City University of Hong Kong
Course Syllabus

offered by Department of <u>Social and Behavioural Sciences</u>
with effect from Semester __A__ 2021 /2022

Part I   Course Overview

Course Title:	Master's Integrative Project
Course Code:	SS6403
Course Duration:	Two semester
Credit Units:	6 (3 credit units each semester/term)
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	SS5302 Research Methods in Social Sciences
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1. **Abstract**

    This course aims to help students consolidate their learning from advanced practice, to integrate practice with knowledge and to reflect on the ethical aspects of their work so as to become reflective professionals with evidence-based practice competence. It seeks to train students to pursue a practice-oriented topic in the fields of social and health care practice and develop their ability in integrating relevant knowledge from social sciences theories with practice in selected areas of social and health care practice 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		
			A1	*A2*	*A3*
1.	Describe a practice-oriented topic in the field of social and health care based on information from valid and reliable sources;	20%	√	√	
2	Analyze the topic using relevant social sciences theories;	30%		√	
3.	Ethically examine culturally relevant practice in their pathways to become reflective practitioners with practice competence;	20%		√	√
4.	Apply integrated, systematically, critically, theories in designing innovative strategies and measuring outcomes, and discuss its policy and practice impacts on individuals, families, groups, and community.	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.)*

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
TLA1: Workshops	Workshops will be provided to equip students' ability and skills in knowledge-practice integration in social and health care practice. Suggested themes include evidence-based practice in case management, reflective learning through professional practice, and constructing local knowledge and practice in the Chinese contexts, just to name a few.	√	√	√	√	
TLA2: Individual supervision	Students will be supervised by an academic staff (the supervisor). Supervision (either individually or in group) will be provided to each student to facilitate their preparation of the presentation and individual papers.	√	√	√	√	
TLA3: Presentation Seminar	Each student is required to present their project during the course. Supervisor and other students will give constructive feedbacks to the students for further improvement in the individual paper.	√	√	√	√	
TLA 4: Individual Integrative Paper	Students are required to put their analyses of the chosen topic into an Integrative Paper of 9,000 words (with 5% deviation only). The individual paper should contain: 1. Different theoretical approaches and practice of the selected topic; 2. Literature review and updated research findings related to the topic; 3. Ethical and practical concerns in applying the selected theories and models in direct practice; 4. Innovative ways on how the selected social sciences theories and practice model be applied in the cultural context.	√	√	√	√	

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 Presentations	√	√	√	√	30%	
AT2: Individual Integrative Paper	√	√	√	√	60%	
AT3: Discussions	√	√	√	√	10%	

AT1: Individual Presentations (30%)

Students are required to submit individual research proposal at two phases during the first semester, and presentation of findings and final report during the second semester. At the first phase, they should submit a thorough literature review, including logical arguments of and proficiency in integrating relevant concepts and previous empirical findings in the literature review. At the second phase, they should submit a detailed plan on research methodology, data collection and analysis. Students are encouraged to form into a team of 8. The objective of the group is to provide a platform for the students to apply their learning and selected social issues in a specific socio-economic and cultural context. Each member should continue to prepare respective individual proposal by conducting library search, consulting experts and discussion with its group members. Each student will present your proposal creatively and interactively to fellow students, possible service users, and a panel of multi-disciplinary experts. Students may be connected to related NGOs to recruit participants of the study, after going through an ethical review. During the second semester, students are required to present their findings, and their final report.

AT2: Individual Integrative Paper (60%)

Each student is required to submit a research report with length 9,000 words, which is normally, but not restricted to, composed of an abstract, keywords, introduction, literature review, research questions/hypothesis, methods, data collection and analysis, results, discussion, and references. Originality is encouraged but not a part of the standard requirements. Students are to demonstrate the following attainments in their work:
1) A critical review of relevant literature; an understanding of the concepts/theories applicable to the questions chosen; appropriate formulation of research questions or hypotheses.
2) Appropriate methods and procedures were chosen to carry out the research; sensitivity to ethical, cultural, and methodological issues is demonstrated.
3) The use of appropriate research methods to analyze data and evaluate research questions or hypotheses.
4) A clear understanding of the findings and an appreciation of the limitations of their own research; sensitivity to cross-cultural issues is demonstrated.

AT3: Discussion (10%)

Students are expected actively participate in raising questions, and contributing to reflective discussion during the course and after the presentations of their classmates, preparing themselves well, sharing their reflections/opinions and/or participating in the on-line discussion board. Participation will be assessed on students' (i) willingness to express views; (ii) application of knowledge; (iii) logical thinking; and (iv) clarity in communication.

