## Part I  Course Overview

**Course Title:** Working with Young People and Offenders  

**Course Code:** SS4207  

**Course Duration:** One Semester  

**Credit Units:** 3  

**Level:** B4  

- Arts and Humanities  
- Study of Societies, Social and Business Organisations  
- Science and Technology  

**Proposed Area:** (for GE courses only)  

**Medium of Instruction:** English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play  

**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

To aims of the course are to examine sociological and psychological theories in explaining youth problems and delinquency and to identify the role of social work and correctional services in treating young people and offenders.

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.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting* (if applicable)</th>
<th>Discovery-enriched curriculum related learning outcomes (please tick where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the characteristics of contemporary young people and statistics related to youth problems and delinquency.</td>
<td>20%</td>
<td>A1</td>
</tr>
<tr>
<td>2.</td>
<td>Differentiate the key themes and concepts in the development of psychological and sociological theories of young people and delinquency.</td>
<td>30%</td>
<td>✔</td>
</tr>
<tr>
<td>3.</td>
<td>Describe the assumptions and arguments of theories of youth problems and criminal behaviour.</td>
<td>20%</td>
<td>✔</td>
</tr>
<tr>
<td>4.</td>
<td>Apply knowledge and professional helping techniques for working with young people and offenders especially in a Chinese cultural context.</td>
<td>30%</td>
<td>✔</td>
</tr>
</tbody>
</table>

* If weighting is assigned to CILOs, they should add up to 100%.

* Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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.*

<table>
<thead>
<tr>
<th>TLA</th>
<th>Brief Description</th>
<th>CILO No.</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>There will be lectures on psychological and sociological theories of young people and delinquency. With the help of PowerPoints and lecture notes, students will learn basic concepts and relationships between these concepts.</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Case Study and Discussion</td>
<td>Teacher will prepare materials relating to case studies for students to understand the theories and youth problems. There will be small group discussion, debriefing, and question &amp; answer after case studies.</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Out-of-Class Room Visit</td>
<td>At least one out-of-class room visit will be organized for students to learn and apply their knowledge and professional techniques for working with young people and offenders in local context.</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Guest Lecture</td>
<td>Guest speakers of related professional fields will be invited to conduct lectures or demonstrate practical skills.</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assessment Tasks/Activities</th>
<th>CILO No.</th>
<th>Weighting*</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment: ___%</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Discussion and Report Back</td>
<td>✓ ✓ ✓ ✓</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Reflection Report:</td>
<td>✓ ✓ ✓ ✓</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Final Paper:</td>
<td>✓ ✓ ✓ ✓</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Examination: ___% (duration: _____, if applicable)  
*The weightings should add up to 100%.*
5. **Assessment Rubrics**

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Adequate (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Small Group Discussion and Report Back</td>
<td>Students participate in discussion and report back actively and are able to relate their presentation and arguments to subjects taught.</td>
<td>Extremely and strongly able.</td>
<td>Actively and highly able.</td>
<td>Fairly and moderately able.</td>
<td>Seldom participate and just able.</td>
<td>Not participate and not able.</td>
</tr>
<tr>
<td>2. Reflection Report</td>
<td>Students are able to reflect on what they have observed from the out-of-class room visit. They are able to clearly describe the functions of the services and identify strategies for advancement.</td>
<td>Strongly able.</td>
<td>Highly able.</td>
<td>Moderately able.</td>
<td>Just able.</td>
<td>Not able.</td>
</tr>
<tr>
<td>3. Final Paper</td>
<td>Students are able to differentiate key concepts of psychological and apply theories of young people or delinquency in analyzing youth issues or delinquency.</td>
<td>Strongly able.</td>
<td>Highly able.</td>
<td>Moderately able.</td>
<td>Just able.</td>
<td>Not able.</td>
</tr>
</tbody>
</table>
Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus


Theories of Young People and Delinquency: Examination of the psychological, sociological and radical perspectives on working with youth and delinquent. The use developmental and radical theories to explain the youth problems and delinquency in Hong Kong. Mixed and Integrated models will be examined.


Services for Young People and Offenders: What work and what’s promising? Children and youth centre services. Youth integrated team. Probation services. Community support services scheme. Residential and correctional homes. After-care services. Measure alternatives to prosecution.

Working Approaches and Practical Skills: Specific intervention approaches and skills such as empowering practices, solution-focused, transaction analysis, and motivational interviewing approaches and skills.

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.)

Text:


2.2 Additional Readings

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


