SCHEME OF WORK AND ASSESSMENT SUMMARY FOR STUDENTS

## Course and Course Information

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| **Discipline** | Discipline of Social Science | | | | | |
| **Course Title** | Working with Individuals and Families | | | | | |
| **Component & Study Area** | Specialist Study: Social work Theories and Practice | | | | | |
| **Course Code** | SSW 502 | | Year of Programme | | | 3 |
| **Credit Units** | 3 | | QF Level | | | 5 |
| **QF Credits** | 13.5 QF Credits | | Core/Elective | | | Core |
| **Learning Hours** | Contact Hours | | | | Self-Study | |
| 42 | | | | 90 | |
| Lecture | Tutorial | Exam | |
| 27 | 15 | 3 | |
| **Prerequisites** | Nil | | Medium of Instruction | | | English |
| **Course Lecturer(s)** | Dr. Catherine Chan (Lecture and Tutorial) | | | | | |
| **Office Phone No.** | 3996 1086 | | **Email Address** | | | [Catherinechan@ny.ed.uhk](mailto:Catherinechan@ny.ed.uhk) |
| **Time and Venue** | Wed 9-12nn (Room A102) | | | Thu 18:30 – 21:30 (Room A501-502) | | |
| **Consultation Hours:** | Thu 2-6pm, Fri 6:30-9:30pm | | | | | |

## Course Description and Aim

This course provides an ecological framework to study the interaction of individuals, families, and environments. It will introduce students to the individual psychological development and systemic perspective which provides them with knowledge and skills for handling various issues concerning individuals and families in Hong Kong. This course will examine existing service provisions for families in need; students will come to be aware of the current welfare policy and issues regarding today’s families in the local context.

**Course Intended Learning Outcomes (CILOs)**

Upon completion of the course, students should be able to

1. demonstrate an understanding of the definition, purposes, functions and importance of working with the diversity of individual and families;
2. explain the contemporarily family issues, underlying causes, general handling procedure and techniques in tackling these problems;
3. apply the general process model, drawing genogram in family assessment. Structural family therapy, Solution focused therapy in helping them to design an intervention plan aiming at helping an individual and a family and families; and
4. critically analyze the existing welfare policy and service provision for individuals and families in Hong Kong.

**Scheme of Work (SOW)**

In this course, students are advised to prepare for lessons by referring to the recommended references and assess your learning according to the CILOs and SOW.

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| Week | Major Lecture Outline | Self-study Activity | CILOs |
| 1  3/9  4/9 | Understanding individual and family’s development   * Family development cycle and potential stresses * Stages of changes * Social socialization system | * Article/ journals reading | a, c |
| 2 10/9  11/9 | General Process Model (I)   * Engagement: the interview process and building block of communication * Assessment: Community-based approach | * Case study | b, c |
| 3  17/9  18/9 | General Process Model (II)   * Developing goals and formulating a contract * Planning and implementing change-oriented strategies | * Case study | b, c |
| 4  24/9  25/9 | Models and Techniques of Practice (I)  - Structural Family Therapy (I) – assumption and techniques  - YouTube: 所有問題的成因也是源自於一個不健康的家庭  **Submit Individual Paper (30-09-2025 23:59 thru Turnitin)** | * Video watching * Article/journals reading * <https://www.youtube.com/watch?v=srKe2HbSRVs> | b, c |
| 5  **2/10** | Models and Techniques of Practice (II)   * Structural Family Therapy (I) – Application * **Evening class ONLY** | * Demonstration | a,b,c |
| 6  8/10  9/10 | Models and Techniques of Practice (II)   * Bowen Family Systems Therapy (II) – assumptions and techniques | * Video watching * Article/journals reading * <https://www.youtube.com/watch?v=Bs3qETizLhY> * (母子談心時刻) | a-d |
| 7  15/10  16/10 | Models and Techniques of Practice (II)   * Bowen Family Systems Therapy (I) – Application | * Demonstration | a, b, c, |
| 8  22/10  23/10 | Contemporary family issues Divorce   * Parenting * Family violence / abuses   Professional values and ethics in working with children and families | * Article sharing * <https://ira.lib.polyu.edu.hk/bitstream/10397/93714/1/APSS-0209_Shek_Parenting_Contemporary_Hong.pdf> * <https://easysociology.com/a-level-sociology/families/changing-relationships-within-families/contemporary-family-issues-parenting-adolescence-and-elder-care/> | a-d |
| 9  29/10  30/10 | General Process Model (III)   * Evaluation and Termination   **(29/10 Zoom class)** | * Case study | b,c |
| 10  5/11  6/11 | **Tutorial 1 (Presentation)**  Topic: Single-parent families | * Article/journals reading | a-d |
| 11  12/11  13/11 | **Tutorial 2 (Presentation)**  Topic: New arrivals families | * Article/journals reading | a-d |
| 12  19/11  20/11 | **Tutorial 3 (Presentation)**  Topic: Three-generation families | * Article/journals reading | a-d |
| 13  26/11  27/11 | **Tutorial 4 (Presentation)**  Topic: No kid families | * Article/journals reading | a-d |
| 14  3/12  4/12 | **Tutorial 5 (Presentation)**  Topic: Single-child families | * Article/journals reading | a-d |
| 15 | Examination |  | a-d |

