

Subject Description Form

Subject Code	APSS4620																	
Subject Title	Social Work Theory and Practice II																	
Credit Value	6																	
Level	4																	
Pre-requisite / Co-requisite/ Exclusion	APSS116 Introduction to Social Work APSS261 Community Field Study APSS2681 Generic Social Work Practice with Individuals & Families APSS2682 Generic Social Work Practice with Groups, Organizations & Communities APSS2684 Generic Social Work Practice Workshop APSS3170 / APSS3171 Social Work Theory & Practice I																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Reflective Journals</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Term Paper (Essay)</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Seminar presentation (including team performance and individual performance)</td> <td style="text-align: center;">15 %</td> <td style="text-align: center;">15 %</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned. • Student must pass all assessment component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation	10 %	--	2. Reflective Journals	20 %	--	3. Term Paper (Essay)	40 %	--	4. Seminar presentation (including team performance and individual performance)	15 %	15 %
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Objectives	Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers are expected to have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. This subject aims to equip students with the basic abilities to recognize and select appropriate intervention theories to inform these practice processes.																	
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. recognize how different approaches/perspectives will affect the implementation of the tasks and roles in social work practice b. select appropriate intervention theories with reference to the situations and the needs of service users. c. demonstrate genuine and critical self-reflection in the learning/practice process. 																	

Subject Synopsis/ Indicative Syllabus	<p>The course will introduce basic concepts, steps, issues, strengths and limitations of the following approaches:</p> <ul style="list-style-type: none"> • Systemic-ecological approach • The strength-based approaches • Mutual-aid approach • Social development approach • Structural approach <p>Examples will be drawn from practices with individuals, families, groups, organizations, or communities.</p>																																	
Teaching/Learning Methodology	<p>Lectures will be used to introduce theories, concepts and factual knowledge.</p> <p>Seminar presentations and discussions will be used to explore controversial issues related to theories and practice.</p> <p>Attachment and observational learning through participant observation in real life practices whenever appropriate and possible</p> <p>Laboratory exercises will help students identify and recognize relevant skill sets.</p> <p>Genuine and critical self-reflection in the whole process of learning and teaching.</p>																																	
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="411 987 1430 1599"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Reflective Journals</td> <td>20 %</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>3. Term Paper</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Seminar Presentation & Laboratory</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The seminar presentation requires students to examine issues and controversies of particular theories and its uses corresponding to the major concerns set out in the objectives of this subject.</p> <p>The laboratory provides a platform on which students actively experimented with the direct use of particular intervention theoretical approach, its skills, concepts & philosophy in simulated scenarios. Under the guidance of seminar teachers and with active participation from students, the development of self-reflective and critical consciousness is facilitated along themes emphasized in the learning objectives and outcomes of this subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Participation	10 %	✓	✓		2. Reflective Journals	20 %			✓	3. Term Paper	40 %	✓	✓	✓	4. Seminar Presentation & Laboratory	30 %	✓	✓		Total	100 %			
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	<p>The reflective journal encourages students to integrate their learning from lectures, seminars and laboratories in their personal contexts. Critical self-reflection as well as linking micro and macro concerns in social work practice are encouraged.</p> <p>The term paper provides an opportunity for the students to synthesize and consolidate their learning in the subject in response to the questions set by teachers.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	48 Hrs.
	▪ Seminar and Laboratory	30 Hrs.
	Other student study effort:	
	▪ Seminar and Laboratory Preparation	74 Hrs.
	▪ Reflective Journals and Term Paper	110 Hrs.
	Total student study effort	262 Hrs.
Medium of Instruction	Chinese	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Kirst-Ashman, K. K., & Hull, G. H. (2014). Understanding generalist practice (7th edition). Belmont, California: Cengage Learning.</p> <p>Payne, M. (2014). Modern social work theory: A critical introduction. London: Palgrave Macmillan.</p> <p><u>Supplementary</u></p> <p>Adams, R., Dominelli, L., & Payne, M. (Eds.). (2009). <i>Critical practice in social work</i>. Basingstoke: Palgrave Macmillan.</p> <p>Bogo, M. (2006). <i>Social work practice: Concepts, processes, and interviewing</i>. New York: Columbia University Press.</p> <p>Chiu, W.S., & Wong, C.W. (1998). From political to personal? Changing social work ideology and practice in Hong Kong. <i>International Social Work, 41(3)</i>, 277-291.</p> <p>Erford, Bradley T. [edited]. <i>Group work: processes and applications</i>. Boston : Pearson.</p> <p>Garvin, C. et al (2004). <i>Handbook of social work with groups</i>. New York: Guilford Press.</p> <p>Howe, D. (2009). <i>A brief introduction to social work theory</i>. Basingstoke: Palgrave Macmillan.</p> <p>Howe, D. (2008). <i>The emotionally intelligent social worker</i>. Basingstoke; New York : Palgrave Macmillan.</p> <p>Mullaly, B. (2010). <i>Challenging oppression and confronting privilege: A criticalsocial work approach</i>. Don Mills, Ont.: Oxford University Press.</p> <p>Nichols, M.P. (2009). <i>The essentials of family therapy</i>. Boston, MA.:Pearson/Allyn and Bacon.</p>	

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- Thompson, N. (2010). *Theorizing social work practice*. Basingstoke: Palgrave Macmillan.
- Toseland, R.W., & Rivas, R.F. (2012). *An introduction to group work practice*. New York: Allyn & Bacon.
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- 甘炳光 (2010)。社會工作的「社會」涵義：重拾社會工作中的社會本質。The Hong Kong Journal of Social Work, Vol. 44, No. 1 (Summer 2010) 17 - 28
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- 李易駿 (2008)。當代社區工作：計劃與發展實務 (Contemporary community work in practice : the planning and developmental approach)。台北：雙葉書廊有限公司。
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- 馬麗莊 (2001)。青年與家庭治療。台灣：五南圖書。
- 翁樹澍、王大維 (譯) (1999)。家族治療，理論與技術 (原作者：I. Goldernberg & H. Goldenberg)。臺北：揚智文化。(原著出版年：1979)。
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- 黃洪 (2013)。「無窮」盼望。香港：中華書局。
- 黃幹知、梁玉麒 (編著) (2011) 舉一玩十：一種物資資帶領多個遊戲。香港：策馬出版。
- 黃幹知、梁玉麒 (編著) (2012) 一玩再玩：125 個熱身遊戲帶領技巧。香港：策馬出版。
- 黃幹知、梁玉麒、劉有權 (編著) (2012)。一團和戲：130 個團隊遊戲帶領技巧。香港：策馬出版。
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