City University of Hong Kong
Course Syllabus

offered by Department of Applied Social Sciences
with effect from Semester A 2016 / 17

Part I   Course Overview

Course Title:	Social Work Theories and Practice II: Working with Groups
Course Code:	SS5210
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   **Abstract**

This course aims to enable students to meet partially the requirements set by the Social Work Registration Board regarding social work theories and practice. It will help the student be more prepared for the social work profession through acquiring and applying social work values, ethics, principles, as well as theoretical frameworks, knowledge and skills of practice within the context of group settings. It is designed to help social work students of diverse interests and abilities to become critical thinkers in order to integrate the knowledge, skills and values learned in this course within the specific cultures of their clients.

This course aims to

1.1   examine the nature and development of theories and methods of practice in the area of social work with groups;
1.2   acquire an overview of the social work processes in working with target systems at the mezzo level; and
1.3   develop cognitive and ethical competencies for implementing social work interventions appropriate to the target system in the local context.

2.   **Course Intended Learning Outcomes (CILOs)**
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe theories and methods of social work practice with groups;	30%	v	v	
2.	Analyze the needs and problems of client- and group-situations from four levels -- personal, inter-personal, organizational, and societal levels;	15%	v	v	
3.	Analyze twenty-two aspects of group work practice;	30%	v	v	v
4.	Design a group proposal and an evaluation plan appropriate to the target system for use in the practicum in the local context with reference to the framework for ethical competence in social work; and	10%			
5.	Apply skills in social work practice within the local cultural context of group settings.	15%			
		100%			

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
TLA1: Learning Package and Study Questions	Students will be given a specially designed learning package with study questions for preparation before each class.	√	√	√	√	√		
TLA2: Mini Lecture and Video Demonstration	Concepts, theories, and methods of social work with groups are explained. Video Demonstration about real life cases and scenarios will be shown.	√	√	√	√			
TLA3: Tutorial Discussion and Role Play	Real cases will be used for students to apply what they learn through lectures and reading materials in analyzing group-situations. Dual emphasis will be accomplished through analyzing the needs and problems from four levels and in twenty-two aspects of group work practice as well as using skills appropriately through role play and discussion.	√	√	√		√		
TLA4: E-learning	Students are required to join the discussion in the Blackboard on how to intervene in a given group-situation which will develop every week.		√	√		√		

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: 60%								
AT1 Tutorial Discussion and Role Play Students will be assessed on their application of theories and methods of social work with groups in the group-situations, application of relevant skills in the role plays, and subsequent discussion in the Tutorial sessions.	√	√	√		√		30%	
AT2 Individual Proposal				√			30%	

Each student will work on a 3000-word proposal designed to test the student's ability in applying best-available practice knowledge to analyze and plan for intervention of a client-group-situation.								
Examination: 40% (duration: 3 hours, if applicable)								
AT3 Examination The three-hour closed book examination is designed to gauge the student's grasp on concepts, theories and knowledge introduced in the reading materials, as well as the ability to apply them to solve problems in various group-situations.	√	√	√				40%	
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Tutorial discussion and role play	Competence in designing a group session with reference to the concepts and theories which are consistent with the group nature.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
	Good understanding and application of concepts and skills learnt.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
	Capacity of using appropriate group work concepts and skills in handling group dynamics and issues in a chosen group situation.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
	Competence in facilitating indepth, critical & reflexive discussion and collaborating as a team.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
2. Individual Proposal	Capacity of applying theories and knowledge learnt to design a group proposal with sound problem assessment, rationale, clear objectives, intervention strategies, sessional and evaluation plan.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
	Ability to draw extensive and relevant literature to design a group with strong theoretical backup, creativity and originality.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
	Capacity of using relevant materials and organizing an academic paper in a systematic and coherent manner.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
	Clear writing skills and proper reference citation skills	Outstanding	High	Moderate	Basic	Not even reaching marginal levels

3. Closed book examination	Ability to demonstrate the understanding of the concepts, theories and knowledge introduced in the lectures, tutorials and assigned readings.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
	Ability to apply the theories and concepts learnt to various types and natures of groups.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   1.1   Theories and methods
   Theoretical models underlying different approaches in working with groups, models of group development, alternative paradigms in group development models

