Subject Description Form

Subject Code	APSS5776
Subject Title	Integrative Project
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	5 Subjects offered by the MASW(FCPFT), MSW, MAGC, MAMH, MAMFT and MASPSD Programmes
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td></tr><tr><td>Integrative Project Report</td><td>100%</td></tr></table> - The grade is calculated according to the percentage assigned; - Student must pass all components if he/she is to pass the subject.
Objectives	The integrative project is the signpost learning activity for students of the MASW, MSW, MAMH, MAGC & MASPSD programmes. Its objective is to enable students to participate in an independent research/review on a chosen topic within their subject area that suits their learning purpose and need. Students are also expected to implement the project under the guidance of their supervisors to ensure they develop experiences in integrating the different knowledge and skills which they acquired from various subjects in the programme for the purpose of advancing their professional scholarship and competence in the field of social work, guidance, mental health, social policy and social development and related fields of practice.
Intended Learning Outcomes	In general, this integrative project must reflect evidence of comprehensive knowledge and independent and original thinking to justify the award at Master's level. Upon completion of the subject, students will be able to: a. engage in independent research on a topic of their own choice relating to social work, counselling, guidance, mental health, social policy and social development that lies within the student's domain of professional practice and/or interest; b. read and deliberate on literature related to the chosen topic; c. make integrative linkage between classroom learning and experiences in practice; and d. demonstrate the knowledge and competence in setting up their independent research, articulate its significance in relation to a wider intellectual and practice context, to sustain argument and analysis, and to present conclusions for enriching policy or development practice.

Subject Synopsis/ Indicative Syllabus	Students will be working with a supervisor on a chosen topic that is relevant to their area of study or field of practice. Students are expected to go through the following processes in order to fulfil the requirement of the subject:
	1. Identifying a topic of interest for review. It can be an area related to daily practice or to a theoretical postulation on practice.
	2. Selecting and designing an approach to conducting the review.
	3. Conducting the review.
	4. Reflecting on the information and experiences generated through the review process.
	5. Identifying the implications of the major learning gained from the review for social work, guidance, social policy and social development practice and policy.
	6. Writing up a paper of the review process.
Teaching/Learning Methodology	Students will receive both group supervision and individual guidance from an instructor in designing and implementing a practice-based review. The aim is for students to generate new theoretical and practical insights that can be applied to their current practice. Students will be guided to make use of the learning gained from the programme. To complete the subject, students are required to submit a review paper of approximately 8,000 words. The specific requirements of the assignment may vary depending on the discipline that the student is studying.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
Integrative Project Report	100%	✓	✓	✓	✓
Total	100%				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assessment is an on-going process, involving critical reflection between student and supervisor on the processes of preparing, implementing and writing up the integrative report based on an independent research project. Student's performance is assessed with respect to a student's knowledge and competence in conceptualizing an independent research review, carrying out data analysis, logical and coherent presentation of argument and narrative, and originality of research findings and implications displayed in the integrative report.

Student Study Effort Expected

Class contact:	
▪ Lecture	15 Hrs.
▪ Individual guidance/ Group Supervision	24 Hrs.

Other student study effort:		
▪ Self-study		76 Hrs.
▪ Preparation for Research Paper		20 Hrs.
Total student study effort		135 Hrs.

Reading List and References for MASPSD	<u>Essential</u> Alcock, P., May, M. & Rowlingson, K. (eds) (2022). *The student's companion to social policy (6ᵗʰ edition).* John Wiley & Sons. Barusch, A.S. (2018). *Foundations of social policy: Social justice in human perspective (6ᵗʰ edition).* Cengage Learning. Chambers, D. E. & Bonk, J. F. (2013). *Social policy and social programs: A method for the practical public policy analyst (6ᵗʰ edition).* Pearson/Allyn and Bacon. Hudson, J., Needham, C., & Heins, E. (Eds.). (2017). *Social policy review 29: Analysis and debate in social policy, 2017.* Bristol, UK; Chicago, IL, USA: Policy Press at the University of Bristol. Retrieved from http://www.jstor.org/stable/j.ctt1t8953p O'Connor, M.K., & Netting, F. E. (2011). *Analyzing social policy: Multiple perspectives for critically understanding and evaluating policy.* Wiley. Smith, C.F. (2013). *Writing public policy. A practical guide to communicating in the policy-making process (3ʳᵈ edition).* Oxford University Press. <u>Supplementary</u> CQ Researcher (2015). *Issues for debate in social policy : Selections from CQ Researcher (2ⁿᵈ edition.).* SAGE Publications, Inc. Harrison, L.P. (Ed.) (2010). *Social policy: Challenges, developments and implications.* Nova Science Publishers. Midgley, J., Surender, R., & Alfers, L. (2019). *Handbook of social policy and development.* Edward Elgar Publishing. https://doi.org/10.4337/9781785368431 Thomas, A. & Mohan, G. (2007) *Research skills for policy and development: How to find out fast.* Open University and Sage Publications.
Reading List and References for MASW, MSW, MAMH, and MAGC	<u>Essential</u> Chu, W.C.K., & Tsui, M.S. (2008). The nature of practice wisdom in social work revisited. *International Social Work, 51*(1). Gilbert, Nigel (2008) *Researching social life* (3ʳᵈ ed.). London: Sage

Grasso A. & Epstein I. (eds). (1992). *Research utilization in the social services: Innovations for practice and administration.* Haworth Press.

Ho, Yuk-Ying & Yuen, Sun-pong (eds.) (2010) *Reconstitution of social work: Towards a moral conception of social work practice.* World Scientific Publishing Company.

McCartt Hess, P. and Mullen, E, J. (eds.). (1995). *Practitioner-researcher partnerships: Building knowledge from, in, and for practice.* NASW Press.

Scott, D. (1990). Practice wisdom: The neglected source of practice research. Social Work, 35(6), 564-568.

Videka-Sherman, L., & Reid, W.J. (eds). (1990). *Advances in clinical social work research.* NASW Press.

Yeung, K. S. S., Ho, A. P. Y., Lo, M. C. H., & Chan, E. A. (2010). Social work ethical decision making in an inter-disciplinary context. *The British Journal of Social Work, 40*(5), 1573–1590.

Supplementary

Denzin, N. K. and Lincoln, N. K. (eds.). (2005). *Handbook of qualitative research.* Sage Publications.

Galinsky, M., Turnbull, J., Meglin, D., & Wilner, M. (1993). Confronting the reality of collaborative practice research. *Social Work, 38*(4), 440-449.

Reisch, M. Gambrill, E. and Oaks, T (1997). *Social work in the 21st Century.* Pine Forge Press.

Schön, D. A. (1983). *The reflective practitioner.* Basic Books.

Sherman, E., & Reid, W. (eds). (1994). *Qualitative research in social work.* Columbia University Press.