

# SS3104: INQUIRY INTO SOCIAL WORK PRACTICE

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Inquiry into Social Work Practice

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

3104

### 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

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

The course aims to review the professional base of social work; critically examine the “theory-practice link” ; study how practitioners “apply” theories and therapy models in practice; explore the nature of knowledge that practitioners use and how they use such knowledge in practice; conduct reflections to accomplish discovery and innovation in social work practice.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify different paradigms, perspectives, and current contexts of social work practices from the global and local perspectives;	25	x		
2	Apply reflective learning in social work practice in an innovative way;	25		x	
3	Investigate the phenomenon of using, transforming, creating knowledge, and knowledge-and-practice connection in social work practice; and	25	x		
4	Examine the nature, professionalization, core values and ethical dilemmas of social work practice.	25	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	Lectures	Lectures cover the major topics of the course with explanation, clarification during the sessions.	1, 2, 3, 4	2 hrs/ wk
2	Class exercises	Classroom discussions and activities organized around intellectual input given in lectures.	1, 2, 3, 4	1 hr/ wk

3	Reflection through story telling:	Participate in collaborative inquiry with professional peers to examine practice episode, practice stories, or professional issues of personal significance in the professional lives of students.	1, 2, 3, 4	3 hrs/ wk for 2 weeks
4	Field observation	Examine and discuss some related issues happening in a specific site which is following by class discussion.	1, 2, 3	3 hrs/ wk for 1 week

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Discussion & Exercises	1, 2, 3, 4	30
2	Term Essay	1, 2, 3, 4	40
3	Inquiry paper	2, 3	30

**Continuous Assessment (%)**

100

**Examination (%)**

0

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

1. Class exercises

**Criterion**

ABILITY to demonstrate understanding of different paradigms, perspectives, and current context of social work practices from the global and local perspectives, and to offer innovative ideas and arguments in class or during group discussions.

**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. Term essay

#### **Criterion**

ABILITY to apply reflective learning in social work practice in an innovative way.

#### **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. Inquiry paper

#### **Criterion**

ABILITY to investigate the phenomenon of using, transforming, creating knowledge, and knowledge-and-practice connection in social work practice.

#### **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**

#### 1.1. Ethics and Values

Social work value; social work principles; ethical dilemmas; ethnical principles (human rights & dignity; social justice); ethical responsibilities; personal value; the helping relationship (Biestek's classic seven principles); professional roles.

#### 1.2. The Paradigms and Current Context of Social Work Practice

Humanist, Existentialist, Functionalist, Structuralism, Heuristic paradigms; globalization of social work; interagency collaboration; sustainability and social work practice

## 1.3. Reflective Learning &amp; Practice in Social Work

Stages of reflection; Level of reflection; reflection-on-action; reflection-in-action; reflective journal; story-telling and listening to stories; Discourse, language and narrative

## 1.4. The Theory-practice Connection

New ways of knowing, nature of practice wisdom, knowledge, power and empowerment; Critical deconstruction and reconstruction

## Reading List

## Compulsory Readings

Title	
1	Johnson, L. C., & Yanca, S. J. (2010). <i>Social Work Practice: A Generalist Approach</i> . Boston: Allyn & Bacon.
2	周永新、陳沃聰編。(2013)。《社會工作新論》。香港：商務印書館(香港)有限公司。
3	Fook, J. (2002). <i>Social work: Critical theory and practice</i> . London: Sage.

## Additional Readings

Title	
1	Blyth, E. (2009). The professionalization of social work in England. <i>China Journal of Social Work</i> , 2(2), 131-141.
2	Chambon, A. S., Irving, A., & Epstein, L. (Eds.). (1999). <i>Reading Foucault for social work</i> . New York: Columbia University Press. 中文譯本『傅柯與社會工作』 <a href="http://www.hkbookcity.com/showbook2.php?serial_no=88355">http://www.hkbookcity.com/showbook2.php?serial_no=88355</a>
3	Chu, W. C. K., & Tsui, M. S. (2008). The nature of practice wisdom in social work revisited. <i>International Social Work</i> , 51(1), 47-54.
4	Fish, D. (1998). <i>Appreciating practice in the caring professions: Refocusing professional development &amp; practice research</i> . Oxford: Butterworth/Heinemann.
5	Fook, J., & Gardner, F. (2007). <i>Practising critical reflection: A resource handbook</i> . NY: Open University Press.
6	Goldstein, H. (1999). The limits and art of understanding in social work practice. <i>Families in Society</i> , 90(4), 385-395.
7	Healy, K. (2000). <i>Social work practices: Contemporary perspectives on change</i> . London: Sage.
8	Leung, L. C. (2007). Reflective practices: challenges to social work education in Hong Kong. <i>Social Work Education</i> , 26(6), 632-644.
9	Jokinen, A., Juhila, K., & Pösö, T. (Eds.). (1999). <i>Constructing social work practices</i> . Adlershot: Ashgate.
10	Kirk, S. A., & Reid, W. J. (2002). <i>Science and social work</i> . New York: Columbia University Press.
11	Meinert, R., Pardeck, J. T., & Kreuger, L. (2000). <i>Social work: Seeking relevance in the Twentieth-First Century</i> . New York: The Haworth Press.
12	McLeod, J., & Balamoutsou, S. (1996). Representing narrative process in therapy: qualitative analysis of a single case. <i>Counselling Psychology Quarterly</i> , 9(1), 61-76.
13	Närhi, K. (2002). Transferrable and negotiated knowledge: constructing social work expertise for the future. <i>Journal of Social Work</i> , 2(3), 317-336.
14	Parton, N., & O' Bryne, P. (2000). <i>Constructive social work: Towards a new practice</i> . London: Macmillan.
15	Pease, B., & Fook, J. (Eds.). (1999). <i>Transforming social work practice: Postmodern critical perspectives</i> . St. Leonard, NSW, Australia: Allen & Unwin.
16	Plowright, D., & Watkins, M. (2004). There are no problems to be solved, only inquiries to be made, in social work education. <i>Innovations in Education and Teaching International</i> , 41(2), 185-206.
17	Poulter, J. (2005). Integrating theory and practice: a new heuristic paradigm for social work practice. <i>Australian Social Work</i> , 58(2), 199-212.
18	Schön, D. A. (1987). <i>Educating the reflective practitioner</i> . San Francisco: Jossey-Bass.
19	Skerrett, D. (2000). Social work – a shifting paradigm. <i>Journal of Social Work</i> , 14(1), 63-73.
20	Sheppard, M. (1995). Social work, social science and practice wisdom. <i>British Journal of Social Work</i> , 24(3), 265-293.

21	Taylor, C., & White, S. (2001). Knowledge, truth and flexibility: the problem of judgement in social work. <i>Journal of Social Work</i> , 1(1), 37-59.
22	Thorpe, K. (2004). Reflective learning journals: from concept to practice. <i>Reflective Practice</i> , 5(3), 327-343.