

SS4227: CONTEMPORARY SOCIAL WORK INTERVENTION APPROACHES

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Contemporary Social Work Intervention Approaches

Subject Code

SS - Social and Behavioural Sciences

Course Number

4227

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

Other Languages

Other Languages for Medium of Instruction

English, supplemented by Cantonese in video/live demonstration, skills rehearsal, role-play exercises and guest sharing, as the situation requires.

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This dynamic course equips students with cutting-edge knowledge and practical skills in evidence-based intervention approaches, empowering them to address diverse challenges in professional social work settings. Students will explore a rich blend of traditional and innovative models, honing their ability to respond effectively to both emerging and enduring social issues.

The course features an in-depth exploration of transformative approaches, including **Compassion-focused Therapy, Satir, Transformational systemic Therapy, and Inner Relationship Focusing.**

By critically examining the philosophical foundations, core assumptions, and distinctive characteristics of these approaches, students will develop a nuanced understanding of how to apply them in real-world contexts. Engaging lectures, interactive discussions, and hands-on practice ensure that students are well-prepared to make a meaningful impact in the field of social work.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe major philosophical underpinning, assumptions, and characteristics of selected social work intervention approaches.	30	x		
2	Design diverse values and interpretations to issues concerned, and identify ethical dilemmas in the practices.	20	x	x	
3	Apply relevant skills and knowledge in handling social and human issues.	30		x	x
4	Examine the usefulness, applicability and effectiveness of selected intervention approaches to particular issues concerned.	20			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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	TLA1: Lectures with skills demonstration by lecturers / guest speakers.	Students will engage in formal lectures to explain the philosophical underpinning, assumptions, concepts, and practice skills relating to the intervention approaches selected. Student will engage in live demonstration by the lecturers / guest speakers to expand their knowledge on intervention skills they learned from the course.	1, 2, 3, 4
2	TLA 2: Video shows / demonstration	Students will participate in multimedia learning materials, such as video shows, to practice the skills in real life or simulated situations. Student will also engage in simulated practice to practice the specific skills learned in lectures.	1, 2
3	TLA 3: Case analysis and skills drilling	Students will engage in case analysis to have further discussion and application of selected intervention approaches to specific target populations or human issues. In the process, students will discuss the usefulness, applicability, difficulties and precautions in using specific intervention approaches, and raise recommendations for improvement.	1, 2, 3, 4
4	TLA 4: Role play and exercise	Students will participate in tutorial group to practice CBI skills with and in front of other classmates.	3, 4

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Self-reflection journal	1, 2	30	-Allow AI to brainstorm and generate initial ideas;	Yes
2	Quiz	1, 2, 3, 4	40	-	No
3	Term paper	1, 2, 3, 4	30	-	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Self-reflection journal

Criterion

Each student is required to write a self-reflection journal between 800-1000 words. The journal is about the reflection of your experiences and learning in the experiential and demonstration sessions in lectures. You can write on one or more episodes that are significant to your learning. Include in the journal how you would integrate your learning in your own practice and helping relationship.

Excellent (A+, A, A-)

- Demonstration of good understanding on relevant theories and practice frameworks.
- In-depth self-reflection and analysis on personal strength and weakness for being a counselor
- Insight for further development or personal growth
- Superior quality of writing

Good (B+, B, B-)

- Demonstration of good understanding on relevant theories and practice frameworks
- Good Self-reflection and analysis on personal strength and weakness for being a counselor
- Some thoughts on personal development
- Good quality of writing

Fair (C+, C, C-)

- Demonstration of fair understanding on relevant theories and practice frameworks.
- Superficial reflection and analysis on personal strength and weakness
- Little or no insight on further self development
- Acceptable quality of writing

Marginal (D)

- Demonstration of poor understanding on relevant theories and practice frameworks.
- Lack of or superficial reflection and analysis on personal strength and weakness
- A little mention about further development
- Weak writing skills

Failure (F)

- Demonstration of poor understanding on relevant theories and practice frameworks. · · Lack of or very superficial reflection and analysis on personal strength and weakness
- Not mention about further development
- Poor writing skills

Assessment Task

Quiz

Criterion

Multiple choice/short questions on basic concepts and major theories)

Excellent (A+, A, A-)

Correctly answer 75-100% of the questions.

