Subject Description Form

Subject Code	APSS4620
Subject Title	Social Work Theory and Practice II
Credit Value	6
Level	4
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS3610 Generic Social Work Practice Workshop
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Class exercises</td><td>10%</td><td>--</td></tr><tr><td>2. Term paper</td><td>50%</td><td>--</td></tr><tr><td>3. Seminar and laboratory presentation</td><td></td><td>40% (subject to adjustment due to individual performance and participation in group presentation)</td></tr></table> • The grade is calculated according to the percentage assigned. • Student must pass all assessment component(s) if he/she is to pass the subject.
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: a. Understand and analyze the basic assumptions, concepts and strategies of selected intervention approaches/perspectives for social work practice; b. Appraise the nature and functions of theories in social work practice and recognize what are involved in integration of theories and practice; c. Assess service users' needs/problem through exploring with relevant questions guide by the different models and implement interventions accordingly; d. Equip themselves with basic intervention skills of the intervention models; and e. Critically evaluate the strengths and limitations of each intervention model and design an intervention plan in consideration of a variety of perspectives and the cultural context.

Subject Synopsis/ Indicative Syllabus	The course will introduce basic concepts, steps, issues, strengths and limitations of the following approaches: • Cognitive behavioral approach • Solution Focused Brief Therapy • Narrative Therapy • Radical/Structural Social Work Examples will be drawn from practices with individuals, families, groups, organizations, or communities.
Teaching/Learning Methodology	Lectures will be used to introduce the nature and assumptions of theories and its associated strategies and skill sets. Seminar presentations and discussions will be used to integrate theory and practice and explore controversial issues. Laboratory exercises will help students identify and recognize relevant skill sets. Genuine and critical self-reflection in the whole process of learning and teaching. Attachment and observational learning through participant observation in real life practices whenever appropriate and possible.
Assessment Methods in Alignment with Intended Learning Outcomes	(see table below)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Class exercises	10%	✓	✓			
2. Term paper	50%	✓	✓	✓	✓	✓
3. Seminar & Laboratory presentation	40%	✓	✓	✓	✓	✓
Total	100 %					

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

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.

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.

	The class exercise encourages students to apply and integrate their learning from lectures in their personal contexts. Critical self-reflection as well as linking micro and macro concerns in social work practice are encouraged. 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.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	54 Hrs.
	▪ Seminar and Laboratory	24 Hrs.
	Other student study effort:	
	▪ Seminar and Laboratory Preparation	90 Hrs.
	▪ Class exercises and Term Paper	66 Hrs.
	Total student study effort	234 Hrs.
Reading List and References	**Essential Readings** Payne, M. (2021). *Modern social work theory* (5th ed.). Basingstoke: Palgrave Macmillan. **Supplementary Readings** *Cognitive behavioural approach* Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed.). New York: Guilford Press. Bieling, P. J., McCabe, R. E., Antony, M. M. (2006). *Cognitive-behavioral therapy in groups*. New York: Guilford Press. Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Boston, Mass.: Cengage Learning. DeRubeis, R. J., Webb, C. A., Tang, T. Z., & Beck, A. T. (2019). Cognitive therapy. In K. S. Dobson (Ed.). *Handbook of cognitive-behavioral therapies* (pp. 218-248) (4th ed.). New York: Guilford Press. Hodges, J., & Oei, T. P. S. (2007). Would Confucius benefit from psychotherapy? The compatibility of cognitive behaviour therapy and Chinese values. *Behaviour Research and Therapy, 45,* 901-914. Kanter, J. W., Busch, A. M., Rusch, L. C. (2009). *Behavioral activation: The CBT distinctive features series*. East Sussex: Routledge. Leahy, R. L. (2017). *Cognitive therapy techniques: A practitioner's guide*. New York: The Guilford Press. Persons, J. B., Brown, C. L. & Diamond, A. (2019). Cognitive formulation – Driven cognitive-behavioral therapy. In K. S. Dobson (Ed.). *Handbook of cognitive-behavioral therapies* (pp. 145-170) (4th ed.). New York: Guilford Press. Ronen, T., & Freeman, A. (eds.). (2007) *Cognitive behavior therapy in clinical social work practice*. New York: Springer. Spiegler, M. D. (2016). *Contemporary behavior therapy* (6th ed.). Belmont, CA: Wadsworth. Wong, F. K. D. (2011). Cognitive behavioural group treatment for Chinese people with depressive symptoms in Hong Kong: The participants' perspective. *International Journal of Group Psychotherapy, 61*, 3, 439 - 459. Wong, F. K. D., Yu, W. M. R. & Chan, Y. C. V. (2020). *A strength-based cognitive behaviour therapy approach to recovery: From trapped to liberated self*. Abingdon, Oxon: Routledge *Solution-focused brief therapy*	

Cade, B., & O'Hanlon, W. H. (1993). *A brief guide to brief therapy*. NY: W.W. Norton.

