

Subject Description Form

| Subject Code | APSS3171 | | | | | | | | | | | | | | |
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| Subject Title | Social Work Theory & Practice I | | | | | | | | | | | | | | |
| Credit Value | 4 | | | | | | | | | | | | | | |
| Level | 3 | | | | | | | | | | | | | | |
| Pre-requisite/ Co-requisite/ Exclusion | <u>Pre-requisite :</u> APSS2684 Generic Social Work Practice Workshop <u>Exclusion:</u> APSS4619 Social Work Theory & Practice I | | | | | | | | | | | | | | |
| 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. Student's participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar and laboratory presentation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Individual assignments</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</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 component(s) if he/she is to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Student's participation | 10% | 0% | 2. Seminar and laboratory presentation | 10% | 20% | 3. Individual assignments | 60% | 0% |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Student's participation | 10% | 0% | | | | | | | | | | | | | |
| 2. Seminar and laboratory presentation | 10% | 20% | | | | | | | | | | | | | |
| 3. Individual assignments | 60% | 0% | | | | | | | | | | | | | |
| Objectives | The objective of this subject is to familiarize and equip students with three selected 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. | | | | | | | | | | | | | | |
| Intended Learning Outcomes (Note 1) | Upon completion of the subject, students are able to: <ol style="list-style-type: none"> a. Understand and analyze the basic assumptions, concepts and strategies of selected intervention approaches/perspectives for social work practice; b. Appraise the nature and functions of theories in social work practice and recognize what are involved in integration of theories and practice; c. Assess service users' needs/problem through exploring with relevant questions guided by the different models and implement interventions accordingly; d. Equip themselves with basic intervention skills of the intervention models; and | | | | | | | | | | | | | | |

| | e. Critically 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i> | <ul style="list-style-type: none"> • The nature of social work practice theories and the holistic framework of practice. • Three selected intervention models: <ul style="list-style-type: none"> a. Attachment-based Intervention b. Family-based intervention c. Social development model • Integration of theory and practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching/Learning Methodology <i>(Note 3)</i> | <ul style="list-style-type: none"> • Lectures with small group teaching • Translate theories into practice in laboratory session • Read specified materials for preparation of the seminars • Study and rehearse the three models in depth • Apply the knowledge gained of the models to own life experience • Apply the models to contemporary problems in Hong Kong context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 8%;">a</th> <th style="width: 8%;">b</th> <th style="width: 8%;">c</th> <th style="width: 8%;">d</th> <th style="width: 8%;">e</th> </tr> </thead> <tbody> <tr> <td>1. Student's Participation</td> <td>10 %</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>2. Seminar and laboratory presentation</td> <td>30%</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>3. Individual assignments</td> <td>60%</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The seminar presentation requires students to critically examine the key concepts as well as their applications in direct social work practice.</p> <p>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.</p> <p>The individual assignments require students to synthesize and consolidate</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | a | b | c | d | e | 1. Student's Participation | 10 % | √ | √ | √ | √ | √ | 2. Seminar and laboratory presentation | 30% | √ | √ | √ | √ | √ | 3. Individual assignments | 60% | √ | √ | √ | √ | √ | Total | 100 % | | | | | |
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| | their learning in the subject by applying the knowledge into their own life experiences. | |
| Student Study Effort Required | Class contact: | |
| | ▪ Lecture | 36 Hrs. |
| | ▪ Seminar and Laboratory | 18 Hrs. |
| | Other student study effort: | |
| | ▪ Seminar and Laboratory preparation | 36 Hrs. |
| | ▪ Individual assignments | 70 Hrs. |
| | Total student study effort | 160 Hrs. |
| Reading List and References | <p><u>Essential</u></p> <p>Cassidy, J., & Shaver, P. (2016). Handbook of Attachment, Third Edition: Theory, Research, and Clinical Applications. New York: Guilford Publications.</p> <p>Midgley, J., & Livermore, M. (1988). Social capital and local economic development: Implications for community social work practice. In M.S. Sherraden, & W.A. Ninacs (Eds.). Community economic development and social work (pp. 29-40). New York: Haworth Press.</p> <p>Minuchin, S. (2012). Families and family therapy (New ed.). London: Routledge.</p> <p>Nichols, M.P. (2013). Family therapy: Concepts and methods. Boston: Pearson. Chapter 3: The fundamental concepts of family therapy (pp. 54-75).</p> <p>Payne, M. (2014). Modern social work theory: A critical introduction. London: Palgrave Macmillan.</p> <p><u>Supplementary</u></p> <p>Bennett, Susanne; Nelson, Judith Kay. (2010). Adult Attachment in Clinical Social Work (Essential Clinical Social Work Series). New York, NY: Springer New York.</p> <p>Nichols, M.P. (2013). Family therapy: Concepts and methods. Boston: Pearson. Chapter 3: The fundamental concepts of family therapy (pp. 54-75).</p> <p>Oppenheim, D. & Goldsmith, D.F. (Eds.) (2007). Attachment Theory in Clinical Work with Children. New York: The Guilford Press.</p> <p>Sherraden, M. (1991). Assets and the poor: A new American welfare policy. Armonk, N.Y.: M.E. Sharpe.</p> <p>Walsh, F. (2006). Strengthening family resilience. New York: Guilford Press.</p> | |

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| | <p>Practice principles and guidelines to strengthen family resilience.</p> <p>Woolcock, M., & Narayan, D. (2000). Social capital: Implications for development theory, research, and policy. <i>The World Bank Research Observer</i>, 15(2), 225-249.</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.