

Subject Description Form

Subject Code	APSS 5785														
Subject Title	MSW Integrative Seminar in Social Work Studies														
Credit Value	2														
Level	5														
Pre-requisite	APSS5780 Advanced Social Work Theory and Practice I APSS5781 Advanced Social Work Theory and Practice II APSS5783 MSW Fieldwork I APSS5790 Social Work Practice Workshop APSS5792 Critical Introduction to Social Work * * for students admitted in the MSW programme in 2017/18 and thereafter														
Co-requisite	APSS5784 MSW Fieldwork II														
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Participation</td><td>20%</td><td></td></tr><tr><td>2. Presentation</td><td>30%</td><td></td></tr><tr><td>3. Term Paper</td><td>50%</td><td></td></tr></table> The grade is calculated according to the percentage assigned. The completion and submission of all component assignments are required for passing the subject. Student must pass all the components, that is, achieve a minimum grade of D in each component of assessment, if he/she is to pass the subject.			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation	20%		2. Presentation	30%		3. Term Paper	50%	
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Participation	20%														
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3. Term Paper	50%														
Objectives	1. examine the concept ‘integration’ in social work; 2. study examples of integrating concerns of social work with educational study, nursing study, organizational study, philosophy and psychology. 3. reflect on the implications of knowledge, professional, and practice integration for social work.														
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. examine the concepts of ‘knowledge integration’, ‘professional integration’ and ‘practice integration’;														

	b. appraise the interactional forces in the personal-profession interface and its possible effects; c. modify, expand and revise essential concepts in social work literature by integrating cross-discipline experience and knowledge; d. examine issues related to professional identity and integration in social work.																																		
Subject Synopsis/ Indicative Syllabus	1. Concepts of integration in social work – knowledge integration, professional integration and practice integration. 2. Caring in social work – an integrative stance 3. Dialectics & polarities – integrating opposite forces 4. Personal project in knowledge, professional and practice integration.																																		
Teaching/Learning Methodology	Lectures, discussions and reflective exercises will be used to promote conceptual understanding and self-understanding. Seminars will be organized for students to present their attempt and findings in an individual personal project of integration. A piece of written assignment on this project will be submitted taking into consideration of the feedback from fellow students and subject/seminars teachers in the presentation.																																		
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">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></tr><tr><td>1. Participation</td><td>20</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Seminar presentation</td><td>30</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Term paper</td><td>50</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="4"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: • Participation is important for capturing and understanding essential concepts related to integration. This includes proper attendance, and completing specific exercises which promote reflection and facilitate understanding; • The seminar presentation provides a platform for sharing the initial finding of a student’s project in integration; feedback from classmates and teacher would stimulate student for more critical reflection and generate alternative views	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Participation	20	✓	✓	✓	✓	2. Seminar presentation	30	✓	✓	✓	✓	3. Term paper	50	✓	✓	✓	✓	Total	100%				
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1. Participation	20	✓	✓	✓	✓																														
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Total	100%																																		

	and ideas; hence dialogue, discussion and debate in oral form with visual aids are appropriate; • Upon hearing feedback from teacher and classmates, each student refines his or her work and presents it in the form of an academic paper; hence written work is required; • The seminar presentation and term paper are two integral parts of the same project, hence all four expected outcomes are included in the assessment of both; however, the expected outcomes should emerge progressively from the former to the latter.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	12 Hrs.
	▪ Seminar	14 Hrs.
	Other student study effort:	
	▪ Reading course materials	26 Hrs.
	▪ Consultation with subject teacher	2 Hrs.
	▪ Preparation and writing up	26 Hrs.
	Total student study effort	80 Hrs.
Reading List and References	<u>Reading List</u> Benet-Martínez, V. & Haritatos, J. (2005). Bicultural Identity Integration (BII): Components and Psychosocial Antecedents, <i>Journal of Personality</i>. 73:4, 1015-1049. Biestek, Felix P., (1961) <i>The Casework Relationship</i> (London: Unwin University Press). Buchbinder, E. (2007) 'Being a social worker as an existential commitment: from vulnerability to meaningful purpose', <i>The Humanistic Psychologist</i>, vol. 35, no. 2, 161-174. Cheng, C., & Lee, F. (2013). The Malleability of Bicultural Identity Integration (BII). <i>Journal of Cross-cultural Psychology</i>, 44(8), 1235-1240. Healy, K. (2014) <i>Social Work Theories in Context: Creating Frameworks for Practice</i>. 2nd ed. Houndmills, Basingstoke; NY: Palgrave Macmillan. Howe, D. (2014) <i>The Compleat Social Worker</i>. New York: Palgrave Macmillan.	

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- Tsang, N.M. (2017) ‘Otherness and empathy—implications of Lévinas ethics for social work education’, *Social Work Education* 36(3), 312-322.

	Tsang, N.M. (2014) 'Knowledge, Professional and Practice Integration in Social Work Education', <i>British Journal of Social Work</i>, 44 (6): 1384-1401. Tsang N.M. (2006) 'Dialectics- the art of teaching and learning in social work', <i>Social Work Education</i>, 25(3), 265-278. Tsang N.M. (2000) 'Dialectics in Social Work', <i>International Social Work</i>, 43(3), 421-434. Weerman, A., & Abma, T. (2019). Social work students learning to use their experiential knowledge of recovery. An existential and emancipatory perspective. <i>Social Work Education</i>, 38(4), 453-469. 蘇絢慧 (2009) 。 因愛誕生：一段父親帶我回家的路。寶瓶文化，台北市。
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