

# Practice Research in Social Work Field Education

## An Annotated Bibliography 2021



Transforming the Field  
Education Landscape

## ACKNOWLEDGEMENTS

The Transforming the Field Education Landscape (TFEL) project is supported in part by the funding from the Social Sciences and Humanities Research Council of Canada (SSHRC).

## ANNOTATED BIBLIOGRAPHY AUTHORS

Julie Drolet (TFEL Program Director)

Wasif Ali (TFEL Postdoctoral Scholar)

Nicole Brown (University of Calgary, Research Assistant)

## SUGGESTED CITATION

Transforming the Field Education Landscape (TFEL). (2021). *Practice research in social work field education: An annotated bibliography*. University of Calgary, AB: Authors.

## CONTACT

Dr. Julie Drolet, Professor & TFEL Project Director, Faculty of Social Work, University of Calgary, 3-250, 10230 Jasper Avenue, Edmonton, Alberta, T5J 4P6, Canada  
jdrolet@ucalgary.ca

## PURPOSE OF THE ANNOTATED BIBLIOGRAPHY

The Transforming the Field Education Landscape (TFEL) project, funded by the Social Sciences and Humanities Research Council of Canada's (SSHRC) partnership grant program, aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.

The purpose of this annotated bibliography is to learn about practice research in social work field education. Social work literature indicates that social work students' express discomfort and lack of understanding about research to inform practice in comparison to other academic disciplines. The Canadian Association of Social Work Education (CASWE) requires in its accreditation framework that social work students need to engage in research to advance professional practice, policy development, and service provision. TFEL is developing this annotated bibliography as a resource on applied practice research for field education. Recognizing the importance of research knowledge and skills as a vital component of social work education.

## METHODS

The methods for the literature search included using the University of Calgary library online data base. There were 34 articles found for this annotated bibliography on practice research in social work field education.

### Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	<ul style="list-style-type: none"> <li>• "Practice research" AND "social work*" AND "field education or field placement or practicum"</li> <li>• "Practice research in social work education"</li> </ul>	<ul style="list-style-type: none"> <li>• 2010- 2021</li> <li>• English language</li> <li>• Peer Reviewed</li> </ul>
CINAHL	<ul style="list-style-type: none"> <li>• "Practice research" AND "social work*" AND "field education or field placement or practicum "</li> <li>• "Practice research in social work education"</li> </ul>	<ul style="list-style-type: none"> <li>• 2010- 2021</li> <li>• English language</li> <li>• Peer Reviewed</li> </ul>
Google Scholar	<ul style="list-style-type: none"> <li>• "Practice research" "social work*" "field education or field placement or practicum "</li> <li>• "Research in daily practice" "social work"</li> </ul>	<ul style="list-style-type: none"> <li>• 2000-2021</li> <li>• 2010- 2021</li> </ul>
Social Work Abstracts	<ul style="list-style-type: none"> <li>• "Practice research" AND "social work*" AND "field education or field placement or practicum "</li> <li>• "Practice research in social work education"</li> </ul>	<ul style="list-style-type: none"> <li>• 2010- 2021</li> <li>• English language</li> <li>• Peer Reviewed</li> </ul>
SocINDEX	<ul style="list-style-type: none"> <li>• "Practice research" AND "social work*" AND "field education or field placement or practicum "</li> <li>• "Practice research in social work education"</li> </ul>	<ul style="list-style-type: none"> <li>• 2010- 2021</li> <li>• English language</li> <li>• Peer Reviewed</li> </ul>
University of Calgary Quick Search	<ul style="list-style-type: none"> <li>• "Practice research" AND "social work*" AND "field education"</li> <li>• "Evidence based" AND "social work*" AND "field education"</li> <li>• "Practice research in social work education"</li> </ul>	<ul style="list-style-type: none"> <li>• 2000-2021</li> <li>• 2010- 2021</li> <li>• English language</li> <li>• Peer Reviewed</li> </ul>

## ANNOTATED BIBLIOGRAPHY

Anderson, H. (2014). Collaborative-dialogue based research as everyday practice: Questioning our myths. In G. Simon & A. Chard (Eds.), *Systemic inquiry: Innovations in reflexive practice research* (pp. 60-73). Everything is Connected Press.

Collaborative-dialogue practice joins an effort to question the myths—the established conventions—of our social science research practices, not as an alternative practice methodology but as a different way of conceptualizing research and knowledge. These conventions include: research is scientific inquiry, only researchers execute research, performing research takes professional training, research is carried out by an objective outsider, the researcher must be objective and neutral, research is best conducted after the fact, research tells us what is, methods must be validated and reliable, methods must be repeatable, and results must be generalizable.

Austin, M. J., & Isokuortti, N. (2016). A framework for teaching practice-based research with a focus on service users. *Journal of Teaching in Social Work, 36*(1), 11-32.

<https://doi:10.1080/08841233.2016.1129931>

The integration of research and practice in social work education and agency practice is both complex and challenging. The analysis presented here builds upon the classic social work generalist framework (engagement, assessment, service planning and implementation, service evaluation, and termination) by developing a three-part framework to capture practice, research, and service user involvement. The article also includes a case vignette to illustrate the application of the framework. The evolution of practice-based research provides a venue for these integration issues, with special attention to the role played by service users. The analysis concludes with a series of questions to guide evolving practice and future research.

