offered by Department of Applied Social Sciences
with effect from Semester A 2015 / 2016

Part I   Course Overview

Course Title:	Self Development Laboratory
Course Code:	SS2275
Course Duration:	One Semester
Credit Units:	1
Level:	B2
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1. **Abstract**
    (A 150-word description about the course)

    This course aims to facilitate students' self discovery on their own personality, attitudes and values. As an essential part of professional training for social worker-to-be, students' self understanding and awareness prepare them for their practicum and in aligning their values with that of the profession.

2. **Course Intended Learning Outcomes (CILOs)**
    (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*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%	✓	✓	
2.	Reflect and evaluate critically how their assumptions, biases, values are inter-relating with their personal and professional development; and	30%	✓	✓	
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%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.
[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No. 1	2	3	Hours/week (if applicable)
Lectures	Concepts related to personal developments, self-discovery, and family upbringings, professional plan will be covered. Some of the lectures will be conducted as joint sessions.	✓	✓	✓	
Self study, self assessment inventory and reflective writings	Students will be asked 1) to do their own readings, 2) to go through the relevant videos and exercises accordingly. In this student-oriented learning, students are required to complete, and reflect upon their own studies.	✓	✓		
Group discussions	Students will be asked to discuss their answers to the study questions and share their reflective writings in small groups. The tutors will facilitate the small group discussion and provide feedback.	✓	✓		
Designing, implementing and evaluating Personal Action Plan	As an active learner, students' self authorship is highly encouraged. They will be asked to design and implement their own personal action plan derived from the self-discovery sessions.			✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No. 1	2	3	Weighting*	Remarks
Continuous Assessment: 100 %					
Presentation at class	✓	✓		30%	
Writing up Reflection Journals and Reports	✓	✓		30%	
Reflection paper – story telling			✓	40%	
Examination: ____% (duration: , if applicable)					
* The weightings should add up to 100%.				100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Presentation at class	1.1 Ability to understand how past experiences play pivotal roles in self-development 1.2 Ability to share insightful reflection/new learning from the past experiences relating to one's development 1.3 Ability to demonstrate creativity in the presentation 1.4 Ability to provide the clarity of the content and the fluency of the delivery	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Writing up Reflection, Journals and Reports	2.1 Ability to examine own assumptions, values, biases that are affecting personal and/or professional development 2.2 Ability to examine own family upbringing experiences that are affecting personal and/or professional development 2.3 Ability to monitor self-development through reading, class exercises and group discussion 2.4 Ability to share insightful reflection on one's self-development 2.5 Ability to correctly use APA reference & citation format 2.6 Ability to show quality writing	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Reflection paper – story telling	3.1 Ability to present a good description of one's potentials and difficulties 3.2 Ability to have an understanding of the challenges ahead of social work profession 3.3 Ability to identify areas for improvement/development as a social work student 3.4 Ability to design a concrete SMART action plan for development both personally and professionally 3.5 Ability to correctly use APA reference & citation format 3.6 Ability to show quality writing	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
   (An indication of the key topics of the course.)

   Self discovery
   Active driven learning
   Exploring coping pattern
   Reviewing childhood and adolescence, and adulthood
   Developing sensitivity to family of origin
   Professional development

2.   **Reading List**
2.1   **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

   No compulsory readings for this course.

2.2   **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

   Recommended Reading

1.	Baldwin, M. (Eds.). (2013). *The use of self in Therapy* (3rd ed.). New York: Routledge.
2.	Corey, G., & Corey, M. S. (2014). *I never knew I had a choice: Explorations in personal growth* (10th ed.). California: Brooks/Cole-Thomson Learning.
3.	Covey, S. (1998). *The seven habits of highly effective teens.* US: Touchstone Books.
4.	Rothman, J. R. (1999). *The self-awareness workbook for social workers*. Boston: Allyn and Bacon.
5.	Satir, V. (1988). *The new people making*. California.: Science and Behavior 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: 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：香港城市大學出版社.
9.	區祥江. (2000). *生活軌跡- 助人成長的十大關鍵.* 香港：突破.
10.	區祥江. (2005). *輔導途室.* 香港：突破.