

Subject Description Form

Subject Code	APSS2681														
Subject Title	Generic Social Work Practice with Individuals and Families														
Credit Value	3														
Level	2														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Minimum Pass Grade	D														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> <tr> <td>2. Seminar Presentation</td> <td></td> <td style="text-align: center;">35%</td> </tr> <tr> <td>3. Attendance and Participation</td> <td style="text-align: center;">15%</td> <td></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. Student must pass all the component(s) (at least Grade D) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50%		2. Seminar Presentation		35%	3. Attendance and Participation	15%	
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1. Term Paper	50%														
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Objectives	<p>This subject aims at enabling students to:</p> <ol style="list-style-type: none"> 1. recognize and appreciate issues and problems confronting service users from the construct “<i>person-in-situated-context</i>” with a problem posing as well as a problem-solving orientation; 2. conceptualize and assess issues and problems using a holistic parametric framework that integrates actor’s consciousness and identity with social structures while at the same time recognizing the constituting effects of history and multi-social layers on individuals and families, as well as the reciprocal influence they have on each other; 3. select and manage appropriate relational modalities in working with service users who come forward as an individual or a family situated within diverse contexts. Special emphasis will be given to understanding the dynamics and interactions among service users, social workers and various social layers; 4. apply the general process model in working with an individual and a family; and 5. delineate the roles and tasks of social work practitioners in the generic helping process in working with an individual and a family. 														

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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; b. identify the role played by various layers of social structures in constituting the identity and consciousness of service users as well as themselves as social workers and recognize the reciprocal influence and interplay between social workers and service users within these social structures; c. identify the principles of relational modalities in working with an individual and a family confronting difficulties and being trapped in social problems; d. describe the general process model in helping them to design an intervention plan aiming at helping an individual and a family; and e. explain the different tasks and roles that social workers themselves will undertake when applying the general process model in working with an individual or a family.
<p>Subject Synopsis/ Indicative Syllabus</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) and 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 as follow:</p> <ol style="list-style-type: none"> 1. Introduction: An overview on the ‘<i>person-in-situated-context</i>’ perspective, the relational modalities in working with individuals and families and the <i>parametric framework</i> as a reference frame to focus social work practice in solving social problems and satisfying a person’s basic needs. 2. Features of the <i>general process model</i>: <ol style="list-style-type: none"> 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;

	<p>2.4.1 Engagement;</p> <p>2.4.2 Assessment;</p> <p>2.4.3 Planning and contracting;</p> <p>2.4.4 Intervention;</p> <p>2.4.5 Evaluation and termination.</p> <p>2.5 Roles and tasks of social worker;</p> <p>2.6 Special issues and concerns.</p> <p>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; systems theory, ecological approach plus developmental perspectives in working through relations with an individual and a family.</p>
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Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	Weighting %	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Term Paper	50%	✓	✓	✓	✓	✓
	2. Seminar Presentation	35%	✓	✓	✓	✓	✓
	3. Attendance and Participation	15%	✓	✓	✓	✓	✓
Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. Term Paper</p> <p>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.</p> <p>2. Performance in Seminar Presentation</p> <p>Students are required to attend 5 seminars, and to choose a seminar topic to make a 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. Attendance and Participation</p> <p>Students are assessed on their attendance, capacity to think and reflect on issues relating to the class and presentation and to give feedback and responses to others. Through fostering students' active involvement in their own learning, increases what is remembered, how well it is embraced, and how the learning is used in new situations.</p>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>24 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Seminar Presentations 	<p>15 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Self-study 	<p>46 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Preparation for seminar presentations 	<p>32 Hrs.</p>
	<p>Total student study effort</p>	<p>117 Hrs.</p>
<p>Reading List and References</p>	<p>Essential</p> <p>Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). <i>Direct social work practice: Theory and skills</i>. Boston, MA: Cengage Learning.</p> <p>Boyle, S. W., Smith, L. L., Farley, O. W., Hull, G. H., & Mather, J. H. (2014). <i>Direct practice in social work</i>. Boston, MA: Pearson.</p> <p>Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2017). <i>Generalist social work practice: An empowering approach</i> (7th ed.) N.J.: Pearson.</p> <p>Supplementary</p> <p>Andreae, D. (2011). General systems theory: Contributions to social work theory and practice. In F. J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> (pp.242-254). Oxford: Oxford University Press.</p> <p>Goldstein, E. G. (1995). <i>Ego psychology and social work practice</i>. New York: Free Press.</p> <p>Kimberley, D. & Osmond, L. (2011). Role theory and concepts applied to personal and social change in social work treatment. In F. J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> (pp.413-427). Oxford: Oxford University Press.</p> <p>McGoldrick, M., Carter, E. A., & Garcia-Preto, N. (2011). <i>The expanded family life cycle: Individual, family and social perspectives</i>. Boston: Pearson Allyn & Bacon.</p> <p>Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (2015). <i>Techniques and guidelines for social work practice</i> (10th ed.). Boston: Pearson.</p>	