

Subject Description Form

| Subject Code | APSS3610 | | | | | | | | | | | | | | |
|--|---|------------------|--|----------------------------|-----------------------|------------------|---|-----|----|---------|-----|----|------------------------------------|-----|--|
| Subject Title | Generic Social Work Practice Workshop | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 3 | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | <p>Pre-requisite:</p> <p>APSS2681 Generic Social Work Practice with Individuals and Families</p> <p>APSS2682 Generic Social Work Practice with Groups, Organization and Communities</p> <p>Exclusion:</p> <p>APSS2684 Generic Social Work Practice Workshop</p> | | | | | | | | | | | | | | |
| 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. Participation and performance in class</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Skills demonstration video clip</td> <td style="text-align: center;">20%</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 component(s) if he/she is to pass the subject. <p>The materials submitted for this assessment must be the student's own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Submitting GenAI-generated materials as students' own work or part of their work is an act of academic dishonesty. Students who are found committing academic dishonesty will face disciplinary actions.</p> | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Participation and performance in class | 30% | -- | 2. Quiz | 50% | -- | 3. Skills demonstration video clip | 20% | |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Participation and performance in class | 30% | -- | | | | | | | | | | | | | |
| 2. Quiz | 50% | -- | | | | | | | | | | | | | |
| 3. Skills demonstration video clip | 20% | | | | | | | | | | | | | | |
| Objectives | <p>The subject aims to:</p> <ol style="list-style-type: none"> 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; 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 | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> articulate generic skills for each stage of the general process model | | | | | | | | | | | | | | |

| | <p>including engagement, assessment, planning and contracting, intervention and finally evaluation and termination;</p> <p>b. organize 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;</p> <p>c. bring changes to the organization by generic skills in working within and without the organization;</p> <p>d. correlate the skills in general process model to engage, collaborate, organize and empower vulnerable people and deprived population in community actions;</p> <p>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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Subject Synopsis/ Indicative Syllabus</p> | <ul style="list-style-type: none"> ● 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Teaching/Learning Methodology</p> | <p>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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1" data-bbox="424 1429 1449 1973"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Participation and performance in class</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quiz</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Skills demonstration video clip</td> <td>20%</td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | a | b | c | d | e | 1. Participation and performance in class | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Quiz | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | 3. Skills demonstration video clip | 20% | ✓ | | | | ✓ | Total | 100 % | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Participation and performance in class | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Quiz | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Skills demonstration video clip | 20% | ✓ | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>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.</p> <p>The reports provide students an opportunity to organize and synthesize their learning – analysis and personal reflection in written forms.</p> <p>All the above assessment is impossible without their participation including their attendance, initiatives and involvement.</p> | |
| Student Study Effort Expected | Class contact: | |
| | <ul style="list-style-type: none"> ▪ Laboratory | 39 Hrs. |
| | Other student study effort: | |
| | <ul style="list-style-type: none"> ▪ Academic reading and preparation for Laboratory | 36 Hrs. |
| | <ul style="list-style-type: none"> ▪ Preparation for the skills demonstration video clip | 15 Hrs. |
| | <ul style="list-style-type: none"> ▪ Quiz and preparation | 20 Hrs. |
| | Total student study effort | 110 Hrs. |
| Reading List and References | <p><u>Essential</u></p> <p><u>Cournoyer, B. (2017). The social work skills workbook. Cengage Learning.</u></p> <p><u>Kirst-Ashman, K. K., & Hull, G. H. (2018). Understanding generalist practice. Cengage Learning.</u></p> <p><u>Shulman, L. (2016). The skills of helping individuals, families, groups, and communities. Cengage Learning.</u></p> <p><u>Supplementary</u></p> <p>Brandler, S., & Roman, C. P. (2016). Group work: Skills and strategies for effective interventions. Routledge.</p> <p>Cummins, L. K., Sevel, J. A., & Pedrick, L. E. (2006). Social work skills demonstrated: Beginning direct practice: Text-workbook, CD-ROM, and website. Pearson/Allyn and Bacon.</p> <p>Doel, M. (2006). Using groupwork. Routledge.</p> <p>Egan, G., & Reese, R. J. (2019). The skilled helper: A problem-management and opportunity-development approach to helping. Cengage.</p> <p>Garthwait, C. L. (2017). The social work practicum: A guide and workbook for students. Pearson.</p> <p>Johnson, L. C., & Yanca, S. J. (2010). Social work practice: A generalist approach. Allyn & Bacon.</p> <p>Kirst-Ashman, K. K., & Hull, G. H. (2018). Generalist practice with organizations and communities. Cengage Learning.</p> <p>Malekoff, A. (2014). Group work with adolescents: Principles and practice. The Guilford Press.</p> <p>Mantell, A. (2009). Social work skills with adults. Learning Matters.</p> | |

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| | <p>Nickson, P., & International Council of Nurses. (2004). Community development guidelines for action. ICN.</p> <p>Pierson, J. (2008). Going local: Working in communities and neighbourhoods. Routledge.</p> <p>Trevithick, P. (2012). Social work skills and knowledge: A practice handbook. Open University Press.</p> <p>Twelvetrees, A. C. (2008). Community work. Palgrave in association with Community Development Foundation.</p> <p>Yanca, S. J., & Johnson, L. C. (2008). Generalist social work practice with families. Pearson/Allyn and Bacon.</p> <p>Yanca, S. J., & Johnson, L. C. (2009). Generalist social work practice with groups. Pearson/Allyn and Bacon.</p> <p>Zastrow, C. (2009). Social work with groups: A comprehensive workbook. Brooks/Cole/Cengage Learning.</p> <p>Egan, G. (1996)。助人技巧：問題管理取向 (羅倩玲譯)。五南圖書出版有限公司。 (原著出版於 1994 年)</p> <p>甘炳光 (1997)。社區工作技巧。香港中文大學出版社。</p> |
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