

## Subject Description Form

<b>Subject Code</b>	APSS2681																	
<b>Subject Title</b>	Generic Social Work Practice with Individuals and Families																	
<b>Credit Value</b>	3																	
<b>Level</b>	2																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																	
<b>Minimum Pass Grade</b>	D																	
<b>Assessment Methods</b>	<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;">50%</td> <td></td> </tr> <tr> <td>2. Seminar Presentations</td> <td></td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Attendance and Participation</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned</li> <li>• The completion and submission of all component assignments are required for passing the subject</li> <li>• Student must pass all the component(s) (at least Grade D) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50%		2. Seminar Presentations		30%	3. Attendance and Participation	20%				
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<b>Objectives</b>	<p>This subject aims at enabling students to:</p> <ol style="list-style-type: none"> <li>1. <i>recognize</i> and <i>appreciate</i> issues and problems confronting service users from the construct “<i>person-in-situated-context</i>” with a <i>problem posing</i> as well as a <i>problem solving</i> orientation;</li> <li>2. <i>conceptualize</i> and <i>assess</i> issues and problems from a <i>holistic parametric framework</i> that integrates <i>actor’s consciousness</i> and <i>identity</i> with social structures while at the same time acknowledging the constituting effects of <i>history</i> and <i>multi-social layers</i> for individuals and families, and vice versa;</li> <li>3. <i>select</i> and <i>manage</i> appropriate <i>relational modalities</i> in working with service users who come forward as an individual or a family embedded in different context. Particular emphasis will be put on the <i>dynamics</i> and <i>interactions</i> between <i>service users</i>, <i>social workers</i> and the different <i>social layers</i>;</li> <li>4. apply the <i>general process model</i> in working with an individual and a family; and</li> <li>5. delineate the <i>roles</i> and <i>tasks</i> of social work practitioners in the generic helping process in working with an individual and a family.</li> </ol>																	

<p><b>Intended Learning Outcomes</b></p> <p>(Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) use the construct “person-in-situated-context” in assessing problems and issues confronting service users who come forth as an individual or a family;</li> <li>(b) identify the part played by different layers of social structures in constituting the identity and consciousness of service users as well as themselves as social workers and vice versa;</li> <li>(c) identify the principles of relational modalities in working with an individual and a family confronting difficulties and being trapped in social problems;</li> <li>(d) describe the general process model in helping them to design an intervention plan aiming at helping an individual and a family; and</li> <li>(e) explain the different tasks and roles that they themselves as social workers are going to play in applying the general process model in working with an individual or a family.</li> </ul>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p>(Note 2)</p>	<p>Social work is a professional practice with strong articulation of its <i>moral and political</i> dimensions. Its practice relies on intervention through managing different <i>relational modalities</i> (relations with individual, family, group, community, organization) and across different social layers which include the <i>political-economical</i> (i.e. social systems, ideologies and discourses), <i>institutional</i> (i.e. organizational, social arrangement and policies) and the <i>everyday life world</i> (i.e. social relations, social practices) plus the identity and consciousness of social actors.</p> <p>This subject has chosen five relational modalities in which social work intervention occurs. This subject will firstly provide an overview on the parametric framework and the configuration of ‘person-in-situated-context’ as a primal reference frame in conceptualizing issues and problems of an individual or a family, then the significance of the special relational modalities in working with an individual or a family through different relational modalities across different social layers. Then comes with the general process model which is a generic and generalist orientation in tackling problems and issues. The second part will focus on the specific knowledge, purposes and skills in working with an individual or a family. Details of contents are as follow:</p> <ol style="list-style-type: none"> <li>1. Introduction: An overview on the ‘<i>person-in-situated-context</i>’ perspective, the relational modalities in working with individuals and families and the <i>parametric framework</i> as a reference frame to focus social work practice in solving social problems and satisfying a person’s basic needs.</li> <li>2. Features of the <i>general process model</i>: <ol style="list-style-type: none"> <li>2.1 Criteria and rationales for choosing to work with a focus on the different aspects of an individual and a family;</li> <li>2.2 Understanding the characteristics of the system at work;</li> <li>2.3 Basic value premises and core concepts;</li> <li>2.4 The generic helping process; <ol style="list-style-type: none"> <li>2.4.1 Engagement;</li> <li>2.4.2 Assessment;</li> <li>2.4.3 Planning and contracting;</li> <li>2.4.4 Intervention;</li> <li>2.4.5 Evaluation and termination.</li> </ol> </li> <li>2.5 Roles and tasks of social worker;</li> <li>2.6 Special issues and concerns.</li> </ol> </li> </ol>

3. A culture and gender sensitive orientation as well as the bio-psycho-social approach in understanding and assessing the growth, development and functioning of individuals and families in casework services context. Also, the history and socio-economic context in constituting the identities of individuals and families. The “hows” in working through relations with individuals in casework context; systems theory, ecological approach plus developmental perspectives in working through relations with an individual and a family.

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Term Paper	50%	✓	✓	✓	✓	✓
2. Seminar Presentations	30%	✓	✓	✓	✓	✓
3. Attendance and Participation	20%	✓	✓	✓	✓	✓
Total	100 %					

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

1. Term Paper

One short assignment is assigned to the students. The assignment requires students to write a case plan on their assessment and proposed intervention on a case presented to them. It serves to assess the performance in basic practice knowledge of students in working with individuals and families under the generic practice framework.

2. Performance in Seminar Presentations

Students are required to attend 5 seminars, and to choose a seminar topic to make a group-based thematic presentation in the class. Seminars enhance in-depth examination and mastery of the chosen themes, and facilitate critical discussion on culturally sensitive individual and family work in the local context. Seminar presentations serve to assess students’ knowledge about psychosocial and family perspectives and related intervention.

3. Attendance and Participation.

Students are assessed on their attendance, capacity to think and reflect on issues relating to the class and presentation and to give feedback and responses to others. Through fostering students’ active involvement in their own learning, increases what is remembered, how well it is embraced, and how the learning is used in new situations.

<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	24 Hrs.
	▪ Seminar Presentations	15 Hrs.
	Other student study effort:	
	▪ Self-study	46 Hrs.
	▪ Preparation for seminar presentations	32 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><b>Essential</b></p> <p>Hepworth, D. H., Rooney, R. H., Rooney, G. D., &amp; Strom-Gottfried, K. (2017). <i>Direct social work practice: Theory and skills</i>. Boston, MA: Cengage Learning.</p> <p>Boyle, S. W., Smith, L. L., Farley, O. W., Hull, G. H., &amp; Mather, J. H. (2009). <i>Direct practice in social work</i>. Boston, MA: Pearson/Allyn and Bacon.</p> <p><b>Supplementary</b></p> <p>Andreae, D. (2011). General systems theory: Contributions to social work theory and practice. In F. J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> (pp.242-254). Oxford: Oxford University Press.</p> <p>Goldstein, E. G. (1995). <i>Ego psychology and social work practice</i>. New York: Free Press.</p> <p>Kimberley, D. &amp; Osmond, L. (2011). Role theory and concepts applied to personal and social change in social work treatment. In F. J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> (pp.413-427). Oxford: Oxford University Press.</p> <p>McGoldrick, M., Carter, E. A., &amp; Garcia-Preto, N. (2011). <i>The expanded family life cycle: Individual, family and social perspectives</i>. Boston: Pearson Allyn &amp; Bacon.</p>	

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.