

Subject Description Form

Subject Code	APSS5790																	
Subject Title	Social Work Practice Workshop																	
Credit Value	3																	
Level	5																	
Pre-requisite	APSS5780 Advanced Social Work Theory and Practice I APSS5792 Critical Introduction to Social Work * <i>* for students admitted in the MSW programme in 2017/18 and thereafter</i>																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Assessment Component</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. In-class activities (working with individual and families)</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. In-class activities (working with small groups)</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. In-class activities (working with communities)</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Reflection paper</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</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 the specific component(s) (standard of passing) if he/she is to pass the subject. 			Assessment Component	Individual Assessment	Group Assessment	1. In-class activities (working with individual and families)	25 %	--	2. In-class activities (working with small groups)	25 %	--	3. In-class activities (working with communities)	25 %	--	4. Reflection paper	25 %	--
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Objectives	The subject aims to equip students with generic conceptualization and practice skills in working with an individual, a group and a community through social work helping processes;																	
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. experiment tasks and skills in working with individuals, groups, and communities b. appraise his/her own style in working with individuals, groups, and communities c. examine the processes of working with individuals, groups and communities 																	
Subject Synopsis/ Indicative Syllabus	<p>Roles and tasks of social workers in conducting intake interviews with an individual and a family.</p> <p>Engagement – listening skills, different levels and types of reflection, matching & pacing skills, evocative questioning skills, connecting needs with past coping & future possibilities, involvement of goal(s) & subsequent contracting and goal setting skills, timing, critical & reflective judgment of appropriate responses in addressing salient issues of an individual & group sessions as well as community actions.</p> <p>Group building and facilitation – use of games in warming up & icebreaking, facilitation skills of developing commonality & connectedness in group members leading to identity; responding skills in mutual-aid and support group, addressing group problem solving; roles & tasks of practitioner in different stages of group</p>																	

	<p>development, resolution of challenging group situations.</p> <p>Engagement of people in community services and actions; skills in their organizing and mobilization, and different forms of community interventions & actions.</p>					
Teaching/Learning Methodology	<p>Students are guided to role play individual interviews, group sessions, and community organizing activities. Before role play they first read the basic concepts and skills, watch demo. videos, watch peer role play, observe tutor demo. and then do by themselves. Their role play may be video-taped for self-review or peer learning. After role play there is debriefing. Tutors and peers give comments and feedback so that students know their skill performance and individual style. Through giving feedback students learn how to appraise a social work process.</p> <p>Students play the role of social worker or client. By playing the role of social worker, students translate their knowledge, attitude, values, and skills into action. By playing the role of client, students experience clients' perspective and feeling. They can be more empathetic in future practice.</p>					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks		% weighing	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
				a	b	c
	1. In-class activities (working with individual and families)		25%	✓	✓	✓
	2. In-class activities (working with groups)		25%	✓	✓	✓
	3. In-class activities (working with communities)		25%	✓	✓	✓
	4. Reflection paper (no more than 1,000 words)		25%			✓
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>a. Through practice exercises and simulated scenarios with concrete feedbacks and guidance from teachers, students can appraise and improve their practice skills. Teachers will grade students' performance based on a standardized checklist.</p> <p>b. A well-structured reflection paper enables students to appraise and examine a social work process. Students are required to follow an experiential learning framework to write about what they have learned from the workshop.</p>						
Student Study Effort Expected	<i>Class contact:</i>					
	▪ Practice Activities				39 Hrs.	
	<i>Other student study effort:</i>					
	▪ Reflection Paper				24 Hrs.	
	▪ Making Notes & Summaries				14 Hrs.	
	▪ Workshop Preparation				28 Hrs.	
Total student study effort				105 Hrs.		
Reading List and References	<p><u>Essential</u></p> <p>Kirst-Ashman, Hull, & Hull, Grafton H. (2018). <i>Understanding generalist practice</i> (Eighth ed., Brooks/Cole empowerment series). Boston, MA: Cengage</p>					

Learning.

Supplementary

Cournoyer, B. (2017). *The social work skills workbook* (Eighth ed.). Boston, MA: Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct Social Work Practice: Theory and Skills, 10th ed.* Pacific Grove, CA: Brooks/Cole Publishing.

Jacobs, E., Schimmel, C., Masson, R., & Harvill, R. (2016). *Group counseling: Strategies and skills* (Eighth ed.). Boston, MA: Cengage learning.

甘炳光、胡文龍、馮國堅、梁祖彬 (編) (1997) 〈社區工作技巧〉。香港：中文大學出版社。

香港社會服務聯會 (2009) 《社區發展服務：承傳。探索。蛻變》。香港：香港社會服務聯會

高劉寶慈, 區澤光編 (2001) 《個案工作：理論及案例》。香港：中文大學出版社。

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》。香港：策馬文創

黃幹知、梁玉麒編著 (2011) 《「敗時代」的社會小組工作》、《小組活動程序設計帶領技巧》、《關鍵事件處理模式》。〈舉一玩十：一種物資帶領多個遊戲〉。香港：策馬文創出版有限公司。

黃幹知、梁玉麒編著 (2011) 《熱身遊戲帶領技巧》、《熱身遊戲的協約技巧》、《關鍵事件介入技巧二》。〈一玩再玩：125 個熱身遊戲帶領技巧〉。香港：策馬文創出版有限公司。

黃幹知、梁玉麒編著、劉有權 (2012) 《關鍵事件介入技巧三》。〈一團和氣：130 團隊遊戲帶領技巧〉。香港：策馬文創出版有限公司。

黃幹知、梁玉麒編著 (2013) 《關鍵事件介入技巧四》。〈一呼百應：200 個訓練遊戲帶領技巧〉。香港：策馬文創出版有限公司。

游達裕 (2013) (增訂版) 《談說之間：面談要訣》。香港：策馬文創