

Subject Description Form

Subject Code	APSS2682																	
Subject Title	Generic Social Work Practice with Groups, Organizations and Communities																	
Credit Value	3																	
Level	2																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Minimum Pass Grade	D																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Coursework</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentations</td> <td></td> <td style="text-align: right;">40%</td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: right;">50 %</td> <td></td> </tr> <tr> <td>3. Attendance and Participation</td> <td style="text-align: right;">10 %</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <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 components (at least Grade D) if he/she is to pass the subject. 			100% Coursework	Individual Assessment	Group Assessment	1. Seminar Presentations		40%	2. Term Paper	50 %		3. Attendance and Participation	10 %				
100% Coursework	Individual Assessment	Group Assessment																
1. Seminar Presentations		40%																
2. Term Paper	50 %																	
3. Attendance and Participation	10 %																	
Objectives	<p>The aim of subject is to enable student to:</p> <ul style="list-style-type: none"> • use the construct “Person-in-situated-context” in assessing problems and issues confronting service users who come forth as a group, community or organization. • identify the part played by different social structures, from the political economy, social institutions, ideologies, beliefs and normative practices, to historical development and culture in constituting the identity and consciousness of service users as well as themselves as social workers. • apply the general process model in helping them to design an intervention plan aiming at helping a group, an organization and a community. • analyze and identify multi-levels of engagement and entry points and furthermore, justify with theoretical backups why a particular level is most appropriate. • identify and describe the principles of relational modalities in working with a group, an organization and a community confronting difficulties and being 																	

	<p>trapped in social problems.</p> <ul style="list-style-type: none"> • explain and formulate the different tasks and roles that they themselves as social workers are going to play in applying the general process model in working with a group or community in an organizational context.
<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) use the construct “Person-in-situated-context” in assessing problems and issues confronting a group and community in an organizational context. (b) identify the part played by different social structures, in constituting the identity and consciousness of service users and vice versa. (c) describe the general process model in helping them to design an intervention aiming at helping a group and community in an organizational context. (d) identify and describe the principles of different relational modalities in working with service users in forms of group and community confronting difficulties and social problems. (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 through different relational modalities with a group, an organization or a community.

**Subject Synopsis/
Indicative Syllabus**

(Note 2)

Social work is a professional practice with strong articulation of its *moral and political* dimensions. Its practice relies on intervention through managing different *relational modalities* (relations with individual, family, group, community, organization) and across different social layers which include the *political-economical* i.e. social systems, ideologies and discourses; *institutional* i.e. organizational, social arrangement and policies; the *everyday life world* i.e. social relations, social practices plus the identity and consciousness of social actors.

This subject focuses on the last three relational modalities in which social work intervention occurs. It will firstly provide a brief review of the parametric framework and the configuration of 'person-in-situated-context' as a primal reference frame in conceptualizing issues and problems. The use of the general process model in working with service users in groups, communities and organizations across different social layers provides the major intervention framework. Specific knowledge, purposes and skills in working groups, organizations and communities will be included. Details of content are as follows:

1. Introduction: An overview on the '*person-in-situated-context*' perspective, the different relational modalities (relations with individuals and families, groups, communities and organizations) and the *parametric framework* as a reference frame to focus the practice in solving social problems and satisfying a person's basic needs.
2. Features of the *general process model*:
 - 2.1 Criteria and rationales for choosing to work with a particular focus
 - 2.2 Understanding the characteristics of the system at work
 - 2.3 Basic value premises and core concepts
 - 2.4 The generic helping process
 - 2.4.1 Engagement
 - 2.4.2 Assessment
 - 2.4.3 Planning and contracting
 - 2.4.4 Intervention
 - 2.4.5 Evaluation and termination
 - 2.5 Roles and tasks of social worker
 - 2.6 Special issues and concerns
3. Concepts and theories in relations to understanding and assessment of groups and organizations. Nature of groups, group building, group problem solving, establishing group structures and monitoring processes, utilization of group dynamics, facilitating stages of group development, and different conceptual models of social work with group to achieve goal goals.
4. Understanding and assessment of communities, its nature and profiles. History and traditions of community work within social work practice. The three working models -- social planning, social action and community development. Citizen participation and mobilization, networking, community-based practice and community care.
5. Understanding and working with agencies and organization in context, theoretical models and conceptual tools.