Good (B+, B, B-)

Correctly answer 60-74% of the questions.

Fair (C+, C, C-)

Correctly answer 45-59% of the questions.

Marginal (D)

Correctly answer 40-44% of the questions.

Failure (F)

Correctly answer less than 40% of the questions.

Assessment Task

Term Paper

Criterion

One case study of a student, family, group, or event/ episode/ phenomenon, using techniques learned in the module.

Excellent (A+, A, A-)

- Writing: superior quality of writing
- Organization: good logical organization and coherent development of arguments
- Critical thinking: in-depth analysis and discussion of the issues and treatment approach, clear evidence of critical, reflective, and original thoughts
- Integration: comprehensive coverage of relevant theories and literatures, well understanding of the theories, good integration of theories and learning
- Reflectiveness: insight into the learning process of working on this case study, and also the relations between academic learning and everyday life or work experiences

Good (B+, B, B-)

- Writing: Good quality of writing
- Organization: organization basically logical and evidence of coherence is shown
- Critical thinking: analysis and discussion of the issues and treatment approach, some evidence of critical, reflective, and original thoughts
- Integration: adequate coverage of relevant theories and literatures, good understanding of the theories, and integration of theories and learning can be found
- Reflectiveness: reflection on the personal learning through working on this paper or the course is demonstrated.

Fair (C+, C, C-)

Writing: acceptable quality of writing

- Organization: some difficulties in logical organization and coherence
- Critical thinking: superficial or lack of analysis and discussion of issues and approach, little or no evidence of critical, reflective and original thoughts

- Integration: superficial coverage of literatures, little evidence of integration, theoretical significance not well understood
- Reflectiveness: superficial personal reflection

Marginal (D)

- Writing: weak writing skills
- Organization: weak organization and coherence
- Critical thinking: lack of analysis and discussion of issues and approach, a few sign of critical, reflective and original thoughts

Failure (F)

Writing: weak writing skills

- Organization: poor organization and coherence
- Critical thinking: lack of analysis and discussion of issues and approach, no sign of critical, reflective and original thoughts

Part III Other Information

Keyword Syllabus

In view of the most updated social and knowledge development concerned in Hong Kong society, social work intervention approaches selected to be covered in each semester will be different. Intervention approaches covered will be announced to students before add/drop period of each semester. Tentative modern social work intervention approaches which can be covered include:

- Art therapy, narrative therapy for diversified service targets
- Music therapy, horticultural therapy in elderly service setting
- Positive psychology, positive youth development for children and young people
- Cognitive behavioural therapy, acceptance and commitment therapy, dialectical behaviour therapy in mental health setting
- Motivational interviewing, mindfulness relapse prevention, meaning centered approach in drug treatment and relapse prevention.
- Body-mind-spirit approach in health social work
- Solution focused therapy, brief therapy, systemic family therapy or structural family therapy for family related issues.
- Compassion-focused Therapy, Satir, Transformational systemic Therapy, Inner Relationship Focusing for individuals' related issues
- Any other emerging social work intervention approaches.

Reading List

Compulsory Readings

	Title
1	Gilbert, P., Simos, G., & ProQuest. (2022). Compassion focused therapy#: clinical practice and applications (P. Gilbert & G. Simos, Eds.). Routledge.
2	Madison, G. (2014). Theory and practice of focusing-oriented psychotherapy#: beyond the talking cure. Jessica Kingsley Publishers.
3	Satir, V. (1991). The Satir model#: family therapy and beyond. Science and Behavior Books.

