

**City University of Hong Kong**

**Information on a Course  
offered by Department of Applied Social Sciences  
with effect from Semester A in 2013/2014**

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**Part I**

Course Title:	Integrative Social Work Seminar
Course Code:	SS6293
Course Duration:	One Semester
No. of Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	SS6291 Fieldwork I
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

**Part II**

**Course Aims**

This course aims to help students consolidate their learning from social work practice, to integrate practice with knowledge and to reflect on the ethical aspects of their work so as to become reflective professionals with practice competence. It seeks to train students to pursue a practice-oriented topic in the field of social work and develop their ability in integrating relevant knowledge from social work theories with practice in selected areas of social work intervention in Hong Kong.

**Course Intended Learning Outcomes (CILOs)**

*Upon successful completion of this course, students should be able to:*

<b>No.</b>	<b>CILOs</b>	<b>Weighting</b>
1.	Students should be able to pursue a practice-oriented topic in the field of social work, with relevant theories and intervention methods, and with reflective discussion on the values, ethical	20%

	and practice aspects of their work;	
2.	Examine the applicability of social work theories in the local context of Hong Kong and the effectiveness of intervention strategies employed	30%
3.	Ethically examine culturally relevant practice in their pathways to become reflective social work professionals with practice competence	20%
4.	Able to integrate, systematically and critically, what for the student has been some of the dominant themes and interest areas in their whole MSW program of study, with information they have gathered from the field, and show elements of becoming ethically-oriented social work practitioners being competent, reflective and good in professional practice.	30%

### Teaching and Learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	V		V	
CILO 2	V	V	V	
CILO 3	V	V	V	
CILO 4	V	V	V	

This course is to be taught in the last teaching semester of the MSW program so that by then students would already have at least one fieldwork practicum experiences and have the second field practicum parallel for them to use their field practicum practice materials to pursue a practice-oriented integrative study and presentation with taught social work theories and intervention methods, reflection on values and philosophy in social work practice and explorations on culturally relevant practice in their pathways to become reflective professionals with practice competence. After their individual presentation of materials in class, students are required to submit a 5,000 Integrative Social Work Seminar Paper to be marked by the Seminar teacher who is a full-time academic staff. Students will also be assigned to their individual Integrated Paper a faculty Supervisor guiding them in a small group of 4 students.

#### **TLA 1: Individual and Small Group Consultation and Supervision**

Four students in a group who are working on similar clients/setting/problems will be supervised by one full-time faculty academic staff. The teaching allocation is for every faculty staff taking 4 students, He/she can decide on how to proceed --- weekly group and/or individual supervision. This will allow more time for questions and answer while handling similar problems at the same time. A total of 1.5 hours X 8 weeks = 12 hours will be allotted in the beginning, middle and final phase of the course to allow guidance on choosing a practice-oriented social work topic, data collection in field practicum, individual presentation materials in Integrative Social Work Seminars and the write-up of the Integrative Social Work Seminar paper.

#### **TLA 2: Integrative Social Work Presentation Seminars**

Each student is required to have individual presentation of their 'Integrative Social

Work Seminar Study' in in the latter part of the teaching semester when they gather their presentation empirical data with relevant materials from either Fieldwork I or Fieldwork II or both. They are required to consult with their small group individual supervisors prior to their class presentation on their areas of practice-related study topic and findings, plus their reflective discussion on ethical values in practice, practice-skills and competence, theories and methods in social work being chosen with an active exploration on culturally-relevant practice, and recommendations to improve their practice competence. The Seminar teacher will provide feedbacks and suggestions to help students improve better in their practice competence and working values and philosophy. The student who is doing his/her individual presentation in class will need to sustain his arguments and defend his observations before his group of Seminar classmates and teacher. The first two weeks' seminar classes will be on the introduction and expectations of the Seminar presentation, ways to fix a practice-related inquiry of social work intervention with relevant client groups, illustrating ways of doing good reflective discussion on the ethical aspects of social work practice with examples and situations, and expectations on the scale of data collection, integrating theories in practice, and ways of presenting the findings. After then students will be meeting their individual Integrated Social Work Study supervisors to prepare for the presentation and refining their data and findings. The last 4 Social Work Seminar sessions (each lasting for 3 hours) will be devoting to students' individual presentation in relevant seminar groups according to their mode of study in the program (FT/PT 2.5 years/PT 3 years) with full-time faculty staff serving as the Seminar teacher giving appropriate feedbacks, comments and suggestions to improve on their practice competence and reflective discussion on ethical aspects of the students' work. The Integrative Social Work Seminar Paper is to be marked by the Individual Seminar Paper Supervisor. The presence of students' individual supervisors would be required in these seminar presentations.

