

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2024/25**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Integrative Social Work Seminar</u>
<b>Course Code:</b>	<u>SS6293</u>
<b>Course Duration:</b>	<u>One Semester (for part-time)/ Two Semesters (for full-time)</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P6</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>SS6291 Fieldwork I</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>SS6293A</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## 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 the 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. Learning and Teaching Activities (LTAs)

*(LTAs 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 completed at least one fieldwork practicum 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-word Integrative Social Work Seminar Paper.

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
LTA 1: Individual and Small Group Consultation and Supervision	Students will be divided into small groups and each group will be supervised by an academic staff member. He/she can decide on how to proceed --- group and/or individual supervision.	√	√	√	√			
LTA 2: Integrative Social Work Presentation Seminars	Each student is required to have an individual presentation of their 'Integrative Social Work Seminar Study' substantiated with 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 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 feedback and suggestions to help students make improvements. The student who is doing his/her individual presentation in class will need to sustain his/her arguments and defend		√	√	√			

	his/her observations before his/her group of Seminar classmates and teacher.							
LTA3: 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"> <li>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;</li> <li>2. The applicability of the chosen theory/working methods in the local context of Hong Kong and/or Mainland China;</li> <li>3. The effectiveness of intervention strategies used and problems encountered and</li> <li>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;</li> <li>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.</li> </ol>	√	√	√	√			

**Note:**

**SS6293 and SS6293A are equivalent courses. The courses are designed for students taken different modes of study.**

SS6293

SS6293 will be offered to part-time students and applicable for all cohorts of study. It will also be offered to full-time students and applicable to cohort 2023-24 and before. The normal duration of the course is 1 semester (e.g. Semester B for part-time students\* and Summer for full-time students).

*\*For those part-time students who take overseas placement in Year 3 Semester B, they will take SS6293 in Summer.*

SS6293A

SS6293A will be offered to full-time students and applicable to cohort 2024-25 and thereafter. The normal duration of the course is 2 semesters (Semester B and Summer). Semester B is charged 1.5 credits and Summer is charged 1.5 credits.

#### 4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CISO No.					Weighting	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
<p>AT1: Individual in-class presentation</p> <p>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 should last about 30 minutes. Students 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.</p>	√	√	√	√		30%	
<p>AT2: Individual Integrative Social Work Seminar Paper</p> <p>After their individual presentation, each student is required to write an Integrative Paper of 5,000 words in consultation with his/her individual supervisor.</p>	√	√	√	√		70%	
Examination: 0% (duration: , if applicable)						100%	

## 5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Individual in-class presentation	Presence and competence in the individual presentation: <ul style="list-style-type: none"> <li>• Communicate clearly in appropriate vocabulary and tone</li> <li>• Confident body posture and contact with the audience</li> <li>• Lively presentation with aids of computer and other materials</li> <li>• Clear and logical linkages between different parts of requirements: rationales, theoretical models, application, impact on clients and evidence-based outcomes, etc.</li> </ul>	Excellent presence and competence	Good presence and competence	Adequate presence and competence	Marginal presence and competence	Poor presence and competence
Individual Integrative Social Work Seminar Paper	Integration and Evidence-based: <ul style="list-style-type: none"> <li>• Ability to integrate knowledge and practice.</li> <li>• Ability to support practice outcomes with evidence</li> <li>• Ability to be reflective when learning</li> </ul>	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

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual in-class presentation	<p>Presence and competence in the individual presentation:</p> <ul style="list-style-type: none"> <li>• Communicate clearly in appropriate vocabulary and tone</li> <li>• Confident body posture and contact with the audience</li> <li>• Lively presentation with aids of computer and other materials</li> <li>• Clear and logical linkages between different parts of requirements: rationales, theoretical models, application, impact on clients and evidence-based outcomes, etc.</li> </ul>	Excellent presence and competence	Good presence and competence	Fair to marginal presence and competence	Poor presence and competence
2. Individual Integrative Social Work Seminar Paper	<p>Integration and Evidence-based:</p> <ul style="list-style-type: none"> <li>• Ability to integrate knowledge and practice.</li> <li>• Ability to support practice outcomes with evidence</li> <li>• Ability to be reflective when learning</li> </ul>	Excellent integration and evidence and is learning reflectively in a convincing way	Good integration and evidence and is learning reflectively in a good way	Fair to marginal integration and evidence and is learning reflectively only fair to marginally	Poor presence and competence