**Assessment**

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| **No.** | **Assessment Due Date** | **Assessment** | **Targeted CILOs** | **Weighting (%)** | **Feedback Date** |
| 1 | 30 Sept | Individual Paper | CILO a,b,c | 30% | Week 6 |
| 2 | Week 9-13 | Group presentation | CILO a-d | 30% | After presentation |
| 3 | TBC | Examination | CILO a-d | 40% | NA |

**Required Textbook:**

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| * Hepworth, D.H., Rooney, R.H., Rooney, G.D. & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills.* (10th ed.). Boston: Cengage Learning. * Reiter, Michael D. (2022). Therapeutic Interviewing: Essential Skills and Contexts of Counseling. United Kingdom: Routledge * Reiter, Michael D. (2022). Family Therapy: An Introduction to Process, Practice and Theory. United Kingdom: Routledge * 高劉寶慈等編 (2015)。《個案工作：理論及案例》。香港：集賢社。 |

**Reference:**

* de Silva, Padmasiri. (2021). Mindfulness-Based Emotion Focused Counselling. Cham: Springer International Publishing AG.
* Giraldi, Tullio. (2019). Psychotherapy, mindfulness and Buddhist meditation. Cham: Palgrave Macmillan.

**Online Journal:**

* Child & family social work
* Families in society

**Important Note**

Students are kindly reminded that the teaching plan is merely a tentative outline of the course; the lecturer may make appropriate adjustments to make your learning more effective.

**ASSIGNMENT OUTLINE**

**Group Presentation** (30%)

**Guidelines/Requirements**

Students are required to form FIVE groups to present in total 90 minutes include 15 minutes discussion time for classmates (must). The PowerPoint should be sent to the teacher **on or before 2 days of presentation**.

**Content**

Based on the Sham Shui Po district, an attempt was made to analysis the problem in terms of family-related issues:

1. Single-parent families
2. New arrivals families
3. Three-generation families
4. No kid families
5. Single-child families

**Direct interviews are conducted with one of the above families.**

* Describe what this family background and issue are?
* What kind of situation and needs they are facing with evidence-based? (suggested: Using data, research, literature to support your arguments)
* Use **“Structural Family Therapy”** OR **“Bowen Family Systems Therapy”** to analyses this family (Assessment)
* Can the existing family services in Hong Kong help them? What are the strengths and limitations?

**Individual Paper (30%)**

**Guidelines/ Requirements**

**Topic: My Family**

Each student needs to follow the following guidelines:

Our family of origin is the environment in which we grow up, where our parents' values, behaviours and interactions invisibly shape our personalities and concepts.

1. Complete a Genogram on your family of origin or on for your host family and describe the relationship with each other. (Please show me the structure and relationship within Genogram.) (300 words)
2. What is the biggest influence your family has had on you? For example, personality, values or behavior. Let's give some examples to help us better understand this influence. (800-900 words)

**Remarks**

* + - 1. Standard assignment cover sheet should be used.
      2. The assignment should be written in English and the word limit is 1,000 – 1,200 words.
      3. Plagiarism is not allowed.
      4. References should be used in American Psychological Association (APA) format, the 7th version
      5. At least 3 reference included.
      6. Please use A4 white paper and type in font size 12 with line space 1.5.
      7. Submitted via Turnitin
      8. Submission deadline:  **30-09-2025 / 23:59**

**SSW 502 Working with Individuals and Families**

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| Assessment: Group Presentation (30%) | Name of Students and SIDs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Grade: \_\_\_\_\_\_\_\_ |

