

## Subject Description Form

<b>Subject Code</b>	APSS4610																	
<b>Subject Title</b>	Integrative Seminar																	
<b>Credit Value</b>	3																	
<b>Level</b>	4																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite :</u> APSS343      Philosophy of Welfare																	
<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. Seminar presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Individual paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <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, that is, achieve a minimum grade of D in each component of assessment, if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar presentation	--	20%	2. Quiz	20%	--	3. Individual paper	50%	--	4. Participation	10%	--
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<b>Objectives</b>	<p>The subject aims to introduce students to major meta-theoretical perspectives to examine the nature of ‘theory’, ‘practice’ and ‘integration’ and evaluate critically the place of knowledge, self, value and context in professional practice. It is expected that students will be able to acquire alternative perspectives in perception on human nature, value orientation, methods of acquiring knowledge and approaches to practice.</p>																	
<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. articulate the nature of ‘theory’, ‘practice’ and ‘integration’;</li> <li>b. evaluate critically the place of knowledge, self, value and context in professional practice;</li> <li>c. acquire alternative perspectives in perception on human nature, value orientation, methods of acquiring knowledge and approaches to practice.</li> </ol>																	

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Some Preliminary Reflective Remarks on the Relationship between Social Work Theory and Practice</li> <li>2. Social Work Practice in the Light of Positivism: On the relationship of theory and practice and problem formulation</li> <li>3. Social Work Practice in the Light of Hermeneutics: On the relationship of theory and practice and problem formulation</li> <li>4. Understanding Others: Understanding and Moral Agency</li> <li>5. The Crisis of Care: Rethinking the Quest of Quality and Social Work as a Caring Practice</li> <li>6. On the Constitutive Conditions of Social Work Practice: Community, Ideals and Tradition(s)</li> <li>7. Case reflection: Reflections on the Meta-theoretical and Value Issues related with Social Work Practice</li> </ol>																																																						
<b>Teaching/Learning Methodology</b>	<p>Lectures and seminars are used to facilitate students' learning of the subject. In the lectures, the instructor introduces students to major concepts and arguments related with relevant topics. Students are expected to have a basic grasp of the major meta-theoretical perspectives introduced to them. In the seminars, the instructor helps the students draw insights from those concepts and arguments they have learnt in the lectures to critically reflect on their experiences in social work practice.</p>																																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="424 1155 1449 1671"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Seminar presentation</td> <td>20 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quiz</td> <td>20 %</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Individual paper</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Participation</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>In the quiz, students are expected to show their grasp of the major meta-theoretical perspectives introduced to them, and how they relate what they learned to their practice experiences. In the seminars, students are expected to show a basic grasp of the major meta-theoretical perspectives introduced to them. The instructor helps the students draw insights from those concepts and arguments they have learnt in the lectures to critically reflect on their experiences in social work practice. In their papers, the students are expected to further reflect and consolidate what they learned in the subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				Seminar presentation	20 %	✓	✓	✓				Quiz	20 %	✓		✓				Individual paper	50 %	✓	✓	✓				Participation	10 %	✓	✓	✓				Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	24 Hrs.
	▪ Seminar	15 Hrs.
	Other student study effort:	
	▪ Preparation for lecture, seminars & quiz	48 Hrs.
	▪ Writing assignment	30 Hrs.
	Total student study effort	117 Hrs.
<b>Medium of Instruction</b>	Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Benton, T., &amp; Craib, I. (2010). <i>Philosophy of social science: The philosophical foundations of social thought</i> (2<sup>nd</sup> ed.). Chap 2. Palgrave, New York.</p> <p>Richardson, F.C., Fowers, B.J., &amp; Guignon, C.B. (1999). <i>Re-envisioning psychology: Moral dimensions of theory and practice</i>. Jossey-Bass, San Francisco.</p> <p>Taylor, C. (1985). <i>Philosophical papers, 1</i>, Chaps. 1-2. Cambridge University Press, Cambridge.</p> <p>Tronto, J.C. (1993). <i>Moral boundaries: a political argument for an ethic of care</i>. Chap 4 &amp; 5. Routledge.</p> <p>賀玉英、阮新邦（編）(2004)。詮釋取向的社會工作實踐，八方，新澤西。</p> <p>阮新邦 (2014)。天主教取向的社會工作實踐。慈源出版社，香港。</p> <p>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。</p> <p>蘇絢慧 (2014)。其實你沒有學會愛自己。寶瓶文化，台北市。</p> <p><u>Supplementary</u></p> <p>Abbey, R. (2001). <i>Charles Taylor</i>. Princeton University Press, Princeton, N.J.</p> <p>Benner, P., &amp; Gordon, S. (1996). Caring Practice. In S. Gordon, P. Benner &amp; N. Noddings (Eds.), <i>Caregiving: Readings in knowledge, practice, ethics, and politics</i> (pp. 40-55). University of Pennsylvania Press, Philadelphia.</p> <p>Biestek, F.P. (1961). <i>The casework relationship</i>. Unwin University Press.</p>	