Subject Description Form

Subject Code	APSS4610
Subject Title	Integrative Seminar
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS343 Philosophy of Welfare
Assessment Methods	

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Seminar presentation	20%	
2. Quiz	20%	--
3. Individual paper	50%	--
4. Participation	10%	--

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all the components, that is, achieve a minimum grade of D in each component of assessment, if he/she is to pass the subject.

Objectives	The subject aims to introduce students to major meta-theoretical approaches to acquire alternative perspectives in perception on human nature, value orientation, methods of acquiring knowledge and approaches to practice. It is expected that students will be able to heighten their sensitivity to diversity and cultural issues by examining and critically evaluating the place of knowledge, self, value and context in social work.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. understand major meta-theoretical approaches; b. evaluate critically the place of knowledge, self, value and context in social work; c. heighten their sensitivity to diversity and cultural issues after acquiring alternative perspectives in perception on human nature, value orientation, methods of acquiring knowledge and approaches to practice.

Subject Synopsis/ Indicative Syllabus	1.	Some Preliminary Reflective Remarks on Understanding Service Users in Social Work
	2.	On Understanding Service Users in the Light of Positivism
	3.	On Understanding Service Users in the Light of Hermeneutics
	4.	Understanding Others: Understanding and Moral Agency
	5.	The Crisis of Care: Rethinking the Quest of Quality and Social Work as a Caring Practice
	6.	On the Constitutive Conditions of Social Work: Community, Ideals and Tradition(s)
	7.	Case reflection: Reflections on the Meta-theoretical and Value Issues related to Understanding Service Users

Teaching/Learning Methodology	Lectures and seminars are used to facilitate students' learning of the subject. In the lectures, the instructor introduces students to major concepts and arguments related with relevant topics. Students are expected to have a basic grasp of the major meta-theoretical perspectives introduced to them. In the seminars, the instructor helps the students draw insights from those concepts and arguments they have learnt in the lectures to critically reflect on their experiences in understanding service users.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
		a	b	c
Seminar presentation	20 %	✓	✓	✓
Quiz	20 %	✓		✓
Individual paper	50 %	✓	✓	✓
Participation	10 %	✓	✓	✓
Total	100 %			

In the quiz, students are expected to show their grasp of the major meta-theoretical perspectives introduced to them, and how this related to their learning experiences. In the seminars, students are expected to show a basic grasp of the major meta-theoretical perspectives introduced to them. The instructor helps the students draw insights from those concepts and arguments they have learnt in the lectures to critically reflect on their experiences in understanding service users. In their papers, the students are expected to further reflect and consolidate what they learned in the subject.

Student Study Effort Expected	Class contact:	
	▪ Lecture	24 Hrs.
	▪ Seminar	15 Hrs.
	Other student study effort:	
	▪ Preparation for lecture, seminars & quiz	48 Hrs.
	▪ Writing assignment	30 Hrs.
	Total student study effort	117 Hrs.

Reading List and References	

Essential

Benton, T., & Craib, I. **(**2023). *Philosophy of Social Science: The philosophical foundations of social thought* (3rd ed.). Chap 2. Bloomsbury Academic, New York.

Richardson, F.C., Fowers, B.J., & Guignon, C.B. (1999). *Re-envisioning Psychology: Moral dimensions of theory and practice.* Jossey-Bass, San Francisco.

Taylor, C. (1985). *Philosophical Papers, 1*, Chaps. 1-2. Cambridge University Press, Cambridge.

Tronto, J.C. (1993). *Moral Boundaries: A political argument for an ethic of care.* Chap 4 & 5. Routledge.

賀玉英、阮新邦（編）(2004)。 詮釋取向的社會工作實踐，八方，新澤西。

Supplementary

Abbey, R. (2001). *Charles Taylor.* Princeton University Press, Princeton, N.J.

Benner, P., & Gordon, S. (1996). Caring Practice. In S. Gordon, P. Benner & N. Noddings (Eds.), *Caregiving: Readings in knowledge, practice, ethics, and politics* (pp. 40-55). University of Pennsylvania Press, Philadelphia.

Biestek, F.P. (1961). *The Casework Relationship.* Unwin University Press.

Hardy, M. (2016). "I know what I like and I like what I know": Epistemology in practice and theory and practice again. Qualitative Social Work: QSW: Research and Practice, 15(5-6), 762–778.

林昭寰, & 朱志強。(2014). 社工何價? : 專業沉思 (初版) 。香港: 花千樹出版有限公司。

阮新邦 (2014) 。天主教取向的社會工作實踐。香港：慈源出版社。

蘇絢慧 (2009) 。 因愛誕生：一段父親帶我回家的路。台北市：寶瓶文化。