

Subject Description Form

Subject Code	APSS5794		
Subject Title	Information & Communication Technology for Psychosocial Interventions		
Credit Value	3		
Level	5		
Pre-requisite / Co-requisite/ Exclusion	Nil.		
Assessment Methods			
	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Group presentation		40%
	2. Term paper	50%	
	3. Participation	10%	
	<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• To pass the subject, students must pass all the components.		
Objectives	This subject is designed to empower students with comprehensive skills and in-depth knowledge relevant to integrating Information and Communication Technology (ICT) within psychosocial interventions, including social work and a broad range of non-pharmaceutical healthcare programs. By delving into the core theories and the latest developments, students will learn to critically assess the effectiveness and methods of ICT-supported psychosocial interventions. Furthermore, the subject will guide students through the process of identifying and navigating the evolving challenges and opportunities that ICT presents in the realm of psychosocial interventions. Ultimately, students will acquire the strategic insight needed to effectively implement ICT solutions across various settings and targeted groups of beneficiaries, enhancing the quality and reach of psychosocial interventions.		
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none">a. Gain a deep understanding of the key theories and the latest developments in applying ICT to effectively support psychosocial interventions.b. Develop the ability to critically evaluate the effectiveness and methods of ICT-supported psychosocial interventions in improving the intended interventional outcomes.c. Identify and analyse new challenges and possibilities that come with integrating ICT into psychosocial interventions.		

	d. Learn how to strategically implement ICT solutions in different settings and for various targeted groups of beneficiaries to enhance psychosocial interventions.
Subject Synopsis/ Indicative Syllabus	<p>This subject provides an in-depth exploration of the role of ICT in supporting and enhancing psychosocial interventions across fields like social work and non-pharmaceutical healthcare programs, with specific case studies such as social media use in social work practice, immersive technologies for children with special educational needs, serious games for social changes, and the transformation of social work decisions with artificial intelligence and big data. Students will engage with the latest academic research findings, recent advancements of ICT, competency standards, and ethical considerations shaping this rapidly evolving practice domain. The subject emphasises the critical evaluation of the methods of ICT-enabled psychosocial interventions, their outcomes, and the theoretical frameworks underpinning them. It also addresses the challenges and opportunities presented by ICT in this context, including ethical dilemmas, practitioner skills and competencies, and accessibility issues. By the end of the course, students will be equipped to design and implement effective ICT strategies tailored to diverse psychosocial settings for various targeted groups of beneficiaries. The core contents of this subject include:</p> <ul style="list-style-type: none"> • An overview of ICT-supported psychosocial interventions • Case studies grouped based on the types of ICT utilised, including: <ul style="list-style-type: none"> ○ Internet and social media ○ Mobile and web applications ○ Immersive technologies ○ Serious games and gamification ○ Artificial intelligence and big data • Methods for evaluating ICT-supported psychosocial interventions • Practitioner skills and competences • Ethical issues and other challenges
Teaching/Learning Methodology	<p>The teaching and learning methodology for this subject is designed to offer a comprehensive, interactive, and flexible learning experience, combining conventional in-classroom lectures, online learning elements for a blended approach, and a problem-based case study methodology to ensure a deep understanding and practical application of ICT-supported psychosocial interventions across various settings.</p> <p>First, the in-classroom component of the course will consist of lectures delivered by the subject lecturer. These sessions are designed to provide students with foundational knowledge and theoretical frameworks for underpinning ICT-supported psychosocial interventions.</p> <p>Second, the course will incorporate blended learning approaches to complement in-class learning and accommodate students' diverse learning preferences and styles. Students can find additional reading materials, pre-recorded seminars by world-renowned researchers, and demonstrations on LEARN@PolyU. They are encouraged to study the materials in advance and bring questions to the classroom.</p> <p>Lastly, the problem-based case study approach is the key component of the subject's teaching and learning methodology. Students will work individually or in groups to analyse real-life case studies that illustrate the challenges and opportunities of using ICT in psychosocial</p>

