

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: SOCIAL WORK RESEARCH

Unit ID: MSWPG7211

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 090501

Description of the Unit:

This unit requires students to develop research as a resource for social work practice. It introduces students to research paradigms, methodologies, methods and strategies that are necessary to undertake research and evaluation in a practice or an academic context. Students will learn to examine the nature of evidence by evaluating existing research and/or evidence and unpack the ways in which it has been produced and for what purpose and how it informs their practice. Furthermore, students will learn techniques, such as designing a research project, recognising ethical dilemmas in undertaking research, data collection and analysis, and dissemination of research findings.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Appraise the major research traditions relevant to Social Work
- K2.** Understand the interrelationships between epistemology, ontology, theoretical perspectives, methodology and methods;
- K3.** Critically appraise research methodologies and their application in social work research;
- K4.** Determine and differentiate between ethical issues pertinent to research in Social Work contexts and;
- K5.** Design research proposal by applying knowledge of the research processes, including, methodologies/methods and ethical considerations.

Skills:

- S1.** Independent research, time management and planning skills;
- S2.** Skills in evaluating various techniques for gathering and analysing data, including qualitative and quantitative approaches;
- S3.** Identify potential ethical issues relating to participant engagement, data collection, data analysis and dissemination of findings;
- S4.** Investigate, evaluate, analyse and synthesise concepts and issues pertaining to research for Social Work contexts;
- S5.** Written and verbal communication skills for the appropriate dissemination of research to a range of audiences and;
- S6.** Competence in accessing and utilising databases and evidence to research practice issues.

Application of knowledge and skills:

- A1.** Determine the most appropriate research methods for inquiry in a given Social Work context;
- A2.** Critically evaluate the usefulness and validity of research data for Social Work practice
- A3.** Develop skills in conducting a literature search, and writing up a literature review investigating a given topic in Social Work research
- A4.** Develop competence and creativity in developing the design and articulating a proposal for a Social Work research project
- A5.** Develop competence in completing an appropriate ethics application for research involving humans

Unit Content:

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Topics may include:

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What is Research?

What is Research: Varied contexts and purposes of research in social work.

Different ways of knowing/Philosophy of Research

What is evidence and how is it framed in social work practice and research?

Ethical codes and principles that underpin research including, National Human Medical Research Council guidelines and the Australian Association of Social Work Code of Ethics (2020).

What are literature Reviews?

Social Work Research Methodologies

Qualitative and Quantitative methodologies

Emancipatory Research

Evidence based Practice (EBP)

Service Users and Research

Practice Research

Anti Oppressive Research Practices

Evidenced Based practice

Developing a Research Proposal

Components of the Research Design Process: research question, research methodology, Concepts/Variables, Developing a standpoint, ethical consideration etc.

Developing a Research Proposal

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in:</p> <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K5, S5, S6, A4	At2, AT3
FEDTASK 2 Leadership	<p>Students at this level will demonstrate a mastery in professional skills and behaviours in leading others.</p> <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	K5, S5	AT3
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1, K2, K3, K5, S2, S4, S5, A1, A2, A4	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	K1, S1, S5, A2	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K4, S4, S3, A5	AT1, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S3, S4, S5, A2, A5	Critical learning exercises will explore key concepts and ethical considerations of research covered in the unit using a range of written and/or oral activities. Hurdle Assessment: Complete the Research Integrity Module. Upon completion print the certificate of completion.	Learning Portfolio	15%-30%
K3, S1, S4, S6, A2, A3	Students can choose any social work topic and critically evaluate the evidence informing practice, identify a gap in the literature, and develop a clear statement of the problem that needs further investigation.	Literature Review	30%-45%
K3, K4, K5, S1, S2, S3, S5, A1, A4, A5	Students are required to design a research proposal that includes aims/objectives, research questions, concepts/variables, methodologies, methods and ethical considerations.	Research Proposal	35%-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course

Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)