### **TLA3: Individual Integrative Social Work Paper**

Students are required to put their analysis of the chosen practice-related social work topic of study into an 'Integrative Paper of 5,000 words. This individual paper must meet the following criteria:

1. What aspect of social work practice he/she is to examine in the selected areas of social work intervention in Hong Kong, showing a good understanding and examination of the major concepts and approaches taught in the MSW program;
2. The applicability of the chosen theory/working methods in the local context of Hong Kong and/or Mainland China;
3. The effectiveness of intervention strategies used and problems encountered and
4. Suggestions and recommendations on ways of improving his/her practice competence and skills, in reference to the students' reflective discussion on the social work ethical values and philosophy and culturally-relevant practice;
5. To identify the ethical aspects of social work practice, and discuss if there is dilemma being faced and be reflective on how to resolve it.

### **Assessment Tasks/Activities**

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	Type of Assessment Tasks/Activities	Weighting (if	Remarks
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		<b>applicable)</b>	
CILO 1-4	AT1: Individual in-class presentation	30%	
CILO 1-4	AT2: Individual Integrative Social Work Paper	70%	

### **AT1: Individual in-class presentation**

Each student is required to present his/her chosen practice-oriented social work topic plus relevant data on their intervention experiences, integrating with relevant theories, methods and skills in social work. Each presentation is to last for at least 30 minutes. Student need to sustain and defend their arguments, ethical discussion on social work practice and findings on practice competence in regard to comments from classmates and seminar teacher. Suggestions on ways to improve skills and practice competence with the client groups are required.

### **AT 2: Individual Integrative Social Work Seminar Paper**

After their individual presentation, each student is required to write an Integrative Paper of 5,000 words in consultation with his/her individual supervisor. This Paper is to be marked by the Individual Seminar Paper Supervisors in the student's presentation group.

### **Grading of Student Achievement:**

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Courses are graded according to the following schedule:

<b>Letter Grade</b>	<b>Grading criteria in relation to CILOs</b>
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize sensibly and intelligently on a practice-oriented social work topic, with relevant theories and intervention methods, and reflective discussion on the values, ethical and practice aspects of their work; strong evidence of clear understanding of the ethical principles in social work practice.
B+ B B-	Evidence of good grasp of , taught social work theories and intervention methods on a practice-oriented social work topic; some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with theories and social work intervention methods, some evidence of clear understanding of the ethical principles in social work practice.
C+ C C-	Student who is profiting from the university experience; understanding of taught social work theories and intervention methods on a practice-oriented social work topic, ; ability to develop solutions to simple problems in the material. Evidence of clear understanding of the ethical principles in social work practice.
D	Basic to sufficient familiarity with taught social work theories and intervention methods on a practice-oriented social work topic, limited evidence of clear understanding of the ethical principles in social work practice.

F	Little evidence of familiarity with taught social work theories and intervention methods on a practice-oriented social work topic; weakness in critical and analytic skills; limited, or irrelevant use of literature, little evidence of clear understanding of the ethical principles in social work practice.
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## Part III

### 1. Keyword Syllabus

#### 1.1 Integrating Social Work theories in practice

Synthesize relevant knowledge from social work and social sciences through focused and systematic inquiry into selected areas of social work intervention in Hong Kong. Explorations on culturally relevant practice. Reflective discussion on Values, Ethics and Philosophy in social work practice. Principles of human rights and social justice.

#### 1.2 Examples of practice areas of inquiry

Examples and dominant themes in social work practice intervention, e.g. Improving practice competence in Narrative Therapy to work with depressed clients: experiences in working with non-engaged youngsters. Individual and group supervision to get students focused on their chosen theme and areas of study.

#### 1.3 Effectiveness of Social Work Practice Intervention Methods

Study objectives and research questions, identifying dependent and independent variables in study, design and conducting practice evaluation data, analysing results, pre-and post-intervention evaluation design in intervention approaches, strengths and limitations in study design.

#### 1.4 Presenting intervention and practice evaluation data

Analysing results and relevant statistics, present and evaluate findings, discussing implications from study data.

