

## Subject Description Form

<b>Subject Code</b>	APSS2681														
<b>Subject Title</b>	Generic Social Work Practice with Individuals and Families														
<b>Credit Value</b>	3														
<b>Level</b>	2														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Minimum Pass Grade</b>	D														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">60% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Assignment</td> <td style="text-align: center;">30 %</td> <td></td> </tr> <tr> <td>2. Seminar Presentations</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>40% Examination</td> <td style="text-align: center;">40 %</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned</li> <li>• The completion and submission of all component assignments are required for passing the subject</li> <li>• Student must pass the all component(s) (at least Grade D) if he/she is to pass the subject.</li> </ul>			60% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Assignment	30 %		2. Seminar Presentations	10 %	20%	40% Examination	40 %	
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<b>Objectives</b>	<p>This subject aims at enabling students to:</p> <ol style="list-style-type: none"> <li>1. <i>recognize</i> and <i>appreciate</i> issues and problems confronting service users from the construct “<i>person-in-situated-context</i>” with a <i>problem posing</i> as well as a <i>problem solving</i> orientation;</li> <li>2. <i>critically reflect</i> how the “<i>person-in-situated-context</i>” construct explains the <i>predisposition</i> of social worker practitioners in taking certain perspectives and <i>implicit theoretical orientation</i> in approaching social issues and problems confronting individuals and families;</li> <li>3. <i>conceptualize</i> and assess issues and problems from a <i>holistic parametric framework</i> that integrates <i>actor’s consciousness</i> and <i>identity</i> with social structures while at the same time acknowledging the constituting effects of <i>history</i> and <i>multi-social layers</i> for individuals and families, and vice versa;</li> </ol>														

	<p>4. <i>select</i> and <i>manage</i> appropriate <i>relational modalities</i> in working with service users who come forward as an individual or a family embedded in different context. Particular emphasis will be put on the <i>dynamics</i> and <i>interactions</i> between <i>service users</i>, <i>social workers</i> and the different <i>social layers</i>;</p> <p>5. apply the <i>general process model</i> in working with an individual and a family;</p> <p>6. delineate the <i>roles</i> and <i>tasks</i> of social worker in the generic helping process in working with an individual and a family.</p>
<p><b>Intended Learning Outcomes</b></p> <p>(Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) use the construct “Person-in-situated-context” in assessing problems and issues confronting service users who come forth as an individual or a family;</p> <p>(b) identify the part played by different layers of social structures, from the political economy, social institutions, ideologies, beliefs and normative practices, to historical development and culture in constituting the identity and consciousness of service users as well as themselves as social workers and vice versa;</p> <p>(c) formulate an explanation of their predisposition in taking certain orientations to understand issues and problems confronting an individual and a family using the construct of “Person-in-situated-context”;</p> <p>(d) apply the general process model in helping them to design an intervention plan aiming at helping an individual and a family;</p> <p>(e) analyze and identify multi-levels of engagement and entry points and furthermore, justify with theoretical backups why a particular level is most appropriate;</p> <p>(f) identify and describe the principles of relational modalities in working with an individual and a family confronting difficulties and being trapped in social problems;</p> <p>(g) explain and formulate the different tasks and roles that they themselves as social workers are going to play in applying the general process model in working with an individual or a family.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p>(Note 2)</p>	<p>Social work is a professional practice with strong articulation of its <i>moral and political</i> dimensions. Its practice relies on intervention through managing different <i>relational modalities</i> (relations with individual, family, group, community, organization) and across different social layers which include the <i>political-economical</i> (i.e. social systems, ideologies and discourses); <i>institutional</i> (i.e. organizational, social arrangement and policies); the <i>everyday life world</i> (i.e. social relations, social practices) plus the identity and consciousness of social actors.</p> <p>This subject has chosen five relational modalities in which social work intervention occurs. This subject will firstly provide an overview on the parametric framework and the configuration of ‘person-in-situated-context’ as a primal reference frame in conceptualizing issues and problems of an individual or a family, then the significance of the special relational modalities in working with an individual or a family through different relational modalities across different social layers. Then comes with the general process model which is a generic and generalist orientation in tackling problems and issues. The second part will focus on the specific knowledge, purposes and skills in working with an individual or a family. Details of contents are</p>

as follow:

