

## Subject Description Form

<b>Subject Code</b>	APSS5781														
<b>Subject Title</b>	Advanced Social Work Theory & Practice II														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite</b>	<p>APSS5780 Advanced Social Work Theory and Practice I            APSS5790 Social Work Practice Workshop            APSS5792 Critical Introduction to Social Work *</p> <p><i>* for students admitted in the MSW programme in 2017/18 and thereafter</i></p>														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td></td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2. Participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>3. Term Paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Presentation		40%	2. Participation	10%		3. Term Paper	50%	
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<b>Objectives</b>	<p>This subject focuses on professional practice involving 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 with innovation. In addition, this subject will also touch upon the ethical issues, dilemmas and politics of social work intervention practice.</p>														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Recognize how different approaches/perspectives that will affect the implementation of the tasks and roles in social work practice</li> <li>b. Select appropriate intervention theories with reference to the situations and the needs of service users</li> </ol>														

	<p>c. identify ethical issues and dilemmas of professional practice  d. recognize the moral, political and cultural dimensions of social work interventions</p>																																		
<p><b>Subject Synopsis/  Indicative Syllabus</b></p>	<ul style="list-style-type: none"> <li>• Recognizing and applying theories, approaches and models in guiding social work practice</li> <li>• Working with individuals: choice theory</li> <li>• Working with families: structural family therapy</li> <li>• Working with/in community: Empowerment &amp; Strengths Perspective, Social Development models and Structural Social Work</li> <li>• Moral-political-cultural nature of social work practice</li> <li>• Integration of theory and practice: the role of reflection and practice knowledge in integration of theory and practice</li> <li>• Innovation in practice and intervention</li> </ul>																																		
<p><b>Teaching/Learning Methodology</b></p>	<p>In addition to lectures conducted by the subject teacher, self-reflection exercises, audio-visual materials, simulation games, and demonstration will be used to facilitate classroom teaching. Web-based Learning is also used to facilitate student learning. Seminars will be used to enable the students to discuss practice issues related to the knowledge learned in the class. A small group of around 4 students will organize discussion, case studies or debates among their fellow classmates. In seminar sessions, the subject teacher will serve as a consultant and a resource person.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="443 1171 1446 1661"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Term Paper</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>(1) Term paper requires students to consolidate their thoughts and understanding of the current debates and discussions about social work theory and practices.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Seminar Presentation	40%	√	√	√	√	2. Participation	10%	√	√	√	√	3. Term Paper	50%	√	√	√	√	Total	100%				
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	<p>(2) Participation through class exercises is an idea creation, data collection, thinking and writing exercise for students to apply a theoretical framework to analyze a practice issue.</p> <p>(3) The small group presentation encourages students to explore a case/social issue in good depth, and facilitate the learning and discussion.</p>	
<b>Student Study Effort Expected</b>	<b>Class contact:</b>	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	<b>Other student study effort:</b>	
	▪ Self-study (3 hrs x14 weeks)	42 Hrs.
	▪ Preparation for Seminar Presentation	10 Hrs.
	▪ Preparation for Term Paper	24 Hrs.
	Total student study effort	115 Hrs.
<b>Reading List and References</b>	<p><b>Recommended textbook</b>  Bogo, M. (2018). <i>Social work practice: Integrating concepts, processes, and skills</i>. 2<sup>nd</sup> ed. NY: Columbia University Press. (e-book)  Corey, G. (2017). <i>Theory and practice of counseling and psychotherapy</i> (10<sup>th</sup> ed). Boston: Cengage Learning. (e-book)  Drisko, J.W., &amp; Grady, M.D. (2019). Evidence-based practice in clinical social work (2<sup>nd</sup> ed). Cham, Switzerland: Springer. (e-book)  Payne, M. (2014). <i>Modern social work theory: A critical introduction</i>, 4<sup>th</sup> ed. London: Palgrave. Macmillan. (e-book)</p> <p><b>Essential</b></p> <p><u>Ethics and technology</u>  NASW, ASWB, CSWE &amp; CSWA (2017) <i>NASW, ASWB, CSWE &amp; CSWA standards for technology in social work practice</i>. DC: Authors.  Reamer, F.G. (2018). <i>Social Work Values and Ethics</i>, 5<sup>th</sup> ed. New York: Columbia University Press.  Reamer, F.G. (2015). Clinical social work in a digital environment: ethical and risk-management challenges. <i>Clinical Social Work Journal</i>, 43, 120-132.</p> <p><u>Theory and practice at individual level</u>  Ellsworth, L. (2007). <i>Choosing to Heal: Using Reality Therapy in the Treatment of Sexually Abused Children</i>. NY: Routledge. (e-book)  Glasser, W. (1999) <i>Choice theory: a new psychology of personal freedom</i>. N.Y.: HarperCollins.  Guzman, Y.Z., Can, A., &amp; Robry, P.A. (2023). Utilization of reality therapy and choice theory to promote career development with adolescents in school</p>	