Beddoe, L., & Harington, P. (2012). One step in a thousand-mile journey: Can civic practice be nurtured in practitioner research? Reporting on an innovative project. *British Journal of Social Work*, 42(1), 74–93. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcr035>

Newly graduating social workers enter a world in which they rarely encounter an expectation that they will engage in scholarly activities. When scholarly skills fall into disuse, there remains little room for reflexive considerations. This article draws on experience of academics and practitioners who participated in an innovative mentoring programme, Growing Research in Practice (GRIP), which explored the challenge of raising the research capability and confidence of groups of social workers in Auckland, New Zealand. The authors link the insights gained in this project to a developing conceptualisation of civic social work, where scholarly inquiry is a practice imperative. Qualitative data were collected via individual and group interviews, from recorded discussions, evaluations and debriefing activities, and from our own field notes. The findings indicate considerable enthusiasm for practitioner research, despite the many challenges faced, but suggest that building professional confidence requires several strategies. The collaborative process trialled in this project appears to have potential.

Bellinger, A. (2010). Studying the landscape: Practice learning from social work reconsidered. *Social Work Education: The International Journal*, 29(6), 599-615.

<https://doi:10.1080/02615470903508743>

This paper offers a critical analysis of the development and erosion of the infrastructure for practice learning in England over the past two decades. Although specifically focused on social work it illustrates the way resources can be eroded and so has implications for other professions regulated by government. During the first decade under consideration, UK support for social work practice learning was characterised by an acknowledged pedagogical purpose, nationally agreed standards, economic resources and a recognised status distinct

from practice. In the following decade, a range of technical and administrative changes have resulted in the landscape of practice learning shifting with potentially serious consequences for the profession. At the time of writing, social work education is facing another review, prompted by the death of a child. The intention of the paper is to show how changes and improvements may be viewed differently when seen collectively. Announcements of new initiatives can divert attention from erosions that threaten the integrity of existing provision. The disappearance of frameworks and resources may have a real impact on the education of students to be professionals who can assess risk, manage uncertainty and uphold the rights of people with whom they work.

Bledsoe-Mansori, S. E., Bellamy, J. L., Wike, T., Grady, M., Dinata, E., Killian-Farrell, C., & Rosenberg, K.

(2013). Agency–University partnerships for evidence-based practice: A national survey of schools of social work. *Social Work Research*, 37(3), 179–193. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/swr/svt015>

Efforts to disseminate and implement evidence-based practice (EBP) and empirically supported interventions (ESI) have been rapidly increasing in social work education, research, and practice. Nevertheless, the gap between research and practice remains substantial, reducing the opportunity for social work clients to benefit from the best available practices. Partnerships between schools of social work and community agencies to promote EBP, ESI, or both offer a promising solution to this problem. However, little is known about these partnership efforts. This article presents the results of a national, Web-based survey conducted with Council on Social Work Education-accredited schools of social work (N = 126) designed to explore partnership efforts between schools of social work and community agencies to promote EBP in social work practice. Results indicate that the majority of respondents perceive EBP as beneficial. The most common EBP partnership efforts included

individual faculty members conducting EBP research in partnership with agencies, partnerships with field placement agencies for student training, and provision of EBP-related resources such as library access to agencies. Obstacles to agency–university EBP partnerships included time, funding, and limited agency resources. Addressing these barriers and building from schools' current limited partnership efforts to develop more comprehensive partnership models may help to narrow the gap between research and practice.

Cabassa, L. J. (2016). Implementation Science: Why It Matters for the Future of Social Work. *Journal of Social Work Education*, 52(sup1), S38-S50.

<https://doi.org/10.1080/10437797.2016.1174648>

Bridging the gap between research and practice is a critical frontier for the future of social work. Integrating implementation science into social work can advance our profession's effort to bring research and practice closer together. Implementation science examines the factors, processes, and strategies that influence the uptake, use, and sustainability of empirically supported interventions, practice innovations, and social policies in routine practice settings. The aims of this article are to describe the key characteristics of implementation science, illustrate how implementation science matters to social work by describing several contributions this field can make to reducing racial and ethnic disparities in mental health care, and outline a training agenda to help integrate implementation science in graduate-level social work programs.

Chapin, R. K, Sellon, A., & Wendel-Hummell, C. (2015). Integrating education, research, and practice in gerontological social work: Lessons learned from the reclaiming joy peer support program. *Gerontology & Geriatrics Education*, 36(3), 242–260.

<https://doi.org/10.1080/02701960.2015.1009055>

The practice-to-research gap has been attributed to many factors, including differing goals and priorities, differing knowledge bases and skill sets, and lack of recognition of limits of agency and community resources. Although many scholars have called for more collaboration between educators, researchers, and practitioners, these challenges can make collaboration difficult. The authors illustrate how the application of the strength's perspective, by acknowledging and building on the strengths and goals of researchers, practitioners, and educators, can help to mitigate some of the barriers that contribute to the research--practice gap and to create more relevant research. The Reclaiming Joy Peer Support Program is offered as a case study in gerontological social work to demonstrate how the strengths perspective can be applied in a real-life research setting.

Coppola, J. L. G. (2016). *Stealing minutes: A tri-study of reconstructing self-care for mental health professionals using research as daily practice, case study and grounded theory* [Doctoral dissertation, University of Twente]. National Academic Research and Collaborations Information System.

The majority of approaches to self-care in the mental health field revolve around activities that take place outside of the work environment or on supervision and policy level approaches. Using social constructionist and narrative principles, I created, implemented, and studied a series of workshops focused on intra-day approaches to self-care. Using Research As Daily Practice, Case Study, and Grounded Theory approaches I was able to gain insights at each phase of the project and provide richer resources for moving forward with the goal of constructing a new approach to self-care. This study may benefit therapists, educators, and other helping professionals in reducing stress in the workplace through providing simple and effective tools to use with clients, students and others.

