

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Semester B 2017/ 2018**

Part I Course Overview

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| Course Title: | Social Work Theories and Practice III: Community Work and Marco-level Social Work Practice |
| Course Code: | SS5211 |
| Course Duration: | One Semester |
| Credit Units: | 3 |
| Level: | P5 |
| Medium of Instruction: | English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires. |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | Nil |
| Precursors: <i>(Course Code and Title)</i> | Nil |
| Equivalent Courses: <i>(Course Code and Title)</i> | Nil |
| Exclusive Courses: <i>(Course Code and Title)</i> | Nil |

Part II Course Details

1. Abstract

This course aims to help students to develop cognitive competence and value awareness for implementing social work intervention at the community level and acquire practice abilities in marco-level social work intervention and acquire knowledge of community organizing skills

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. | describe the basic concepts, functions, value base, ethical principles and main features of community work intervention; | 30% | ✓ | ✓ | ✓ |
| 2. | apply a macro perspective to assess and analyse social and community problems; | 10% | ✓ | ✓ | ✓ |
| 3. | explain contemporary theories and models in working with communities and community organisations; | 20% | ✓ | ✓ | ✓ |
| 4. | describe the history, mode of services and issues of community work practice in the local context; | 10% | | ✓ | ✓ |
| 5. | apply interactional and mobilization skills to involve people in community participation and to engage people in actions for community problem solving | 30% | | ✓ | ✓ |
| | | 100% | | | |

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. | | | | | Hours/week (if applicable) |
|--|--|----------|---|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| TLA1: Lecture | Lectures will cover the topics related to CILOs 1-5 and will be used to explain the concepts, theories and methods of community work practice. Mini-lectures will be used to explain the concepts and core skills before students are asked to practise the skills in class. Live demonstration by the lecturers will also be used in class to coach students to have a clear grasp of the skills they need to learn. These activities are expected to achieve CILO 5. | √ | √ | √ | √ | √ | |
| TLA2: Video shows in lectures and tutorials | Video shows about real life cases and situations will be shown in lectures to help students get a better grasp of the concepts and integrate what they have learnt to the local context. Multi-media teaching materials, such as video shows, will be used to help students learn how to practise the skills in real life situations in tutorial sessions. Simulated practice exercises will be presented in the video shows and students will be asked to follow these exercises to make improvements on practising the skills. The video shows will contribute to achieve all CILOs. | √ | √ | √ | √ | √ | |
| TLA3: Experiential activities and exercises | Experiential activities will be used in tutorials to help students develop a community work perspective (CILO 2) and stimulate their reflection on the value base (CILO 3), functions of community work practice (CILO 1) and the values and importance of applying the community organising skills (CILO 5). | √ | √ | | | √ | |
| TLA4: Guest lectures | Guest speakers will be invited to share with students about the modes of services, current development and issues of community work practice in Hong Kong (CILO 4 & 5) | | | √ | √ | | |
| TLA5: Tutorial | Tutorial sessions will be used to help students have further discussion and | √ | √ | √ | √ | | |

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|---|---|---|---|---|---|---|--|--|
| discussions | sharing on the concepts and knowledge they learnt from the lectures and the assigned readings. The tutorial discussions are expected to achieve all CILOs 1-5. | | | | | | | |
| TLA6: Role plays in tutorials | Role plays will be used in tutorial sessions to allow students to have more opportunities to practise the use of the skills in class. These activities are expected to contribute to achieve CILO 5. | | | | | √ | | |
| TLA7: Field practice and participant observation | Students are required to go out to the community to practise their skills learnt in the laboratory. They are expected to interview residents in a selected community. This will help students have a real chance to go into a community to practise the initial contact skills (CILO 5). | | | | | √ | | |
| TLA8: Outside classroom visit | Students will form a small group and each group needs to arrange a visit with a resident or community leader or a core (active) member of a community organisation/resident group/local community concern group/self help group /advocacy group. The visit focuses on finding out or tracing the interviewee's experiences in community participation, and understanding the interviewee's feelings, problems and barriers, achievements and personal development in these participation experiences (CILOs 1-5). | √ | √ | √ | √ | | | |
| TLA9: Online sharing in Discussion Forum via e-portal | An on-line Discussion Forum will be set up to help students exchange their views, questions, comments and feelings on their learning in this course. Students can share whatever topics they like, so this activity is relevant to all CILOs. | √ | √ | √ | √ | √ | | |

