City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017 / 18

Part I   Course Overview

Course Title:	Social Work as a Profession
Course Code:	SS5117
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese / Putonghua in guest lectures and in-class activities as situation requires.
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

This course, as a tailored-made social work values and ethical code for practice course, introduces students the generic base and generalist approach in social work practice with special emphasis on social work nature, origin, definition, development, functions, professional value, ethics and principles. In line with these emphases, students will come across the concepts of globalization, professionalization, and cultural diversity in the social work practice. In the course, students will discover their new social perspective and will take social work practice in an innovative way.

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 and have reflections on the nature, definition, development, functions and core values of social work practice;	25%	√		
2.	Recognize and locate innovative solutions to ethical dilemmas while taking into account of own personal and professional values;	25%	√	√	
3.	Identify different paradigms, perspectives, models and current contexts of social work practices from the global and local perspectives;	25%	√		
4.	Evaluate and critically assess the issues and skills in applying the generalist model in direct social work practice.	25%	√	√	
		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			
TLA1: Lectures	Lectures cover the major topics of the course with explanation, clarification, and discussion during the sessions.	√	√	√	√			
TLA2: Tutorials	Tutorials are designed to facilitate students to discuss in smaller groups in a personal participatory way about social work nature, origin, definition, development, functions, professional values, ethics, generalist practices, cultural diversity and professionalization of social work.			√	√			
TLA3: Group Presentation	Student presentation is organized to consolidate students' learning and application of social work values, ethics and generalist social work practices with global and local perspectives.			√	√			
TLA4: Field Visit	Students will be arranged to meet social work practitioners or service recipients in the class and field visit(s).	√	√	√	√			

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				
Continuous Assessment: 100%								
AT1: Individual Reflective Journal In a paper of 1,000 words, students are assessed on their ability to produce self-critical reflections on social work values, ethics and generalist practices based on their review of any one of the selected books.	√	√					15%	
AT2: Group Presentation Students are divided into groups of 5 to 6 students. Each group is required to have a short presentation in 20 minutes based their observation from a visit to a social service unit focusing on its nature and functions, as well as the (possible) social work ethical issues confronting its day-to-day practice.	√	√	√	√			25%	

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
AT3: Individual Paper Students are required to write a term paper with 3,000 words to critically discuss some social work concepts and ideologies.	√	√	√	√			40%	
AT4: Class Exercises Students will be helped to consolidate their learning through a series of class exercises both in lectures and tutorials.	√	√	√	√			20%	
Examination: 0% (duration: , if applicable)								
							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. Individual Reflective Journal (15%)	Ability to produce self-critical reflections on social work values, ethics and generalist practices, in writing.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
2. Group Presentation (25%)	Ability to present their observation from a visit to a social service unit focusing on its nature and functions, as well as the (possible) social work ethical issues confronting its day-to-day practice.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
3. Individual Paper (40%)	Capability to critically examine the ethical and values issues involved in a case, and to provide solutions in an innovative manner, in writing.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
4. Class Exercises (20%)	Competence to describe and critically examine the generalist approach and ethical and values of social work practice, in class exercises.	Outstanding	High	Moderate	Basic	Not 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. Ethics and Values
   Origin, definition and nature of social work; development of social work; social work value; social work principles; ethical dilemmas; ethnical principles (human rights & dignity; social justice); ethical responsibilities; personal value; the helping relationship (Biestek's classic seven principles); professional roles

   1.2. Paradigms, Perspectives and Models
   Paradigms: humanistic; existentialist; functionalist; structuralism; heuristic paradigms
   Perspectives: Human development perspective; ecological perspective; strength perspective; functional perspective
   Models: Behavior therapy; cognitive approach; communicative-interactive approach; crisis intervention; ecological model; feminist practice; gestalt therapy; integrative approach; problem solving approach; social action approach; social planning approach; strength perspective.

   1.3. Practices: Ecological Perspective, Generic Base and Generalist Approach of Social Work Practice
   Phases of intervention: Engagement phase; Assessment phase; Action phase; Evaluation and termination phase.
   Ecological perspective: Microsystem; Mesosystem; Exosystem; Macrosystem; Ecological transition; Risk and opportunity; seven steps of ecological treatment model
   Generic Base and Generalist practices: Practice with individuals and families; Practice with groups; Practice with organizations and communities
   Interdisciplinary collaboration: working with criminal justice practitioner; working with health care professional; working with educational professional

   1.4. Professionalization, Globalization and Diversity
   Attributes for a profession; profession vs. semi-profession; professionalization; challenge to social work profession; cultural sensitivity; cultural diversity; international social work practice; globalization; indigenization of non-local social work practice; authentization of local practice; concept of sustainability.

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.)