Drolet, J. (2020). A new partnership: Transforming the field education landscape: Intersections of research and practice in Canadian social work field education. *Field Educator*, 10(1), 1-18.

Practicum, also known as field education, is the signature pedagogy for a wide range of professional education programs, especially social work (Ralph, Walker, & Wimmer, 2007; Wayne, Bogo, & Raskin, 2010). Social work is a profession concerned with helping individuals, families, groups, and communities to enhance their individual and collective well-being (Canadian Association of Social Workers, n.d.). With approximately 50,000 social workers in Canada, the profession plays a critical role in the delivery of social services in the labor market (Stephenson, Rondeau, Michaud, & Fiddler, 2001). The social work profession and the accrediting and regulatory bodies for social work education recognize the critical importance of practicum in preparing the future social service workforce (Bogo, 2015). Field placements provide real-world practice experience in which knowledge, skills, and values that students learn in the classroom are applied within practice settings under the supervision of a qualified professional (Ralph et al., 2007). Many schools of social work offer a traditional agency-based model of field education in which unpaid, voluntary, one-on-one “tutoring” is provided by professional social workers, or field instructors (Bogo, 2006). Field instructors serve as mentors, teachers, and role models for practicum students by demonstrating the necessary knowledge, skills, attitudes, values, and ethics required to be a practicing professional through supervised application of practice in the field (Ayala et al., 2018; Barretti, 2007; Bogo, 2006).

Engel, R. J., & Schutt, R. K. (2016). *The practice of research in social work*. Sage Publications.

"The Fourth Edition of *The Practice of Research in Social Work* introduces an integrated set of techniques for evaluating research and practice problems as well as conducting studies.

Evidence-based practice comes alive through illustrations of actual social work research.

Updated with new examples, the latest research, and expanded material on technology and

qualitative methods, this popular text helps readers achieve the 2015 EPAS core competencies essential for social work practice"

Fisher, M., Austin, M. J., Julkunen, I., Sim, T., Uggerhøj, L., & Isokuortti, N. (2016). Practice research. *Oxford Bibliographies Online Datasets*. <https://doi:10.1093/obo/9780195389678-0232>

Practice research focuses heavily on the roles of the service provider and service user who play a major role in defining the research questions and interpreting the findings. Compared to other knowledge production processes that are agency-based, service-focused, client-focused, theory-informed, highly interactive (multiple stakeholders), and designed to inform practice, policy, and future research, practice research makes a unique contribution to the research enterprise. Practice research in the field of social work plays an important role in a continuing search for ways to improve social services that promote the well-being of service users. It often involves collaboration among multiple stakeholders in addition to service providers, researchers, service users, educators (funders, policymakers, agency directors, etc.), while taking into account the power dynamics between service users and service providers with respect to inclusiveness, transparency, ethical reflexivity, and critical reflection. In this relationship, agency practice that fully captures the perspectives of service users as well as providers can inform the education of future practitioners as well as influence research on agency practice and policies. The goal of practice research is to generate knowledge derived from agency-based practice (Salisbury Forum Group 2011, cited under General Overviews). The theoretical frameworks and methodological research tools for engaging in practice research often requires flexible and collaborative structures and organizations (Helsinki Forum Group 2014, cited under General Overviews). Practice research is often a negotiated process between practice (providers and users) and research (researchers and educators) within the

context of cross-cultural dialogical communications needed to address the gap between research and practice. In essence, for practice and research to be shared, co-learning, respect, and curiosity are needed to support an inclusive inquiry and knowledge development process that captures the differences and tensions reflected in fundamentally different perspectives (e.g., service user and provider, service provider and researcher, and researcher and policymaker). In addition, practice research is often funder influenced, outcome focused, and change oriented.

Fortune, A. E., McCallion, P., & Briar-Lawson, K. (Eds.). (2010). *Social work practice research for the twenty-first century*. Columbia University Press.

Social work professionals must demonstrate their effectiveness to legislators and governments, not to mention clients and incoming practitioners. A thorough evaluation of the activities, ethics, and outcomes of social work practice is critical to maintaining investment and interest in the profession and improving the lives of underserved populations.

Incorporating the concerns of a new century into a consideration of models for practice research, this volume builds on the visionary work of William J. Reid (1928-2003) who transformed social work research through empirically based and task-centered approaches- and, more recently, synthesized intervention knowledge for framing future study. This collection reviews the task-centered model and other contemporary Evidence-based practice models for working with individuals, families, groups, communities, and organizations. Essays demonstrate the value of these pragmatic approaches in the United States and international settings. Contributors summarize state-of-the-art methods in several key fields of service, including children and families, aging, substance abuse, and mental health. They also evaluate the research movement itself, outlining an agenda for today's sociopolitical

landscape and the profession. This volume inspires practice research to prioritize evidence as a base for the profession.

Fouché, C. (2016). Practice research partnerships in social work: Making a difference. *Aotearoa New Zealand Social Work*, 28(4), 118–119. <https://doi.org/10.11157/anzswj-vol28iss4id291>

Practice research partnerships in social work can make a significant difference to social work service delivery. Through clear multinational practice scenarios, critical questions, and examples from research, Christa Fouché guides researchers, students, educators, practice managers, funders, and practitioners in exploring partnerships that can create, contribute, consume, commission, or critique evidence in and for social work practice. The text encourages collaborative practice by demonstrating the transformative power of knowledge networks in making a difference in social work on a practical level. This comprehensive, accessibly written book will be an essential text for both students and practitioners, helping them to engage actively with research through their front-line work.

