

Subject Description Form

Subject Code	APSS463							
Subject Title	Capstone Project							
Credit Value	3							
Level	4							
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS 4610 Integrative Seminar APSS4620 Social Work Theory and Practice II							
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">100% Continuous Assessment</td> <td style="width: 50%; text-align: center;">Individual Assessment</td> </tr> <tr> <td style="text-align: center;">1. Participation</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">2. Project Report</td> <td style="text-align: center;">70%</td> </tr> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned The completion and submission of all component assignments are required for passing the subject; and Student must pass all assessment components if he/ she is to pass the subject. 		100% Continuous Assessment	Individual Assessment	1. Participation	30%	2. Project Report	70%
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Objectives	<p>The integrative project is the signpost learning activity in which BASW students consolidate their undergraduate study in a project or thesis in their final year. Its objective is to enable students to participate in an independent project they design specifically to suit their learning purpose and need.</p> <p>The project will be executed under the guidance of their supervisors to ensure that they develop competencies in consolidating the knowledge and skills they acquired from various subjects in the programme for advancing their professional scholarship and competence in the field of social work practice.</p>							
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. develop contextualized understanding of social work practice in the Hong Kong / Global context; b. reflect upon the changing philosophical and theoretical paradigms/models of various fields of service; c. integrate knowledge with practice, particularly to draw on knowledge from a diverse source in the social science disciplines when addressing complex practice situations; d. engage in an inquiry to analyze an issue related to social work practice and to articulate a creative, personal and professional response; e. develop a personal coherent system of value, knowledge and action in 							

	<p>professional practice in articulating the above-mentioned response;</p> <p>f. acquire the reflective ability of ‘learning to learn’ for continual development as reflective practitioners in social work;</p> <p>g. develop global outlook, creative thinking and problem-solving ability, ethical, social responsibility, cultural appreciation, and lifelong learning.</p>																																											
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Students will be working with a supervisor on a chosen topic that is relevant to their area of study or field of practice. Students are expected to go through the following processes in order to fulfill the requirement of the subject:</p> <ol style="list-style-type: none"> 1. Identify a topic of interest for exploration in the project. It can be an area related to daily practice or to a theoretical postulation on practice; 2. Conduct the exploration; 3. Review and reflect on the information and experiences generated through the exploration process; 4. Identify the implications of the major learning gained from the exploration for professional social work practice; 5. Develop an innovative, personal and professional response to the topic; 6. Present the findings, insights and reflections of the exploration. 																																											
<p>Teaching/Learning Methodology</p>	<p>Students will attend a series of workshops to give them an initial orientation to the capstone project. They will also receive supervision from a supervisor in designing and implementing a project in social work that aims to integrate theories and practice, and to generate insights for improving their current practice. Students will be guided to make use of the learning gained from the programme. To complete the subject, students are required to submit an individual report of approximately 4,000 – 5,000 words.</p>																																											
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="424 1211 1445 1599"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Project Paper</td> <td>70 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment is an on-going process, involving critical reflection between student and supervisor on the processes of preparing, implementing and presenting the capstone report based on an independent project. Final assessment is on the student’s knowledge and competence in integrating theory and practice in an independent project, carrying out self-reflection, logical and coherent presentation of argument and narrative, and generating insights and implications displayed in the project report.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Participation	30 %	✓	✓	✓	✓	✓	✓	✓	2. Project Paper	70 %	✓	✓	✓	✓	✓	✓	✓	Total	100 %							
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<p>Student Study</p>	<p>Class contact:</p>																																											

Effort Expected	▪ Workshops/ Lectures	18 Hrs.
	▪ Supervision	21 Hrs.
	Other student study effort:	
	▪ Reading	40 Hrs.
	▪ Preparation for Capstone Report	40 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>David, A. (2015). <i>Experiential learning: Experience as the source of learning and development</i>. Upper Saddle River, New Jersey: Pearson Education Inc.</p> <p>Fuller, R., & Petch, A. (1995). <i>Practitioner research: The reflexive social worker</i>. Bristol: Open University Press.</p> <p>Lyons, L., & (2010). <i>Handbook of reflection and reflective inquiry: Mapping a way of knowing for professional reflective inquiry</i>. U.S.: Springer.</p> <p>Moon, J. (2017). 'Developing Integrative Perspectives of Social Work Identity through Dialectics', <i>British Journal of Social Work</i>, 47(5), 1326–1343, doi.org/10.1093/bjsw/bcw138</p> <p>Schön, D. A. (1995). <i>The reflective practitioner</i>. Aldershot, Hants, UK: Arena.</p> <p>Tsang N.M. (2013). 'Knowledge, Professional and Practice Integration in Social Work Education' <i>British Journal of Social Work</i>, Advance Access published January 11, 2013, 1-18, doi:10.1093/bjsw/bcs195.</p> <p><u>Supplementary</u></p> <p>Howe, D. (2014) <i>The Compleat Social Worker</i>. New York: Palgrave Macmillan.</p> <p>Tsang N.M. (2006) 'Dialectics- the art of teaching and learning in social work', <i>Social Work Education</i>, 25(3), 265-278.</p> <p>Tsang N.M. (2000) 'Dialectics in Social Work', <i>International Social Work</i>, 43(3), 421-434.</p>	