1.	Banks, S., & NØhr, K. (Eds.). (2012). *Practising social ethics around the world: Cases and commentaries*. NY: Routledge.
2.	Coady, N., & Lehmann, P. (Eds.). (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. NY: Springer.
3.	Johnson, L.C., & Yanca, S.J. (2010). *Social Work Practice: A Generalist Approach*. Boston: Allyn & Bacon.
4.	周永新、陳沃聰編。(2013)。《社會工作新論》。香港：商務印書館(香港) 有限公司。

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

1.	Blyth, E. (2009). The professionalization of social work in England. China Journal of Social Work, 2(2), 131-141.
2.	Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by Nature and Design. Cambridge, MA: Havard University Press.

3.	Carey M., & Green. L. (Eds.). (2013). Practical social ethics: complex dilemmas with applied social care. Surrey: Ashgate.
4.	Council on Social Work Education. (2008). Council on Social Work Education: Educational Policy and Accreditation Standards. Alexandra, VA: Author.
5.	Dylan, A. (2013). Environmental sustainability, sustainable development, and social work. In M. Gray, J. Coates & T. Hetherington (Eds.), Environmental Social Work (pp. 62-87). Oxon: Routledge.
6.	Fook, J. (2002). Social work: Critical theory and practice. London: Sage.
7.	Garfield, S. L. (2000). Eclecticism and integration: A personal retrospective view. Journal of Psychotherapy Integration 10 (4), 341-355.
8.	Healy, L.M. (2006). Universalism and cultural relativism in social work ethics. International Social Work, 50(1), 11-26.
9.	Hugman, R. (1996). Professionalization in social work: the challenge of diversity. International Social Work, 39, 131-147.73.
10.	International Federation of Social Workers (2014). Global definition of social work. Retrieved February 25, 2015 from http://ifsw.org/get-involved/global-definition-of-social-work/
11.	International Federation of Social Workers, International Association of Schools of Social Work (2014). Ethics in Social Work, Statement of Principles. Retrieved February 25, 2015 from http://social-workers.info/
12.	International Federation of Social Workers, International Association of Schools of Social Work & International Council on Social Welfare (2012). The global agenda for social work and social development: commitment to action. Retrieved February 25, 2015 from www.globalsocialagenda.org
13.	Lawrence, S., Lyons, K., Simpson, G., & Hugler, N. (Eds.).(2009). Introducing international social work. Exeter: Learning Matters.
14.	Lee, W. L.(Ed.). (2005). Working with Youth-at-Risk in Hong Kong. Hong Kong: Hong Kong University Press.
15.	Pardeck, J.T. (1996). Social Work Practice: An Ecological Approach. Westport: Auburn House.
16.	Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social workpractice. Australian Social Work, 58(2), 199-212.
17.	Pullen-Sansfacon, A., & Cowden, S. (2012). The ethical foundations of social work. NY: Pearson.
18.	Reamer, F.G. (2009). The social work ethics casebook: Cases and commentary. Washington: NASW Press.
19.	Shardlow, S.M. (2002). Values, ethics and social work. In R. Adams, L. Dominelli, & P. Payne (Eds.), Social Work (pp.30-49). NY: Palgrave.
20.	Social Workers Registration Board (2010). Guidelines on code of practice for registered social workers. Retrieved August 29, 2014 from http://www.swrb.org.hk/Engasp/guidelines.asp
21.	Social Workers Registration Board (2009) Rethinking on professional conduct of social workers: Casebook of disciplinary inquiries. Hong Kong: Author. Retrieved February, 3, 2015 from http://www.swrb.org.hk/documents/casebook_eng.pdf
22.	Suppes, M.A., & Wells, C.C. (2013). The Social Work Experience: An Introduction to Social Work and Social Welfare. Boston: Pearson.
23.	Yip, K.S. (2006). Tensions and dilemmas of social work education in China, International Social Work, 50(1), 93-105.
24.	Welbourne, P., Weiss, I. (2007). Cross-national similarities and differences in social work as a profession: a summary and discussion. In I. Weiss & P. Welbourne (Eds.). Social Work as a Profession: a Comparative Cross-national Perspective. Birmingham: BASW.
25.	甘炳光、陳偉道、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。

26.	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。
27.	曾家達、梁玉麒主編 (2006)。 《微光處處》 。香港: 社会工作者總工会 。

Online Resources

Links of social work professional bodies	
1.	The International Association of School of Social Work (IASSW) http://www.iassw-aiets.org/
2.	The International Federation of Social Workers (IFSW) http://ifsw.org/
3.	Social Dialogue-Free magazine of the International Association of Schools of Social Work http://social-dialogue.com/
Code of ethics	
4.	The International Federation of Social Workers (IFSW), National Codes of Ethics http://ifsw.org/publications/national-codes-of-ethics/
5.	Hong Kong Social Work Registration Board (SWRB) http://www.swrb.org.hk/
6.	National Association of Social Workers (NASW), Code of Ethics http://www.naswdc.org/pubs/code/code.asp
7.	The British Association of Social Workers (BASW), the Code of Ethics for Social Work http://cdn.basw.co.uk/upload/basw_112315-7.pdf