

# SS2113: WORKING WITH INDIVIDUALS AND FAMILIES

---

## Effective Term

Semester A 2022/23

## 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	Acquire an overview of the different social work processes in working with target systems at individual and family levels.	45		x	x
3	Discover and explain the comparative and integrative use of different theoretical models when working with individuals and families.	15	x	x	x
4	Acquire the theoretical models with a cross-cultural dimension and in self-reflective experiential ways.	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.

**Teaching and Learning Activities (TLAs)**

	<b>TLAs</b>	<b>Brief Description</b>	<b>CILO No.</b>	<b>Hours/week (if applicable)</b>
1	Lecture	Theories, models and methods of individual and family works are adapted mainly from Western culture and literatures for local use. Four main schools of western theories and models will be discussed so that students will know the origins of important casework concepts and methods and to get an overview of the development of casework and family work practice in social work profession. Local and overseas experiences are compared and discussed during lectures so that students will know the principles for selecting concepts and methods and to apply them in local practice.	1, 2, 3, 4	
2	Experiential Workshops	In different workshops, students will review personal experiences and problems by exploring their childhood, their family structure and relationships, their primary experiences in major life events and the unique relationship between their learning and behaviour. By experiencing and reflecting their own life journeys in these areas, they will 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.	1, 2, 3, 4	

3	Group presentations	Students will be divided into small groups and to be assigned to one kind of individual problems in relationship to family issues and to make a presentation.	2, 3, 4	
---	---------------------	---	---------	--

**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.