

SS2113: WORKING WITH INDIVIDUALS AND FAMILIES

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Working with Individuals and Families

Subject Code

SS - Social and Behavioural Sciences

Course Number

2113

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 Chinese (Cantonese) in live demonstration, skills rehearsal, and role-play

Medium of Assessment

English

Prerequisites

Nil

Precursors

SS2105 Introduction to Social Work

Equivalent Courses

SS3113 Working with Individuals and Families

Exclusive Courses

Nil

Part II Course Details

Abstract

Students taking this course will learn basic theories and models commonly used by social workers when dealing with human problems on individual and family levels. The overview of the theoretical models will lead to self-reflective and experiential learning and then developing concepts to assessing and intervening problems of individuals and families from social work perspectives. This course aims to Examine the nature and development of the methods of casework and family work practices in the social work profession and to identify the basic theoretical models forming the generic base of social casework. Acquire an overview of the different social work processes as generated from different theoretical models in working with target systems at individual and family levels. Discover and explain the comparative and integrative use of different theoretical models when working with individuals and families. Learn the theoretical models with a cross-cultural dimension and self-reflective experiential ways.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the nature and development of the methods of casework and family work practice in the social work profession.	15		x	x
2	Identify the various social work processes and interventions used when engaging with client systems at both the individual and family levels.	45		x	x
3	Explain the comparative and integrative use of different theoretical models when working with individuals and families.	15	x	x	x
4	Design comprehensive theoretical frameworks that synthesize cross-cultural perspectives and integrate self-reflective approaches within the context of social work practice.	25	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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will engage with theories, models, and methods of individual and family work, primarily adapted from Western culture and literature for local application. The course will explore four main schools of Western theories and models, providing students with insight into the origins of key casework concepts and methods, as well as an overview of the development of casework and family work practice in the social work profession. Through comparative analysis of local and overseas experiences during lectures, students will learn principles for selecting and applying appropriate concepts and methods in local practice contexts.	1, 2, 3, 4
2	Experiential Workshops	In workshops, students will engage in self-reflective exercises exploring their childhood, family dynamics, significant life events, and the interplay between learning and behavior. Through examining their personal journeys, students will draw insightful connections between their shared experiences and those of their future clients, enhancing their empathy and effectiveness as prospective social work professionals.	1, 2, 3, 4

3	Group presentations	Students will engage in small group work, each focusing on a specific individual problem related to family issues. Through collaborative analysis, they will develop and deliver a comprehensive presentation on their assigned topic.	2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Student Participation and Presentation	1, 2, 3, 4	20
2	Papers	2, 3, 4	40

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

3

Assessment Rubrics (AR)**Assessment Task**

1. Student Participation and Presentation

Criterion

1. Capacity to tune in the culture and the unique working environment of social work of emphasising sharing of life experience and reflective learning in this small group learning and group presentation.
2. Capacity of revealing personal past experience and to make a creative connection between their own common life experiences as a group with the life of those they are going to help when they will be a professional.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Ability not demonstrated

Assessment Task

2. Papers

Criterion

1. Capacity to make use of family assessment tools and application
2. Demonstration of self-reflective in learning and to strive for professional competence

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Ability not demonstrated

Assessment Task

3. Examination

Criterion

1. Capacity to define, compare and distinguish differences and similarities of important concepts of social casework.
2. Capacity to adopt and elaborate relevant concepts in casework settings.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Ability not demonstrated

Part III Other Information

Keyword Syllabus

Individual growth and development: the making and structure of individual problems;
Family as the primary social system for individual growth and development: family as a system; Genogram; family work and counselling.

Models for explaining individual problems: Humanistic approach; Existentialism; Person-centre approach; Psychodynamic approach; Psycho-social approach; Cognitive and Behavioural approach

Reading List

Compulsory Readings

Title	
1	Kottler, J. (2011). Theories in counseling and therapy: An experiential approach (2nd ed.). Boston: Allyn and Bacon.

Additional Readings

Title	
1	Breggin, P. L. (2000). Reality therapy in action. NY: HarperCollins.
2	Carlson, J., & Kjos, D. (2002). Theories and strategies of family therapy. Boston: Allyn & Bacon.
3	Cooper, M., O' Hara, M., Schmid, P. F., & Bohart, A. (2013). The handbook of person-centred psychotherapy and counselling. New York: Palgrave Macmillan.
4	Corrales, R. G. & Price, R. R. (2000). Carl Rogers: The essence of client centered therapy - A summary and re-interpretation of the Rogerian approach. Kansas City, MO: Golden Triad Films. (Media Resources)
5	Corey, G. (2013). Theory and practice of counseling and psychotherapy. Belmont, CA: Brooks/ Cole.
6	Corey, G., & Corey, M. S. (2014). I never knew I had a choice: Explorations in personal growth. Australia: Brooks/Cole.
7	Dryden, W. (2000). Invitation to rational emotive behavioral psychology. London: Whurr.
8	Goldenberg, H., & Goldenberg, I. (2002). Counseling today's families. Pacific Grove, CA: Brooks/Cole.
9	Hepworth, D. H., & Larsen, J. H. (2013). Direct social work practice: Theory and skills (9th ed.). Homewood, Illinois: The Dorsey Press.
10	Horne, A. M. (2000). Family Counseling and therapy. Belmont, CA: Brooks/ Cole.
11	Howard, S. (2010). Skills in psychodynamic counselling & psychotherapy. Los Angeles: SAGE Publications Ltd.
12	Juliet, H. (2012). Psychodynamic theory for therapeutic practice. London: Palgrave Macmillan.
13	Kilpatrick, A. C., & Holland, T. P. (2009). Working with families: An integrative model by level of functioning. Boston: Allyn & Bacon.
14	Kirschenbaum, H. (2003). Carl Rogers and the person-centered approach. New York: Rose Films. (Media Resources)
15	Leiper, R., & Maltby, M. (2004). The psychodynamic approach to therapeutic change. London: SAGE Publications Ltd.
16	McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). Genograms: Assessment and intervention. New York, NY: Norton.
17	Nichols, M. P. (2011). The essentials of family therapy. Boston: Pearson.
18	Parrott, L. III. (2003). Counselling and psychotherapy. Pacific Grove, CA: Brooks/Cole.
19	Prochaska, J. O., & Norcross, J. C. (2003). Systems of psychotherapy: A transtheoretical Analysis. Pacific Grove, CA: Brooks/Cole.
20	Rogers, C. R. (2003). Client-centred therapy: Its current practice, implications and theory. London: Constable.