

SS5211: SOCIAL WORK THEORIES AND PRACTICE III: COMMUNITY WORK AND MACRO-LEVEL SOCIAL WORK PRACTICE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Social Work Theories and Practice III: Community Work and Macro-level Social Work Practice

Subject Code

SS - Social and Behavioural Sciences

Course Number

5211

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

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for 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

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details**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 macro-level social work intervention and acquire knowledge of community organizing skills.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	describe the basic concepts, functions, value base, ethical principles and main features of community work intervention;	30	x	x	x
2	apply a macro perspective to assess and analyse social and community problems;	10	x	x	x
3	explain contemporary theories and models in working with communities and community organisations;	20	x	x	x
4	describe the history, mode of services and issues of community work practice in the local context;	10		x	x
5	apply interactional and mobilization skills to involve people in community participation and to engage people in actions for community problem solving	30		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	LTA1: 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.	1, 2, 3, 4, 5
2	LTA2: 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.	1, 2, 3, 4, 5

3	LTA3: 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).	1, 2, 3, 5	
4	LTA4: 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 3 & 4)	3, 4	
5	LTA5: Tutorial discussions	Tutorial sessions conducted in a small group will be used to help students have further discussion and 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.	1, 2, 3, 4, 5	
6	LTA6: Role plays in tutorials	Role plays will be used in tutorial sessions conducted in a small group 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.	5	

7	LTA7: Field practice and participant observation	Under normal and safe circumstances, students are arranged to go out to the community to practise their skills learnt in the laboratory. They are expected to contact 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).	5	
8	LTA8: Outside classroom interview	Students will form a small group and each group needs to arrange an interview 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 1-4).	1, 2, 3, 4	
9	LTA9: 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.	1, 2, 3, 4, 5	

10	LTA10: Student consultation	Scheduled student group consultation is arranged to facilitate more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge.	1, 2, 3, 4, 5	
----	-----------------------------	--	---------------	--

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	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.	1, 2, 3, 4, 5	20	Allow AI to brainstorm and generate initial ideas	Yes

2	AT2 Group Report After the interview 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.	1, 2, 3, 4	40	-	No
---	---	------------	----	---	----

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

3

Additional Information for ATs

AT3 Examination

Normally a 3-hour closed book examination is designed to gauge students' grasp on concepts, theories and knowledge introduced in the lecture, tutorials and assigned readings, as well as their ability to apply them to different community situation. Under very special circumstances that a normal examination could not be organized, it will be replaced by an online examination. Use of GenAI tools is not allowed.

Assessment Rubrics (AR)**Assessment Task**

1. Tutorial Discussion (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

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.

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. Group Report (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

2.1 Ability to grasp the concepts, theories and knowledge introduced in lectures, assigned readings and class discussions

2.2 Ability to discover the new learning and critical understanding of the concepts from this interview with the community leader or core member

2.3 Organisation of the paper

2.4 Writing skills and proper reference citation skills

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. Examination (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

3.1 Ability to demonstrate the understanding of the concepts, theories and knowledge introduced in the lectures, tutorials and assigned readings

3.2 Ability to apply the theories and concepts learnt to different community situations

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

1. Tutorial Discussion (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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.

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Fair

Failure

(F) Not even reaching marginal levels

Assessment Task

2. Group Report (40%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

2.1 Ability to grasp the concepts, theories and knowledge introduced in lectures, assigned readings and class discussions

2.2 Ability to discover the new learning and critical understanding of the concepts from this interview with the community leader or core member

2.3 Organisation of the paper

2.4 Writing skills and proper reference citation skills

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Fair

Failure

(F) Not even reaching marginal levels

Assessment Task

3. Examination (40%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

3.1 Ability to demonstrate the understanding of the concepts, theories and knowledge introduced in the lectures, tutorials and assigned readings

3.2 Ability to apply the theories and concepts learnt to different community situations

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Fair

Failure

(F) Not even reaching marginal levels

Part III Other Information**Keyword Syllabus**

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.