   1.2   Needs and problems of client- and group-situations
   Needs analysis at four levels -- personal, inter-personal, organizational, and societal levels, problems and issues in working with groups: power, authority, individual-worker-member-group relationships, the framework for ethical competence in social work

   1.3   Analyze aspects of group work practice
   Analysis: client, motivation, suitability (types of groups), formation, needs, external structure, worker, leadership, agency, goal, program, dynamics, intervention, development, outcome, termination

   1.4   Skills in social work practice in group settings
   Skills for facilitating individual, group, and environmental changes

2. **Recommended Reading**

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	International Federation of Social Workers (2012). *Statement of ethical principles.* Retrieved April 16, 2013 from http://social-workers.info/
2.	Social Workers Registration Board (2010). *Guidelines on code of practice for registered social workers.* Retrieved April 16, 2013 from http://www.swrb.org.hk/engasp/draft_cop_c.asp
3.	Toseland, R. W., & Rivas, R. F. (2012). *An introduction to group work practice.* (7th ed.). Boston: Allyn and Bacon.

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	吳夢珍主編 (1992)。《小組工作》。香港: 香港社會工作人員協會。
2.	楊家正, 陳高凌, 廖盧慧貞合編 (1998)。《小組工作實踐: 個案匯篇》。香港: 香港社會工作人員協會。

3.	郭黎玉晶, 廖盧慧貞, 霍瑞堯, 周愛華, 劉達志 (2001)。《小組工作自學教材》。香港: 香港城市大學社會科學學部。
4.	何潔雲編 (2001)。《小組工作程序計劃簿》。香港: 理工大學應用社會科學系。
5.	林孟平著 (1993)。《小組輔導與心理治療》。香港 : 商務印書館。
6.	甘炳光編 (2009)。《小組遊戲帶領技巧—從概念到實踐》。香港::香港城市大學出版社。
7.	Brown, L.N. (1991). *Groups for growth and change*. N.Y.: Longman.
8.	Henry, S. (1992). *Group skills in social work: A four dimensional approach*. (2nd ed.) Pacific Grove, C.A.: Brooks/Cole Publishing Company.
9.	Johnson, D.W. & Johnson, F.P. (2013). *Joining together: Group theory and group skills*. (11th ed.) Boston: Allyn & Bacon.
10.	Reid, K. E. (1997). *Social work practice with groups: A clinical perspective*. (2nd ed.). Pacific Grove, CA: Brooks/Cole.
11.	Shulman, L. (2012). *The skills of helping individuals, families, groups and communities*. (7th ed.). Belmont, CA: Brooks/Cole Cengage learning.
12.	Steinberg, D. M. (2004). *The mutual-aid approach to working with groups: Helping people help each other*. (2nd ed.). London: Jason-Aronson.
13.	Sundel, M. Glasser, P., Sarri, R. & Vinter, R. (1985). *Individual change through small groups*. (2nd ed.). N.Y.: The Free Press.
14.	Vinik. A. & Levin, M. (Eds.). (1991). *Social action in group work*. N.Y.: The Haworth Press.
15.	李德仁 (2004). 「遊戲的理論與實踐 : 室內遊戲的設計與進行」。 光碟 。小組工作教材系列之一。香港：城市大學應用社會科學系。
16.	李德仁 (2004). 「應用以歷程為導向的小組工作手法幫助兒童及青少年」。 光碟 。小組工作教材系列之二。香港：城市大學應用社會科學系。
17.	Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable populations, and the life cycle*. N.Y.: Columbia University Press. [E-book]
18.	Greif, G. L., & Ephross, P. H. (2005). *Group work with populations at risk*. (2nd ed.). New York: Oxford University Press. [E-book]
19.	Lee, T.Y. Practice Teaching, Learning & Research http://www7.cityu.edu.hk/sspltr/
20.	O'Hagan, K. (Ed.) (2007). *Competence in social work practice: A practical guide for students and professionals*. (2nd Ed.). London: Jessica Kingsley Publishers. [E-book]