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|  | **Excellent (A)** | **Good (B)** | **Satisfactory (C)** | **Marginal (D)** | **Fail (F)** |
| **Content: Understanding of the Case (30%)** | * Demonstrates a thorough understanding of the case situation * Provides insightful and nuanced analysis of the case, including identifying underlying issues and complexities | * Demonstrates a good understanding of the case situation * Provides a clear analysis of the case, including identifying key issues and relevant factors | * Demonstrates a satisfactory understanding of the case situation * Provides a basic analysis of the case, including identifying some key issues and | * Demonstrates a limited understanding of the case situation * Provides a superficial analysis of the case, including identifying some basic issues and factors | * Demonstrates a poor understanding of the case situation * Provides an inadequate analysis of the case, with little or no identification of key issues or relevant factors |
| **Implementation of the model**  **(30%)** | * Demonstrates a comprehensive understanding of the chosen therapy model and its key concepts and techniques * Effectively applies the chosen model to the case, demonstrating a deep understanding of the case and the family dynamics involved * Demonstrates excellent communication skills and professionalism in the role play, including active listening, empathy, and cultural sensitivity | * Demonstrates a good understanding of the chosen therapy model and its key concepts and techniques * Applies the chosen model to the case in a clear and effective manner, demonstrating a good understanding of the case and the family dynamics involved * Demonstrates good communication skills and professionalism in the role play, including active listening, empathy, and cultural sensitivity | * Demonstrates a satisfactory understanding of the chosen therapy model and its key concepts and techniques * Attempts to apply the chosen model to the case, but with some limitations or inconsistencies in the application * Demonstrates satisfactory communication skills and professionalism in the role play, but with some room for improvement in areas such as active listening, empathy, and cultural sensitivity | * Demonstrates a limited understanding of the chosen therapy model and its key concepts and techniques * Struggles to apply the chosen model to the case, with significant limitations or inconsistencies in the application * Demonstrates limited communication skills and professionalism in the role play, with significant room for improvement in areas such as active listening, empathy, and cultural sensitivity | * Demonstrates a poor understanding of the chosen therapy model and its key concepts and techniques * Unable to apply the chosen model to the case in a meaningful way, with little or no understanding of the case and the family dynamics involved * Demonstrates poor communication skills and unprofessional behavior in the role play, with little or no effort made to listen, empathize, or show cultural sensitivity. |
| **Strategies and resources for the case (20%)** | * Demonstrates a comprehensive understanding of problem-solving strategies and social welfare resources that can support families in the community * Provides detailed and insightful explanations of multiple strategies and resources, including their strengths and limitations * Shows evidence of critical thinking by analyzing and evaluating the effectiveness of the strategies and resources presented | * Demonstrates a good understanding of problem-solving strategies and social welfare resources that can support families in the community * Provides clear and accurate explanations of multiple strategies and resources, including their strengths and limitations * Shows some evidence of critical thinking by analyzing and evaluating the effectiveness of some of the strategies and resources presented | * Demonstrates a satisfactory understanding of problem-solving strategies and social welfare resources that can support families in the community * Provides basic explanations of multiple strategies and resources, with some gaps or limitations in their understanding * Shows some attempt at analyzing and evaluating the effectiveness of the strategies and resources presented | * Demonstrates a limited understanding of problem-solving strategies and social welfare resources that can support families in the community * Provides superficial explanations of some strategies and resources, with significant gaps or limitations in their understanding * Shows little or no attempt at analyzing and evaluating the effectiveness of the strategies and resources presented | * Demonstrates a poor understanding of problem-solving strategies and social welfare resources that can support families in the community * Provides inadequate or incorrect explanations of strategies and resources, with little or no understanding of their strengths and limitations * Shows no attempt at analyzing or evaluating the effectiveness of the strategies and resources presented |
| **Evaluation and reflection**  **(20%)** | * Demonstrates exceptional ability to reflect on their own performance in the role play, showing a deep understanding of their strengths and areas for improvement * Develops insightful and realistic improvement plans based on self-reflection and feedback from others * Shows evidence of a strong commitment to learning and growth, and a willingness to seek out and incorporate feedback and new ideas | * Demonstrates good ability to reflect on their own performance in the role play, showing a good understanding of their strengths and areas for improvement * Develops appropriate improvement plans based on self-reflection and feedback from others * Shows evidence of a commitment to learning and growth, and a willingness to seek out and incorporate feedback and new ideas | * Demonstrates satisfactory ability to reflect on their own performance in the role play, with some limitations or inconsistencies in their understanding of their strengths and areas for improvement * Develops some improvement plans based on self-reflection and feedback from others * Shows some evidence of a commitment to learning and growth, and a willingness to seek out and incorporate feedback and new ideas | * Demonstrates limited ability to reflect on their own performance in the role play, with significant weaknesses in their understanding of their strengths and areas for improvement * Develops limited improvement plans based on self-reflection and feedback from others * Shows limited evidence of a commitment to learning and growth, and a willingness to seek out and incorporate feedback and new ideas | * Demonstrates poor ability to reflect on their own performance in the role play, with little or no understanding of their strengths and areas for improvement * Develops no improvement plans based on self-reflection or feedback from others * Shows no evidence of a commitment to learning and growth, and a willingness to seek out and incorporate feedback and new ideas |

