

Subject Description Form

Subject Code	APSS5778														
Subject Title	Advanced Seminars in Human Services														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	2 Required Subjects in specialism														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Reflective Notes</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Consultation & Seminar Presentation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Reflective Notes	30%	--	2. Consultation & Seminar Presentation	20%	--	3. Term paper	50%	--
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Reflective Notes	30%	--													
2. Consultation & Seminar Presentation	20%	--													
3. Term paper	50%	--													
Objectives	<p>The subject is designed with the view to heighten students' awareness of the complexity and multifarious forces e.g. societal, organization, personal and professional, impinging on practitioners e.g. social workers, counselors, teachers, therapists and administrators etc. in human services.¹ The sources and nature of the resulting tension are identified leading to a widened perspective on the roles of the practitioners, and expanded repertoire of adaptive functioning in the context of the practitioners' life-worlds and work settings.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. develop a reflective and reflexive stance facing the complexity of practice situations in human services; b. gain perspective of various issues in human services including the use of self, the moral and emotional dimensions of practice; c. understand the nature and importance of practice wisdom; d. develop a dialectical approach in examining intra- and inter-personal dynamics at work in human services; e. identify the various inhibiting forces at work in the contemporary scene and to develop resilient adaptation in providing quality human services. 														

¹ In the context of the MA in Social Work course, referents and examples would be drawn mainly from social work. Students in other fields of human services can reflect on their experiences and use it for discussion and presentation.

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Self in action in human services <ul style="list-style-type: none"> • Examining the ‘self in action’ • Developing reflexive practice 2. Emotions and morality in human services <ul style="list-style-type: none"> • Understanding the moral dimension and its importance • Understanding emotions and its importance 3. Understanding practice wisdom <ul style="list-style-type: none"> • Understanding practice wisdom and its importance • Bringing back the element of time and the importance of <i>kairos</i> 4. Caring practice in human services <ul style="list-style-type: none"> • Understanding caring practice and its importance 5. Dialectics in human services <ul style="list-style-type: none"> • Understanding dialectics • Embracing polarities in life and practice • Working with polarities and opposite forces 6. Challenges and Opportunities in human services <ul style="list-style-type: none"> • Examining the challenges and opportunities in the contemporary scene • Developing resilient adaptation • Practicing at the interface of ideals and reality 																																								
Teaching/Learning Methodology	<p>Lectures will be given to provide understanding of key issues and concepts as well as to stimulate self-reflection and integrative thinking. Students will be asked to study and present their understanding of a chosen topic in the context of their life worlds and practice settings. By writing reflective notes and academic papers, they are provided with opportunities to exercise their intellectual, aesthetic and moral capacities as helping agents in human services.</p>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Reflective notes</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Consultation & Presentation</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Written academic paper</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Reflective notes	30 %	√	√	√	√	√	2. Consultation & Presentation	20 %	√	√	√	√	√	3. Written academic paper	50 %	√	√	√	√	√	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																					
		a	b	c	d	e																																			
1. Reflective notes	30 %	√	√	√	√	√																																			
2. Consultation & Presentation	20 %	√	√	√	√	√																																			
3. Written academic paper	50 %	√	√	√	√	√																																			
Total	100 %																																								

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> ● the reflective notes encourage open, authentic review and reflection on feelings, struggles, assumptions and values in relation to the practice issues raised, <i>and</i> to generate insights for personal and professional development; openness and ingenuity are encouraged with this form of more exploratory and open-ended assignments; ● consultation with subject teacher provide guidance to students in examining rigorously a chosen topic of their interest; students would then present their findings in seminar presentation; feedbacks from classmates and teacher in the seminars would further stimulate students for critical reflection and to generate alternative views and ideas; hence dialogue, discussion and debate in oral form with visual aids are appropriate; ● upon hearing feedbacks from teacher and classmates, the student refines his or her work and presents it in the form of an academic paper; hence written work is required. <p>*outcomes c, d, & e would vary in emphasis among individual students according to their chosen pieces of reflective notes and topic of interest.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>21 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Seminar 	<p>18 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Reading course materials 	<p>40 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Consultation with subject teacher 	<p>2 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Preparation and writing up 	<p>38 Hrs.</p>
	<p>Total student study effort</p>	<p>119 Hrs</p>
<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Tsang, N.M. (2008) Kairos and practice wisdom in social work practice, <i>European Journal of Social Work</i>, 11(2), 131-143.</p> <p>Tsang, N.M., (2007) Reflection as Dialogue, <i>British Journal of Social Work</i>, 37, 681-694.</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> <p>Buchbinder, E. (2007) Being a social worker as an existential commitment: from vulnerability to meaningful purpose, <i>The Humanistic Psychologist</i>, 35(2), 161–174.</p> <p>Chu, C.K. William, Tsui, M.S. (2008) ‘The nature of practice wisdom in social work re-visited’ <i>International Social Work</i>, 51(1), 47-54.</p> <p>Dybiczyk, P. (2004). An Inquiry into Practice Wisdom, <i>Families in Society</i>, 85(2), 197-203.</p> <p>Frankl, V. E. (2006) <i>Man's Search for Meaning</i>. Boston, Mass.: Beacon.</p> <p>Tronto, J.C. (1993). <i>Moral Boundaries: A political argument for an ethic of care</i>. Chap 4 & 5. Routledge.</p>	

曾家達、梁玉麒主編: <<微光處處>> (香港社會工作者總工會, 2006)
梁魏懋賢, 黃明樂: <<心靈對焦, 香港社工服務點線面>> (商務印書局, 2010)

Supplementary

- Benner, P., & Gordon, S. (1996). Caring Practice. In S. Gordon, P. Benner & N. Noddings (Eds.), *Caregiving: Readings in knowledge, practice, ethics, and politics* (pp. 40-55). University of Pennsylvania Press, Philadelphia.
- Bolton, B. (2005). Taking responsibility for our stories: in reflective practice, action learning, and Socratic dialogue, *Teacher in Higher Education*, 10(2), 271-280.
- Hermans, H.J.M. (1995). *Self-narratives: the construction of meaning in psychotherapy*. Guilford Press.
- Kolb, D.A. (1984). *Experiential Learning*. Prentice-Hall.
- Nurius, P.S., Kemp, S.P., Gibson, J.W. (1999). Practitioner's Perspectives on Sound Reasoning: Adding a Worker-in-Context Component, *Administration in Social Work*, 23(1), 1-27.
- Reupert, A. (2007). Social Worker's Use of Self Journal of Clinical Social Work, 35:107- 116.
- Tsang, N.M. (1998). Beyond theory & practice integration in social work – lessons from the West, *International Social Work*, 41(2), 171-180.
- Whan, M. (1986). On the Nature of Practice, *British Journal of Social Work*, 16, 243-250.
- 李錦洪編 (1995), <<社工路>>, 香港社會工作人員協會
- 朱婉兒、李寧、Angela Leung 編採 (1998), << 優秀社工>>, 香港社會工作人員協會, 壹出版