

Subject Description Form

Subject Code	APSS463							
Subject Title	Capstone Project							
Credit Value	3							
Level	4							
Pre-requisite / Co-requisite/	Nil							
Assessment Methods	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">100% Continuous Assessment</th> <th style="text-align: center;">Individual Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Social Work Portfolio (paper or ePortfolio)</td> <td style="text-align: center;">70%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 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 assessment components if he/ she is to pass the subject. 		100% Continuous Assessment	Individual Assessment	1. Participation	30%	2. Social Work Portfolio (paper or ePortfolio)	70%
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Objectives	<p>The Social Work Portfolio is the signpost learning activity in which BASW students consolidate their undergraduate study in a project in their final year. Its objective is to enable students to participate in an independent project they design specifically to suit their learning purpose and need.</p> <p>The project will be executed under the guidance of their supervisors to ensure that they develop competencies in consolidating the knowledge and skills they acquired from various subjects in the programme for advancing their professional scholarship and competence in the field of social work practice.</p>							
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. develop contextualized understanding of social work practice in the Hong Kong / Global context; b. reflect upon the changing philosophical and theoretical paradigms/models of various fields of service; c. integrate knowledge with practice, particularly to draw on knowledge from a diverse source in the social science disciplines when addressing complex practice situations; d. engage in an inquiry to analyze an issue related to social work practice and to articulate a creative, personal and professional response; 							

	<ul style="list-style-type: none"> e. develop a personal coherent system of value, knowledge and action in professional practice in articulating the above-mentioned response; f. acquire the reflective ability of ‘learning to learn’ for continual development as reflective practitioners in social work; g. develop global outlook, creative thinking and problem-solving ability, ethical, social responsibility, cultural appreciation, and lifelong learning. 						
<p>Subject Synopsis/ Indicative Syllabus</p>	<p><u>Supervision:</u></p> <p>Students will be working in small groups with a supervisor to review, integrate, and reflect on the knowledge, skills, and learning experience acquired in their undergraduate study. Supervision topics include:</p> <table border="1" data-bbox="434 586 1468 1294"> <thead> <tr> <th data-bbox="434 586 970 627">Topics</th> <th data-bbox="970 586 1468 627">Related materials</th> </tr> </thead> <tbody> <tr> <td data-bbox="434 627 970 846"> 1. Mapping out students’ contextualized and culturally informed theoretical knowledge (theories from social work, social sciences, etc. </td> <td data-bbox="970 627 1468 1294" rowspan="3"> Students’ learning materials, learning experience, and completed assignments from all subjects throughout their BASW educational journey. </td> </tr> <tr> <td data-bbox="434 846 970 1070"> 2. Integrating students’ lived experiences and mental models with contextualized and culturally informed understanding of social work </td> </tr> <tr> <td data-bbox="434 1070 970 1294"> 3. Future directions: Exploring students’ pathways for continued development of a contextualized and culturally informed knowledge base for social work. </td> </tr> </tbody> </table>	Topics	Related materials	1. Mapping out students’ contextualized and culturally informed theoretical knowledge (theories from social work, social sciences, etc.	Students’ learning materials, learning experience, and completed assignments from all subjects throughout their BASW educational journey.	2. Integrating students’ lived experiences and mental models with contextualized and culturally informed understanding of social work	3. Future directions: Exploring students’ pathways for continued development of a contextualized and culturally informed knowledge base for social work.
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<u>Workshops/Lectures:</u>	
Topics	References to help with lecture/workshop content development
1. Lecture 1: Introduction to Capstone, What is a Social Work Portfolio? And Instruction on completing an ePortfolio	<ul style="list-style-type: none"> • Refer to checklist of materials and videos to review for lecture 1
2. Lecture 2: Reflection in Social Work and the professional portfolio	<ul style="list-style-type: none"> • Refer to checklist of materials and videos to review for Lecture 2
3. Lecture 3: Mapping out students' contextualized and culturally informed theoretical knowledge	<ul style="list-style-type: none"> • Refer to checklist of materials and videos to review for Lecture 3
4. Lecture 4: Integrating students' lived experiences and mental models with contextualized and culturally informed understanding of social work	<ul style="list-style-type: none"> • Refer to checklist of materials and videos to review for Lecture 4
5. Lecture 5: Exploring students' pathways for continued development of a contextualized and culturally informed knowledge base for social work	<ul style="list-style-type: none"> • Refer to checklist of materials and videos to review for Lecture 5
6. Lecture 6: Peer-review of Preliminary Capstone Project	<ul style="list-style-type: none"> • Refer to checklist of materials and video to review for Lecture 6
Teaching/Learning Methodology	<p>Students will attend a series of workshops to give them an initial orientation to the capstone project using Social Work Portfolios. They will also receive small-group supervision from a supervisor in designing and implementing their portfolios that aims to integrate knowledge and learning to inform their contextualized and culturally informed social work knowledge-base. Students will be guided to make use of the learning gained from the programme. To complete the subject, students are required to submit an individual Social Work Portfolio (hardcopy or ePortfolio).</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick a appropriate)						
			a	b	c	d	e	f	g
	1. Participation	30%	✓	✓	✓	✓	✓	✓	✓
	2. Social Work Portfolio (hardcopy <u>or</u> ePortfolio)	70%	✓	✓	✓	✓	✓	✓	✓
Total	100%								
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment is an on-going process, involving critical reflection between student and supervisor on the processes of preparing, implementing and presenting the Social Work Portfolio based on an independent project. Final assessment is on the student's knowledge and competence in developing their contextualized and culturally informed social work knowledge base in an independent project, carrying out self-reflection, logical and coherent presentation of argument and narrative, and generating insights and implications displayed in the project report.</p>									
Student Study Effort Expected	Class contact:								
	▪ Workshops/ Lectures		18 Hrs.						
	▪ Supervision		21 Hrs.						
	Other student study effort:								
	▪ Reading		40 Hrs.						
	▪ Preparation for Capstone Report		40 Hrs.						
	Total student study effort		119 Hrs.						
Reading List and References	<ol style="list-style-type: none"> Cournoyer, B., & Stanley, M. (2002). <i>The social work portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession</i>. Pacific Grove, CA: Brooks/Cole-Thomson Learning. Lay, K., & McGuire, L. (2010). Building a lens for critical reflection and reflexivity in social work education. <i>Social Work Education</i>, 29(5), 539-550. Spector-Mersel, G. (2017). Life Story Reflection in Social Work Education: A Practical Model. <i>Journal of Social Work Education</i>, 53(2), 286-299. Brown Wilson, C., Slade, C., Kirby, M.M., Downer, T., Fisher, M.B., & Nuessler, S. (2018). Digital Ethics and the Use of ePortfolio: A Scoping Review of the Literature. <i>International Journal of ePortfolio</i>, 8(2), 115-125. 								