<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p><i>Lectures</i> are given to cover the theoretical and conceptual parts of the subject. In order to integrate theory and practice, a problem-based learning approach is adopted to address the learning needs of students. Based upon the problem areas familiarized either in the subject 'Community Field Study' or provided by teachers, social work students will be grouped into small teams and use these problems as the context for <i>seminar discussion, laboratory work</i> and <i>small group learning</i>. This <i>problem-based learning process</i> conducted through small project teams will serve as the main conduit through which the integration of theory, practice and intervention modalities will occur.</p>																																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="443 551 1471 1032"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentations</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Term Paper</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Attendance and Participation</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminar presentation of reading provides conceptual clarification which is to be integrated with their participant-observation and experiential learning in the community to achieve theory-practice link.</p> <p>Term paper is designed to enable their contextual application of classroom learning into practical situations developed from cases of community field study or from other particular community/group situations.</p> <p>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.</p>									Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Seminar Presentations	40%	✓	✓	✓	✓	✓	✓	✓	2. Term Paper	50 %	✓	✓	✓	✓	✓	✓	✓	3. Attendance and Participation	10 %	✓	✓		✓	✓	✓		Total	100 %									
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																													
		a	b	c	d	e	f	g																																																							
1. Seminar Presentations	40%	✓	✓	✓	✓	✓	✓	✓																																																							
2. Term Paper	50 %	✓	✓	✓	✓	✓	✓	✓																																																							
3. Attendance and Participation	10 %	✓	✓		✓	✓	✓																																																								
Total	100 %																																																														
<p>Student Study Effort Required</p>	<table border="1" data-bbox="443 1715 1471 2114"> <tr> <td colspan="9">Class contact:</td> </tr> <tr> <td colspan="7">▪ Lecture</td> <td colspan="2">24 Hrs.</td> </tr> <tr> <td colspan="7">▪ Seminar</td> <td colspan="2">15 Hrs.</td> </tr> <tr> <td colspan="9">Other student study effort:</td> </tr> <tr> <td colspan="7">▪ Reading and information search</td> <td colspan="2">30 Hrs.</td> </tr> <tr> <td colspan="7">▪ Community engagement activities, preparation</td> <td colspan="2">30 Hrs.</td> </tr> </table>									Class contact:									▪ Lecture							24 Hrs.		▪ Seminar							15 Hrs.		Other student study effort:									▪ Reading and information search							30 Hrs.		▪ Community engagement activities, preparation							30 Hrs.	
Class contact:																																																															
▪ Lecture							24 Hrs.																																																								
▪ Seminar							15 Hrs.																																																								
Other student study effort:																																																															
▪ Reading and information search							30 Hrs.																																																								
▪ Community engagement activities, preparation							30 Hrs.																																																								

	for laboratory exercises and project presentation	
	▪ Self-study	20 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p>Essential Johnson, Louise C., S. Yanca., Tephon J. (2009) <i>Social Work Practice: A Generalist Approach</i>. Massachusetts, Allyn & Bacon.</p> <p>Hepworth, D.H., et al. (2013) <i>Direct social work practice: theory and skills</i>. Belmont, Calif.: Thomson Brooks/Cole.</p> <p>Ho, K. W. & Tse, M. H. (1995) <i>Working with Groups</i>. An Open Learning Packages. Department of Applied Social Sciences, Hong Kong Polytechnic University.</p> <p>Lam, H. S. & Wong, Y. C. (1996) <i>Working with Communities</i>. An Open Learning Packages. Department of Applied Social Sciences, Hong Kong Polytechnic University.</p> <p>Supplementary <u>Working with Groups</u></p> <p>Anderson, J. (1997). <i>Social work with groups: A process mode</i>. New York: Longman.</p> <p>Corey, M.S., Corey, G., & Corey, C. (2014). <i>Groups: Process and practice</i> (9th ed.). Belmont, CA: Brooks/Cole.</p> <p>Forsyth, D. R. (2014). <i>Group Dynamics</i> (6th ed.). Wadsworth, Cengage Learning.</p> <p>Johnson, D. W., & Johnson, F. P. (2017). <i>Joining together: Group theory and group skills</i> (12th ed.). Boston: Pearson.</p> <p>Keyton, J. (2006). <i>Communicating in groups: Building relationships for group effectiveness</i> (3rd ed.). New York: Oxford University Press.</p> <p>Naik, A., O'Brien, A. P., Gaskin, G. J., Munro, I., & Bloomer, M. J. (2013). The acceptability and efficacy of a group cognitive behavioral therapy programme in a community mental health setting. <i>Community Ment Health Journal</i>, 49, 368-372.</p> <p>Singh, A. A., & Salazar, C. F. (2010). The roots of social justice in group work. <i>The Journal for Specialists in Group Work</i>.35:2, 97-104.</p> <p>Toseland, R. W., & Rivas, R. F. (2017). <i>An introduction to group work practice</i> (8th ed.). Boston: Pearson Education, Inc.</p> <p>吳夢珍 (編) (1992)。 <i>小組工作</i>。香港：香港社會工作人員協會出版。</p> <p>何潔雲 (編) (2001)。 <i>小組工作程序計劃簿</i>。香港：香港理工大學應用社會科學系。</p> <p>何潔雲、謝萬恒 (2002)。 <i>社會工作實踐：小組工作</i>。香港：香港理工大學應用社會科學系。</p> <p>何潔雲 (編) (2004)。 <i>社會工作：小組理論與實踐</i>。香港：香港理工大學應用社會工作系及香港基督教女青年會。</p> <p>林孟平 (2018)。 <i>小組輔導與心理治療</i>(增訂版)。香港：商務印書館。</p> <p>林萬億 (2015)。 <i>團體工作：理論與技術</i>(第三版)。五南圖書出版股份有限公司。</p>	

