

Subject Description Form

Subject Code	APSS318																	
Subject Title	Social Work Theory and Practice Workshop																	
Credit Value	2																	
Level	3																	
Pre-requisite / Co-requisite/ Exclusion	<p><u>Pre-requisite:</u></p> <p>Generic Social Work Practice with Individuals and Families (APSS2681) Generic Social Work Practice with Groups, Organizations and Communities (APSS2682) Social Work Theory and Practice I (APSS317)</p>																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">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;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40%	0%	2. Reflective Journal	20%	0%	3. Participation	20%	0%	4. Presentation	0%	20%
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Objectives	<p>The subject aims to:</p> <ol style="list-style-type: none"> 1. de-construct the formulation and understanding of individual/social problems and social work intervention in actual contexts in a reflective manner. 2. identify and examine the basic issues and tensions of integration of theories and practice. 3. re-articulate the moral-political nature of social work practice in local context. 4. develop a reflective stance in practice and to cultivate an understanding of the interactive forces and contradictions impacting on and shaping of social work theories and practices. 																	
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. demonstrate an empathetic understanding of the personal and social dimensions of human problems and the interactions between private pain and public issue within the local context. b. identify the moral and political nature of social work practices. c. describe, analyze, reflect, judge, and act on issues of injustice and issues related to social work values in conflicts and dilemma. 																	

	<p>d. develop an understanding of how the tensions embedded in person-in-environments can be adequately managed; moral courage be articulated, commitment be maintained and alternatives be created.</p> <p>e. undertake an active role in sustaining an integrated perspective of service user/participant-centered, strength-based and empowerment in professional practice.</p>							
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<ol style="list-style-type: none"> 1. Revisit the person-in-situated-context framework with a dialogical and discursive perspective 2. Discuss the framework of competing discourses and identify sources of tension in welfare fields 3. ‘Not blaming the victims’: strengthen the understanding of moral and political practices and connecting the micro-macro levels of need assessment and intervention 4. Identify the gaps of social work value-knowledge-skills configuration. 5. Learn by exemplars of the practice wisdom synthesized in social work theories and intervention approaches by experienced practitioners in their practice context. 6. Conduct self-reflective inquiry as professional practitioners. 7. Critically examine the current structural and ideological barriers as challenges for social work practice. 8. Towards empowering clients’ voices and strengthening partnership with clients. 							
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Lecture, seminar/team project presentation, guest forum, interviewing social work practitioners and conducting community visit to learn about situated social work practices.</p>							
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<p>Specific assessment methods/tasks</p>	<p>% weighting</p>	<p>Intended subject learning outcomes to be assessed (Please tick as appropriate)</p>					
	<p>1. Term paper</p>	<p>40%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
	<p>2. Reflective Journal</p>	<p>20%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>		
	<p>3. Participation</p>	<p>20%</p>			<p>✓</p>	<p>✓</p>	<p>✓</p>	
	<p>4. Presentation</p>	<p>20%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
	<p>Total</p>	<p>100 %</p>						

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are expected to take an active role to articulate their learning of concepts/framework through participation in classroom. In journal writing, it is a medium for reflective evaluation of their own value commitment to social work. They are further expected to achieve integrative learning in the final term paper. More interactive exercises and team cooperation are observed in students' team presentation to clarify issues and gaps concerning professional social work knowledge and practices.</p>	
Student Study Effort Required	Class contact:	
	▪ Lecture	18 Hrs.
	▪ Seminar	10 Hrs.
	Other student study effort:	
	▪ Reading and collection of case materials in the practice field	62 Hrs.
	Total student study effort	90 Hrs.
Medium of Instruction	Chinese	
Medium of Assessment	<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>	
Reading List and References	<p><u>Essential</u></p> <p>Chan, F.Y. & Chu, S.F. (2002) <i>Interpreting workers' resistance to welfare reform</i> in <i>The Hong Kong Journal of Social Work</i>, Vol. 36 Nos. 1 & 2 Summer & Winter, pp.113-132.</p> <p>Clark, C. (2009) <i>Identity, individual rights and social justice</i> in <i>Critical Practice in Social Work</i>, Palgrave Macmillan, pp.43-50.</p> <p>Dominelli, L. (2004) <i>Social Work: Theory and Practice for a Changing Profession</i>, Cambridge: Polity Press.</p> <p>Fook, J. (1993) <i>Radical Casework: A Theory of Practice</i>, NSW: Allen & Unwin Pty Ltd.</p> <p>Hamington, M. (2009) <i>Sympathetic Knowledge</i> in <i>The Social Philosophy of Jane Addams</i>, Urbana and Chicago: University of Illinois Press, pp.71-77.</p> <p>Lee, Judith A.B. (1994, 2001) <i>The Empowerment Approach to Social Work Practice</i>, New York: Columbia University Press.</p> <p>Payne, M. (1997) <i>Modern Social Work Theory: A Critical Introduction</i>,</p>	

