

Subject Description Form

Subject Code	APSS5790																	
Subject Title	Social Work Practice Workshop																	
Credit Value	3																	
Level	5																	
Pre-requisite	APSS5780 Advanced Social Work Theory and Practice I APSS5792 Critical Introduction to Social Work																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Assessment Component</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. In-class activities (working with individual and families)</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. In-class activities (working with groups)</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. In-class activities (working with communities)</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Reflection paper</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</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 the specific component(s) (standard of passing) if he/she is to pass the subject. <p>The materials submitted for this assessment must be the students' 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>			Assessment Component	Individual Assessment	Group Assessment	1. In-class activities (working with individual and families)	25 %	--	2. In-class activities (working with groups)	25 %	--	3. In-class activities (working with communities)	25 %	--	4. Reflection paper	25 %	--
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Objectives	The subject aims to equip students with generalist approach of conceptualization and practice skills in working with individual, groups and community through social work helping processes;																	
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. experiment tasks and skills in working with individuals, groups, and communities b. appraise his/her own style in working with individuals, groups, and communities c. examine the processes of working with individuals, groups and communities 																	
Subject Synopsis/ Indicative Syllabus	Roles and tasks of social workers in conducting intake interviews with an individual and a family. <ol style="list-style-type: none"> 1. Engagement – listening skills, different levels and types of reflection, matching & pacing skills, evocative questioning skills, connecting needs with past coping & future possibilities, involvement of goal(s) & subsequent contracting and goal setting skills, timing, critical & reflective judgment of 																	

	<p>appropriate responses in addressing salient issues of an individual & group sessions as well as community actions.</p> <ol style="list-style-type: none"> 2. Group building and facilitation – use of games in warming up & icebreaking, facilitation skills of developing commonality & connectedness in group members leading to identity; responding skills in mutual-aid and support group, addressing group problem solving; roles & tasks of practitioner in different stages of group development, resolution of challenging group situations. 3. Engagement of people in community services and actions; skills in their organizing and mobilization, and different forms of community interventions & actions. 																												
Teaching/Learning Methodology	<p>Teaching plan for each session will be prepared. There will be brief introduction 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. Students will be able to engage as worker and clients in casework, group work and community work. There will be debriefing and discussion time for students to sink in the skills practiced.</p>																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="427 824 1501 1310"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighing</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. In-class activities (working with individual and families)</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. In-class activities (working with groups)</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. In-class activities (working with communities)</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Reflection paper (no more than 1,000 words)</td> <td>25%</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> a. Through practice exercises and simulated scenarios with concrete feedbacks and guidance from teachers, students can appraise and improve their practice skills. Teachers will grade students' performance based on a provided guideline. b. A reflection paper enables students to appraise and examine a social work process. Students are required to follow an reflective framework to write about what they have learned from the workshop. 	Specific assessment methods/tasks	% weighing	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. In-class activities (working with individual and families)	25%	✓	✓	✓	2. In-class activities (working with groups)	25%	✓	✓	✓	3. In-class activities (working with communities)	25%	✓	✓	✓	4. Reflection paper (no more than 1,000 words)	25%			✓
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<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Kirst-Ashman, Hull, & Hull, Grafton H. (2018). <i>Understanding generalist practice</i> (Eighth ed., Brooks/Cole empowerment series). Boston, MA: Cengage Learning.</p> <p>Cournoyer, B. (2017). <i>The social work skills workbook</i> (Eighth ed.). Boston, MA: Cengage Learning.</p> <p>Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2023). <i>Direct Social Work Practice: Theory and Skills, 11th ed.</i> Pacific Grove, CA: Brooks/Cole Publishing. <u>Supplementary</u></p> <p>Jacobs, E., Schimmel, C., Masson, R., & Harvill, R. (2016). <i>Group counseling: Strategies and skills</i> (Eighth ed.). Boston, MA: Cengage learning.</p> <p>甘炳光 (1997) <i>社區工作技巧</i>. 中文大學出版社。高劉寶慈., & 區澤光 (2001) <i>個案工作: 理論及案例 = Casework: theories and case illustrations</i> (第 1 版)。中文大學出版社。梁玉麒 (2012) <i>千帆並舉: 社會工作小組新貌</i> (第二版.)。策馬文創有限公司。</p> <p>黃幹知, 梁玉麒., & 劉有權 (2017) <i>一團和戲: 130 個團隊遊戲帶領技巧</i> (第三版.)。策馬文創。黃幹知, & 梁玉麒 (2016) <i>一齊玩斗: 100 個發展性主題遊戲活動</i> (第二版)。策馬文創。游達裕 (2013) (增訂版) <i>談說之間: 面談要訣</i>。香港: 策馬文創。</p>
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