

## Subject Description Form

<b>Subject Code</b>	APSS317																				
<b>Subject Title</b>	Social Work Theory and Practice I																				
<b>Credit Value</b>	4																				
<b>Level</b>	3																				
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite:</u> Generic Social Work Practice with Individuals and Families (APSS2681) Generic Social Work Practice with Groups, Organizations and Communities (APSS2682)																				
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Reflective Journal</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Seminar Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>5. Facilitation of Laboratory</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">10%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40%	0%	2. Reflective Journal	20%	0%	3. Participation	10%	0%	4. Seminar Presentation	0%	20%	5. Facilitation of Laboratory	0%	10%
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<b>Objectives</b>	The subject aims to familiarize and equip students with four selected generic social work intervention models. Moreover, students will be sensitized to the nature and limits of theories; ethical and cultural issues involved; issues of theories and practice integration.																				
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> <li>a. explain the four intervention models namely Cognitive-behavior Intervention, Crisis Intervention or Person-centred Approach, Social Support and Networking or Social Development and Empowerment Approach in terms of their basic assumptions, concepts and methods;</li> <li>b. appraise the nature and functions of theories in social work practice and recognize what are involved in integration of theories and practice;</li> <li>c. assess service users' needs/problems through exploring with relevant questions guided by different models and implement interventions accordingly;</li> <li>d. equip students with beginning competence on core intervention skills including cognitive restructuring skills, social skill training procedures, first-order intervention with multi-modal assessment, network development and enhancement skills, consciousness raising skills and</li> </ol>																				

	<p>skills in facilitating group action; and</p> <p>e. evaluate the strengths and limitations of each intervention model and design an intervention plan in consideration of a variety of perspectives and the cultural context.</p>						
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p>(Note 2)</p>	<p>1. The nature of social work practice theories and the holistic framework of practice</p> <p>2. Four selected intervention models:</p> <p>a. Cognitive-behavioral Intervention model/Person-centered model</p> <p>b. Crisis Intervention</p> <p>c. Social Support and Networking/Social development model</p> <p>d. Empowerment</p> <p>3. Integration of theory and practice</p>						
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>1. Emphasize on small group teaching</p> <p>2. Translate theories into practice in laboratory session</p> <p>3. Read specified materials for preparation of the seminars</p> <p>4. Study and rehearse the four models in different modes</p> <p>5. Apply the knowledge gained of the models to understand better own life experience</p> <p>6. Apply the models to work on contemporary problems in Hong Kong context</p>						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Term paper	40%	√	√	√	√	√
	2. Reflective Journal	20%	√	√	√	√	√
	3. Participation	10%	√	√	√		√
	4. Seminar Presentation	20%	√	√	√	√	√
5. Facilitation of Laboratory	10%	√		√	√	√	

	Total	100 %	
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The seminar presentation requires students to apply a model to analyze a contemporary problem in Hong Kong and draw up an intervention plan. The laboratory is to follow through the problems identified and translate some parts of the model into practice. The reflective journal encourages students to apply knowledge of a model to their own life experiences. The term paper requires students to choose and apply two models to the same problem and appreciate their differences in understanding the problem and differential intervention.</p>		
<b>Student Study Effort Required</b>	Class contact:		
	▪ Lecture		28 Hrs.
	▪ Seminar and Laboratory		28 Hrs.
	Other student study effort:		
	▪ Seminar and Laboratory Preparation		40 Hrs.
	▪ Reflective Journal and Term Paper		44 Hrs.
	Total student study effort		
<b>Medium of Instruction</b>	Chinese		
<b>Medium of Assessment</b>	<p>BA students will be assessed in English</p> <p>HD students will be allowed a choice of Chinese but encouraged to use English for assessment</p>		
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>宋麗玉等[社會工作理論 – 處遇模式與案例分析] (2005) 洪葉文化有限公司。</p> <p>Malcolm Payne (2005) <i>Modern Social Work Theory</i> (3<sup>rd</sup> ed.). London: Macmillan.</p> <p>Hepworth, D.H., Rooney, R.H., Rooney G.D., Strom-Gottfried, K., Larsen J.A. (2010) <i>Direct Social Work Practice: Theory and Skills</i> (8<sup>th</sup> ed.). Thomson Learning, Inc.</p> <p><b><u>Supplementary</u></b></p> <p>Cormier, L. Sherilyn, Nurius, P.S. &amp; Osborn, C.J. (2009) <i>Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions</i> (6<sup>th</sup> ed.). Belmont, Calif: Brooks/Cole Cengage Learning.</p> <p>Echterling, Lennies G., Presbury, J. &amp; McKee, J.Edson (2005) <i>Crisis</i></p>		

	<p><i>Intervention: Promoting Resilience and Resolution in Troubled Times.</i> Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.</p> <p>Kemp, S.P., Whittaker, J. &amp; Tracy, E. (1997) <i>Person-Environment Practice: The Social Ecology of Interpersonal Practice</i>, Aldine De Gruyter, New York.</p> <p>Lambert, Maquire (1991) <i>Social Support Systems in Practice: a Generalist Approach</i>. Silver Spring :NASW</p> <p>Miley, K.K. O'Melia M., DuBois, B.L. (2007) <i>Generalist Social Work Practice; an Empowering Approach</i> (4<sup>th</sup> ed.). Boston : Pearson/Allyn and Bacon.</p> <p>Mullender, A. and Ward, D. (1991) <i>Self-directed Groupwork: Users Take Action for Empowerment</i>, Whiting &amp; Birch, London.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.