

SS4227: CONTEMPORARY SOCIAL WORK INTERVENTION APPROACHES

Effective Term

Semester B 2022/23

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

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Along with contemporary social development, social and human issues, such as family problems, youth growth and development, mid-age crises, elderly problems, substance abuse, compulsive sexual behaviours or mental health and mental wellness, happening locally and internationally have become diversified and increasingly complicated. In response to current social and human problems, new knowledge and evidence-based intervention approaches are flourished. To keep up social work students with the most up-to-date social and knowledge development, this module deals with social work intervention approaches which include both conventional practice models for new problems and new practice models for old problems. It seeks to reveal the philosophical underpinnings, assumptions and characteristics of selected intervention approaches, and embrace diverse values and interpretations to issues concerned, and how to realize such interpretation in terms of approaches, and what particular process and skills are needed to implement such practice models. The module aims to raise the awareness to the diversity of practice and cultivate a more flexible and eclectic mindset in handling social and human issues.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand major philosophical underpinning, assumptions, and characteristics of selected social work intervention approaches.	30	x		
2	Develop 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	Critical examine the usefulness, applicability and effectiveness of selected intervention approaches to particular issue 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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	TLA1: Lectures with skills demonstration by lecturers / guest speakers.	Lectures will be used to explain the philosophical underpinning, assumptions, concepts, and practice skills relating to the intervention approaches selected. Live demonstration by the lecturers / guest speakers will also be used in class to coach students to have a clear understanding to the intervention skills they need to learn.	1, 2, 3, 4
2	TLA 2: Video shows / demonstration	In case of suitable, multi-media teaching materials, such as video shows, will be used to help students learn how to practise the skills in real life or simulated situations. Assisted with the videos, simulated practice will be followed helping students grasp specific skills learned in lectures.	1, 2
3	TLA 3: Case analysis and skills drilling	Case analysis will be used to help students have further discussion and application of selected intervention approaches to specific target populations or human issues. In the process, students will be guided to review 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 be given the opportunity to practice CBI skills with and in front of other classmates.	3, 4

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Case analysis report	1, 2, 3, 4	50	
2	Role play and video-recording	2, 3	30	
3	Reflection paper	2, 3	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Case analysis report

Criterion

Adequate knowledge and perspectives (appropriate and relevant) as reflected in the case analysis. The depth, logical and analytical level of the analysis. The structure and organization of the report. Writing skills and proper reference and citation of the report.

Excellent (A+, A, A-)

Comprehensive and indepth analysis with a selected approach.

Good (B+, B, B-)

Some or mostly Indepth analysis with a selected approach.

Fair (C+, C, C-)

A few Indepth points of analysis with a selected approach.

Marginal (D)

Overlook issues in major areas

Failure (F)

Unable to demonstrate logical and sensible analysis

Assessment Task

Role play and video-recording

Criterion

Adequate skills and considerations reflected in the role play. Adequate preparation and deliberation of an intervention plan.

Excellent (A+, A, A-)

Contextually appropriate handlings of the issue, reflective of skills pertinent to the selected practice.

Good (B+, B, B-)

Able to demonstrate good practice as a whole.

Fair (C+, C, C-)

Able to demonstrate good practice at a few points.

Marginal (D)

Showed major rooms for improvement in the application of practice skills.

Failure (F)

Showed major faults, and loopholes that may threaten the fidelity of the approach.

Assessment Task

Reflection paper

Criterion

Reflect on the value base of the specific intervention approach. Reflect on one' s own value orientation and skills application. Reflect on the fitness between the two.

Excellent (A+, A, A-)

Good awareness of own value stand and skills; sensitive to possible value conflict and able to suggest thoughtful ways of mediation/ solution.

Good (B+, B, B-)

Good awareness of own value stand, skills and possible value conflict.

Fair (C+, C, C-)

Some awareness of own value stand, skills and possible value conflict

Marginal (D)

Some shallow awareness of own value stand, skills and possible value conflict

Failure (F)

Absence of awareness and only use the intervention at a mechanical way; understanding only at the skill level.

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.
- Any other emerging social work intervention approaches.

Reading List

Compulsory Readings

	Title
1	McLeod, J. (1997). <i>Narrative and Psychotherapy</i> . London: Sage.
2	White, M. (2007). <i>Maps of Narrative Practice</i> . New York: W. W. Norton.

Additional Readings

	Title
1	Beck, J. (2011). <i>Cognitive Behaviour Therapy: Basics and Beyond</i> . New York: Gilford Press.
2	Cormier, W. H. and Cormier, L. S. (1991). <i>Interviewing Strategies for Helpers: Fundamental Skills and Cognitive Behavioural Interventions</i> . CA: Brooks/Cole Publishing Company.
3	Dryden, W. and Golden, W. L. (1987). <i>Cognitive-Behavioural Approaches to Psychotherapy</i> . New York: Hemisphere Publishing Corporation.
4	Damley-Smith, R. & Patey, H. M. (2003). <i>Music Therapy</i> . London: 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> . New York, London: 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 Contextual CBT to Substance Abuse and Behavioural Addictions</i> (pp. 102 – 128). Oakland, CA.: 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	Thompson, G. (2016). Meaning therapy for addiction: a case study. <i>Journal of Humanistic Psychology</i> , 56(5), 457 – 482.
12	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). West Sussex, UK: John Wiley & Sons Ltd.
13	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
14	Chiang, M., Reid-Varley, W. B., & Fan, X. (2019). Creative art therapy for mental illness. <i>Psychiatry Research</i> , 275, 129 – 136.
15	Edwards, D. G. (2014). <i>Art Therapy (2nd Ed.)</i> , London, Thousand Oaks, Calif.: Sage.
16	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.
17	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.
18	Condon, m. C. (2004). <i>Women's health: body, mind, spirit: an integrated approach to wellness and illness</i> . Upper Saddle River, N.J.: Prentice Hall.

19	Lee, M. Y. (2018). <i>Integrative body-mind-spirit social work: an empirical based approach to assessment and treatment</i> (2nd Ed.), New York, NY.: Oxford University Press.
20	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.