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)
AT1: Individual Presentations (30%)	1. Ability in application of inter-disciplinary knowledge and concepts;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. Ability to explain why it is significant;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3. The feasibility of the proposal;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4. The plan/idea/design is innovative and creative; and,	High	Significant	Moderate	Basic	Not even reaching marginal levels
	5. The ability to demonstrate clearly, attractively and interactively.	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT2: Individual Integrative Paper (60%)	1. Depth of analysis on the chosen issue, such as its causes, its impacts on target population and on society;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. The application of inter-disciplinary knowledge and concepts;	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3. Depth of reflection on your own learning in the chosen issue; and,	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4. Systematic and clear presentation, and proper use of English.	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT3: Discussion (10%)	1. Active participation in responding to lecturers and student presentations; and,	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2. The number of reflection completed and the depth of reflection.	High	Significant	Moderate	Basic	Not even reaching marginal levels

5

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 <u>Evidence-informed practice in social and health care practice</u>

   Nature and principles of evidence-informed practice; practice knowledge through systematic literature review; programme logic models; design and conducting practice and programme evaluation; pre- and post-intervention evaluation design in social and health care practice.

   1.2 <u>Reflective learning through professional practice</u>

   Develop the ability to inquiry from practice; reflective discussion on use of knowledge, values, ethics and philosophy in social and health care practice; collaboration to induce changes; reflection journal in social and health care practice.

   1.3 <u>Constructing local knowledge in the Chinese contexts</u>

   Cultural sensitivity in the Chinese contexts; indigenization of social and health care practice; explorations and reflective discussion on culturally-relevant practice; social sciences knowledge building and social policy implications.

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 | Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative & mixed approaches* (5th eds.). Los Angeles: SAGE. |
| 2 | Thyer, B. (2010). *The handbook of social work research methods* (2nd ed.). Los Angeles: SAGE. |

2.2 Recommended Readings:

1	American Psychological Association (2020). *Publication Manual of the American Psychological Association: The official guide to APA style* (7th ed.). Washington, DC: APA.
2	Austin, M. J., Coombs, M., & Barr, B. (2005). Community-centered clinical practice – Is the integration of micro and macro social work practice possible? *Journal of Community Practice, 14*(4), 9-30.
3	Cooper, M. G., & Lesser, J. G. (2002). *Clinical social work practice: An integrated approach.* Boston: Allyn and Bacon.

4	Corey, G. (2005). *Theory and practice of counselling and psychotherapy.* CA: Brooks/Cole Publishing Company.
5	Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th eds.). Los Angeles: SAGE.
6	Freedman, J. & Combs, G. (1996). *Narrative therapy: The social construction of preferred realities.* New York: Norton.
7	Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. *Families in Society, 80*, 341-350.
8	Gambrill, E. (2006). Evidence-based practice and policy: Choice ahead. *Research on Social Work Practice, 16*, 338-357.
9	Jordon, B. (1978). A comment on "Theory and practice of social work". *British Journal of Social Work, 8*(1), 23-25.
10	Parsons, R. H., Hernandex, S. H., & Jorgensen, J. D. (1988). Integrated practice: A framework for problem-solving. *Social Work, 33,* 417-421.
11	Parton, N. (2000). Some thoughts on the relationship between theory and practice in and for social work. *British Journal of Social Work, 30*(4), 449-463.
12	Paynes, M. (2009). Social work theories and reflective practice. In R. Adams, L. Dominelli, & M. Paynes (eds.), *Social work: Themes, issues and critical debates* (2nd ed.). NY: Palgrave.
13	Robbins, S.P., Chatterjee, P., & Canda, E.R. (2012). *Contemporary Human Behaviour Theory: A Critical Perspective for Social Work* (3rd Ed.). Boston: Allyn & Bacon.
14	Rubin, A., & Babbie, E. (2008). *Research methods for social work* (6th ed.)*.* Belmont, CA: Thomson Brooks/Cole Publishing Company.
15	Rubin, A., & Parrish, D. (2007). Challenges to the future of evidence-based practice in social work education. *Journal of Social Work Education, 43*, 405-428.
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.). *Qualitative research in social work* (pp. 251-264). New York: Columbia University Press.
17	Sackett, D. L., Straus, S. E., Richardson, W. C., Rosenberg, W., & Haynes, R. M. (2000). *Evidence-based medicine: How to practice and teach EBM* (2nd ed.). New York: Churchill Livingstone.
18	Schriver, J.M. (2014). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (6th ed.). Boston: Allyn & Bacon.
19	Shek, D. T. L., Lam, M. C., & Tsoi, K. W. (2004). Evidence-based practice in Hong Kong. In B. Thyer and M. A. F. Kazi (Eds.), *International perspectives on evidence-based practice in social work* (pp. 167-181). London: Venture Press.
20	Sheppard, M. (1998). Practice validity, reflexivity and knowledge for social work. *British Journal of Social Work, 28*(5), 763-781.
21	Thyer, B. A., Artelt, T. A., & Shek, D. T. L. (2003). Using single-system research designs to evaluate practice: Potential applications for social work in Chinese contexts.

	International Social Work, 46(2), 163-176.
22	Yan, M. C., Tsui, M. S., Chu, C. K., & Pak, C. M. (2012). A profession with dual foci: Is social work losing the balance? *China Journal of Social Work, 5*(2), 163-172.
23	周永新、陳沃聰編. (2013). *社會工作新論*. 香港：商務印書局.
24	林孟平. (2008). *輔導與心理治療*. 香港：商務印書局.