梁玉麒、游達裕、區結蓮、張敏思 (編著) (2011)。 *千帆並舉：社會工作小組新貌*。策馬文創有限公司。

黃幹知、梁玉麒 (編著) (2012)。 *一玩再玩：125 個熱身遊戲帶領技巧*。策馬文創有限公司。

黃幹知、梁玉麒 (編著) (2015)。 *舉一玩十：一種物資帶領多個遊戲*(第四版)。策馬文創有限公司。

黃幹知、梁玉麒、劉有權 (編著) (2013)。 *一團和戲：130 個團隊遊戲帶領技巧*(第二版)。策馬文創有限公司。

Working with Communities

Craig, Gary. (2016) Community Capacity-building: Something Old, Something New ...? *Critical Social Policy*, 27(3): 335-59.

Henderson, Paul & Thomas, David. (2013) *Skills in Neighbourhood Work* (4th Edition) New York: Routledge.

Ledwith, M. (2011) *Community Development: a critical approach*. (2nd Edition) Bristol: The Policy Press.

Ohmer, Dr Mary L and Brook, F. (2012). The Practice of Community Organizing: Comparing and Contrasting Conflict and Consensus Approaches in Weil, M., Reisch, M.S, Ohmer, M.L, and Ohmer, Dr Mary L. ed. *The Handbook of Community Practice*. Thousand Oaks: SAGE Publications, 233-248

Phillips, R & Robert H. ed. (2015). *An Introduction to Community Development* (2nd ed.). New York: Routledge

Rothman, J. (ed.) (2008). *Strategies of Community Intervention* (7th Edition). Peosta: Eddie Bowers Publishing Co., Inc.

Stepney, P., & Popple, K. (2008). *Social work and the community: A critical context for practice*. New York: Palgrave Macmillan.

甘炳光、梁祖彬、陳麗雲、林香生等 (合編) (1994)。 *社區工作理論與實踐*。香港：中文大學出版社。

甘炳光、胡文龍等 (編) (1997)。 *社區工作技巧*。香港：香港社區工作教育工作者聯會。

阿林斯基 (Alinsky, Saul) (1989)。 *Rules for Radical 反叛手冊*。台灣：南方叢書出版社。

林勝義. (2011)。 *社區工作*。台北：五南圖書出版股份有限公司。

香港社會服務聯會(編) (2010)。 *社區發展資料彙編 2001-2010 年：社區發展服務---傳承、探索、蛻變*。香港：紅投資有限公司(圓桌文化)。

陳麗雲、羅觀翠 (編) (1989)。 *社區工作－社區照顧實踐*。香港：香港社會工作人員協會出版。

	<p>馮可立 (2018)。 <i>貧而無怨難：香港民生福利發展史</i> (初版)。香港：中華書局。</p> <p>聖雅各福群會 (2009)。 <i>從石水渠街開始：聖雅各福群會社區發展服務二十年</i>。香港：進一步多媒體有限公司。</p> <p>關注舊區住屋權益社工聯席 (編) (2007)。 <i>書寫重建：市區重建服務匯編</i>。香港：張超雄議員辦事處。</p> <p>鄭晃二、陳亮全 (編) (1999)。 <i>社區動力遊戲</i>。台灣：遠流出版社。</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.