Subject Description Form

Subject Code	APSS2684
Subject Title	Generic Social Work Practice Workshop
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	The following subjects are the pre-requisite requirement for BA students: APSS2681 Generic Social Work Practice with Individuals and Families APSS2682 Generic Social Work Practice with Groups, Organization and Communities
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Participation and performance in class</td><td>40 %</td><td>--</td></tr><tr><td>2. Quiz</td><td>60 %</td><td>--</td></tr></table> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and
Objectives	The subject aims to: 1. equip students with generic concepts and skills in working with different units of attention in different contexts and at different stages of the helping process; 2. make sure students reach a basic level of competence in skilled performance of tasks and roles involved in the social work process when working with different units of attention.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. acquire generic skills for each stage of the general process model including engagement, assessment, planning and contracting, intervention and finally evaluation and termination; b. conduct proper group sessions and demonstrate the ability to use basic group work skills in group building and in facilitating the group processes and its dynamics in developing mutual aids and problem solving so as to achieve the purpose of the group; c. bring changes to the organization by generic skills in working within and without the organization; d. engage, collaborate, organize and empower vulnerable people and deprived population in community actions;

	e. be observant and analyze/comment a role play by making references to roles, tasks and skills required of the worker at that particular stage of work and in a particular context.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	● Generic skills in using the general process model to work with different units of attention in particular working with individuals and families. ● Group building and facilitation – responding skills in mutual-aid or support group, conducting group problem solving; roles & tasks of practitioner in different stages of group development, resolution of challenging group situations. ● Generic skills in working within and without an organization for desirable changes. ● Engagement of people in community actions; organization and mobilization of peoples, and applications of various forms of community actions and interventions.
Teaching/Learning Methodology *(Note 3)*	Teaching plan for each session will be prepared. There will be brief instruction on the skills for the sessions, followed by role play of each skill with demonstration and feedback. Simulated situations in the field will be used so that skills transfer can be more effective. There will be debriefing and discussion time for students to sink in the skills practiced.

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		
1. Participation and performance in class	40 %	✓	✓	✓	✓		
2. Quiz	60 %	✓					
Total	100 %						

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

Through laboratory exercises in simulated scenarios with corrective feedbacks and guidance from teachers, students will have to learn to master generic skills in working with different units of attention.

The reports provide students an opportunity to organize and synthesize their learning – analysis and personal reflection in written forms.

All the above assessment is impossible without their participation including their attendance, initiatives and involvement.

Student Study Effort Expected	Class contact:	
	▪ Laboratory	39 Hrs.
	Other student study effort:	

▪ Seminar and Laboratory Preparation	30 Hrs.
▪ Making Reflective Notes, Summaries	15 Hrs.
▪ Quiz	21 Hrs.
Total student study effort	105 Hrs.

Reading List and References	Essential

Lawrence Shulman (2012) The Skills of Helping Individuals, Families, Groups, and Communities. Brooks/Cole. 7th Edition.

Cournoyer, Barry R. (2008) The Social Work Skills Workbook Thomson: Brooks/Cole. 5th Edition.

Kirst-Ashman, Karen K. & Hull, Grafton H. (2009) Generalist Practice with Organizations and Communities. Brooks/Cole. 4th Edition.

Yanca, Stephen J. & Johnson, Louise C. (2008) Generalist Practice with Families. Pearson:Allyn and Beacon.

Yanca, Stephen J. (2009) Generalist Practice with Groups. Pearson: Allyn and Beacon.

Supplementary

Johnson, L.C., & Yanca, S.J. (2010). *Social work practice: A generalist approach.* Boston: Allyn & Bacon.

Nickson, P. (2004). *Community development guidelines for action.* Geneva: ICN.

Cummins, L.K., Sevel, J.A., & Pedrick, L.E. (2006). *Social work skills demonstrated: Beginning direct practice.* [text-workbook, CD-ROM, and website]. Boston: Pearson/Allyn and Bacon.

Doel, M. (2006). *Using groupwork.* London; New York: Routledge.

Egan, G. (2007). *Exercises in helping skills: A manual to accompany the skilled helper.* (with assistance from Richard F. McGourty). Belmont, Calif.: Thomson Brooks/Cole.

Garthwait, C.L. (2008). *The social work practicum: A guide and workbook for students.* Boston: Pearson.

Malekoff, A. (2004). *Group work with adolescents: Principles and practice.* New York: Guilford Press.

Malekoff, A., Salmon, R., & Steinberg, D.M. (2006). (Eds.). *Making joyful noise: The art, science, and soul of group work.* New York: Haworth Press.

Mantell, A. (2009). (Ed.). *Social work skills with adults.* Exeter: Learning Matters. |

Nickson, P. (2004). *Community development guidelines for action.* Geneva: ICN.

Pierson, J. (2008). *Going local: Working in communities and neighbourhoods.* London; New York: Routledge.

Sondra Brandler, S., & Roman, C.P. (1999). *Group work: Skills and strategies for effective interventions.* New York: Haworth Press.

Trevithick, P. (2005). *Social work skills: A practice handbook.* Maidenhead; New York: Open University Press.

Twelvetrees, A. (2008). *Community work.* Basingstoke: Palgrave in association with Community Development Foundation.

Zastrow, C.H. (2009). *Social work with groups: A comprehensive workbook.* Belmont, Calif.: Brooks/Cole/Cengage Learning.

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

羅倩玲譯 (民國 85 [1996])。 **助人技巧：問題管理取向**。 臺北市：五南圖書出版有限公司。

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.