**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. 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.	Aveyard, H., Payne, S., & Preston, N. (2016). <i>A post-graduate's guide to doing a literature review in health and social care</i> . Open University Press/McGraw-Hill Education.
2.	Baines, D. (Ed.). (2017). <i>Doing anti-oppressive practice: Social justice social work</i> (3rd ed.). Fernwood Publishing.
3.	Cooper, M. G., & Lesser, J. G. (2011). <i>Clinical social work practice: An integrated approach</i> (4th ed.). Pearson.
4.	Corcoran, K., & Roberts, A. R. (Eds.). (2015). <i>Social workers' desk reference</i> (3rd ed.). Oxford University Press
5.	Danso, R. (2015). An integrated framework of critical cultural competence and anti-oppressive practice for social justice social work research. <i>Qualitative Social Work</i> , 14(4) 572–588. DOI: 10.1177/1473325014558664

6.	Graaf, G., & Ratliff, G. A. (2018). Preparing social workers for evidence-informed community-based practice: An integrative framework. <i>Journal of Social Work Education</i> , 54(sup1), S5-S19. <a href="https://doi.org/10.1080/10437797.2018.1434437">https://doi.org/10.1080/10437797.2018.1434437</a>
7.	Hardiker, P., MacKay, R., Richert, A., Marsh, P., Lynch, R., Doel, M., Steven, W., Fisk, I., Kelmsall, H., Brearley, J., Munro, H., Maclean, T., Aldgate, J., Barker, M., Daniel, B., Keenan, C., Lishman, J., Statham, D., Fook, J., . . . Feilberg, F. (2015). <i>Handbook for practice learning in social work and social care: Knowledge and theory</i> . Jessica Kingsley.
8.	Matz, C., Sabbath, E., & James, J. B. (2022). An integrative conceptual framework of engagement in socially-productive activity in later life: Implications for clinical and mezzo social work practice. <i>Clinical Social Work Journal</i> , 48(2), 156-168. <a href="https://doi.org/10.1007/s10615-020-00756-x">https://doi.org/10.1007/s10615-020-00756-x</a>
9.	Mays, N., & Pope, C. (2020). Synthesising Qualitative Research. In C. Pope & N. Mays (Eds.). <i>Qualitative Research in Health Care</i> (pp. 151-168). John Wiley & Sons.
10.	Mortari, L. (2015). Reflectivity in research practice. <i>International Journal of Qualitative Methods</i> , 14(5), 1-9. <a href="https://doi.org/10.1177/1609406915618045">https://doi.org/10.1177/1609406915618045</a>
11.	Reamer, F. G. (2018). <i>Social work values and ethics</i> (5th ed.). Columbia University Press.
12.	Sicora, A. (2017). <i>Reflective practice and learning from mistakes in social work</i> . Policy Press.

## 2.2 Additional Readings

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

1.	Banks, S. P., & Banks, A. (1998). The struggle over facts and fictions. In A. Bank, & S. P. Bank, (Eds.), <i>Fiction &amp; social research: By ice or fire</i> . AltaMira Press.
2.	Boland, A., Cherry, M. G., & Dickson, R. (Eds.). (2017). <i>Doing a systematic review: A student's guide</i> (2nd ed.). Sage.
3.	Bolton, K. W., Hall, C., & Lemann, P. (2022). <i>Theoretical perspectives for direct social work practice: A generalist-eclectic approach</i> (4th ed.). Springer Publishing Company.
4.	Booth, A., Sutton, A., & Papaioannou, D. (2016). <i>Systematic approaches to a successful literature review</i> (2nd ed.). Sage.
5.	Cone, J. D. (2001). <i>Evaluating outcomes: Empirical tools for effective practice</i> . American Psychological Association.
6.	D'Cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meanings and relevance for social work. <i>The British Journal of Social Work</i> , 37(1), 73-90.