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting | Remarks |
|---|----------|---|---|---|---|--|-----------|---------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| Continuous Assessment: 60% | | | | | | | | |
| AT1 Tutorial Discussion Students are assessed according to their effort in discussion in the class. They are expected to have active participation in class discussion, in role-plays, in giving comments, raising questions and contributing to reflective sharing and discussion in the class. Students' effort in reading and understanding the assigned reference materials is also assessed. | √ | √ | √ | √ | √ | | 20% | |
| AT2 Group Report After the visit with the community leaders, each group of students needs to write a group report of not more than 4,000 words. The report should include Part A: a description about the interviewee's experiences in community participation; and Part B: a reflection about students' learning and understanding of the concept of participation and empowerment from this interview. | √ | √ | √ | √ | | | 40% | |
| Examination: 40% (duration: 3 hours, if applicable) | | | | | | | | |
| AT3 Examination The 3-hour examination is a closed book examination and is designed to gauge students' grasp on concepts, theories and knowledge introduced in the lectures, tutorials and assigned readings, as well as their ability to apply them to different community situations. Students are required to answer three long questions. | √ | √ | √ | √ | | | 40% | |
| | | | | | | | 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-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|------------------------------|---|-----------------------|------------------|------------------|--------------|-----------------------------------|
| 1. Tutorial Discussion (20%) | 1.1 Effort in class discussion, in role-plays, in giving comments, raising questions and contributing to reflective sharing and discussion in the class and in reading and understanding the assigned references. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| 2. Group Report (40%) | 3.1 Ability to grasp the concepts, theories and knowledge introduced in lectures, assigned readings and class discussions | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | 3.2 Ability to discover the new learning and critical understanding of the concepts from this interview with the community leader or core member | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | 3.3 Organisation of the paper | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | 3.4 Writing skills and proper reference citation skills | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| 3. Examination (40%) | 4.1 Ability to demonstrate the understanding of the concepts, theories and knowledge introduced in the lectures, tutorials and assigned readings | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | 4.2 Ability to apply the theories and concepts learnt to different community situations | 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.)

1.1 Basic understanding of community work

The concept of community. Definitions, objectives, functions and main features of community work. Critical reflection on the social dimension of social work practice. Why social work includes community work.. Structural perspective or approach in social work.

1.2 Value base and ethical principles of community work

Value base of community work. Ethical principles of social work in macro practice. Ethical dilemma in community organising.

1.3 Models of community work practice

Contemporary models of community work practice. Mixing and phasing of models. Social action strategies and tactics. Community care and social support networking strategies

1.4 Community work in Hong Kong/ Community work as a service and as a method

Historical development of community work in Hong Kong. Mode of community work practice in Hong Kong. Community work as a method in other service settings.

1.5 Community organizing skills

Relationship building skills with grassroots people. Mobilization skills. Organization skills and action skills.

2. Recommended Reading

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.)

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| 1. | Adams, R., Dominelli, L., & Payne, M. (Eds.). (2009). <i>Critical practice in social work</i> . New York: Palgrave Macmillan. |
| 2. | Mullaly, R.P. (2007). <i>The new structural social work</i> (3 rd ed.). Don Mills, Ont.: Open University Press. |
| 3. | Rubin, H.J., & Rubin, I.S. (2008). <i>Community organizing and development</i> (4 th ed.). Boston, Mass: Pearson/Allyn & Bacon. |
| 4. | Social Workers Registration Board. (2010). Guidelines on code of practice for registered social workers. Retrieved April 14, 2013 from http://www.swrb.org.hk/engasp/draft_cop_c.asp |
| 5. | Twelvetrees, A. (2008). <i>Community work</i> (4 th ed.). Hampshire: Palgrave Macmillan. |
| 6. | 甘炳光 (2010)。〈社會工作的「社會」涵義：重拾社會工作中的社會本質〉。《香港社會工作學報》，44(1)，頁 17-28。 |

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| 7. | 甘炳光 (2011) 。〈社區工作：意義重塑與展望〉。《香港社會工作學報》，45(1/2)，頁 27-42 。 |
| 8. | 甘炳光、梁祖彬、陳麗雲、林香生、胡文龍、馮國堅等編 (1994)。《社區工作：理論與實踐》。香港：中文大學出版社。 |
| 9. | 甘炳光、胡文龍、馮國堅、及梁祖彬編 (1997)。《社區工作技巧》。香港：中文大學出版社。 |

