding of a core area of social work and/or counselling theory and practice.

Course Learning Outcomes	Assessment Item
CLO1 : Design, develop, and report on a research project related to social work and/or counselling theory or practice.	• Report
CLO2 : Review the literature on a research topic related to social work and/or counselling theory or practice.	• Report
CLO3 : Demonstrate knowledge and understanding of a core area of social work and/or counselling theory and practice.	• Report

## Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Report	100%	Due Date: 19/04/2024 11:59 PM

# Assessment Details

## Report

### Assessment Overview

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.

### Course Learning Outcomes

- CL01 : Design, develop, and report on a research project related to social work and/or counselling theory or practice.
- CL02 : Review the literature on a research topic related to social work and/or counselling theory or practice.
- CL03 : Demonstrate knowledge and understanding of a core area of social work and/or counselling theory and practice.

### Detailed Assessment Description

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.

Please email [honours-soss@unsw.edu.au](mailto:honours-soss@unsw.edu.au) for a copy of the marking rubric for the report.

### Assessment Length

12000-14000 words

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **General Assessment Information**

### Grading Basis

Standard

### Requirements to pass course

A mark of 50% or higher overall.

## **Course Schedule**

### **Attendance Requirements**

Not Applicable - as no class attendance is required

## **Course Resources**

### **Prescribed Resources**

Students will be allocated a supervisor.

### **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\_Sprenkle\_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 (6th ed). 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](http://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-ftsrg.org/>
4. Social Research Association [www.the-sra.org.uk](http://www.the-sra.org.uk)
5. Quantitative Research Design <http://www.experiment-resources.com/quantitative-researchdesign.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](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 MyExperience.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jane Mowll		Morven Brown G40	9385 0650	<a href="mailto:j.mowll@unsw.edu.au">j.mowll@unsw.edu.au</a>	Yes	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.



## 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## 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](mailto: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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School Contact Information

### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>