	interventions. Through these case studies, students will apply theoretical knowledge to practical scenarios, developing critical thinking, problem-solving, and decision-making skills. This approach is also expected to encourage students to consider ethical implications, practitioner skills and competencies, and the design and implementation of ICT strategies in diverse settings.																																							
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>1. Group presentation</td><td>40%</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></tr><tr><td>3. Participation</td><td>10%</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>Total</td><td>100 %</td><td></td><td></td><td></td><td></td></tr></table>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Group presentation	40%		✓	✓	✓	2. Term paper	50%	✓	✓	✓		3. Participation	10%		✓	✓		Total	100 %				
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Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:																																								
<div>1. The group presentation encourages students to identify remaining issues regarding the use of ICT in psychosocial interventions and propose potential solutions to a particular issue and corresponding evaluation methodology strategically;</div> <div>2. Term paper requires students to consolidate their understanding of the theoretical framework, evaluation methodology, and current challenges and possibilities about integrating ICT into psychosocial interventions in given settings;</div> <div>3. Participation through class activities is an idea creation, data collection, thinking and writing exercise for students to critically evaluate and reflect on the outcomes and methods of ICT-supported interventions.</div>																																								
Student Study Effort	Class contact:																																							
	▪ Lecture					39 Hrs.																																		
	Other student study effort:																																							
	▪ Preparing for the group presentation					15 Hrs.																																		
	▪ Preparing for the term paper					25 Hrs.																																		
	▪ Self-study					39 Hrs.																																		
	Total student study effort					118 Hrs.																																		
Reading List and References	Books: Hill, A., & Shaw, I. (2011). <i>Social work & ICT</i> . Sage Publications. Peláez, A. L., & Kirwan, G. (Eds.). (2023). <i>The Routledge international handbook of digital social work</i> . Taylor & Francis.																																							

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- Tambe, M., Rice, E., Fang, F., Dilkina, B., & Plumptre, A. J. (Eds.). (2019). *Artificial Intelligence for Social Good*. Cambridge University Press.
- Weinberg, H., & Rolnick, A. (Eds.). (2020). *Theory and Practice of Online Therapy: Internet-delivered Interventions for Individuals, Groups, Families, and Organizations*. Routledge.
- Journal articles or book chapters:**
- Anderson, S. C., & Guyton, M. R. (2013). Ethics in an age of information seekers: A survey of licensed healthcare providers about online social networking. *Journal of Technology in Human Services*, 31, 112-128.
- Asakura, K., Occhiuto, K., Todd, S., Leithead, C., & Clapperton, R. (2020). A call to action on artificial intelligence and social work education: Lessons learned from a simulation project using natural language processing. *Journal of Teaching in Social Work*, 40(5), 501-518.
- Barsky, A. E. (2017). Social Work Practice and Technology: Ethical Issues and Policy Responses. *Journal of Technology in Human Services*, 35, 8-19.
- Chan, C., & Holosko, M. (2017). The utilization of social media for youth outreach engagement: A case study. *Qualitative Social Work*, 16(2), 680-697.
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- Chan, C., & Ngai, S. S. Y. (2019). Utilizing social media for social work: Insights from clients in online youth services. *Journal of Social Work Practice*, 33(2), 157-172.
- Goldkind, L., & Chan, C. (2017). The Journal of Technology in Human Services Turns a New Page. *Journal of Technology in Human Services*, 35, 271-276.
- Ip, H. H. S., Wong, S. W.L., Chan, D. F. Y., Li, C., Kon, L. L., Ma, P. K., Lau, K. S. Y., & Byrne, J. (2022). Enhance Affective Expression and Social Reciprocity for Children with Autism Spectrum Disorder: using Virtual Reality Headsets at Schools. *Interactive Learning Environment*, 32(3), 1012-1035.
- Li, C., Belter, M., Liu, J., & Lukosch, H. (2023). Immersive virtual reality enabled interventions for autism spectrum disorder: a systematic review and meta-analysis. *Electronics*, 12(11), 2497.
- Li, C., & Yip, P. Y. (2023). Remote Arts Therapy in Collaborative Virtual Environment: A Pilot Case Study. *Frontiers in Virtual Reality*, 4:1059278, 1-16.
- Pillay, Y. (2009). The use of digital narratives to enhance counseling and psychotherapy. *Journal of Creativity in Mental Health*, 4, 32-41.
- Ramsey, A. T., & Montgomery, K. (2014). Technology-based interventions in social work practice: A systematic review of mental health interventions. *Social Work in Health Care*, 53, 883-899.
- Reamer, F. G. (2013). Social work in a digital age: Ethical and risk

	<p>management challenges. <i>Social Work</i>, 58, 163-172.</p> <p>Zorn, I., & Seelmeyer, U. (2017). Inquiry-Based Learning about Technologies in Social Work Education. <i>Journal of Technology in Human Services</i>, 35, 49-62.</p> <p>Standards and Policy:</p> <p>AASW. (2013). <i>Ethics and practice guideline – Social media, information and communication technologies</i>. Australian Association of Social Worker (AASW).</p> <p>BASW. (2013). <i>BASW social media policy</i>. British Association of Social Workers (BASW).</p> <p>NASW. (2017). <i>NASW, ASWB, CSWE ,& CSWA Standards for Technology in Social Work Practice</i>. National Association of Social Workers.</p> <p>Organizations:</p> <p>husITa (Human Services Information Technology Applications). http://www.husita.org/</p> <p>Society for Innovation and Technology in Social Work http://sitsw.net/</p>
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