2.2 Additional Readings

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

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| 1. | Alinsky, S.D. (1972). <i>Rules for radicals: A pragmatic primer for realistic radicals</i> . New York: Vintage Books. |
| 2. | Bobo, K. et al. (1996). <i>Organizing for social change: A manual for activists in the 1990's</i> . Washington: Seven Locks Press. |
| 3. | Brueggemann, W.G. (2002). <i>The practice of macro social work</i> (2 nd ed.). Australia: Brooks/Cole. |
| 4. | Christenson, J.A., & Robinson, J.W. (1989). <i>Community development in perspective</i> . Ames, Iowa: Iowa State University Press. |
| 5. | Ferguson, I. (2008). <i>Reclaiming social work: Challenging neo-liberalism and promoting social justice</i> . Los Angeles: Sage. |
| 6. | Gamble, D.N., & Weil, M. (2010). <i>Community practice skills: Local to global perspective</i> . New York: Columbia University Press. |
| 7. | Hardcastle, D.A., Powers, P.R., & Wenocur, S. (2004). <i>Community practice: Theories and skills for social workers</i> . New York: Oxford University Press. |
| 8. | International Federation of Social Workers. (2012). <i>Statement of ethical principles</i> . Retrieved April 14, 2013 from http://social-workers.info/ |
| 9. | Homan, M. S. (1999). <i>Promoting community change: Making it happen in the real world</i> . New York: Brooks/Cole Publishing Company. |
| 10. | Kahn, S. (1991). <i>Organizing: A guide for grassroots leaders</i> . Maryland: NASW. |
| 11. | Long, D.D., Tice, C.J., & Morrison, J.D. (2005). <i>Macro social work practice: A strengths perspective</i> . Belmont, CA, USA: Thomson Brooks/Cole. |
| 12. | Netting, F.E., Kettner, P.M., & McMurtry, S.L. (1998). <i>Social work macro practice</i> . New York: Longman. |
| 13. | Popple, K. (1995). <i>Analysing community work: Its theory and practice</i> . Buckingham: Open University Press. |
| 14. | Rothman, J., Erlich, J.L., & Tropman, J.E. (Eds.). (1995). <i>Strategies of community intervention</i> (5 th ed.). Illinois: F.E. Peacock Publishers. |

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| 15. | Saleebey, D. (Ed.). (2013). <i>The strengths perspective in social work practice</i> (6th ed.). Boston: Oearson. |
| 16. | Shera, W., & Wells, L. (1999). <i>Empowerment practice in social work: Developing richer conceptual foundations</i> . Toronto: Canadian Scholars' Press. |
| 17. | Stepney, P., & Popple, K. (2008). <i>Social work and the community: A critical context for practice</i> . Hampshire: Palgrave Macmillan. |
| 18. | Thomas, D. (1983). <i>The making of community work</i> . London: George Alien & Unwin. |
| 19. | Tropman, J.E., Erlich, J.L., & Rothman, J. (Eds.) (2001). <i>Tactics and techniques of community intervention</i> (4 th ed.). Belmont, CA : Thomson/Wadsworth. |
| 20. | Weil, M. (Ed.). (1996). <i>Community practice: Conceptual models</i> . New York: The Haworth Press. |
| 21. | Weil, M. (Ed.). (1997). <i>Community practice: Models in action</i> . New York: The Haworth Press. |
| 22. | 甘炳光、陳偉道、及文錦燕編 (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。 |
| 23. | 甘炳光編 (2010)。《回歸信念—社工信念的實踐》。香港：香港城市大學出版社。 |
| 24. | 林勝義 (2011)。《社區工作》。台北：五南圖書出版股份有限公司。 |
| 25. | 荃灣合一社會服務中心 (1994)。《求索基層組織路》。香港：作者。 |
| 26. | 香港社會工作者總工會 (1994)。《組織者手冊》。香港：作者。 |
| 27. | 香港社會服務聯會社區發展部編。《社區發展資料彙編1977-1978至1999-2000》。香港：香港社會服務聯會。 |
| 28. | 香港社會服務聯會社區發展部編 (2010)。《社區發展資料彙編 2001-2010 年—社區發展服務：承傳、探索、蛻變》。香港：紅投資有限公司(圓桌文化)。 |
| 29. | 香港基督教女青年會 (1992)。《社區工作新程式》。香港：商務印書館。 |
| 30. | 香港基督教女青年會編 (2001)。《回眸時看社區工作》。香港：編者。 |
| 31. | 殷妙仲、及高監國編 (2006)。《社區社會工作—中外視野的交流》。北京：中國社會科學出版社。 |
| 32. | 莫邦豪 (1994)。《社區工作原理和實踐》。香港：集賢社。 |
| 33. | 莫泰基、郭凱儀、及梁寶霖 (1995)。《香港社區工作：反思與前瞻》。香港：中華書局。 |
| 34. | 莫泰基、郭凱儀、梁寶霖 (1995)。《香港社區工作：反思與前瞻》。香港：中華書局。 |

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| 35. | 劉繼同 (1995)。《中國社區工作》。北京：中國社會出版社。 |
| 36. | http://personal.cityu.edu.hk/~sscdweb/ |