

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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">100% Continuous Assessment</th> <th style="text-align: center;">Individual Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Intervention proposal</td> <td style="text-align: center;">50%</td> </tr> <tr> <td style="text-align: center;">2. Mid-term Quiz (closed book)</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">3. Class activities</td> <td style="text-align: center;">20%</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 To pass the subject, students must pass all the components. 		100% Continuous Assessment	Individual Assessment	1. Intervention proposal	50%	2. Mid-term Quiz (closed book)	30%	3. Class activities	20%
100% Continuous Assessment	Individual Assessment									
1. Intervention proposal	50%									
2. Mid-term Quiz (closed book)	30%									
3. Class activities	20%									
Objectives	This subject aims to enable students to have the core competence to understand and critically appraise the use of information and communication technology (ICT) in psychosocial interventions, such as counselling, social work, and various types of non-pharmaceutical healthcare programmes.									
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Identify and analyze the trend of using ICT in psychosocial interventions. b. Apply knowledge and skills in a range of ICT interventions. c. Critically appraise the outcomes and processes of these interventions. d. Assess emerging risks and opportunities arising from these interventions. 									
Subject Synopsis/ Indicative Syllabus	ICT is the abbreviation of information and communication technology, which is an umbrella term referring to the convergence of audio-visual broadcast systems, smartphones, telephones, and digital networks through a single system. Technologies related to communication and information have occupied a central position in this subject because they are closely related to the means and processes of psychosocial interventions. Other									

	<p>forms of technology are also relevant, but they are beyond the scope of this subject. The growing trend of using ICT in psychosocial interventions is notable. The impact of ICT goes beyond increased efficacy, as new technologies require practitioners to expand their abilities, and change how they design and implement interventions. Currently, there are newly developed academic references, research studies, competency standards and ethical guidelines, which make ICT-supported psychosocial interventions an emerging practice domain. There are various types of technology-support interventions, some are merely technologically adapted, and some are co-developed with new technologies. Some of these interventions indicate good outcomes and have internal validity, but there is also much room for improvement in both evaluation designs and theorization. There are also emerging challenges and opportunities arising from these interventions, such as digital divides, practitioners' competence issues, jurisdictional boundary issues, and various ethical issues. The core contents of this subject include:</p> <ul style="list-style-type: none"> ● An overview of ICT-supported psychosocial interventions in human services ● Case studies, for example: <ul style="list-style-type: none"> ○ Online psychotherapy using texts and videos ○ Self-help psychological online assessments to facilitate early identifications and early interventions ○ Conducting mental health groups with digital creativity and e-learning tools ○ Using social media to promote mental health education ○ Using community work methods to support online communities suffering from mental health problems ○ Promoting youth career development activities with e-sports ● Skills and competences ● Evaluating ICT-supported psychosocial interventions ● Ethical issues and other challenges
<p>Teaching/Learning Methodology</p>	<p>This subject adopts a case study approach, presenting students with problems and challenges based on intervention situations and driving them to make decisions based on the information given. The lecture sessions are designed to raise questions and to present information to stimulate learners to find their own answers. In addition, it also adopts an inquiry-based approach to enable students to keep in touch with the latest technology development and integrate learning about technology across different application contexts. ICT-supported psychosocial intervention methods, related references, and related tools are fast developing. As such, compared to merely using didactic teaching, case study and inquiry-based learning approaches will be more effective in catching up with such a fast-changing subject domain.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <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> </thead> <tbody> <tr> <td>1. Intervention proposal</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Mid-term quiz (closed book)</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Class activities</td> <td>20%</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> </tbody> </table>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Intervention proposal	50%	✓	✓	✓	✓	2. Mid-term quiz (closed book)	30%	✓	✓			3. Class activities	20%			✓	✓	Total	100 %				
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																				
			a	b	c	d																																	
	1. Intervention proposal	50%	✓	✓	✓	✓																																	
	2. Mid-term quiz (closed book)	30%	✓	✓																																			
3. Class activities	20%			✓	✓																																		
Total	100 %																																						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. The intervention proposal requires students to consolidate their knowledge about using ICT to support the intervention of a particular problem; 2. Participation through class activities is an idea creation, data collection, thinking and writing exercise for students to critically appraise the outcomes and processes of ICT-supported interventions; 3. The mid-term quiz requires students to identify and differentiate key concepts related to the use of ICT in psychosocial interventions. 																																							
Student Study Effort	Class contact:																																						
	▪ Lecture	39 Hrs.																																					
	Other student study effort:																																						
	▪ Preparation for the proposal	40 Hrs.																																					
	▪ Reading	50 Hrs.																																					
Total student study effort					129 Hrs.																																		
Reading List and References	<p>Books: Hill, A., & Shaw, I. (2011). <i>Social work & ICT</i>. Sage Publications Kraus, R., Zack, J. S., & Stricker, G. (2004). <i>Online counseling: A handbook for mental health professionals</i>. Elsevier Academic Press. López Peláez, A. & Kirwan, G. (forthcoming) <i>Routledge Handbook of Digital Social Work</i>. Routledge Watling, S., & Rogers, J. (2012). <i>Social work in a digital society</i>. SAGE Publications.</p> <p>Journal articles or book chapters:</p>																																						

- 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.
- 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. J. (2016). A review of information and communication technology enhanced social work interventions. *Research on Social Work Practice, 26*, 88-100.
- Chan, C., & Holosko, M. (2017). The utilization of social media for youth outreach engagement: A case study. *Qualitative Social Work, 16*(2), 680-697.
- Chan, C., & Holosko, M. J. (2018). Technology for social work interventions. In E. Mullen (Ed.), *Oxford Bibliographies in Social Work*. Oxford University Press.
- Chan, C., & Yau, C. (2019). Digital storytelling for social work interventions. In E. Mullen (Ed.), *Oxford Bibliographies in Social Work*. Oxford University Press.
- 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.
- 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 management challenges. *Social Work, 58*, 163-172.
- Zorn, I., & Seelmeyer, U. (2017). Inquiry-Based Learning about Technologies in Social Work Education. *Journal of Technology in Human Services, 35*, 49-62.

Standards and Policy:

- AASW. (2013). *Ethics and practice guideline – Social media, information and communication technologies*. Australian Association of Social Worker (AASW).
- BASW. (2013). *BASW social media policy*. British Association of Social Workers (BASW).
- NASW. (2017). *NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice*. National Association of Social Workers.

Organizations:

- husITa (Human Services Information Technology Applications).
<http://www.husita.org/>
- Society for Innovation and Technology in Social Work <http://sitsw.net/>