Frampton, N., Jenney, A., & Shaw, J. (2020). Implementation of Practice-Based Research in Social Work Education. *Papers on Postsecondary Learning and Teaching*, 4, 96-100.

Research is an integral component of social work education, yet social work students often experience considerable fear and anxiety when faced with the prospect of engaging in research and research-related activities. Student reluctance towards research can cause significant challenges for social work educators. Literature suggests that certain pedagogical practices can increase engagement and improve student learning outcomes, such as integrating experiential practice components and creating practical opportunities for students to apply their classroom knowledge to real life settings. This paper describes the development and implementation of practice-based research curricula and practica in the Faculty of Social Work at the University of Calgary to enhance student experiential learning.

Gibbs, P., Neuhauser, L., & Fam, D. (2018) Introduction-The art of collaborative research and collective learning: Transdisciplinary theory, practice and education. In D. Fam, L. Neuhauser, & P. Gibbs (Eds.), *Transdisciplinary theory, practice and education: The art of collaborative research and collective learning* (pp. 3-9). Springer.

This book embraces an ecology of uncertainty, unfairness, complexity, and lack of agency. It weaves a fabric of solution, respect and agency in the sphere of collective transdisciplinary endeavour. The authors believe that transdisciplinary and interdisciplinary approaches to research and education are critical for addressing complex problems involving multiple disciplines and a diversity of societal actors in real-life contexts. The underlying assumption is that creating effective solutions to complex problems requires exchanging knowledge and experiences among a diversity of disciplines (across the social and natural sciences and the arts) with stakeholders in both public and private spheres (Gibbons et al. 1994; Lang et al. 2012; Neuhauser and Pohl 2014; Westberg and Polk 2016; Robinson 2008; Fam et al. 2017; Gibbs 2015).

Gilgun, J. F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice*, 15(1), 52-61. <https://doi.org/10.1177/1049731504269581>

The purpose of this article is to place evidence-based practice within its wider scholarly contexts and draw lessons from the experiences of other professions that are engaged in implementing it. The analysis is based primarily on evidence-based medicine, the parent discipline of evidence-based practice, but the author also draws on evidence-based nursing and evidence-based social work in the United Kingdom. It was found that the experiences of other practice professions have a great deal to offer social work practice. Similar to medicine, nursing, and our British colleagues, U.S. social work practice will benefit from increased research activity, more widespread availability of reviews of research, on-line resources, and

many more training opportunities. Similar to nursing administrators, social work administrators have the responsibility to allow social work practitioners the time and training to become familiar with research relevant to their practice.

Grinnell Jr, R. M., & Unrau, Y. (2005). *Social work research and evaluation: Quantitative and qualitative approaches*. Cengage Learning.

This book is the longest standing and most widely adopted text in the field of social work research and evaluation. Since the first edition in 1981, it has been designed to provide beginning social work students the basic methodological foundation they need in order to successfully complete more advanced research courses that focus on single-system designs or program evaluations. Its content is explained in extraordinarily clear everyday language which is then illustrated with social work examples that social work students not only can understand, but appreciate as well. Many of the examples concern women and minorities, and special emphasis is given to the application of research methods to the study of these groups. Without a doubt, the major strength of this book is that it is written by social workers for social work students. The editors have once again secured an excellent and diverse group of social work research educators. The 31 contributors know firsthand, from their own extensive teaching and practice experiences, what social work students need to know in relation to research. They have subjected themselves to a discipline totally uncommon in compendia—that is, writing in terms of what is most needed for an integrated basic research methods book, rather than writing in line with their own predilections.

Hanks, J. (2019). From research-as-practice to exploratory practice-as-research in language teaching and beyond. *Language Teaching*, 52, 143-187. [https://doi.org/ 10.1017/S0261444819000016](https://doi.org/10.1017/S0261444819000016)

Practitioner research is a flourishing area with a significant body of theoretical and empirical research, but often researchers remain isolated, unaware of impactful work by colleagues in

related fields. Exploratory Practice (EP) is one innovative form, uniting creative pedagogy and research methods. The potential contributions have hitherto been neglected. EP's emphasis on puzzling and understanding is a means of demystifying occluded practices which place learners, teachers and researchers as co-investigators at the heart of the research-practice nexus. EP's radical positioning of learners as co-researchers, alongside teachers, teacher educators and others, means crossing boundaries – (re-)negotiating identities, in language learning/teaching/researching – thus raising epistemological challenges for the field. The contribution of this state-of-the-art article is to provide a meta-analysis of these themes and challenges, critically analysing the complexities involved as the paradigms of research, practice and practitioner research shift from research-as-practice towards practice-as-research.

Harrison, D. F., & Thyer, B. A. (1988). Doctoral research on social work practice: A proposed agenda.

*Journal of Social Work Education*, 24(2), 107-114.

<https://doi.org/10.1080/10437797.1988.10672104>

This paper discusses various issues relevant to direct practice and/or clinical dissertations in social work. Specific requirements for such dissertations are proposed, including the suggestions that the research have direct applications for the improvement of practice methods and that dissertations in social work should be distinguished from those in related areas. Issues related to the role of supervisory faculty and curriculum needs are also explored. The authors express a decided preference for experimental outcome studies which evaluate the efficacy of social work interventions, and propose a national research agenda among social work doctoral programs to foster such research.