Comments and/or Recommendations:

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**SSW 502 Working with Individuals and Families**

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| Assessment: Individual Paper (30%) | Name of Student and SID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Grade: \_\_\_\_\_\_\_\_ |

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|  | **Excellent (A)** | **Good (B)** | **Satisfactory (C)** | **Marginal (D)** | **Fail (F)** |
| **Completing a Genogram (20%)** | * Student provides a comprehensive and accurate genogram that includes information on three generations of their family. * The genogram is presented in a clear and organized manner, with all necessary symbols and labels. | * Student provides a genogram that includes information on at least two generations of their family. * The genogram is presented in a clear and organized manner, with most necessary symbols and labels. | * Student provides a genogram that includes information on at least one generation of their family. * The genogram is presented in an organized manner, but may be missing some necessary symbols or labels. | * Student provides a genogram that includes limited information on their family. * The genogram is presented in a disorganized manner and is missing many necessary symbols or labels. | * Student does not provide a genogram or provides a genogram that is incomplete and/or inaccurate. * The genogram is poorly presented and missing many necessary symbols or labels. |
| **Structure and Relationships of the Genogram**  **(30%)** | * Student provides a clear and detailed explanation of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation demonstrates a deep understanding of the family structure, relationships, and dynamics, and how they have influenced the student's development. * The explanation is supported by specific examples and is well integrated with the information presented in the genogram. | * Student provides an explanation of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation demonstrates a good understanding of the family structure, relationships, and dynamics, and how they have influenced the student's development. * The explanation is supported by some examples and is mostly integrated with the information presented in the genogram. | * Student provides a basic explanation of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation demonstrates a partial understanding of the family structure, relationships, and dynamics, and how they have influenced the student's development. * The explanation is supported by few examples and may lack integration with the information presented in the genogram. | * Student provides a limited explanation of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation demonstrates a limited understanding of the family structure, relationships, and dynamics, and how they have influenced the student's development. * The explanation is supported by few or no examples and may lack integration with the information presented in the genogram. | * Student provides no explanation of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation demonstrates no understanding of the family structure, relationships, and dynamics, and how they have influenced the student's development. * The explanation is not supported by any examples and lacks integration with the information presented in the genogram. |
| **Connection and Impact of personal history to the growth of social worker (30%)** | * Student demonstrates a comprehensive understanding of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation is well supported with specific examples and demonstrates a deep understanding of the family systems and dynamics that have shaped the student's development as a social worker. * he explanation reflects a high level of critical thinking and self-reflection. | * Student demonstrates a good understanding of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation is supported by relevant examples and demonstrates a good understanding of the family systems and dynamics that have shaped the student's development as a social worker. * The explanation reflects some level of critical thinking and self-reflection. | * Student demonstrates a basic understanding of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation is supported by limited examples and demonstrates a partial understanding of the family systems and dynamics that have shaped the student's development as a social worker. * The explanation reflects some level of critical thinking and self-reflection. | * Student demonstrates a limited understanding of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation is supported by few or no examples and demonstrates a limited understanding of the family systems and dynamics that have shaped the student's development as a social worker. * The explanation reflects little critical thinking and self-reflection. | * Student demonstrates no understanding of how their family history has influenced their beliefs, behaviors, and attitudes as a social worker. * The explanation is unsupported and demonstrates no understanding of the family systems and dynamics that have shaped the student's development as a social worker. * The explanation reflects no critical thinking or self-reflection. |
| **Organization**  **(10%)** | * Organized passages * Systematic presentation of idea | * Clear passages flow * Coherent presentation of idea | * Appropriate passages flow * Appropriate presentation of idea | * Loose passages * Loose presentation of idea | * Organized passages * Fragmented presentation of idea |
| **References & Writing style (10%)** | * Appropriate scholarly works are cited. * Accurate APA writing & Referencing style | * Most scholarly works are cited. * Minor referencing issues and partial adherence | * Basic scholarly works are cited. * Some referencing issues and partial adherence | * Some scholarly works are cited. * Many referencing issues | * Inappropriate scholarly works are cited. * No adhered to referencing issues |

