

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Management and Supervision in Human Services

**Course Code:** SS4111

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

**Proposed Area:**  Arts and Humanities  
*(for GE courses only)*  Study of Societies, Social and Business Organisations  
 Science and Technology

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

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

The major goal of this course is to promote students' understanding of and practice competence in being a first-line manager in human services, including social welfare and education. Students will also be exposed to current management issues facing the human service sector in Hong Kong.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	apply theories, concepts and principles of management as a first-line manager of a human service organization;	40%		✓	
2.	apply management approaches and skills creatively in supervising subordinates; and	30%		✓	
3.	discover and analyze critically contemporary management challenges and issues facing human services in Hong Kong.	30%	✓	✓	✓
		100%			

\* 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.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Lecture	<ul style="list-style-type: none"> <li>Concepts, theories, and methods of human service management are explained and compared with the use of powerpoint and other forms of audio-visual aids, including video demonstration.</li> <li>Interactive activities: students will be grouped into small groups of 2 to 4 to discuss and to apply managerial concepts and theories in case studies, or to analyze the causes and implications of contemporary management issues in human services.</li> <li>One minute note: At the end of the lecture, students will be invited to reflect on their learning in the session: this could be in the form of a concept map, key points of the topic that they find most difficult to understand in the session, or the major question that they want to raise. In the next lecture, the lecturer provides feedback based on students' concerns in their one minute notes.</li> </ul>	✓	✓	✓	2 hours
Tutorial	<ul style="list-style-type: none"> <li>Real cases will be used for students to apply creatively what they learn through lectures and recommended references in analyzing management issues and challenges in human services.</li> <li>Group presentation: students will form into small groups to present management issues of their choice. They are required to conduct simple research (e.g. library search, interviewing informants) to analyze the causes and implications of the issues; and to suggest ways to handle the issues creatively. They are also required to involve other students in group discussion or other form of learning activities during their presentation.</li> </ul>	✓	✓	✓	1 hour  2 hours/week for 4 weeks

### 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		
Continuous Assessment: <u>100</u> %					
Term paper	✓	✓	✓	50%	
Quiz	✓	✓	✓	30%	
Leading and Presenting in Tutorial	✓	✓	✓	20%	
Examination: <u>0</u> % (duration: _____, if applicable)					

\* The weightings should add up to 100%.

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. Term paper	1.1 Ability to relate relevant theories and concepts to empirical observations	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 Ability to critically assess relevant issues on the management of human service organizations	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.3 Ability to generate insights on management issues	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.4 Ability to present the views and arguments in an organized and clear manner	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Quiz	Ability to describe, differentiate and apply concepts and theories taught.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Leading and Presenting in Tutorial	3.1 Ability to explain, differentiate and make critical comment on concepts or theories	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2 Ability to apply and integrate concepts/theories into practice	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.3. Ability to make interesting and clear presentation	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.4 Ability to involve all students of the tutorial groups	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.)

General introduction. Organization and management. Short term and strategic planning. Organization Structure. Human resource management. Leadership. Staff supervision. Team building. Total Quality Management. Financial management. Community liaison. Risk Management.

**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.	Lewis, J. A., Packard, T. R., & Lewis, M. D. (2012). <i>Management of human service programs (International Student Edition)</i> (5 <sup>th</sup> Ed.). Belmont, CA: Thomson Higher Education/Brooks/Cole.
2.	Robins. S.P., & Coulter, M., (2012). <i>Management</i> (11 <sup>th</sup> Edition). (Pearson International Edition). New Jersey: Pearson Prentice Hall.

**2.2 Additional Readings**

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

1.	Au, K., & Birtch, T. A. (2011). Social enterprise as an interactive process between entrepreneurs and the community: a social capital perspective. In Ng, S.H.; Cheung, Stephen Y.L. & Parkash, Brahm (Eds.), <i>Social capital in Hong Kong: Connectivities and social enterprise</i> (pp. 279-301). Hong Kong: City University of Hong Kong.
2.	Galera, G., & Borzaga, C. (2009). Social enterprise: An international overview of its conceptual evolution and legal implementation. <i>Social Enterprise Journal</i> , 5(3), 210. Retrieved from <a href="http://search.proquest.com/docview/603595283?accountid=10134">http://search.proquest.com/docview/603595283?accountid=10134</a>
3.	Leung, T. T. F. (2008). Accountability to welfare service users - Challenges and responses of service providers. <i>British Journal of Social Work</i> , 38(3), 531-545.
4.	Leung, T. T. F. (2011). Client participation in managing social work service – An unfinished quest. <i>Social Work</i> , 56(1), 43-52.
5.	Selber, K., & Streeter, C. (2000). A customer-oriented model for managing quality in human services. <i>Administration in Social Work</i> , 24 (2), 1-14.
6.	Sprang, G., Clark, J. J., & Woosley, A. W. (2007). Compassion fatigue, compassion satisfaction, and burnout: Factors impacting a professional's quality of life. <i>Journal of Loss and Trauma</i> 12,259-280.
7.	Wen, Z., & Chong, A. M. L. (2014). Legitimate deficit: Competitive bidding in a residual and semi-democratic welfare society. <i>Voluntas: International Journal of Voluntary and Nonprofit Organizations</i> . doi: 10.1007/s11266-014-9499-1