

SS4002A: INTEGRATED SOCIAL WORK PRACTICE SEMINAR

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Integrated Social Work Practice Seminar

Subject Code

SS - Social and Behavioural Sciences

Course Number

4002A

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Either SS3293, or SS4293 & SS3290

Precursors

Nil

Equivalent Courses

SS4004 Integrated Social Work Practice Seminar

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to consolidate their learning from social work practice, and use their practice experience to engage in scientific inquiry. Under the guidance of a supervisor, students are required to re-examine their evidence-informed practice, use quantitative and qualitative research methods to build knowledge and to advance practice within the context of social service delivery.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate the different theoretical approaches informing direct social work practice;	30		x	
2	Demonstrate the ability to manage a practice-oriented topic in social work, with relevant theories and intervention methods, together with updated research findings related to the topic;	30		x	x
3	Evaluate and critically assess the ethical and practical issues involved in applying the selected theories and models in direct social work practice;	20	x	x	
4	Identify the innovative ways on how the selected social work theories and intervention model be applied in the local context.	20			x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
Workshops	Students will engage in workshops to equip their ability and skills in knowledge-practice integration in social work. The workshops include evidence-based practice in social work, reflective learning through professional practice, and constructing local knowledge in the Chinese contexts.	1, 2, 3, 4	

2	Individual supervision	Students will take part in supervision provided by an academic staff (the supervisor). Individual and group supervisions will be provided to students to facilitate their preparation of the presentation and individual papers.	1, 2, 3, 4	
3	Presentation Seminar	Student will participate in individual presentation in the presentation seminar (class/on-line). Supervisor and other students will give constructive feedbacks to the students for further improvement in the individual paper.	1, 2, 3, 4	
4	Individual Integrative Paper	Students will engage in constructing, conceptualizing, and writing an Integrative Paper of 4,000 words focusing on the chosen social work topic with deviation of +5% difference. The individual paper should contain: Different theoretical approaches and intervention methods of the selected topic; Literature review and updated research findings related to the topic; Ethical and practical issues involved in applying the selected theories and models in direct social work practice; Innovative ways on how the selected social work theories and intervention model be applied in the local context.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Preparation for and participation in supervision sessions and presentation seminars	1, 2, 3, 4	15	

2	Individual Presentation (class/online)	1, 2, 3, 4	15	
3	Individual Integrative Paper	1, 2, 3, 4	70	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Preparation for and participation in supervision sessions and presentation seminars

Criterion

Ability to identify different theoretical approaches and intervention models of the selected topic, capacity to have reflective discussion on the values, ethical and practical aspects, and ability to give constructive and critical feedback to other students on their work.

Excellent (A+, A, A-)

Show strong evidence of the abilities and distinctively participate in the consultation and presentation seminar

Good (B+, B, B-)

Show good evidence of the abilities and actively participate in the consultation and presentation seminar

Fair (C+, C, C-)

Show moderate evidence in the abilities and participate in the consultation and presentation seminar

Marginal (D)

Show basic evidence in the abilities and limited participation in the consultation and presentation seminar

Failure (F)

Show little evidence in the abilities and barely participate in the consultation and presentation seminar

Assessment Task

Individual Presentation (class/online)

Criterion

Ability to demonstrate theoretical approaches and intervention methods of the selected topic; ability to raise ethical and practical issues involved in applying the selected theories and models in direct social work practice.

Excellent (A+, A, A-)

Show strong evidence of the abilities

Good (B+, B, B-)

Show good evidence of the abilities

Fair (C+, C, C-)

Show moderate evidence in the abilities

Marginal (D)

Show basic evidence in the abilities

Failure (F)

Show little evidence in the abilities

Assessment Task

Individual Integrative Paper

Criterion

Capacities to identify different theoretical approaches and intervention methods of the selected topic; Perform literature review and updated research findings related to the topic; raise ethical and practical issues involved in applying the selected theories and models in direct social work practice; and suggest innovative ways on how the selected social work theories and intervention model be applied in the local context.