### 2. Recommended Reading

#### Essential Texts

Austin, M.J. et.al (2005). Community-centered clinical practice – Is the integration of micro and marco social work practice possible? *Journal of Community Practice* 14(4), 9-30.

Cooper, M.G., & Lesser, J.G. (2002). *Clinical social work practice: An integrated approach*. Boston: Allyn and Bacon.

Parsons, R.H., Hernandex, S.H. & Jorgensen, J.D. (1988). *Integrated practice: A framework for problem solving*. *Social Work* 33 (5), 417-421.

#### Supplementary Texts

- Alexander, P. (1996). Intensive quantitative methods. In G. Parry, & F.N. Watts, (Eds.), *Behavioural and mental health research: A handbook of skills and methods* (2<sup>nd</sup> ed.) (pp. 315-341). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
- Banks, S.P., & Banks, A. (1998). The struggle over facts and fictions. In A. Bank, & S.P. Bank, (Eds.), *Fiction & social research: By ice or fire*. Walnut Creek, CA: AltaMira Press.
- Cohler, B.J. (1994). The human sciences, the life story, and clinical research. In E. Sherman & W. J. Reid (Eds.), *Qualitative research in social work* (pp. 163-174). New York: Columbia University Press
- Cone, J.D. (2001). *Evaluating outcomes: Empirical tools for effective practice*. Washington, D.C.: American Psychological Association.
- Diamond, G.S., & Diamond, G.M. (2002). Studying a matrix of change mechanisms: An agenda for family-based process research. In H.A. Liddle, D.A. Santisteban, R.F. Levant, & J.H. Bray, (Eds.). *Family psychology: Science-based interventions* (pp. 41-66). Washington, DC: American Psychological Association.
- Engel, R.J. & Schutt, R.K. (2010). *The fundamentals of social work research*, Thousand Oaks, CA: Sage.
- Gillham, B. (2000). *The research interview*. London: Continuum.
- Hayes, S.C., Barlow, D. H., & Nelson-Gray, R.O. (1999). *The scientist practitioner: Research and accountability in the age of managed care* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.
- Josselson, R., & Lieblich, A. (2001). Narrative research and humanism. In K.J. Schneider, J.F.T. Bugental, & J.F. Pierson, (Eds.), *The handbook of humanistic psychology* (pp. 275-288). Thousand Oaks, CA: Sage
- Lehmann, P., & Coady, N. (2008). (Eds.). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. New York: Springer Publication.
- Meloy, J.M. (2002). *Writing the qualitative dissertation: Understanding by doing* (2<sup>nd</sup> ed.). Mahwah, J.J.: Lawrence Erlbaum.
- Miley, K.K., O'Melia, M. & DuBois, B. (2001). *Generalist social work practice: An empowering approach*. Boston: Allyn & Bacon.
- Morley, S. (1996). Single case research. In G. Parry, & F.N. Watts, (Eds.), *Behavioural and mental health research: A handbook of skills and methods* (2<sup>nd</sup> ed.) (pp. 277-314). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
- Payne, M. (2009). Social work theories and reflective practice. R. Adams, L. Dominelli, & M. Payne (Eds.), *Social work: Themes, issues and critical debates* (2<sup>nd</sup> ed.). NY: Palgrave.
- Rubin, A., & Babbie, E. (2008) *Research methods for social work* (6<sup>th</sup> ed.) Belmont, CA: Thomson Brooks/Cole Publishing Company.

Ruckdeschel, R., Earnshaw, P., & Firrek, A. (1994). The qualitative case study and evaluation: Issues, methods, and examples. In E. Sherman & W. J. Reid (Eds.), *Qualitative research in social work* (pp. 251-264). New York: Columbia University Press.

Russell, R.L. (Ed.). (1994). *Reassessing psychotherapy research*. New York: The Guilford Press.

Shapiro, D.A. (1996). Outcome research. In G. Parry, & F.N. Watts (Eds.), *Behavioural and mental health research: A handbook of skills and methods* (2<sup>nd</sup> ed.) (pp. 201-228). East Sussex, UK: Erlbaum (UK) Taylor & Francis.

Wolcott, H. F. (2001). *Writing up qualitative research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Young, A.M., Stewart, A.J., & Miner-Rubino. (2001). Women's understandings of their own divorces: A developmental perspective. In D.P. McAdams, R. Josselson, & A. Lieblich, (Eds.), *Turns in the road: Narrative studies of lives in transition* (pp. 203-226). Washington, D.C.: American Psychological Association.