Comments and/or Recommendations:

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**Academic Honesty**

The College strictly prohibits any acts of academic dishonesty and established cases will result in disciplinary actions including dismissal from the College. Students should present their own work and give proper acknowledgement to the work of the author(s) when quoting a reference. All students are required to submit the **Declaration Sheet for Assignment Submission (appendix 1) and AI assistant form (appendix 2)** together with their essay.

According to the item 8.19 to 8.22 ‘late submission of assignment and absence from assessment’ in student handbook of Hong Kong Nang Yan College of Higher Education, late submission of assignment may be lowered by 15%, and students who do not submit an assignment will be accorded zero marks.

Appendix 1

**Hong Kong Nang Yan College of Higher Education香港能仁專上學院**

**Declaration Sheet for Assignment Submission**

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| **<學術誠信>**  學院嚴禁一切違反學術誠信的行為，違規者將受紀律處分，嚴重者有可能被勒令退學。同學必須呈交由本人撰寫或創作的習作，並在引用他人著作時以恰當的方式註明作者及資料的出處。  **<Academic Honesty>**  The College strictly prohibits any acts of academic dishonesty and established cases will result in disciplinary actions including dismissal from the College. Students should present their own work and give proper acknowledgement to the work of the author(s) when quoting a reference. |
| **<版權>**  未獲授權而以任何方式複製任何資料或數據即可構成侵反知識產權的行為，同學必須遵守「版權條例」，避免發生侵權行為而引起法律訴訟。學院沿用的中英文學術著作引證系統，已刊載於學生手冊內，同學也可以瀏覽學院的網頁<http://www.ny.edu.hk>  **<Copyright>**  Any unauthorized copying in any way of any materials or data constitutes infringements of intellectual property rights. Students should observe the Copyright Ordinance to avoid any legal disputes arising from the breach of copyright. The Chinese and English Citation Systems adopted by the College can be found in the Appendices of the Student Handbook or on the College’s website <http://www.ny.edu.hk> |

**本人／我組就以上學院要求呈交以下習作原創聲明：**

**據本人／我組所知，此習作全屬本人／我組原創，並已註明所有被引用資料的出處。本人／我組從未呈交此習作予香港能仁專上學院或其他大專院校作為習作用途。**

**With respect to the above requirement of the College, a Statement of Originality is submitted as follows:**

**To my/our group’s best knowledge, I/we declare that this assignment represents my/our group’s own work, except where due acknowledgment is made, and that it has not been submitted previously or concurrently to meet the requirements of any other course either within or external to the Hong Kong Nang Yan College of Higher Education.**

學生姓名，編號及簽署*（如屬小組習作，請列明各成員的姓名及學生編號，並於此聲明上簽署。）*

Signature of Student(s) *(For group work all student responsible for compiling this assignment should be listed and sign this Declaration Sheet.):*

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| --- | --- |
| **學生姓名，編號及簽署：**  **Student Name, Number and Signature:** |  |
|  |
| **日期 Date:** |  |
| **課程名稱及班別: Programme / Course & Class:** |  |
| **科目名稱(編號) Course Title (Code):** |  |
| **導師姓名: Lecturer:** |  |
| **截止呈交習作日期: Due Date:** |  |

Appendix 2

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| **Programme :** |
| **Cohort :** |
| **Course :** |
| **Assignment type :** |
| **Specialty (for Practicum Course):** |
| **Name :** |
| **Student ID :** |
| **Supervisor / Assessor (for Practicum Course):** |
| **Word count :** |
| **Declaration: I have used \_\_\_\_\_\_\_ % (0-100) of generative AI**  **contribution in this assignment/manuscript.** |
| **Due Date of Submission:** |
| **Date of submission:** |
| **Basic format requirement:**  **The preferred typeface for assignment is Times New Roman, with 12-point font size. Adopt double-spacing. Please follows the latest APA Style (7th version) for table and figure formats, citations and references.** |
| **®Nang Yan College, Version 3 updated on 22 May 2023** |