Basingstoke: Macmillan.

甘炳光、陳偉道、文錦燕(編) (2006) <<堅守信念---給社工學生的 30 封信>>, 香港: 香港城市大學出版社.

何芝君、麥萍施(編) (2005) <<本質與典範: 社會工作的反思>>, 星加坡: 八方文化創作室.

何國良、王思斌(編) (2000) <<華人社會社會工作本質的初探>>, 八方文化企業公司.

陳鳳儀 (2008) <心路>, 載古學斌(編)<<男/女聲: 女性主義書寫的一次實踐>>, 北京: 社會科學文獻出版社, 頁 101-120.

梁麗清、陳錦華(編) (2006) <<性別與社會工作---理論與實踐>>, 香港: 中文大學出版社.

曾乃明 (1996) <社會工作者本身的道德情懷> 於中華基督教青年會九十五週年會慶專業研討會之<<廿一世紀社會服務新挑戰>>, 香港: 中華基督教青年會, 頁 30-35.

曾家達(等)(編) (2009) <微光處處: 28 位社會工作者的心路歷程>, 北京: 中國社會出版社.

Supplementary

Chiu, W.S. & Wong, C.W. (1998) From political to personal? Changing social work ideology and practice in Hong Kong. *International Social Work*. Vol.41, No.3, 277-291.

Fook, J. (2002) *Social Work, Critical Theory and Practice*. London: Sage Publications.

Robert, R. (1990) *Lessons from the past: issues for social work theory*. London: Tavistock.

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Fook, J. (2002) *Social Work, Critical Theory and Practice*. London: Sage Publications.

Howe, D. (1992) *An introduction to social work theory: making sense in practice*, Aldershot: Ashgate.

Leung, Terry T.F., Mok, B.H. & Wong, Hung (2006) Tension of Managerial Change in the Emotional Labour of Social Work. *International Journal of Knowledge, Culture and Change Management*, Melbourne: Common Ground Publishing Pty Ltd., 1-8.

	<p>Payne, M. (1997) <i>Modern Social Work Theory</i>, Basingstoke: Macmillan.</p> <p>Payne, M. (1996) <i>What is Professional Social Work?</i> Birmingham: Venture.</p> <p>Robert, R. (1990) <i>Lessons from the past: issues for social work theory</i>. London: Tavistock.</p> <p>Tsang, N.M. (1998) Beyond theory and practice integration in social work: lessons from the West. <i>International Social Work</i>, Vol. 41, 169 – 180.</p> <p>呂大樂 (1997) <香港故事不易講/非歷史的非殖民地成功故事>, 載呂大樂 <<唔該, 埋單! ---一個社會學家的香港筆記>> 香港: 閒人行, 轉載潘毅、余麗文(編) (2003) <<書寫城市: 香港的身份與文化>>, 香港: 牛津大學出版社, 頁 206-218.</p> <p>呂大樂 (2007) <<四代香港人>>, 香港: 進一步多媒體有限公司.</p> <p>吳巧華(等) (編) (2007) <<「頂. 社工」: 助人自助與頂人自頂>>, 香港: 紅出版.</p> <p>周玟琪, 葉琇嫻(等)(譯) (1995) 《當代社會工作理論: 批判的導論》, 臺北市: 五南圖書出版公司。</p> <p>游達裕、朱志強 (1998) 「認知行為家長小組的經驗分享」於楊家正(等) (編)《小組工作實踐: 調案匯篇》, 香港: 香港社會工作人員協會有限公司出版.</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.