

Subject Description Form

| Subject Code | APSS6223 | | | | | | | | |
|---|--|-----------------------|------------------|----------------------------|-----------------------|------------------|--------------------------------|-------|----|
| Subject Title | DSW Thesis Seminar and Proposal Development III | | | | | | | | |
| Credit Value | 2 | | | | | | | | |
| Level | 6 | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | APSS6221 DSW Thesis Seminar and Proposal Development I APSS6222 DSW Thesis Seminar and Proposal Development II | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. DSW Thesis Proposal (Whole)</td> <td>100 %</td> <td>0%</td> </tr> </tbody> </table> | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. DSW Thesis Proposal (Whole) | 100 % | 0% |
| | 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | |
| 1. DSW Thesis Proposal (Whole) | 100 % | 0% | | | | | | | |
| <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 the components if he/she is to pass the subject. | | | | | | | | | |
| Objectives | <ol style="list-style-type: none"> 1. Under the supervision of thesis supervisors, students are required to formulate a DSW thesis proposal based on an original study concerning issues in social work profession, practice or education. 2. Graduate seminars are organized to help students to formulate their ideas, integrate what they learn from various subjects and articulate possible themes and research methodology in carrying out their research proposals. | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. grasp the specific research methodology and design of a practice-oriented research in a practice issue in the field of social work. b. have epistemological dialogues on critical issues in social work practice with teachers and students from different cultural contexts and service settings. c. formulate an academic research proposal | | | | | | | | |

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| <p>Subject Synopsis/ Indicative Syllabus</p> | <p>As a doctoral thesis in social work, there are three crucial elements, practice wisdom, practice-oriented research and related issues in social work practice, profession and education. These three elements are dynamically related formulating the cruxes of the doctoral thesis in social work.</p> <div data-bbox="491 365 1406 965" data-label="Diagram"> <pre> graph TD A[Practice/ Action Research in Social Work Practice, Profession and Education] <--> B[Practice Wisdom in Social Work Practice, Profession and Education] A <--> C[Current Issues and Arguments in International and Indigenized Social Work Practice, Profession and Education] B <--> C </pre> </div> <p>These three elements are inter-related in formulating the social work doctoral thesis. Practice research implies it can be a qualitative study, and/or a quantitative study on social work practice, profession, and education. Practice wisdom relates to knowledge, insights, values and intervention generated or accompanied within social work practice, professional reflection as well as teaching and learning in social work education. Related issues and arguments refer to current controversies in social work practice, profession and social work education. To name a few, it may be controversies such as evidence based practice versus reflective practice, clinical social work versus generic social work; professionalization versus de-professionalization of social work, as well as globalization versus indigenization of social work. Within these three inter-related components, there may be numerous combinations of research topic and concern. Below are some examples;</p> <ul style="list-style-type: none"> - an action research on social work practice or related services/intervention in social welfare agencies; - a survey on attitude of social work students/ social workers in related issues; - a qualitative study on client participation in social action or community development; or - a quantitative studies on related issued in social problem, social welfare, and social development. |
| <p>Teaching/Learning Methodology</p> | <p>With the guidance of the coordinator of the DSW thesis research seminar, students will participate in discussion on research methodology and research design of the DSW thesis proposal of individual students. Students will be invited to present their literature review, theoretical framework, and research methodology. They will receive feedbacks from the coordinator and other students.</p> |