Reading List**Compulsory Readings**

	Title
1	Banks, S., & Westoby, P. (Eds.). (2019). Ethics, equity and community development. Policy Press.
2	Forde, C., & Lynch, D. (2015). Social work and community development: A critical practice perspective. Palgrave.

3	International Association for Community Development. (2018). Towards shared international standards for community development practice.
4	Kam, P.K. (2014). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. <i>International Social Work</i> 57(6), 723-740. https://doi.org/10.1177/0020872812447118
5	Popple K. (2015). <i>Analysing community work: Theory and practice</i> (2nd. ed.). Berkshire, UK: Open University Press.
6	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
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。
10	香港社會服務聯會社區發展資料彙編委會編 (2019)。《社區發展資料彙編 2019—堅守、開拓、創新》。香港，中國：香港社會服務聯會。

Additional Readings

Title	
1	Alinsky, S.D. (1972). <i>Rules for radicals: A pragmatic primer for realistic radicals</i> . Vintage Books.
2	Bobo, K. et al. (1996). <i>Organizing for social change: A manual for activists in the 1990's</i> . Seven Locks Press.
3	Brueggemann, W.G. (2002). <i>The practice of macro social work</i> (2nd ed.). Brooks/Cole.
4	Christenson, J.A., & Robinson, J.W. (1989). <i>Community development in perspective</i> . Iowa State University Press.
5	Ferguson, I. (2008). <i>Reclaiming social work: Challenging neo-liberalism and promoting social justice</i> . Sage.
6	Gamble, D.N., & Weil, M. (2010). <i>Community practice skills: Local to global perspective</i> . Columbia University Press.
7	Hardcastle, D.A., Powers, P.R., & Wenocur S. (2004). <i>Community practice: Theories and skills for social workers</i> . Oxford University Press.
8	International Federation of Social Workers. (2012). Statement of ethical principles. http://social-workers.info/
9	Homan, M. S. (1999). <i>Promoting community change: Making it happen in the real world</i> . Brooks/Cole Publishing Company.
10	Kahn, S. (1991). <i>Organizing: A guide for grassroots leaders</i> . NASW.
11	Long, D.D., Tice, C.J., & Morrison, J.D. (2005). <i>Macro social work practice: A strengths perspective</i> . Thomson Brooks/Cole.
12	Mullaly, R.P. (2007). <i>The new structural social work</i> (3rd ed.). Open University Press.
13	Rubin, H.J., & Rubin, I.S. (2008). <i>Community organizing and development</i> (4th ed.). Pearson/Allyn & Bacon.
14	Saleebey D. (Ed.). (2013). <i>The strengths perspective in social work practice</i> (6th ed.). Oearson.
15	Shera, W., & Wells, L. (1999). <i>Empowerment practice in social work: Developing richer conceptual foundations</i> . Canadian Scholars' Press.
16	Stepney, P., & Popple K. (2008). <i>Social work and the community: A critical context for practice</i> . Palgrave Macmillan.
17	Thomas, D. (1983). <i>The making of community work</i> . George Alien & Unwin.
18	Tropman J.E., Erlich J.L., & Rothman, J. (Eds.) (2001). <i>Tactics and techniques of community intervention</i> (4th ed.). Thomson/Wadsworth.
19	Twelvetrees, A. (2008). <i>Community work</i> (4th ed.). Hampshire: Palgrave Macmillan.
20	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》。香港城市大學出版社。
21	甘炳光編(2010)。《回歸信念—社工信念的實踐》。香港城市大學出版社。
22	林勝義(2011)。《社區工作》。五南圖書出版股份有限公司。

23	徐永德 (2013) 。〈社區工作方法〉。載周永新、及陳沃聰編，《社會工作學新論》(增訂版)(頁109-125)。商務印書館。
24	殷妙仲、及高監國編(2006)。《社區社會工作—中外視野的交流》。中國社會科學出版社。