Additional Readings

	Title
1	Beck, J. (2011). <i>Cognitive Behaviour Therapy: Basics and Beyond</i> . Gilford Press.
2	Cormier, W. H. and Cormier, L. S. (1991). <i>Interviewing Strategies for Helpers: Fundamental Skills and Cognitive Behavioural Interventions</i> . Brooks/Cole Publishing Company.
3	Dryden, W. and Golden, W. L. (1987). <i>Cognitive-Behavioural Approaches to Psychotherapy</i> . Hemisphere Publishing Corporation.
4	Damley-Smith, R. & Patey, H. M. (2003). <i>Music Therapy</i> . Sage.
5	Kamioka, H., Tsutani, K., Yamada, M., Park, H., Okuizumi, H., Tsuruoka, K., Honda, T., Okada, S., Park, S., Kitayuguchi, J., Abe, T., Handa, S., Oshio, T., & Mutoh, Y. (2014). Effectiveness of music therapy: a summary of systematic reviews based on randomized controlled trials of music interventions. <i>Patient Preference and Adherence</i> , 8, 727 – 754.
6	Mossler, K., Assmus, J., Heldal, T. O., Fuchs, K., & Gold, C. (2012). Music therapy techniques as predictors of change in mental health care. <i>The Art of Psychotherapy</i> , 39, 333 – 341.
7	American Music Therapy Association https://www.musictherapy.org/
8	Bowen, S., Chawla, N. & Marlatt, G. A. (2011). <i>Mindfulness-Based Relapse Prevention for Addictive Behaviours: A Clinician’ s Guide</i> . The Guilford Press.
9	Bowen, S., Witkiewitz, K. & Chawla, N. (2012). Mindfulness-Based Relapse Prevention: Integrating Meditation into the Treatment of Problematic Substance Use. In S. C. Hayes & M. E. Levin (Eds), <i>Mindfulness and Acceptance for Addictive Behaviours: Applying ContextualCBT to Substance Abuse and Behavioural Addictions</i> (pp. 102 – 128). New Harbinger.
10	Witkiewitz, K., Marlatt, G. A. & Walker, D. (2005). Mindfulness-Based Relapse Prevention for Alcohol and Substance Use Disorders. <i>Journal of Cognitive Psychotherapy: An International Quarterly</i> , 19(3), 211 – 228.
11	Wong, P. T. P. (2011). Meaning-centered counseling and therapy: An integrative and comprehensive approach to motivational counseling and addiction treatment. In W. M. Cox & E. Klinger (Eds.), <i>Handbook of Motivational Counseling: Goalbased approaches to assessment and intervention with addiction and other problems</i> (pp. 461-487). John Wiley & Sons Ltd.
12	Thompson, G. (2016). Meaning therapy for addiction: a case study. <i>Journal of Humanistic Psychology</i> , 56(5), 457 – 482.
13	Condon, m. C. (2004). <i>Women’ s health: body, mind, spirit: an integrated approach to wellness and illness</i> . Prentice Hall.
14	Wong, P. T. P., Nee, J. J. & Wong, L. C. J. (2010). A Meaning-Centered 12-Step Program for Addiction Recovery. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.708.9802&rep=rep1&type=pdf
15	Chiang, M., Reid-Varley, W. B., & Fan, X. (2019). Creative art therapy for mental illness. <i>Psychiatry Research</i> , 275, 129 – 136.
16	Edwards, D. G. (2014). <i>Art Therapy (2nd Ed.)</i> . Thousand Oaks, Calif.: Sage.
17	Horay, B. (2006). Moving towards gray: Art therapy and ambivalence in substance abuse treatment. <i>Art Therapy: Journal of the American Art Therapy Association</i> , 23, 14 – 22.
18	Matto, H.C. (2002). Integrating art therapy methodology in brief inpatient substance abuse treatment for adults. <i>Journal of Social Work Practice in the Addictions</i> , 2(2), 69 – 83.
19	McLeod, J. (1997). <i>Narrative and Psychotherapy</i> . Sage.
20	Lee, M. Y. (2018). <i>Integrative body-mind-spirit social work: an empirical based approach to assessment and treatment (2nd Ed.)</i> . Oxford University Press.
21	Leung, P., Chan, C., Ng, S. M., & Lee, M. Y. (2009). Towards Body-Mind-Spirit Integration: East Meets West in Clinical Social Work Practice. <i>Clinical Social Work Journal</i> , 37(4), 303 – 311.
22	White, M. (2007). <i>Maps of Narrative Practice</i> . W. W. Norton.