| | APSS6223 DSW Thesis Seminar and Proposal Development III (2 credits) is to invite students to present their research design and whole proposal. | | | | | | | | | | | | | | | | | | | | | |
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| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1"> <thead> <tr> <th data-bbox="437 297 821 472" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="821 297 1002 472" rowspan="2">% weighting</th> <th colspan="3" data-bbox="1002 297 1463 400">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="1002 400 1155 472">a</th> <th data-bbox="1155 400 1308 472">b</th> <th data-bbox="1308 400 1463 472">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="437 472 821 577">1. DSW Thesis Proposal (Whole)</td> <td data-bbox="821 472 1002 577">100 %</td> <td data-bbox="1002 472 1155 577">✓</td> <td data-bbox="1155 472 1308 577">✓</td> <td data-bbox="1308 472 1463 577">✓</td> </tr> <tr> <td data-bbox="437 577 821 651">Total</td> <td data-bbox="821 577 1002 651">100 %</td> <td colspan="3" data-bbox="1002 577 1463 651"></td> </tr> </tbody> </table> | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | a | b | c | 1. DSW Thesis Proposal (Whole) | 100 % | ✓ | ✓ | ✓ | Total | 100 % | | | |
| | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | |
| | | | a | b | c | | | | | | | | | | | | | | | | | |
| | 1. DSW Thesis Proposal (Whole) | 100 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | |
| Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: | | | | | | | | | | | | | | | | | | | | | | |
| Students need to submit whole DSW Thesis proposal and are required to present their research design and whole proposal to the coordinator and other students. | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Seminar | | | 6 Hrs. | | | | | | | | | | | | | | | | | | |
| | Other student study effort: | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Literature Review and Methodology | | | 54 Hrs. | | | | | | | | | | | | | | | | | | |
| | ▪ Proposal Writing | | | 26 Hrs. | | | | | | | | | | | | | | | | | | |
| | ▪ Sharing Session | | | 4 Hrs. | | | | | | | | | | | | | | | | | | |
| | Total student study effort | | 90 Hrs. | | | | | | | | | | | | | | | | | | | |
| Reading List and References | <p><u>References</u></p> <p>Anastas, J. W. (2012). <i>Doctoral Education in Social Work</i>. Books.google.com</p> <p>Anastas, J. W., & Kuerbis, A. N. (2009). Doctoral education in social work: what we know and what we need to know. <i>Social Work</i>, 54(1), 71-81.</p> <p>Anastas, J. W. (2012). Does social work need a “Practice Doctorate”? <i>Clinical Social Work</i>, 40, 268-276.</p> <p>Beddoe, L. (2011). Investing in the future: Social workers talk about research. <i>British Journal of Social Work</i>, 41, 557-575.</p> <p>Beddoe, L., & Harington, P. (2012). One step in a thousand-mile journey: Can civic practice be nurtured in practitioner research? Reporting on an innovative project. <i>British Journal of Social Work</i>, 42, 74-93.</p> | | | | | | | | | | | | | | | | | | | | | |

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HV11 S274 2010

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| | <p>Shek, D. (2003). Chinese people's explanation of poverty: The perceived causes of poverty scale. <i>Research on Social Work Practice</i>, 13(5), 622-640.</p> <p>Shek, D. (2008). Perceived parental control and parent-child relational qualities in early adolescents in Hong Kong: Parent gender, child gender and grade differences. <i>Sex Roles</i>, 58, 666-681.</p> <p>Shek, D., Tang, V., & Han, X. (2005). Evaluation of evaluative studies using qualitative research methods in social work literature (1990-2003): evidence that constitutes a wake-up call. <i>Research on Social Work Practice</i>, 15, 180-194.</p> <p>Shek, D., & Sun, R. (2010). Effectiveness of the tier 1 program of project P.A.T.H.S.: findings based on three years of program implementation. <i>The Scientific World Journal</i>, 10, 1059-1519.</p> <p>Staller, K. M., & Krumer-Nevo, M. (2013). Successful qualitative articles: a tentative list of cautionary advice. <i>Qualitative Social Work</i>, 12(3), 247-253.</p> <p>Tsang, N. M. (2013). Knowledge, professional and practice integration in social work education. <i>British Journal of Social Work</i>, advance access published January 11, 1-18.</p> <p>Thyer, B. A. Ed. (2010). <i>The Handbook of Social Work Research Methods</i>. Los Angeles: Sage. HV11 H342 2010</p> <p>Thyer, B. A. (2008). <i>Preparing Research Articles</i>. New York: Oxford University Press. HM569 T49 2008</p> <p>Tsui, M. S. (2008). An adventure of re-searching the nature of social work supervision in the Chinese culture. <i>Qualitative Social Work</i>, 7(3), 349-362.</p> |
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