

Subject Description Form

Subject Code	APSS2682														
Subject Title	Generic Social Work Practice with Groups, Organizations and Communities														
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% Coursework</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentations</td> <td></td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: center;">50 %</td> <td></td> </tr> <tr> <td>3. Attendance and Participation</td> <td style="text-align: center;">10 %</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; and Student must pass ALL components (at least Grade D) if he/she is to pass the subject. 			100% Coursework	Individual Assessment	Group Assessment	1. Seminar Presentations		40%	2. Term Paper	50 %		3. Attendance and Participation	10 %	
100% Coursework	Individual Assessment	Group Assessment													
1. Seminar Presentations		40%													
2. Term Paper	50 %														
3. Attendance and Participation	10 %														
Objectives	<p>This subject aims at enabling students to:</p> <ul style="list-style-type: none"> use the construct “Person-in-situated-context” in assessing problems and issues confronting service users who come forth as a group, community or organization. identify the part played by different 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. apply the general process model in helping them to design an intervention plan aiming at helping a group, an organization and a community. analyze and identify multi-levels of engagement and entry points and furthermore, justify with theoretical backups why a particular level is most appropriate. identify and describe the principles of relational modalities in working with 														

	<p>a group, an organization and a community confronting difficulties and being trapped in social problems.</p> <ul style="list-style-type: none"> • 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 a group or community in an organizational context.
<p>Intended Learning Outcomes</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 a group and community in an organizational context.</p> <p>(b) identify the part played by different social structures, in constituting the identity and consciousness of service users and vice versa.</p> <p>(c) describe the general process model in helping them to design an intervention aiming at helping a group and community in an organizational context.</p> <p>(d) identify and describe the principles of different relational modalities in working with service users in forms of group and community confronting difficulties and social problems.</p> <p>(e) explain the different tasks and roles that they themselves as social workers are going to play in applying the general process model in working through different relational modalities with a group, an organization or a community.</p>
<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; the <i>everyday life world</i> i.e. social relations, social practices plus the identity and consciousness of social actors.</p> <p>This subject focuses on the last three relational modalities in which social work intervention occurs. It will firstly provide a brief review of the parametric framework and the configuration of ‘person-in-situated-context’ as a primal reference frame in conceptualizing issues and problems. The use of the general process model in working with service users in groups, communities and organizations across different social layers provides the major intervention framework. Specific knowledge, purposes and skills in working groups, organizations and communities will be included. Details of content are as follows:</p> <ol style="list-style-type: none"> 1. Introduction: An overview on the ‘<i>person-in-situated-context</i>’ perspective, the different relational modalities (relations with individuals and families, groups, communities and organizations) and the <i>parametric framework</i> as a reference frame to focus the practice in solving social problems and satisfying a person’s basic needs.

	<ol style="list-style-type: none"> 2. Features of the general process model: <ol style="list-style-type: none"> 2.1 Criteria and rationales for choosing to work with a particular focus 2.2 Understanding the characteristics of the system at work 2.3 Basic value premises and core concepts 2.4 The generic helping process <ol style="list-style-type: none"> 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. Concepts and theories in relations to understanding and assessment of groups and organizations. Nature of groups, group building, group problem solving, establishing group structures and monitoring processes, utilization of group dynamics, facilitating stages of group development, and different conceptual models of social work with group to achieve goal goals. 4. Understanding and assessment of communities, its nature and profiles. History and traditions of community work within social work practice. The three working models -- social planning, social action and community development. Citizen participation and mobilization, networking, community-based practice and community care. 5. Understanding and working with agencies and organization in context, theoretical models and conceptual tools.
<p>Teaching/Learning Methodology</p>	<p>Lectures are given to cover the theoretical and conceptual parts of the subject. In order to integrate theory and practice, a problem-based learning approach is adopted to address the learning needs of students. Based upon the problem areas familiarized either in the subject ‘Community Field Study’ or provided by teachers, social work students will be grouped into small teams and use these problems as the context for seminar discussion, laboratory work and small group learning. This problem-based learning process conducted through small project teams will serve as the main conduit through which the integration of theory, practice and intervention modalities will occur.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	g
	1. Seminar Presentations	40%	✓	✓	✓	✓	✓	✓	✓
2. Term Paper	50 %	✓	✓	✓	✓	✓	✓	✓	
3. Attendance and Participation	10 %	✓	✓		✓	✓	✓		
Total	100 %								
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminar presentation of reading provides conceptual clarification which is to be integrated with their participant-observation and experiential learning in the community to achieve theory-practice link.</p> <p>Term paper is designed to enable their contextual application of classroom learning into practical situations developed from cases of community field study or from other particular community/group situations.</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>									
Student Study Effort Required	Class contact:								
	▪ Lecture		24 Hrs.						
	▪ Seminar		15 Hrs.						
	Other student study effort:								
	▪ Reading and information search		30 Hrs.						
	▪ Community engagement activities, preparation for laboratory exercises and project presentation		30 Hrs.						
	▪ Self-study		20 Hrs.						
	Total student study effort		119 Hrs.						

Reading List and References

Essential

Hepworth, D.H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K. (2017). *Direct Social Work Practice: Theory and Skill* (10th ed.). Boston, MA: Cengage Learning.

Ho, K. W. & Tse, M. H. (1995) *Working with Groups*. An Open Learning Packages. Department of Applied Social Sciences, Hong Kong Polytechnic University.

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Supplementary

Working with Groups

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- 林孟平 (2018)。《小組輔導與心理治療(增訂版)》。香港：商務印書館。
- 林萬億 (2015)。《團體工作：理論與技術(第三版)》。五南圖書出版股份有限公司。
- 梁玉麒、游達裕、區結蓮、張敏思 (編著) (2011)。《千帆並舉：社會工作小組新貌》。策馬文創有限公司。
- 黃幹知、梁玉麒編著 (2022)。《小組工作: 理論與實踐》。香港：策馬文創出版有限公司。
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