7.	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). American Psychological Association.
8.	Engel, R. J., & Schutt, R. K. (2010). <i>The fundamentals of social work research</i> . Sage.
9.	Fortune, A. E., Reid, W J., & Miller, R. L. (Eds.). (2013). <i>Qualitative research in social work</i> (2nd ed.). Columbia University Press.
10.	Francis, A. (2014). Strengths-based assessments and recovery in mental health: Reflections from practice. <i>International Journal of Social Work and Human Services Practice</i> , 2(6), 264-271.
11.	Frost, N. (2021). <i>Qualitative research methods in psychology: Combining core approaches</i> (2nd ed.). Open University Press.
12.	Ingram, R. (2014). <i>Reflective social work practice</i> . Palgrave Macmillan.
13.	James, E. (2018). SHARE: A new model for social work, S. Maclean, J. Finch and P. Tedam. <i>The British Journal of Social Work</i> , 48(8), 2406-2407. <a href="https://doi-org.ezproxy.cityu.edu.hk/10.1093/bjsw/bcy019">https://doi-org.ezproxy.cityu.edu.hk/10.1093/bjsw/bcy019</a>
14.	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). Sage.
15.	Kam, P. K. (2014). Back to the ‘social’ of social work: Reviving the social work profession’s contribution to the promotion of social justice. <i>International Social Work</i> , 57(6), 723-740. <a href="https://doi.org/10.1177/0020872812447118">https://doi.org/10.1177/0020872812447118</a>
16.	Kirst-Ashman, K. K., & Hull, G. H. (2018). <i>Understanding generalist practice</i> (8th ed.). Cengage Learning.
17.	Knott, C., & Scragg, T. (Eds.). (2016). <i>Reflective practice in social work</i> (4th ed.). Sage.
18.	Meloy, J. M. (2002). <i>Writing the qualitative dissertation: Understanding by doing</i> (2nd ed.). Lawrence Erlbaum.
19.	Mendenhall, A. N., & Carney, M. M. (Eds.) (2020). <i>Rooted in Strengths: Celebrating the Strengths Perspective in Social Work</i> . The University of Kansas Libraries.
20.	Miley, K.K., O’Melia, M., & W., DuBois, B. L. (2013). <i>Generalist social work practice: An empowering approach</i> (7th ed.). Pearson.
21.	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 <sup>nd</sup> ed.) (pp. 277-314). Erlbaum (UK) Taylor & Francis.
22.	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> (3rd ed.). Palgrave.

23.	Payne, M. (2021). <i>Modern social work theory</i> (5th ed.). Red Globe Press.
24.	Punch, K. F. (2014). <i>Introduction to social research: Quantitative &amp; qualitative approaches</i> (3rd ed.). Sage.
25.	Purnell, L. (2018). Critical Reflection. In M. Douglas, L. Purnell & D. Pacquiao (Eds.). <i>Global Applications of Culturally Competent Health Care: Guidelines for Practice</i> (pp. 97-112). Springer International Publishing.
26.	Rapp, C. A., & Goscha, R. J. (2012). <i>The strengths model: a recovery-oriented approach to mental health services</i> (3rd ed.). Oxford University Press.
27.	Rapp, C. A., & Goscha, R. J. (2014). Three decades of strengths: Reflections of the past and challenges of the future. In A. Francis, V. Pulla, M. Clark, S. Mariscal & I. Ponnuswami (Eds.), <i>Advancing Social work in mental health through strengths based practice</i> (pp. 31-38). Primrose Publications.
28.	Rubin, A., & Babbie, E. R. (2017). <i>Research methods for social work</i> (9th ed.). Cengage Learning.
29.	Saleebey, D. (Ed.). (2013). <i>The strengths perspective in social work practice</i> (6th ed.). Pearson.
30.	Sande, A., & Schwartz, K. (2017). <i>Research for social justice: A community-based participatory approach</i> (2nd ed.). Fernwood.
31.	Seale, C. (Ed.). (2018). <i>Researching society and culture</i> (4th ed.). Sage.
32.	Silverman, D. (2016). <i>Qualitative research</i> (4th ed.). Sage.
33.	Sperry, L., & Sperry, J. (2020). <i>Case Conceptualization: Mastering this competency with ease and confidence</i> (2nd ed.). Routledge.
34.	Teater, B. (2020). <i>An introduction to applying social work theories and methods</i> (3rd ed.). Open University Press.
35.	Wolcott, H. F. (2001). <i>Writing up qualitative research</i> (2 <sup>nd</sup> ed.). Sage.
36.	游達裕編（2021）。《可以攻玉：社會工作的實踐與反思》。香港：策馬文創有限公司。