1. Introduction: An overview on the '*person-in-situated-context*' perspective, the relational modalities in working with individuals and families and the *parametric framework* as a reference frame to focus social work practice in solving social problems and satisfying a person's basic needs.
2. Features of the *general process model*:
  - 2.1 Criteria and rationales for choosing to work with a focus on the different aspects of an individual and a family;
  - 2.2 Understanding the characteristics of the system at work;
  - 2.3 Basic value premises and core concepts;
  - 2.4 The generic helping process;
    - 2.4.1 Engagement;
    - 2.4.2 Assessment;
    - 2.4.3 Planning and contracting;
    - 2.4.4 Intervention;
    - 2.4.5 Evaluation and termination.
  - 2.5 Roles and tasks of social worker;
  - 2.6 Special issues and concerns.
3. A culture and gender sensitive orientation as well as the bio-psycho-social approach in understanding and assessing the growth, development and functioning of individuals and families in casework services context. Also, the history and socio-economic context in constituting the identities of individuals and families. The "hows" in working through relations with individuals in casework context; System Theory, Ecological Approach plus developmental perspectives in working through relations with an individual and a family.

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

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Term Assignment	30%	✓	✓	✓	✓			✓
2. Seminar Presentations	30%	✓	✓	✓				
3. Examination	40%	✓	✓	✓	✓	✓	✓	✓
Total	100 %							

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Term Assignment  
One short assignment is assigned to the students. The assignment requires students to write a case plan on their assessment and proposed intervention on a case presented to them. It serves to assess the performance in basic practice knowledge of students in working with individuals and families under the generic practice framework.
2. Performance in Seminar Presentations  
Students are required to attend 5 seminars, and to choose a seminar topic to make a

	<p>group-based thematic presentation in the class. Seminars enhance in-depth examination and mastery of the chosen themes, and facilitate critical discussion on culturally sensitive individual and family work in the local context. Seminar presentations serve to assess students' knowledge about psychosocial and family perspectives and related intervention.</p> <p>3. Examination</p> <p>The examination covers the entire syllabus of the subject and serves to assess the overall attainment of the students.</p>	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	24 Hrs.
	▪ Seminar Presentations	15 Hrs.
	Other student study effort:	
	▪ Self-study	40 Hrs.
	▪ Preparation for seminar presentations	25 Hrs.
	Total student study effort	105 Hrs.
<b>Medium of Instruction</b>	Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b>Essential</b></p> <p>Boyle, S.W., Smith, L.L, Farley, O.W., Hull, G.H. (2009). <i>Direct Practice in Social Work</i>, Allyn &amp; Bacon.</p> <p>Hepworth, D.H., Rooney, R.H., Rooney, G.D., &amp; Strom-Gottfried, K. (2013). <i>Direct Social Work Practice : Theory and Skills</i>. Thomson Brooks/Cole.</p> <p><b>Supplementary</b></p> <p>Carel B. Germain, Alex Gitterman. (1995) <i>The Life Model of Social Work Practice, Advances in Theory Practice</i>. Columbia University Press.</p> <p>Johnson, L.C., &amp; Yanca, S.J. (2009) <i>Social Work Practice: A Generalist Approach</i>. 10<sup>th</sup> Edition. Massachusetts, Allyn &amp; Bacon.</p> <p>James M. Karls, Karin E., Wandrei. (1996) <i>Person-In-Environment System, The PIE Classification System for Social Functioning Problems</i>. Washington: NASW Press.</p> <p>McGoldrick, M., Betty, C., Garcia-Preto, N. (2010) <i>The Expanded Family Life Cycle: Individual, Family, and Social Perspectives</i>. Prentice Hall PTR.</p> <p>Caritas Family Service (2001). <i>Unveiling Family Strengths: Multifarious Counselling Practices</i>. Hong Kong: Author.</p>	

	<p>何會成(1999)。家庭新趨勢及服務的回應，載在何潔雲、阮曾媛琪編的《邁向新世紀：社會工作理論與實踐新趨勢》。八方文化企業公司。</p> <p>高劉寶慈等編(1995)。《個案工作-理論及案例》。集賢社。</p> <p>李維榕等(主編)(2002)。《打開「家」鎖》。香港社會福利署。(Available at : <a href="http://www.swd.gov.hk/doc_sc/pubctn_ch/untying.pdf">http://www.swd.gov.hk/doc_sc/pubctn_ch/untying.pdf</a>)</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.