

SS2278: SELF DEVELOPMENT LABORATORY

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Self Development Laboratory

Subject Code

SS - Social and Behavioural Sciences

Course Number

2278

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

SS1011 Social Welfare Services and Issues

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students discover their own personality, attitudes and values. As a part of professional training for social workers, students must be self-aware and align their values with those of the profession.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the familial and cultural influences on their assumptions, biases and values that are important to their personal and professional development;	30	x	x	
2	Explain and evaluate critically how their assumptions, biases, and values interrelate with their personal and professional development; and	30	x	x	
3	Design and implement action plans to help them improve their potential and to prepare for their professional training.	40	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	Mini lectures	Students will engage in mini-lectures to gain knowledge about theories and concepts related to personal development, self-discovery, family upbringings and professional plans.	1, 2	
2	Self study, self assessment inventory and reflective writings	Students will carry out reflective writing on what they have learnt about themselves from reading course topic-related materials and going through exercises related to self-development.	1, 2	

3	Group discussion	Students will actively participate in small group discussions about their reflective writings and personal experiences and gain a more in-depth understanding of their self-development by critically evaluating and applying the tutor's feedback.	1, 2	
4	Oral presentation & personal action plan	Students will construct and present their personal stories in front of the class and with significant persons OR a AI chatbot outside the class, followed by active discussions with their audience. Students will then develop and implement their own personal and professional development action plans derived from the above learning process.	1, 2, 3	
5	Student consultation	Students will engage in group consultations with their respective tutors to facilitate more teacher-student discussions and promote students' personal growth.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Presentation at class – “My story”	1, 2	30	
2	Video Project– “Revisit my story”	1, 2, 3	40	
3	Reflection Report	1, 2	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Presentation at class

Criterion

Ability to understand how past experiences play pivotal roles in self-development.

Ability to share insightful reflection/new learning from the past experiences relating to one's development.

Ability to demonstrate creativity in the presentationAbility to provide the clarity of the content and the fluency of the delivery.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Video project

Criterion

Critically examine the sharing experiences with significant othersDemonstrate the depth of one's self-understanding.

Identify new insights that are significant to self development.

Reflect thoroughly on how one is inspired by the new insights.

Demonstrate effort in producing the video.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Reflection Report

Criterion

Ability to examine own assumptions, values, biases that are affecting personal and/or professional development.

Ability to examine own family upbringing experiences that are affecting personal and/or professional development.

Ability to monitor self-development through reading, class exercises and group discussion.

Ability to share insightful reflection on one's self-development.

Ability to correctly use APA reference & citation format.

Ability to show quality writing.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Knowing myself

Understand values and attitudes

Explore coping patterns & decision-making styles

Review the family influence on my growth

Discover life meaning and passion

Professional preparation and development

Reading List

Compulsory Readings

Title	
1	Lui, F. (2015). SS2278 Course pack for self-development laboratory (4th ed.). City University of Hong Kong.
2	Corey, G., & Corey, M. S. (2014). I never knew I had a choice: Explorations in personal growth (11th ed.). Brooks/Cole-Thomson Learning.

Additional Readings

Title	
1	Baldwin, M. (Eds.). (2013). The use of self in Therapy (3rd ed.). New York, NY : Routledge.
2	Boud, D., Keogh, R., & Walker, D. (1985). Reflection: Turning experience into learning. London, UK: Kogan Page.
3	Covey, S. R. (2012). The seven habits of highly effective people. New York, NY : Simon & Schuster.
4	Rothman, J.R. (1999). The self-awareness workbook for social workers. Boston, MA : Allyn and Bacon.
5	Satir, V. (1988). The new people making. Mountain View, CA : Science and Behaviour 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, MA : 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。香港城市大學出版社。

9	區祥江 (2000) 。生命軌跡：助人自助的成長關鍵 。香港：突破。
10	區祥江 (2005) 。輔導途室。香港：突破。