Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS 5780</th>
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<tbody>
<tr>
<td>Subject Title</td>
<td>Advanced Social Work Theory and Practice I</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>Nil</td>
</tr>
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### Assessment Methods

<table>
<thead>
<tr>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar attendance and participation</td>
<td>10%</td>
<td>%</td>
</tr>
<tr>
<td>2. Short quiz</td>
<td>20%</td>
<td>%</td>
</tr>
<tr>
<td>3. Seminar presentation</td>
<td>%</td>
<td>30%</td>
</tr>
<tr>
<td>4. Term paper</td>
<td>40%</td>
<td>%</td>
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The grade of this subject is calculated according to the percentage assigned; and
The completion and submission of all component assignments are required for passing the subject.

### Objectives

1. Appreciate the history and the situatedness of the development of social work theories and methods in local and foreign context.
2. Appreciate the ontological, epistemological and ethical positions embedded in social work theories and methods.
3. With the above understanding, grasp the general process model of social work intervention in the four working modalities, including a holistic parametric framework for conceptualizing the link between micro-macro levels of actions; individual-social phenomenon and agency-structure during the process of social work intervention.

### Intended Learning Outcomes

Upon completion of the subject, students will be able to:

a. critically appraise intervention theories available according to their assumptions and research basis and make choices with references both to his/her social work values commitment, personal ideologies and the professional concern of social work;

b. conceptualize an individual and/or family issues and/or a social problem
according to the parametric framework they have selected;

c. select the most relevant and appropriate relational modalities for intervention;
   and

d. apply theoretically the four relational modalities (i.e. working with individuals,
   family, groups and community) in working with service users and social
   problems at hand.

**Subject Synopsis/Indicative Syllabus**

1. Introduction of basic theories in social work tradition. These include theories of
   *Social Casework*, *Group Work*, and *Community Work*.

2. The *General Process Model* of social work practice --- its application in working
   with individuals and families, groups, and community.

3. The roles played by the socio-political, cultural and historical context in shaping the
   construction of social work theories. The problems of the inadequate conceptualization of the “*socio-cultural & material*” as well as “*moral-political & spiritual*” constitution of social problems and human sufferings in social work
   intervention theories.

4. Introduction to the *generic and unifying frameworks* and the development a
   *parametric framework* in conceptualizing social work actions.

5. Introduction of *classificatory frameworks* for social work theories. These include
   David Howe, Francis Turner and Malcom Payne’s frameworks in categorizing
   theories.

6. The relevance of *research based* intervention theories to direct social work practice
   including its contribution and problems created.

**Teaching/Learning Methodology**

Theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection and exploration of controversial issues related to theories and practice will be substantiated through seminar presentations and discussions. Acquisition of skills will be processed through laboratory exercises.

**Assessment Methods in Alignment with Intended Learning Outcomes**

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
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<tbody>
<tr>
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<td>a</td>
</tr>
<tr>
<td>1. Seminar attendance and participation</td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Short quiz</td>
<td>20%</td>
<td>✓</td>
</tr>
<tr>
<td>3. Seminar presentation</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>4. Term paper</td>
<td>40%</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Attending seminar is basic necessity for mutual learning and ideas exchange while participation in seminar will enhance students’ understanding of the concepts and issues related to social work, so that they will be reflective and theoretically-informed.

2. Quiz serves to assess students’ understanding of basic concepts in social work.

3. Seminar presentation will be instrumental for the students to critically appraise social work intervention theories, and make choices with references both to the social work values and the professional concern of social work.

3. Written assignment serves to consolidate their understanding of the theories of four relational modalities in working with service users.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
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<tbody>
<tr>
<td></td>
<td>Lecture</td>
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<tr>
<td></td>
<td>Seminar</td>
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Other student study effort:

- Self-study (3 hrs x14 weeks) 42 Hrs.
- Preparation for Seminar Presentation 10 Hrs.
- Preparation for Term Paper 25 Hrs.

Total student study effort 116 Hrs.

<table>
<thead>
<tr>
<th>Medium of Instruction</th>
<th>English</th>
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<tbody>
<tr>
<td>Medium of Assessment</td>
<td>English</td>
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</tbody>
</table>

Reading List and References

**Essential**

for social work practice. Praxis, 6, 50-57.


阮新邦 (2014)《天主教取向的社會工作實踐》 (香港: 慈源出版社)。

社會工作者註冊局.個案彙編編輯委員會 編 (2009)《社工專業操守的再思–紀律研訊案例彙編》 (香港: 編者)。

何芝君、麥萍施 編 (2005)《本質與典範：社會工作的反思》 (新加坡: 八方文化創作室)。

何國良, 王思斌 編 (2000)《華人社會社會工作本質的初探》 (新澤西: 八方文化企業公司)。

何潔雲, 阮曾媛琪 (1999) 編《邁向新世紀：社會工作理論與實踐新趨勢》 (新澤西: 八方文化企業公司)。
### Supplementary


**Useful journals**

*China Journal of Social Work;*

*Hong Kong Journal of Social Work;*

*British Journal of Social Work;*

*Social Work;*

*Social Work Education;*

*International Social Work*

**Chinese references**

甘炳光, 陳偉道, 文錦燕編著 (2006) 《堅守信念：給社工學生的 30 封信》(香港：香港城市大學出版社)。

阮新邦《邁向嶄新的社會知識觀》(2005) (北京市：北京大學出版社)。

呂大樂 編著 (2010) 《凝聚力量: 香港非政府機構發展軌跡》(香港：三聯書店)。

牟宗三 (1997) 《中西哲學之會通十四講》(上海：上海古籍出版社)。

余英時 (2007) 《知識人與中國文化的價值》(台北：時報文化)。

林昭寰、游達裕、朱志強、梁傳孫 (2011) 香港社會工作論壇：網上社區工作的經驗與反思．*The Hong Kong Journal of Social Work*, 45(1/2) (Summer/Winter 2011): 43–58。

李維榕 (2001) 《打開家鎖》(香港：政府印務局)。

李晶 (2002) 《人情社會：人際關係與自我建構》(新澤西：八方文化企業公司)。

李維榕 (2003) 《家的萬花筒：從個人到社會》(香港：皇冠出版社)。

周永新 (2013) 《社會福利的觀念和制度》(香港：中華書局)。

周永新 (2014) 《真實的貧窮面貌──綜觀香港社會 60 年》(香港：中華書局)。

勞思光 (1998) 《中國文化要義新編》(香港：中文大學出版社)。
梁魏懋賢, 黃明樂 (2010)《心靈對焦：香港社工服務點點面》(香港: 商務印書館)。
曾家達、梁玉麒編 (2006)《微光處處》(香港: 香港社會工作者總工會)。
霍玉蓮 (2004)《婚姻與家庭治療——理論與實務藍圖》(香港: 突破出版社)。
黃麗彰 (2004)《婚姻輔導解構》(香港: 突破出版社)。
黃洪 (2013)《「無窮」的盼望——香港貧窮問題探析》(香港: 香港中華書局)。