Huang, H. B. (2010). What is good action research? Why the resurgent interest? *Action Research*, 8(1), 93-109. <https://doi.org/10.1177/1476750310362435>

In the following 'Note from the Field', I respond to an invitation from students in the world of organizational studies, to share my perspective on what constitutes a good action research project/paper. As action researchers privilege the context of practice over disembodied theory, I will introduce examples of action research – after some initial definition and framing.

Joubert, L., & Webber, M. (Eds.). (2020). *The Routledge Handbook of social work practice research*. Routledge.

*The Routledge Handbook of Social Work Practice Research* is the first international handbook to focus on practice research for social work. Bringing together leading scholars in the field from Europe, the USA and the Asia Pacific region, it provides an up-to-the minute overview of the latest thinking in practice research whilst also providing practical advice on how to undertake practice research in the field. It is divided into five sections: State of the art, Methodologies, Pedagogies, Applications and Expanding the frontiers. The range of topics discussed will enhance student development as well as increase the capacity of practitioners to conduct research; develop coordinating and leadership roles; and liaise with multiple stakeholders who will strengthen the context base for practice research. As such, this handbook will be essential reading for all social work students, practitioners and academics as well as those working in other health and social care settings.

Julkunen, I. (2011). Knowledge-production processes in practice research—outcomes and critical elements. *Social Work & Society*, 9(1), 60-75.

The welfare sector has seen considerable changes in its operational context. Welfare services respond to an increasing number of challenges as citizens are confronted with life's uncertainties and a variety of complex situations. At the same time the service-delivery

system is facing problems of co-operation and the development of staff competence, as well as demands to improve service effectiveness and outcomes. In order to ensure optimal user outcomes in this complex, evolving environment it is necessary to enhance professional knowledge and skills, and to increase efforts to develop the services. Changes are also evident in the new emergent knowledge-production models. There has been a shift from knowledge acquisition and transmission to its construction and production. New actors have stepped in and the roles of researchers are subject to critical discussion. Research outcomes, in other words the usefulness of research with respect to practice development, is a topical agenda item. Research is needed, but if it is to be useful it needs to be not only credible but also useful in action. What do we know about different research processes in practice? What conceptions, approaches, methods and actor roles are embedded? What is the effect on practice? How does 'here and now' practice challenge research methods? This article is based on the research processes conducted in the institutes of practice research in social work in Finland. It analyses the different approaches applied by elucidating the theoretical standpoints and the critical elements embedded in them, and reflects on the outcomes in and for practice. It highlights the level of change and progression in practice research, arguing for diverse practice research models with a solid theoretical grounding, rigorous research processes, and a supportive infrastructure.

Maidment, J., Chilvers, D., Crichton-Hill, Y., & Meadows-Taurua, K. (2011). Promoting research literacy during the social work practicum. *Aotearoa New Zealand Social Work Review*, 23(4), 3–13.

Recent research in New Zealand (Beddoe, 2010) and elsewhere (Joubert, 2006) has documented low levels of confidence amongst social work graduates in conducting applied social research. This article will examine the reasons why research literacy amongst

students and graduates appears to be at a low ebb, and will report on the early developmental phases of a field education model being piloted in Christchurch, New Zealand, to promote knowledge and skill development in practice research. The process used for planning a suite of practice research placements is outlined, together with examining the application of the communities of practice model for facilitating this intervention. Practical strategies for including research learning objectives and activities are provided, with the view to encouraging routine inclusion of different tasks associated with systematic inquiry into all field placements. The evaluation design for the group of practice research placements is outlined with considerations of the project limitations and potential for future development. A second article on how the project progressed will be submitted later in 2012.

Miller, K. (2019). Practice research enabler: Enabling research in a social work practice context.

*Qualitative Social Work*, 18(4), 677-692. <https://doi.10.1177/1473325017751038>

Practitioners are curious people but have become increasingly estranged from investigation and the research process. A false divide has developed wherein knowledge gained from practice is considered by some as inferior to knowledge constructed by academics. The concept of phronesis, as practical wisdom, can provide a link to give a legitimacy to practice research. One difference between academic research and practice research is in the collaborative relationship between practitioner and researcher, a true engagement with equal partners. The academic can be seen as a practice research enabler who facilitates the knowledge which practitioners develop in a localized setting and situates it in a broader theoretical perspective. As a research enabler, a researcher brings academic expertise to supplement the practice expertise of the practitioner to develop new knowledge. In a series of examples, and using a critical discourse analysis approach, the author critically assesses his

own practice to identify an unsuccessful, a partially successful and a successful example of being a practice research enabler.

McBeath, B., & Austin, M. J. (2015). The Organizational Context of Research-minded Practitioners: Challenges and Opportunities. *Research on Social Work Practice*. 25(4):446-459.

<https://doi.org/10.1177/1049731514536233>

If some practitioners are more research minded than others, then promising approaches for bridging the research to practice gap may be developed by describing research-minded practitioners and examining how to locate and support them. This article follows this basic logic in providing an overview of organizational development and practitioner support models for increasing knowledge use in human service organizations. The article begins with a conceptual profile of research-minded practitioners—individuals with an affinity for empirical inquiry, critical thinking, and reflection allied with a commitment to data-driven organizational improvement—and the organizational settings needed to host research-minded practice. This is followed by a description of the challenges involved in promoting practitioner involvement in using, translating, and doing research and strategies to address these challenges. We conclude with implications for supporting research-minded practitioners and aligning their efforts with organizational improvement processes. The goal of the analysis is to identify the organizational contexts in which research-minded practitioners can thrive as well as new directions for practice research.

