

# SS2278: SELF DEVELOPMENT LABORATORY

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Self Development Laboratory

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

2278

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

SS1011 Social Welfare Services and Issues

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to help students discover their own personality, attitudes and values. As a part of professional training for social workers, students must be self-aware and align their values with those of the profession.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss the influence of family upbringings, cultural context on their assumptions, biases and values that are of importance to their personal and professional development.	30	x	x	
2	Reflect and evaluate critically how their assumptions, biases, values are inter-relating with their personal and professional development.	30	x	x	
3	Demonstrate the ability to design and implement action plan that will help themselves to improve their potential and to prepare their professional training.	40	x	x	x

#### 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 real-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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Small group teaching	To encourage students to deep dive into their own selves to enhance their self-understanding, they are assigned into different section groups for intensive sharing and learning.	1, 2, 3

2	Mini lectures	Concepts related to personal developments, self-discovery, and family upbringings, professional plan will be covered. Some lectures may be conducted as joint sessions, if needed.	1, 2	
3	Self study, self assessment inventory and reflective writings	Students will be asked 1) to do their own readings, 2) to go through the relevant exercises accordingly. In this student-oriented learning, students are required to complete, and reflect upon their own studies.	1, 2	
4	Group discussion	Students will be invited to discuss their reflective writings and personal experiences in small groups. The tutors will facilitate interactive discussion and encourage students provide feedback to each other.	1, 2	
5	Oral presentation & personal action plan	As an active learner, students' self-authorship is highly encouraged. Students will present their personal stories in front of class and with significant persons outside class. After the oral presentation, they will develop and implement their own action plan for personal and professional development, which is derived from the self-discovery process.	1, 2, 3	
6	Student consultation	Students are encouraged to take the initiative to arrange individual consultation with their respective tutor to facilitate more teacher-student interaction and promote student's personal growth.	1, 2, 3	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 Presentation at class – “My story”	1, 2	30	
2 Video Project– “Revisit my story”	1, 2, 3	40	
3 Reflection Report	1, 2	30	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Presentation at class

**Criterion**

Ability to understand how past experiences play pivotal roles in self-development.

Ability to share insightful reflection/new learning from the past experiences relating to one’ s development.

Ability to demonstrate creativity in the presentationAbility to provide the clarity of the content and the fluency of the delivery.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

**Assessment Task**

2. Video project

**Criterion**

Critically examine the sharing experiences with significant othersDemonstrate the depth of one’ s self-understanding.

Identify new insights that are significant to self development.

Reflect thoroughly on how one is inspired by the new insights.

Demonstrate effort in producing the video.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

3. Reflection Report

**Criterion**

- Ability to examine own assumptions, values, biases that are affecting personal and/or professional development.
- Ability to examine own family upbringing experiences that are affecting personal and/or professional development.
- Ability to monitor self-development through reading, class exercises and group discussion.
- Ability to share insightful reflection on one's self-development.
- Ability to correctly use APA reference & citation format.
- Ability to show quality writing.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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## Part III Other Information

**Keyword Syllabus**

- Knowing myself
- Understand values and attitudes
- Explore coping patterns & decision-making styles
- Review the family influence on my growth
- Discover life meaning and passion
- Professional preparation and development

**Reading List**

**Compulsory Readings**

Title	
1	Lui, F. (2015). SS2278 Course pack for self-development laboratory (4th ed.). City University of Hong Kong.
2	Corey, G., & Corey, M. S. (2014). I never knew I had a choice: Explorations in personal growth (11th ed.). Brooks/Cole-Thomson Learning.

**Additional Readings**

Title	
1	Baldwin, M. (Eds.). (2013). The use of self in Therapy (3rd ed.). New York, NY : Routledge.
2	Boud, D., Keogh, R., & Walker, D. (1985). Reflection: Turning experience into learning. London, UK: Kogan Page.
3	Covey, S. R. (2012). The seven habits of highly effective people. New York, NY : Simon & Schuster.
4	Rothman, J.R. (1999). The self-awareness workbook for social workers. Boston, MA : Allyn and Bacon.
5	Satir, V. (1988). The new people making. Mountain View, CA : Science and Behaviour Books.
6	Shepherd, M. (2006). Using a learning journal to improve professional practice: A journey of personal and professional self-discovery. In Reflective Practice: International and Multidisciplinary Perspectives, 7(3). pp 333-348.
7	Thomas, M. S. (2001). The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals. Boston, MA : Allyn and Bacon.
8	甘炳光、陳偉道、文錦燕 (2006). 堅守信念 – 給社工學生的30封信。香港城市大學出版社。
9	區祥江 (2000) 。生命軌跡：助人自助的成長關鍵。香港：突破。
10	區祥江 (2005) 。輔導途室。香港：突破。