

# SS4003: CULTURAL SENSITIVITY IN SOCIAL WORK PRACTICE

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Cultural Sensitivity in Social Work Practice

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

4003

### 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

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Social workers are working with service users from diverse cultural backgrounds in the context of ethnicity, race, gender, class, sexual orientation, age, ableness or religions. This course will enable social work students to Discover and align personal values with the value base of the profession and its ethical standards and principles. Discover and examine contemporary issues related to oppressions of different cultural groups in Hong Kong Chinese context (e.g. racial discriminations, homophobia, transphobia) within the lens of social work professional ethics and values. Apply various practice models such as multicultural competence model, empowerment, affirmative approach to work with different cultural groups in Hong Kong, and to integrate new ideas into practice. Demonstrate social work skills with critical and creative mind, to practice without discrimination and with respect, and attend to clients' characteristics, cultural beliefs, and contexts.

### Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover and align personal values with the value base of the profession and its ethical standards and principles.	20	x	x	
2	Discover and examine contemporary issues related to oppressions of different cultural groups in Hong Kong Chinese context (e.g. racial discriminations, homophobia, transphobia) within the lens of social work professional ethics and values.	30	x	x	x
3	Apply various practice models such as multicultural competence model, empowerment, affirmative approach to work with different cultural groups in Hong Kong, and to integrate new ideas into practice.	30	x	x	x
4	Demonstrate social work skills with critical and creative mind, to practice without discrimination and with respect, and attend to clients' characteristics, cultural beliefs, and contexts.	20	x	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.

**Teaching and Learning Activities (TLAs)**

	<b>TLAs</b>	<b>Brief Description</b>	<b>CILO No.</b>	<b>Hours/week (if applicable)</b>
1	Lecture	Major theoretical and practice approaches to multicultural social work. Students learn theories and practice models through attending lectures, completing assigned readings, and participating in case discussions.	2, 3	
2	Experiential Exercise, Student-Centred Discussions, Case Studies, Films, Guest Speakers	Through experiential exercise and student-centred discussions they discovered their perceptions on different Cultural groups, and ask further questions to explore issues around the needs of different cultural groups in Hong Kong. Case studies, documentary films will be used to illustrate current cultural group issues in Hong Kong ,such as minority stress, bias of helping professionals, homophobia etc.. Guest speakers from cultural groups will be invited to share their personal Narratives to enhance students' Understanding of their lived Experiences Students will examine these issues further with critical mind, and develop creative strategies to work with different cultural groups in Hong Kong. New ideas will be integrated into the existing practice models through their presentations.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Reflective Journal	1, 4	30	
2	Team Project Presentations	1, 2, 3	30	
3	Term Paper	3	40	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Reflective Journal

**Criterion**

Ability to identify difficulties encountered in understanding someone who is from a different cultural group

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

basic

**Failure (F)**

Not reaching marginal level

**Assessment Task**

2. Team Project Presentations

**Criterion**

Ability to apply the knowledge and skills for cross-cultural social work practice for a specific topic

**Excellent (A+, A, A-)**

high

**Good (B+, B, B-)**

significant

**Fair (C+, C, C-)**

moderate

**Marginal (D)**

basic

**Failure (F)**

Not reaching marginal level

**Assessment Task**

3. Term Paper

**Criterion**

Ability to apply the knowledge and skills for cross cultural social work practice for a specific topic, with the support of individual observation, reflection or discovery

**Excellent (A+, A, A-)**

high

**Good (B+, B, B-)**

significant

**Fair (C+, C, C-)**

moderate

**Marginal (D)**

basic

**Failure (F)**

Not reaching marginal level

**Part III Other Information**

**Keyword Syllabus**

Definitions - Etic and emic perspective; multiculturalism.

Awareness - Social work values; multiculturalism and oppression; social workers’ professional conditioning; social workers as oppressors.

Discovering and understanding through reflections and integration of theoretical models - Racial identity model; feminist identity model; sexual identity model; multicultural family model; disability models; spirituality and religious issues etc.

Intervention through practice models with a critical and creative mind - Empowerment model; multicultural competence model; ethnic-centre model, affirmative model; social justice model; social constructionist/narrative approach etc.

**Reading List**

**Compulsory Readings**

Title	
1	Anderson, J., & Carter, R. (2003). Diversity perspectives for social work practice. Boston: Allyn and Bacon.
2	Sue, D. W. (2006). Multicultural social work practice. Hoboken, N.J.: Wiley.

**Additional Readings**

Title	
1	Anderson, M. L. (2001). Restructuring for whom? Race, class, gender, and the ideology of invisibility. Sociological Forum, 16(2), 181-201.

2	Bayliss, K. (2000). Social work values, anti-discriminatory practice and working with older lesbian service users. <i>Social Work Education</i> , 19(1), 45.
3	Berkman, C. S., & Zinberg, G. (1997). Homophobia and heterosexism in social workers. <i>Social Work</i> , 42(4), 319.
4	Cole, E. R., & Omari, S. R. (2003). Race, class and the dilemmas of upward mobility for African Americans. <i>Journal of Social Issues</i> , 59(4), 785-802.
5	Dominelli, L. (2008). <i>Anti-racist social work</i> (3rd ed.). New York: Palgrave Macmillan.
6	Gilgun, J. F., & Abrams, L. S. (2005). Gendered adaptations and the perpetration of violence. In M. Ungar (Ed.), <i>Handbook for working with children and youth: Pathways to resilience across cultures and contexts</i> (pp. 57-70). Thousand Oaks, CA: Sage.
7	Goldberg, M. (2000). Conflicting principles in multicultural social work. <i>Families in Society</i> , 81(1), 12-20.
8	Hodge, D. R. (2003). Differences in worldviews between social workers and people of faith. <i>Families in Society</i> , 84(2), 285-295.
9	Lee, M. Y., Ng, S. M., Leung, P. P. Y., & Chan, C. L. W. (2009). <i>Integrative body-mind-spirit social work: An empirically based approach to assessment and treatment</i> . New York: Oxford University Press.
10	McKee, M. (2003). Excavating our frames of mind: The key to dialogue and collaboration. <i>Social Work</i> , 48(3), 401-408.
11	National Association of Social Workers. (2001). <i>Standards for cultural competence in social work practice</i> . Washington, DC: NASW Press.
12	Potocky, M. (1997). Multicultural social work in the United States. <i>International Social Work</i> , 40(3), 315-326.
13	Sisneros, J. (2008). <i>Critical multicultural social work</i> . Chicago: Lyceum Books.
14	Taub, D. E., McLorg, P. A., & Fanflif, P. L. (2003) Stigma management strategies among women with physical disabilities: Contrasting approaches of downplaying or claiming a disability status. <i>Deviant Behavior</i> , 25, 169-190.