Myers, L. L, & Wodarski, J. S. (2014). Using the Substance Abuse and Mental Health Services Administration (SAMHSA) Evidence-based practice kits in social work education. *Research on Social Work Practice*, 24(6), 705–714. <https://doi.org/10.1177/1049731514527800>

In today's climate, it is becoming increasingly important to provide social work students with practice knowledge on research-supported social work interventions. CSWE has placed

greater emphasis on using research-based knowledge to inform and guide social work practice, and the field has recognized the value of adhering to the evidence-based practice model in all facets of social work practice. It is at this juncture when social work educators are expected, with ever-diminishing resources, to offer training in evidence-based practice to social work students and practitioners that SAMHSA has developed a series of practice kits on a variety of research-supported treatment programs. Structuring portions of social work education around these toolkits would be one way of promoting a more research-supported curriculum content.

Sage, M., Hitchcock, L. I., Bakk, Louanne, Y., Jimmy, M., Dorlee, J., Annette S., & Smyth, N. J. (2021).

Professional collaboration networks as a social work research practice innovation: Preparing DSW students for knowledge dissemination roles in a digital society. *Research on Social Work Practice*, 31(1), 42–52. <https://doi.org/10.1177/1049731520961163>

In professional disciplines, gaps often exist between research and practice. This occurs because of a lack of information exchange between stakeholders about various knowledge of problems and solutions. Implementation science offers systematic strategies for addressing gaps. One potential way to close gaps is by using professional collaboration networks (PCNs), which are technology-mediated, user-centered relationship constellations designed to enhance connections and professional opportunities. These participatory networks are goal-specific, extending across disciplinary and international borders. PCN users can keep current on empirical developments, disseminate knowledge, connect to others for collaboration and mentoring, and expand in-person networks. They allow social workers to contribute their unique knowledge of social systems across interdisciplinary contexts and contribute to conversations about social. This article explores the development of PCNs as a tool for social

work researchers, practitioners, and students. PCNs in social work education are explored, including relevance to lifelong professional learning and enhancing research impact.

Satterfield, J. M., Spring, B., Brownson, R. C., Mullen, E. J., Newhouse, R. P., Walker, B. B., & Whitlock, E. P. (2009). Toward a transdisciplinary model of evidence-based practice. *The Milbank Quarterly*, 87(2), 368-390. <https://doi.org/10.1111/j.1468-0009.2009.00561.x>

This article describes the historical context and current developments in evidence-based practice (EBP) for medicine, nursing, psychology, social work, and public health, as well as the evolution of the seminal “three circles” model of evidence-based medicine, highlighting changes in EBP content, processes, and philosophies across disciplines. Methods: The core issues and challenges in EBP are identified by comparing and contrasting EBP models across various health disciplines. Then a unified, transdisciplinary EBP model is presented, drawing on the strengths and compensating for the weaknesses of each discipline. Findings: Common challenges across disciplines include (1) how “evidence” should be defined and comparatively weighted; (2) how and when the patient's and/or other contextual factors should enter the clinical decision-making process; (3) the definition and role of the “expert”; and (4) what other variables should be considered when selecting an evidence-based practice, such as age, social class, community resources, and local expertise. Conclusions: A unified, transdisciplinary EBP model would address historical shortcomings by redefining the contents of each model circle, clarifying the practitioner's expertise and competencies, emphasizing shared decision making, and adding both environmental and organizational contexts. Implications for academia, practice, and policy also are discussed.

St. George, S. (2014). Research within our everyday reach: A review of *Research and social change: A relational constructionist approach*. *The Qualitative Report*, 19(25), 1-4.  
<https://nsuworks.nova.edu/tqr/vol19/iss25/3>

Sally St. George reviews, the 2012 book, *Research and Social Change: A Relational Constructionist Approach*, by Sheila McNamee and Dian Marie Hosking concentrating on two ideas critical to constructionist inquiry. I emphasize and discuss “everyday-ness” (p. 4) in relation to studying one’s own practice as well as the notion of “engaged unfolding” (p. 45) in relation to methodological decision-making.

St. George S., Wulff D. (2017) Research as daily practice. In: Lebow J., Chambers A., Breunlin D. (eds) *Encyclopedia of Couple and Family Therapy*. Springer, Cham. [https://doi.org/10.1007/978-3-319-15877-8\\_890-1](https://doi.org/10.1007/978-3-319-15877-8_890-1)

Research as Daily Practice is a term used to describe an innovative and efficient way of appreciating the contributions of practitioners to the development of new knowledge while simultaneously facilitating effective practice. We see the activities of daily or everyday practice\* as research, casting practitioners in the role of researchers. This is different from applying research results into practice – it is about acknowledging that the actions practitioners undertake when they “do” practice can be understood as research itself.

Teater, B. (2017). Social work research and its relevance to practice: “The gap between research and practice continues to be wide.” *Journal of Social Sciences Research*, 43(5). [https://doi:10.1080/01488376.2017.1340393](https://doi.org/10.1080/01488376.2017.1340393)

The social work profession requires a body of scientific evidence supporting the effectiveness of interventions; yet, the social work scientific community could benefit from strengthening its contribution to the profession's body of evidence. Through twenty qualitative interviews with social work professors who are employed at four-year academic institutions (referred to as "social work academics"), this study explored how academics define social work research and how they perceive research to inform practice. The data were analyzed along the six steps of thematic analysis, resulting in 13 themes and six sub-themes in relation to the definition of

research activity and social work research, the extent to which research informs practice, and the barriers and facilitators to research informing practice. The findings revealed that social work continues to lack a clear definition of research and produces research that only minimally influences practice, often due to the pressure for social work academics to research and publish in support of their career trajectory within academia versus writing for practitioners. The social work profession should take action to address and further research the research-practice disconnect by establishing a clear definition and aims of social work research, and training academics in effective research-to-practice translational methods.

