

Subject Description Form

Subject Code	APSS461																	
Subject Title	Integrative Seminar																	
Credit Value	6																	
Level	4																	
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite :</u> APSS343 Philosophy of Welfare																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</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;">35 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Participation</td> <td style="text-align: center;">15 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </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 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. Seminar presentation	30 %	--	2. Quiz	20 %	--	3. Individual paper	35 %	--	4. Participation	15 %	--
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Objectives	<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. It is also expected that they will be able to develop a personal coherent system of value, knowledge and action in professional practice.</p>																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. articulate the nature of ‘theory’, ‘practice’ and ‘integration’ b. evaluate critically the place of knowledge, self, value and context in professional practice c. acquire alternative perspectives in perception on human nature, value orientation, methods of acquiring knowledge and approaches to practice d. develop a personal coherent system of value, knowledge and action in professional practice 																	

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Some Preliminary Reflective Remarks on the Relationship between Social Work Theory and Practice 2. The Meta-theoretical Assumptions of Positivism 3. Social Work Practice in the Light of Positivism 4. The Meta-theoretical Assumptions of Hermeneutics 5. Social Work Practice in the Light of Hermeneutics 6. Understanding Others: Understanding and Embodied, Self-interpreting Moral Agency 7. Rethinking the Quest of Quality and Social Work as a Caring Practice 8. The Crisis of Care: the Structural Constraints of Modern Societies and Social Work Practice 9. Some Preliminary Reflective Remarks on the Constitutive Conditions of Social Work Practice: Community, Ideals and Tradition(s). 10. Social Work Practice under Chinese Cultural Context 11. Case reflection: Reflections on the Meta-theoretical and Value Issues related with Social Work Practice 																																																						
Teaching/Learning Methodology	<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>																																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="424 1384 1449 1928"> <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>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Quiz</td> <td>20 %</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Individual paper</td> <td>35 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Participation</td> <td>15 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>In the quiz, students are expected to show their grasp of the major meta-theoretical</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Seminar presentation	30 %	✓	✓	✓	✓			2. Quiz	20 %	✓		✓				3. Individual paper	35 %	✓	✓	✓	✓			4. Participation	15 %	✓	✓	✓	✓			Total	100 %						
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	<p>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. Through these processes, the students are expected to develop a personal coherent system of value, knowledge and action in professional practice.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	36 Hrs.
	▪ Seminar	42 Hrs.
	Other student study effort:	
	▪ Preparation for lecture, seminars & quiz	152 Hrs.
	▪ Writing assignment	30 Hrs.
	Total student study effort	260 Hrs.
Medium of Instruction	Chinese	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Benton, T., & Craib, I. (2010). <i>Philosophy of social science: The philosophical foundations of social thought</i> (2nd ed.). Chap 2. Palgrave, New York.</p> <p>Biestek, F.P. (1961). <i>The casework relationship</i>. Unwin University Press, London.</p> <p>Kleinman, A. (1988). <i>The illness narratives: Suffering, healing, and the human condition</i>. Basic Books, New York.</p> <p>Richardson, F.C., Fowers, B.J., & 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 & 5. Routledge, New York.</p> <p>賀玉英、阮新邦（編）(2004)。 <i>詮釋取向的社會工作實踐</i>，八方，新澤西。</p> <p>蘇絢慧 (2009)。 <i>因愛誕生：一段父親帶我回家的路</i>。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., & Gordon, S. (1996). Caring Practice. In S. Gordon, P. Benner & N. Noddings (Eds.), <i>Caregiving: Readings in knowledge, practice, ethics, and politics</i> (pp. 40-55). University of Pennsylvania Press, Philadelphia.</p> <p>Blaug, R. (1995). Distortion of the face to face: Communicative reason and social work practice. <i>British Journal of Social Work</i>, 25, 423-39.</p> <p>Christopher, J.C. (2001). Culture and psychotherapy: Towards a hermeneutic approach. <i>Psychotherapy</i>, 38, 115-128.</p> <p>Nussbaum, M. (2004). Emotions as judgments of value and importance. In Robert C. Solomon (Ed.), <i>Thinking about feelings: Contemporary philosophers on emotions</i> (pp. 183-199). Oxford University Press, New York.</p> <p>Slife, B., & Williams, R. (1995). <i>What's behind the research? Discovering hidden assumptions in the behavioural sciences</i> (pp. 24-32, 170-180). Sage Publications, Thousand Oaks, California.</p> <p>Taylor, C. (1985). "What's wrong with negative liberty," in <i>Philosophy and the Human Sciences: Philosophical Papers</i> vol. 2. Cambridge University Press, Cambridge.</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>杜維明 (1997)。儒家思想。東大，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>
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