De Jong, P., Berg, I. K. (2013). *Interviewing for solutions* (4th ed.). Belmont, CA: Brook/Cole.

De Shazer, S. (1985). *Keys to solutions of brief therapy*. New York: W.W. Norton.

De Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, I. K. (2021). *More than miracles: The state of the art of solution-focused brief therapy* (Classic ed.). New York, NY: Routledge.

游達裕 (2022)。《尋解面談心法》。香港：策馬文創有限公司。

游達裕、朱志強、陳偉業 (2017)。《尋解新趨勢》。香港：策馬文創有限公司。

Narrative Therapy

Duvall, J., & Béres, L. (2011). *Innovations in narrative therapy: Connecting practice, training, and research*. W.W. Norton.

Lit, S. W. (2013). How Narrative Performance on Stage Made Transformation Possible: A Case *Study. Smith College Studies in Social Work, 83* (1), 61–77.

Lit, S.W. (2015). Dialectics and transformations in liminality - The use of narrative therapy groups with terminal cancer patients in Hong Kong. *China Journal of Social Work, 8* (2), 122-135.

Lit, S.W. (2017). Acts of Resistance – The Transformation of Young Single Mothers in Hong Kong. *International Social Work, 60* (4), 896-882.

Payne, M. (2006). *Narrative therapy: An introduction for counsellors* (2nd ed.). SAGE Publications.

White, M. (2007). *Maps of narrative practice*. W. W. Norton.

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. W. W. Norton.

列小慧 (2008)。《21 吋是一個合適的 size一敘事治療於精神康復的應用》。香港：香港神託會。

列小慧 (2013)。《敘事從家庭開始 敘一事治療的實踐歷程》。香港：突破出版社 (二版)。

黃錦敦(2008)。《最想說的話，被自己聽見: 敘事實踐的十五堂課》。臺北市: 張老師文化事業股份有限公司。

Radical/Structural social work

Dominelli, L. (2012). *Green social work: from environmental crises to environmental justice*. Cambridge: Polity Press.

Dominelli, L. (2012). Anti-Oppressive Practice. In E. Gray, S. A. Webb, & J. O. Midgley, *The SAGE Handbook of Social Work* (pp.428-440). London: SAGE Publications.

Ife, J., & Tesoriero, F. (2006). *Community development: community-based alternatives in an age of globalization.* Frenchs Forest, N.S.W.: Pearson Education.

Lister, Pam Green ebrary, Inc. (2012) *Integrating social work theory and practice a practical skills guide*. New York: Routledge.

Lundy, C. (2014). *Social work, social justice and human rights: A structural approach to practice* (2nd ed.). Peterborough, Ont.: Broadview Press.

Mullaly, R. (2007). *The new structural social work: Ideology, theory and practice* (3rd ed.). Oxford University Press

Reisch, M. (2016). Why Macro Practice Matters, *Journal of Social Work Education, 52*(3), 258-268.

Young, I. (2012). Five faces of oppression. In J. DeFilippis & S. Saegert (2nd ed.) *Community development reader* (pp. 328-337). New York: Routledge.

Useful links and videos:

Beck Institute
https://beckinstitute.org/

Satterfield, J. M. (2016). Third-Wave cognitive behavioral therapy. San Francisco, California, USA: Kanopy Streaming. (Online access)

Sloane, D. (2011). Cognitive behavioral therapy and mindfulness. Eau Claire, Wisconsin : PESI Inc. (Online access).

Canadian Solution Focused Brief Therapy Centre
https://www.canadiansfbtc.com/

Institute for Solution Focused Therapy
https://solutionfocused.net/

Solution Focused Brief Therapy Association
https://www.sfbta.org/

The Centre for Solution Focused Practice
https://www.brief.org.uk/

The Dulwich Center
https://dulwichcentre.com.au/