Wahler, E. (2019). Improving student receptivity to research by linking methods to practice skills.

*Journal of Teaching in Social Work, 39*(3), 248-259.

<https://doi.org/10.1080/08841233.2019.1611693>

A long-standing disconnect between social work practice and research exists that begins with our current education model. When taught separately, students often think they are distinctly different areas of social work that do not have to coexist. This conceptualization of research and practice as separate could contribute to the dearth of research by practicing social workers and the anxiety social work students feel about learning and conducting research. However, the practice skills of engagement, assessment, intervention, and evaluation are similarly used in many research methods. This paper postulates that teaching some research methods as practice skills could increase student receptivity to research.

Webber, M., & Carr, S. (2015). Applying research evidence in social work practice: Seeing beyond paradigms. *Applying Research Evidence in Social Work Practice, 3*-21. [https://doi:10.1007/978-1-137-27611-7\\_1](https://doi:10.1007/978-1-137-27611-7_1)

Social work knowledge is derived from multiple sources including social theory, social research and the experiential knowledge of individuals, families, communities and human service

organisations. Additionally, social work is informed by many disciplines — psychology, sociology, anthropology or psychiatry to name just a few. The inherent complexity of social work means that practitioners are required to draw on many diverse sources of knowledge to inform their practice; rarely is one source of knowledge alone sufficient. Whether their knowledge is derived from legislation or policy, research, service users or carers, or their own experience, social work practitioners need to be equipped with the skills to engage with each type and source of knowledge. Furthermore, they need to know when, and how, to use different types of knowledge in their practice.

Zuchowski, I., Cleak, H., Nickson, A., & Spencer, A. (2019). A national survey of Australian social work field education programs: Innovation with limited capacity. *Australian Social Work*, 72(1), 75–90. <https://doi.org/10.1080/0312407X.2018.1511740>

Social work field education programs globally are struggling to meet the demands of providing suitable placements for students and need to consider new and innovative placement models to both meet professional accreditation requirements and deliver high quality field education opportunities for social work students. This article reports on the qualitative responses of a national survey of Australian social work field education programs, which explored current challenges, innovative responses, and recommendations for the Australian Social Work Education and Accreditation Standards (ASWEAS) review, as well as hopes for the future of field education, and their capacity to undertake research into this area. Findings suggested that field education programs have been using incremental innovation in field education, including collaboration, partnerships, and new ways of responding to the changing student body. However, it is argued that radical structural change and additional resources will be needed for innovation to be more than merely incremental.

**IMPLICATIONS** Social work field education as a distinct pedagogy needs to be supported

through evidence-based research in order to respond to current pressures. Collaboration in field education practice and research is valuable, but may be challenged by program competition. Structural innovation and accepting diversity in models could offer opportunities for social work education.

## REFERENCES

- Anderson, H. (2014). Collaborative-dialogue based research as everyday practice: Questioning our myths. In G. Simon & A. Chard (Eds.), *Systemic inquiry: Innovations in reflexive practice research* (pp. 60-73). Everything is Connected Press.
- Austin, M. J., & Isokuortti, N. (2016). A framework for teaching practice-based research with a focus on service users. *Journal of Teaching in Social Work, 36*(1), 11-32.  
<https://doi.org/10.1080/08841233.2016.1129931>
- Beddoe, L., & Harington, P. (2012). One step in a thousand-mile journey: Can civic practice be nurtured in practitioner research? Reporting on an innovative project. *British Journal of Social Work, 42*(1), 74–93. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcr035>
- Bellinger, A. (2010). Studying the landscape: Practice learning from social work reconsidered. *Social Work Education: The International Journal, 29*(6), 599-615.  
<https://doi.org/10.1080/02615470903508743>
- Bledsoe-Mansori, S. E., Bellamy, J. L., Wike, T., Grady, M., Dinata, E., Killian-Farrell, C., & Rosenberg, K. (2013). Agency–University partnerships for evidence-based practice: A national survey of schools of social work. *Social Work Research, 37*(3), 179–193. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/swr/svt015>
- Cabassa, L. J. (2016). Implementation Science: Why It Matters for the Future of Social Work. *Journal of Social Work Education, 52*(sup1), S38-S50.  
<https://doi.org/10.1080/10437797.2016.1174648>
- Chapin, R. K, Sellon, A., & Wendel-Hummell, C. (2015). Integrating education, research, and practice in gerontological social work: Lessons learned from the reclaiming joy peer support program. *Gerontology & Geriatrics Education, 36*(3), 242–260.  
<https://doi.org/10.1080/02701960.2015.1009055>

