

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017/ 18**

Part I Course Overview

Course Title:	Integrative Social Work Seminar
Course Code:	SS6293
Course Duration:	One Semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	SS6291 Fieldwork I
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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 and practice aspects of their work;	20%	√	√	
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%	√	√	
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

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.

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
TLA 1: Individual and Small Group Consultation and Supervision	Students in a group who are working on similar clients/setting/problems will be supervised by one full-time faculty academic staff. 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. The first two lectures will be used for discussion on the course outline requirement and assessment. Another three lectures at the end of the course will be used for individual student to make a presentation on the topic they have chosen. The rest middle 8 weeks will be conducted in small group or individual supervision and consultation.	√	√	√	√	
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		√	√	√	

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
	<p>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. Three or four 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.</p>					
TLA3: Individual Integrative Social Work Paper	<p>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:</p> <ol style="list-style-type: none"> 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 	√	√	√	√	

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
	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.					

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
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.	√	√	√	√	30%	
AT2: 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.	√	√	√	√	70%	
Examination: 0% (duration: hours, if applicable)						
					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual in-class presentation	Presence and competence in individual presentation: <ul style="list-style-type: none"> • Communicate clearly in appropriate vocabulary and tone • Confident body posture and contact with audience • Lively presentation with aids of computer and other materials • Clear and logical linkages between different parts of requirements: rationales, theoretical models, application, impact on clients and evidence-base outcomes etc. 	Excellent presence and competence	Good presence and competence	Adequate presence and competence	Marginal presence and competence	Poor presence and competence
2. Individual Integrative Social Work Seminar Paper	Integration and Evidence-based: <ul style="list-style-type: none"> • Ability to integrate knowledge and practice. • Ability to support practice outcomes with evidence • Ability to be reflective when learning 	Excellent integration and evidence and is learning reflectively in a convincing way	Good integration and evidence and is learning reflectively in a good way	Adequate integration and evidence and is learning reflectively only adequately	Marginal integration and evidence and is learning reflectively only marginally	Poor integration and evidence and is not learning reflectively

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Austin, M.J. et.al (2005). Community-centered clinical practice – Is the integration of micro and marco social work practice possible? <i>Journal of Community Practice</i> 14(4), 9-30.
2.	Cooper, M.G., & Lesser, J.G. (2002). <i>Clinical social work practice: An integrated approach</i> . Boston: Allyn and Bacon.
3.	Parsons, R.H., Hernandex, S.H. & Jorgensen, J.D. (1988). <i>Integrated practice: A framework for problem solving</i> . <i>Social Work</i> 33 (5), 417-421.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Alexander, P. (1996). Intensive quantitative methods. In G. Parry, & F.N. Watts, (Eds.), <i>Behavioural and mental health research: A handbook of skills and methods</i> (2 nd ed.) (pp. 315-341). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
----	---

2.	Banks, S.P., & Banks, A. (1998). The struggle over facts and fictions. In A. Bank, & S.P. Bank, (Eds.), <i>Fiction & social research: By ice or fire</i> . Walnut Creek, CA: AltaMira Press.
3.	Cohler, B.J. (1994). The human sciences, the life story, and clinical research. In E. Sherman & W. J. Reid (Eds.), <i>Qualitative research in social work</i> (pp. 163-174). New York: Columbia University Press
4.	Cone, J.D. (2001). <i>Evaluating outcomes: Empirical tools for effective practice</i> . Washington, D.C.: American Psychological Association.
5.	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.). <i>Family psychology: Science-based interventions</i> (pp. 41-66). Washington, DC: American Psychological Association.
6.	Engel, R.J. & Schutt, R.K. (2010). <i>The fundamentals of social work research</i> , Thousand Oaks, CA: Sage.
7.	Gillham, B. (2000). <i>The research interview</i> . London: Continuum.
8.	Hayes, S.C., Barlow, D. H., & Nelson-Gray, R.O. (1999). <i>The scientist practitioner: Research and accountability in the age of managed care</i> (2 nd ed.). Boston: Allyn & Bacon.
9.	Josselson, R., & Lieblich, A. (2001). Narrative research and humanism. In K.J.Schneider, J.F.T. Bugental, & J.F. Pierson, (Eds.), <i>The handbook of humanistic psychology</i> (pp. 275-288). Thousand Oaks, CA: Sage
10.	Lehmann, P., & Coady, N. (2008). (Eds.). <i>Theoretical perspectives for direct social work practice: A generalist-eclectic approach</i> . New York: Springer Publication.
11.	Meloy, J.M. (2002). <i>Writing the qualitative dissertation: Understanding by doing</i> (2 nd ed.). Mahwah, J.J.: Lawrence Erlbaum.
12.	Miley, K.K., O'Melia, M. & DuBois, B. (2001). <i>Generalist social work practice: An empowering approach</i> . Boston: Allyn & Bacon.
13.	Morley, S. (1996). Single case research. In G. Parry, & F.N. Watts, (Eds.), <i>Behavioural and mental health research: A handbook of skills and methods</i> (2 nd ed.) (pp. 277-314). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
14.	Payne, M. (2009). Social work theories and reflective practice. R. Adams, L. Dominelli, & M. Payne (Eds.), <i>Social work: Themes, issues and critical debates</i> (2 nd ed.). NY: Palgrave.
15.	Rubin, A., & Babbie, E. (2008) <i>Research methods for social work</i> (6 th ed.) Belmont, CA: Thomson Brooks/Cole Publishing Company.
16.	Ruckdeschel, R., Earnshaw, P., & Firrek, A. (1994). The qualitative case study and evaluation: Issues, methods, and examples. In E. Sherman & W. J. Reid (Eds.). <i>Qualitative research in social work</i> (pp. 251-264). New York: Columbia University Press.
17.	Russell, R.L. (Ed.). (1994). <i>Reassessing psychotherapy research</i> . New York: The Guilford

	Press.
18.	Shapiro, D.A. (1996). Outcome research. In G. Parry, & F.N. Watts (Eds.), <i>Behavioural and mental health research: A handbook of skills and methods</i> (2 nd ed.) (pp. 201-228). East Sussex, UK: Erlbaum (UK) Taylor & Francis.
19.	Wolcott, H. F. (2001). <i>Writing up qualitative research</i> (2 nd ed.). Thousand Oaks, CA: Sage.
20.	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.), <i>Turns in the road: Narrative studies of lives in transition</i> (pp. 203-226). Washington, D.C.: American Psychological Association.