Subject Description Form

Subject Code	APSS462
Subject Title	Social Work Theory and Practice II
Credit Value	6
Level	4
Pre-requisite / Co-requisite/ Exclusion	APSS317 Social Work Theory & Practice I APSS318 Social Work Theory & Practice Workshop
Assessment Methods	

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Participation	10 %	--
2. Four Reflective Journals	20 %	--
3. Term Paper (Essay)	40 %	--
4. Seminar and Laboratory Presentation Team Performance Individual Performance (Individual Learning Summary)	15 %	15 %

- 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 the specific component(s) (standard of passing) if he/she is to pass the subject.

Objectives

The subject aims to enable students to:
1. grasp and review different relational modalities in working with the person as an individual, and people as a family, a group or a community in this society;

2. integrate the Micro (Personal/Psychological) and the Macro (Social/Structural) considerations when working with people as an individual, a family, a group, or as a community situated in the Chinese socio-cultural and political context like Hong Kong;

3. develop a reflective stance in the course of using social work theories in practice;

4. raise the sensitivity to moral and ethical issues of social work practice and take initiatives to address moral dilemmas and resolve it, if possible.

5. explore and reflect on one's personal stance, commitment, and style of integrating theories and practice;

6. examine and respond to various current issues & challenges in social work theories and practices in the local community.

Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. recognize the indispensable role played by social work values substantiation in working relationships and processes of helping during social work intervention. Also, students can recognize and grasp the moral and political nature of social work interventions no matter in which intervention approaches. As a result, the students can demonstrate such understanding in seminars, laboratories and other assignments; b. show a theoretical grasp of the use of self, relationship building, mobilization of common factors as well as the roles and tasks of practitioners (in different phases of change process) plus resources mobilization and strategies to change micro/messo/macro contexts embedded in particular working modalities in specific social work intervention methods (the casework, group work and community work traditions) as deemed by subject teachers relevant to current needs and demands from the field; c. be familiarized with selected current theoretical intervention models or approaches as taught be subject teachers in terms of their core concepts, philosophy, epistemological stance and implicit/explicit political positions, skills and techniques, strengths and limitations particularly in local cultural contexts; d. conduct a holistic assessment of needs and analysis of presenting issues and problems on multi-dimensional levels using the eco-systemic perspective, "person-in-situation" or "situated context" construct as well as from selected Critical and/or Social Constructionist approaches in simulated scenarios and/or on paper; e. deliberate and make ethically justifiable and accountable decisions in ethical dilemmas using different ethical decision making theories at least on papers or in simulated situations; f. develop an honest and self-reflective as well as critical consciousness in dissecting one's personal style in integrating theories and practices of social work, with particular references to its technical, moral, political, cultural and spiritual dimensions and to recognize its implications for direct practices; g. develop the consciousness of being an active learner and explore coping strategies in confronting managerialsim and economic rationalism embedded in the deteriorating ecological climates of the field.
Subject Synopsis/ Indicative Syllabus	1. Critical social work (can be Anti-oppressive Practice, Structural Social Work, Post-modern Critical Practices, Radical Casework Practice and Progressive Social Work Practice). 2. Social work with an individual – Solution-oriented approaches, narrative approaches, its relationship with Strength-based perspective and its critique. 3. Research findings from psychotherapy researches with references to the debates engendered from common factors and therapeutic factors, process of psychotherapeutic changes and its implications for clinical social work practices. 4. Research findings on successful social work relationships and its implications to direct practices. 5. Family resilience, structural family therapy, narrative family therapy, its relevance and constraints for clinical social work practice with families. 6. Traditions in social work with group and its models, self-directed and empowerment group, mutual-aid and self-help group, therapeutic group (e.g. Cognitive-behavioral group work or psycho-education group). 7. Social work with communities, community-based practices and services, community mobilization in local societal/cultural contexts, community economics, social capital and social enterprises with its relationship to empowerment, social movement and anti-poverty.

Teaching/Learning Methodology	1. Apart from didactic teaching, small group teaching is a must.
	2. Seminars are used to examine controversies in theories and practices while laboratory sessions are used to improvise direct practices in simulated conditions.
	3. Listening to lectures, reading afterwards, involving in seminar presentations and discussions, and improvisation through experiential learning in laboratories of different direct practices through selected intervention models and approaches.
	4. Attachment and observational learning through participant observation in real life practices whenever appropriate and possible.
	5. Genuine and critical self-reflection in the whole process of learning and teaching.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Participation	10 %	✓	✓	✓	✓	✓	✓	✓
2. Reflective Journals	20 %	✓					✓	✓
3. Term Paper	40 %	✓	✓	✓	✓	✓	✓	✓
4. Seminar Presentation & Laboratory	30 %	✓	✓	✓			✓	✓
Total	100 %							

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

The seminar presentation requires students to examine issues and controversies of particular theories and its uses corresponding to the major concerns set out in the objectives of this subject.

The laboratory provides a platform on which students actively experimented with the direct use of particular intervention theoretical approach, its skills, concepts & philosophy in simulated scenarios. Under the guidance of seminar teachers and with active participation from students, the development of self-reflective and critical consciousness is facilitated along themes emphasized in the learning objectives and outcomes of this subject.

The reflective journal encourages students to indigenize their learning from lectures, seminars and laboratories in their personal contexts. Critical self-reflection as well as linking micro and macro concerns in social work practice are encouraged.

The term paper provides an opportunity for the students to synthesize and condense their learning in the subject in responding to the questions set by teachers on various topics and intervention approaches taught.

Student Study Effort Expected	Class contact:	
	▪ Lecture	54 Hrs.
	▪ Seminar and Laboratory	24 Hrs.
	Other student study effort:	
	▪ Seminar and Laboratory Preparation	74 Hrs.
	▪ Reflective Journals and Term Paper	90 Hrs.
	▪ Quiz	20 Hrs.
	Total student study effort	262 Hrs.
Medium of Instruction	Chinese	
Medium of Assessment	English	

Reading List and References

Essential

Bogo, M. (2006). *Social work practice: Concepts, processes, and interviewing.* New York: Columbia University Press.

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Supplementary

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Toseland, R.W., & Rivas, R.F. (2012). *An introduction to group work practice*. New York: Allyn & Bacon.

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香港社會服務聯會 (2010) 社區發展服務: 承傳、探索、蛻變.

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梁玉麒、游達裕、區结蓮、張敏思 (編著) (2011) 。千帆並舉：社會工作小組新貌。香港：策馬出版。

黃斡知、梁玉麒 (編著) (2011) 舉一玩十：一種物資資帶領多個遊戲。香港：策馬出版。

黃斡知、梁玉麒 (編著) (2012) 一玩再玩：125 個熱身遊戲帶領技巧。香港：策馬出版。

黃斡知、梁玉麒、劉有權 (編著) (2012) 。一團和戲： 130 個團隊遊戲帶領技巧。香港：策馬出版。

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