- Coppola, J. L. G. (2016). *Stealing minutes: A tri-study of reconstructing self-care for mental health professionals using research as daily practice, case study and grounded theory* [Doctoral dissertation, University of Twente]. National Academic Research and Collaborations Information System.
- Drolet, J. (2020). A new partnership: Transforming the field education landscape: Intersections of research and practice in Canadian social work field education. *Field Educator*, 10(1), 1-18.
- Engel, R. J., & Schutt, R. K. (2016). *The practice of research in social work*. Sage Publications.
- Fisher, M., Austin, M. J., Julkunen, I., Sim, T., Uggerhøj, L., & Isokuortti, N. (2016). Practice research. *Oxford Bibliographies Online Datasets*. <https://doi:10.1093/obo/9780195389678-0232>
- Fortune, A. E., McCallion, P., & Briar-Lawson, K. (Eds.). (2010). *Social work practice research for the twenty-first century*. Columbia University Press.
- Fouché, C. (2016). Practice research partnerships in social work: Making a difference. *Aotearoa New Zealand Social Work*, 28(4), 118–119. <https://doi.org/10.11157/anzswj-vol28iss4id291>
- Frampton, N., Jenney, A., & Shaw, J. (2020). Implementation of Practice-Based Research in Social Work Education. *Papers on Postsecondary Learning and Teaching*, 4, 96-100.
- Gibbs, P., Neuhauser, L., & Fam, D. (2018) Introduction-The art of collaborative research and collective learning: Transdisciplinary theory, practice and education. In D. Fam, L. Neuhauser, & P. Gibbs (Eds.), *Transdisciplinary theory, practice and education: The art of collaborative research and collective learning* (pp. 3-9). Springer.
- Gilgun, J. F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice*, 15(1), 52-61. <https://doi.org/10.1177/1049731504269581>
- Grinnell Jr, R. M., & Unrau, Y. (2005). *Social work research and evaluation: Quantitative and qualitative approaches*. Cengage Learning.

- Hanks, J. (2019). From research-as-practice to exploratory practice-as-research in language teaching and beyond. *Language Teaching*, 52, 143-187. [https://doi.org/ 10.1017/S0261444819000016](https://doi.org/10.1017/S0261444819000016)
- Harrison, D. F., & Thyer, B. A. (1988). Doctoral research on social work practice: A proposed agenda. *Journal of Social Work Education*, 24(2), 107-114.  
<https://doi.org/10.1080/10437797.1988.10672104>
- Huang, H. B. (2010). What is good action research? Why the resurgent interest? *Action Research*, 8(1), 93-109. <https://doi.org/10.1177/1476750310362435>
- Joubert, L., & Webber, M. (Eds.). (2020). *The Routledge Handbook of social work practice research*. Routledge.
- Julkunen, I. (2011). Knowledge-production processes in practice research—outcomes and critical elements. *Social Work & Society*, 9(1), 60-75.
- Maidment, J., Chilvers, D., Crichton-Hill, Y., & Meadows-Taurua, K. (2011). Promoting research literacy during the social work practicum. *Aotearoa New Zealand Social Work Review*, 23(4), 3–13.
- McBeath, B., & Austin, M. J. (2015). The Organizational Context of Research-minded Practitioners: Challenges and Opportunities. *Research on Social Work Practice*. 25(4):446-459.  
<https://doi.org/10.1177/1049731514536233>
- Miller, K. (2019). Practice research enabler: Enabling research in a social work practice context. *Qualitative Social Work*, 18(4), 677-692. <https://doi.10.1177/1473325017751038>
- Myers, L. L, & Wodarski, J. S. (2014). Using the Substance Abuse and Mental Health Services Administration (SAMHSA) Evidence-based practice kits in social work education. *Research on Social Work Practice*, 24(6), 705–714. <https://doi.org/10.1177/1049731514527800>
- Sage, M., Hitchcock, L. I., Bakk, Louanne, Y., Jimmy, M., Dorlee, J., Annette S., & Smyth, N. J. (2021). Professional collaboration networks as a social work research practice innovation: Preparing

- DSW students for knowledge dissemination roles in a digital society. *Research on Social Work Practice*, 31(1), 42–52. <https://doi.org/10.1177/1049731520961163>
- Satterfield, J. M., Spring, B., Brownson, R. C., Mullen, E. J., Newhouse, R. P., Walker, B. B., & Whitlock, E. P. (2009). Toward a transdisciplinary model of evidence-based practice. *The Milbank Quarterly*, 87(2), 368-390. <https://doi.org/10.1111/j.1468-0009.2009.00561.x>
- St. George, S. (2014). Research within our everyday reach: A review of *Research and social change: A relational constructionist approach*. *The Qualitative Report*, 19(25), 1-4. <https://nsuworks.nova.edu/tqr/vol19/iss25/3>
- St. George S., Wulff D. (2017) Research as daily practice. In: Lebow J., Chambers A., Breunlin D. (eds) *Encyclopedia of Couple and Family Therapy*. Springer, Cham. <https://doi.org/10.1007/978-3->
- Teater, B. (2017). Social work research and its relevance to practice: “The gap between research and practice continues to be wide.” *Journal of Social Sciences Research*, 43(5). [https://doi: 10.1080/01488376.2017.1340393](https://doi.org/10.1080/01488376.2017.1340393)
- Wahler, E. (2019). Improving student receptivity to research by linking methods to practice skills. *Journal of Teaching in Social Work*, 39(3), 248-259. <https://doi.org/10.1080/08841233.2019.1611693>
- Webber, M., & Carr, S. (2015). Applying research evidence in social work practice: Seeing beyond paradigms. *Applying Research Evidence in Social Work Practice*, 3-21. [https://doi:10.1007/978-1-137-27611-7\\_1](https://doi.org/10.1007/978-1-137-27611-7_1)
- Zuchowski, I., Cleak, H., Nickson, A., & Spencer, A. (2019). A national survey of Australian social work field education programs: Innovation with limited capacity. *Australian Social Work*, 72(1), 75–90. <https://doi.org/10.1080/0312407X.2018.1511740>