

## Subject Description Form

<b>Subject Code</b>	APSS6807											
<b>Subject Title</b>	Guided Study											
<b>Credit Value</b>	3											
<b>Level</b>	6											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil											
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Presentation</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50%	0%	2. Presentation	50%	0%
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	2. Presentation	50%	0%									
<ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass all the components if he/she is to pass the subject.</li> </ul>												
<b>Objectives</b>												
<ol style="list-style-type: none"> <li>1. To engage the teacher and the student through interactive activities in in-depth critical examination of the values, knowledge, and skills in theorizing professional practices in social work.</li> <li>2. To provide opportunities for students to engage in flexible and appropriate self-directed studies on topics of their own choice pertaining to research and practice in social work.</li> <li>3. To enhance global and local dialogues on critical social work issues through intensive mentorship program and the guided study project.</li> <li>4. To encourage students to have inter-cultural exposure and inter-disciplinary exchange over contemporary issues in social work practice.</li> <li>5. To facilitate students to identify areas of interest in conducting thesis research.</li> <li>6. To prepare students to develop their research proposal.</li> </ol>												
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Individualized and in-depth understanding of a specialized area related to social work practice, research or teaching</li> <li>b. Independent learning process for the professional growth of a “practitioner-researcher-educator”.</li> </ol>											

	c. Reflective and critical review of values, knowledge, and skills in social work and related disciplines by interactive tutorials.																											
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>- The guided study provides an opportunity for students to engage in an independent study on a topic of their own choice relating to research as well as direct practice under the guidance of their tutors.</p> <p>- With academic guidance of the program leader, students may identify an area of professional/academic interest for taking the guided study. The matching between the student and the tutor will be based on individual student's learning needs and expertise of the faculty member. Through one-to-one personal tutorials and guidance, students are expected to complete their study within a semester. Students may also choose to take the guided study with an external tutor from another academic department of the Hong Kong Polytechnic University or partnering universities of the DSW programme.</p> <p>For this subject, students can select one topic from a range of topics and will be required to read assigned readings around the topic and discuss what they read with the tutor in tutorial meetings.</p> <p>- In the case of self-formulated guided study. Students are required to prepare and submit a reflective journal to the local mentor for assessment. In the journal, students will deliberate the issues of concern of the topic under discussion in the context of (a) related studies in literature and (b) in their professional and personal development journey. They are also encouraged to share their reflective journals with other students in the class.</p> <p>- The guided study may serve as a first step for students preparing and identify potential research topics and supervisors and co-supervisors for their DSW theses.</p>																											
<b>Teaching/Learning Methodology</b>	<p>-One-to-one personal tutorial</p> <p>-Literature Search and Review</p> <p>-Project work</p> <p>-Field visits</p>																											
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Presentation</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="3"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Usually, the DSW Guided Study is a preparation for the student to prepare the thesis proposal. In this case, the term paper will be the draft of the thesis chapter on research methodology or the chapter on literature review. If the student chooses to do an attachment in another university or a service</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			a	b	c	1. Term Paper	50%	✓	✓	✓	2. Presentation	50%	✓	✓	✓	Total	100 %			
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	<p>organization, the term paper will be a reflection journal of what he/she learns from the attachment.</p> <p>In the process of the DSW Guided Study, one-to-one and face-to-face personal tutorial is the core of the teaching and learning. As an active learner, the student has to take the initiative to present his/her ideal and ideas and get the feedback from the teacher. This academic dialogue on values, knowledge and skills will be an important step to enhance the student’s professional growth in becoming a “practitioner-researcher-educator” in social work.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Individual Consultation</li> </ul>	18 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Literature Review</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Data Collection</li> </ul>	25 Hrs.
	<ul style="list-style-type: none"> <li>▪ Data Analysis</li> </ul>	15 Hrs.
	<ul style="list-style-type: none"> <li>▪ Report Writing</li> </ul>	15 Hrs.
	<ul style="list-style-type: none"> <li>▪ Self Study</li> </ul>	32 Hrs.
	Total student study effort	135 Hrs.
<b>Reading List and References</b>	Based on the specific topic of the guide study, the reading list will be decided by the teacher and the student.	