

## Subject Description Form

<b>Subject Code</b>	<b>APSS 5785</b>														
<b>Subject Title</b>	<b>MSW Integrative Seminar in Social Work Studies</b>														
<b>Credit Value</b>	<b>2</b>														
<b>Level</b>	<b>5</b>														
<b>Pre-requisite</b>	<b>Advanced Social Work Theory and Practice II</b>														
<b>Co-requisite</b>	<b>MSW Fieldwork II</b>														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and Participation</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>2. Presentation</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td>3. Term Paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table> <p style="margin-top: 10px;">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.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance and Participation	20%		2. Presentation	30%		3. Term Paper	50%	
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<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. examine the concept ‘integration’ in social work;</li> <li>2. study examples of integrating social work practice with educational study, nursing study, organizational study, philosophy and psychology.</li> <li>3. reflect on the implications of knowledge, professional, and practice integration in social work practice.</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. understand the concepts of ‘knowledge integration’, ‘professional integration’ and ‘practice integration’;</li> <li>b. identify the interactional forces in the personal-profession interface and its possible effects;</li> <li>c. modify, expand and revise essential concepts in social work practice by integrating cross-discipline experience and knowledge;</li> </ol>														

	d. progress towards Bi-Professional Identity Integration.																																		
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Concepts of integration – knowledge integration, professional integration and practice integration.</li> <li>2. Caring in social work practice – an integrative stance</li> <li>3. Dialectics &amp; polarities – integrating opposite forces</li> <li>4. Personal project in knowledge, professional and practice integration.</li> </ol>																																		
<b>Teaching/Learning Methodology</b>	Lectures, discussion and reflective exercise will be used to promote conceptual understanding and self-understanding. Seminars will be organized for individual student to present their attempt and findings in a personal project of integration. A piece of written assignment on this project will be submitted taking into consideration of the feedbacks from fellow students and subject/seminars teachers in the presentation.																																		
<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="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> </thead> <tbody> <tr> <td>1. Attendance, participation &amp;</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></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> <li>• attendance is important to capture and understand the essential concepts related to integration; participation in classroom exercise promotes immediate reflection and facilitates understanding;</li> <li>• the seminar presentation provides a platform for sharing the initial finding of a student's project in integration; feedbacks from classmates and teacher would stimulate student for more critical reflection and generate alternative views and ideas; hence dialogue, discussion and debate in oral form with visual aids are appropriate;</li> <li>• 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</li> </ul>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Attendance, participation &	20	√	√	√	√	2. seminar presentation	30	√	√	√	√	3. Term paper	50	√	√	√	√	Total	100%				
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	<p>is required;</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Student Study Effort Expected</b>	<b>Class contact:</b>	
	▪ Lecture	14 Hrs.
	▪ Seminar	12 Hrs.
	<b>Other student study effort:</b>	
	▪ Reading course materials	26 Hrs.
	▪ Consultation with subject teacher	3 Hrs.
	▪ Preparation and writing up	26 Hrs.
	Total student study effort	81 Hrs. = an average of 6 Hrs./week
<b>Medium of Instruction</b>	Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Reading List</u></b></p> <p>Benet-Martínez, V. &amp; Haritatos, J. (2005). Bicultural Identity Integration (BII): Components and Psychosocial Antecedents, <i>Journal of Personality</i>. 73:4, 1015-1049.</p> <p>Benner, Patricia and Gordon, Suzanne, (1996) 'Caring Practice', in <i>Caregiving: Readings in Knowledge, Practice, Ethics, and Politics</i>, eds. Suzanne Gordon, Patricia Benner &amp; Nel Noddings, Philadelphia: University of Pennsylvania Press, 40-55.</p> <p>Biestek, Felix P., (1961) <i>The Casework Relationship</i> (London: Unwin University Press).</p> <p>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.</p> <p>Eck, B.E. (1996). Integrating the Integrators: An Organizing Framework for a</p>	

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