settings. *International Journal of Choice Theory and Reality Therapy*, Vol XLIII, No.1, Fall, 2023.

Vincenzes, K.A., MacGregor, I.T., & Monaghan, M. (2020). A beacon of light: applying choice theory to the covid-19 pandemic. *International Journal of Choice Theory*, 15(1), 32-40.

Wubbolding, R.E. (1988). *Using reality therapy*. NY: Harper Collins.

Wubbolding, R.E. (2017). *Reality therapy and self-evaluation: the key to client change*. Alexandria, VA: American Counselling Association. (e-book).

Theory and practice at family level

Bornstein M.H. (Ed.) (2019). *Handbook of Parenting* (3rd ed.) New York: Routledge.

Goldenberg, I., Goldenberg, H., & Stanton, M. (2017). *Family therapy : an overview* (9<sup>th</sup> edition.). Cengage Learning.

Law, F.M., & Guo, G.J. (2013). Who is in charge of your recovery? The effectiveness of reality therapy for female drug offenders in Taiwan. *International Journal of Offender Therapy and Comparative Criminology*.  
Doi: 10.1177/0306624X12474976

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3<sup>rd</sup> ed.). Norton.

Minuchin, S. (2012). *Families and family therapy (new ed.)*. Routledge.

Nichols, M. P., & Davis, S. D. (2021). *Family therapy : concepts and methods* (12<sup>th</sup> Ed.). Pearson.

Walsh, F. (2015). *Strengthening family resilience*. Guilford.

Theory and practice at macro level

Chan, W.S., Payne, S., & Funk, L. (2024). Social relationships and community end of life care in Hong Kong: a three-stage model of social capital development. *Morality*, 29(1), 159-175.

Dominelli, L. (2002). *Anti-oppressive social work theory and practice*. NY: Palgrave Macmillan.

Dominelli, L. (2012). *Green Social Work: from Environmental Crises to Environmental Justice*. Cambridge: Polity Press.

Dominelli, L. (2019). Green social work, political ecology and environmental justice. in Webb, Stephen A(ed). *The Routledge Handbook of Critical Social Work*. NY:Routledge.

Dekker, P., & Uslaner, E.M. (2001). *Social capital and participation in everyday life*. London: Routledge.

Lee, J. A. B. (2001). *The empowerment approach to social work practice*, 2<sup>nd</sup> ed. NY: Columbia University Press.

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

McLean, S. L., Schultz, E. L., & Steger, M. B. (2002). *Social capital: Critical perspectives on community and "bowling alone"*. New York: New York University Press.

Midgley, James (1999). Social development in social work: learning from global dialogue. in Ramanathan, Chathapuram & Link, Rosemary (ed). *All our future: principles and resources for social work practice in global era*. London: International Thomson Pub.

Mullaly, R. (2019). *The new structural social work: Ideology, theory and practice*, 4<sup>th</sup> ed. Oxford University Press.

Young, I. (2012). Five Faces of Oppression. In J. DeFilippis & S. Saegert (ed.). *Community Development Reader, 2<sup>nd</sup> ed.* (pp. 328-337). New York: Routledge.

鄒崇銘(2017)《開放合作! 釋放香港社群力手冊》香港。突破出版社。

Recommended Academic Journals

The British Journal of Social Work

China Journal of Social Work

Hong Kong Journal of Social Work

Qualitative Social Work

Research on Social Work Practice

International Social Work

Social Service Review