Excellent (A+, A, A-)

Show strong evidence of the abilities

Good (B+, B, B-)

Show good evidence of the abilities

Fair (C+, C, C-)

Show moderate evidence in the abilities

Marginal (D)

Show basic evidence in the abilities

Failure (F)

Show little evidence in the abilities

Part III Other Information

Keyword Syllabus

1.1 Evidence-based practice in social work

Nature and principles of evidence-based practice; practice knowledge through systematic literature review; design and conducting practice evaluation; pre- and post-intervention evaluation design in social work.

1.2 Reflective learning through professional practice

Develop an inquiry from practice; reflective discussion on values, ethics and philosophy in social work practice; worker-client collaboration to induce changes; reflection journal in social work practice.

1.3 Constructing local knowledge in the Chinese contexts

Cultural sensitivity in the Chinese contexts; indigenization of social work practice; explorations and reflective discussion on culturally-relevant practice; social work and social policy implications.

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington DC: American Psychological Association.

2	Austin, M. J., Coombs, M., & Barr, B. (2005). Community-centered clinical practice – Is the integration of micro and macro social work practice possible? <i>Journal of Community Practice</i> , 14(4), 9-30.
3	Cooper, M. G., & Lesser, J. G. (2002). <i>Clinical social work practice: An integrated approach</i> . Boston: Allyn and Bacon.
4	Corey, G. (2005). <i>Theory and practice of counselling and psychotherapy</i> . CA: Brooks/Cole Publishing Company.
5	Freedman, J. & Combs, G. (1996). <i>Narrative therapy: The social construction of preferred realities</i> . New York: Norton.
6	Galvan, J. L. (2009). <i>Writing literature reviews: A guide for students of the social and behavioral sciences (4th ed.)</i> . Glendale, CA: Pycszak.
7	Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. <i>Families in Society</i> , 80, 341-350.
8	Gambrill, E. (2006). Evidence-based practice and policy: Choice ahead. <i>Research on Social Work Practice</i> , 16, 338-357.
9	Green, W., & Simon, B. L. (eds.) (2012). <i>The Columbia guide to social work writing</i> . New York : Columbia University Press.
10	Parsons, R. H., Hernandez, S. H., & Jorgensen, J. D. (1988). Integrated practice: A framework for problem-solving. <i>Social Work</i> , 33, 417-421.
11	Parton, N. (2000). Some thoughts on the relationship between theory and practice in and for social work. <i>British Journal of Social Work</i> , 30(4), 449-463.
12	Paynes, M. (2009). Social work theories and reflective practice. In R. Adams, L. Dominelli, & M. Paynes (eds.), <i>Social work: Themes, issues and critical debates (2nd ed.)</i> . NY: Palgrave.
13	Rubin, A., & Babbie, E. (2008). <i>Research methods for social work (6th ed.)</i> . Belmont, CA: Thomson Brooks/Cole Publishing Company.
14	Rubin, A., & Parrish, D. (2007). Challenges to the future of evidence-based practice in social work education. <i>Journal of Social Work Education</i> , 43, 405-428.
15	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 (pp. 251-264)</i> . New York: Columbia University Press.
16	Sackett, D. L., Straus, S. E., Richardson, W. C., Rosenberg, W., & Haynes, R. M. (2000). <i>Evidence-based medicine: How to practice and teach EBM (2nd ed.)</i> . New York: Churchill Livingstone.
17	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.), <i>International perspectives on evidence-based practice in social work (pp. 167-181)</i> . London: Venture Press.
18	Sheppard, M. (1998). Practice validity, reflexivity and knowledge for social work. <i>British Journal of Social Work</i> , 28(5), 763-781.
19	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. <i>International Social Work</i> , 46(2), 163-176.
20	Yan, M. C., Tsui, M. S., Chu, C. K., & Pak, C. M. (2012). A profession with dual foci: Is social work losing the balance? <i>China Journal of Social Work</i> , 5(2), 163-172.
21	周永新、陳沃聰編。(2013)。社會工作新論。香港：商務印書局。
22	林孟平。(2008)。輔導與心理治療。香港：商務印書局。