

**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:** Working with the Communities and People with Special Needs

**Course Code:** SS4208

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

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

Arts and Humanities  
 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:**  
*(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 aims to help students to develop community-orientated perspective in social work intervention and understand the nature, theories, strategies and practice skills in working with communities and people with special needs.

### 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.	examine theories and skills in working with communities and people with special needs;	30%	✓	✓	✓
2.	apply community-orientated perspective to explain social construction of vulnerability of deprived communities and people with special needs;	30%	✓	✓	✓
3.	analyse issues of power and disempowerment in professional social work practice with people with special needs;	10%	✓	✓	
4.	apply anti-oppressive practice and anti-discriminatory practice in social work practice with different special need groups;	20%		✓	✓
5.	demonstrate knowledge and strategies in empowering minority and vulnerable groups in the local context.	10%		✓	✓
		100%			

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

<sup>#</sup> 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	4	5	
Lectures	Lectures will cover the topics related to all CILOs and will be used to explain the concepts, theories and methods of community work practice.	✓	✓	✓	✓	✓	
Video shows in lectures	Video shows about real life cases and situations will be shown to help students get a better grasp of the concepts and integrate what they have learnt to the local Hong Kong context. . It will mainly contribute to achieve CILO 4 and 5.				✓	✓	
Experiential activities in lectures	Experiential activities will be used to help students develop a community work perspective and stimulate their reflection on social construction of vulnerability of deprived communities (CILO2) and oppression and discrimination in Hong Kong societies (CILO4).		✓		✓		
Guest lectures	Guest speakers will be invited to share with students about the social oppression and discrimination problems by special needs groups (CILO 2 & 3), the use of anti-oppressive and anti-discriminative practice (CILO4), and the empowering strategies to empower vulnerable groups (CILO5).		✓	✓	✓	✓	
Class discussions and exercises	Class discussions and exercises will be frequently used to help students have further discussion and sharing on the concepts and knowledge they learnt from the lectures and the assigned readings. These teaching and learning activities are expected to achieve all CILOs.	✓	✓	✓	✓	✓	
Group presentation	Students are asked to divide among themselves into small groups to have a presentation on one chosen topic in class. The topics are related to the achievement of CILO 2, 3, 4 &5. Students are recommended to bring the voices of people with special needs to be heard in the presentation. They can either invite 1 or 2 members of the special need group to the class, or interview some members of the special need group they choose, collect their voices and let classmates have a chance to listen to their views.		✓	✓	✓	✓	
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 but the course examiner plans to make use of this activity to help students focus more on the sharing about the CILO 2, 3 & 4 .		✓	✓	✓		

**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	5		
Continuous Assessment: <u>100</u> %							
Class exercise and sharing	✓	✓	✓	✓	✓	20%	
Group presentation		✓	✓	✓	✓	40%	
Term Paper	✓	✓	✓	✓	✓	40%	
Examination: 0 % (duration: _____, if applicable)							
<i>* The weightings should add up to 100%.</i>						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. Class exercise and sharing	Ability to raise questions, give sharing and comments, and make self reflection and sharing in the on-line discussion.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Presentation	2.1 Capacity of understanding the concepts and knowledge they have learnt.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 Ability and competence in applying knowledge to different group or community situations	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.3 Team work and presentation skills	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Term Paper	3.1 Ability to grasp the concepts, theories and knowledge introduced in lectures, assigned readings and class discussions	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2 Ability to apply them to solve problems in various client group situations.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.3 Organisation of the paper	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.4 Writing skills and proper reference citation skills	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

Functions and spirits of community-oriented perspective in social work practice, social construction of vulnerability of deprived communities and people with special needs, power issues in social work practice, empowerment and disempowerment, intervention approaches in working with minority and vulnerable groups, anti-discriminative and anti-oppressive practice, combating social exclusion, self help group movement, advocacy, user participation and user empowerment.

#### 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.	Adams, R. (2008). <i>Empowerment, participation and social work</i> (4th ed.). New York,
2.	Bishop, A. (2002). <i>Becoming an ally: Breaking the cycle of oppression in people</i> (2nd ed.). London, England: Zed Books
3.	Thompson, N. (2012). <i>Anti-discriminatory practice: Equality, diversity and social justice</i> (5th ed.). New York, NY: Palgrave Macmillan.

##### 2.2 Additional Readings

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

1.	Adams, R. (2003). <i>Social work and empowerment</i> (3rd ed.). Basingstoke, England: Palgrave Macmillan.
2.	Barnes, M., & Walker, A. (1996). Consumerism versus empowerment: A principled approach to the involvement of older service users. <i>Policy and Politics</i> , 24(4), 375-393.
3.	Bateman, N. (2000). <i>Advocacy skills for health and social care professionals</i> . London, England: Jessica Kingsley Publishers.
4.	Beresford, P., & Croft, S. (1993). <i>Citizen involvement: A practical guide for change</i> . London, England: Macmillan.
5.	Bytheway, B. (1995). <i>Ageism</i> . Buckingham, England: Open University Press.
6.	Dominelli, L. (2008). <i>Anti-racist social work</i> (3rd. ed.). New York, NY : Palgrave Macmillan.
7.	Hugman, R. (1991). <i>Power in caring profession</i> . London, England: Macmillan.
8.	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. doi:10.1177/0020872812447118
9.	Kam, P. K. (2002). From disempowering to empowering: Practice of social service professionals with older people. <i>Hallym International Journal of Aging</i> , 4(2), 161-183.
10.	Marsiglia, F. F., & Kulis, S. (2009). <i>Diversity, oppression, and change</i> . Chicago, IL: Lyceum.
11.	Miley, K., O'Melia, M., & Dubois, B. (2013). <i>Generalist social work practice: An empowering approach</i> (7th ed.). Upper Saddle River, NJ: Pearson.
12.	Oliver, M. (1996). <i>Understanding disability: From theory to practice</i> . Basingstoke, England: Macmillan.
13.	Riessman, F. (1997). Ten self-help principles. <i>Social Policy</i> , 27(3), Spring, 6-11.

14.	Saleebey, D. (Ed.). (2013). <i>The strengths perspective in social work practice</i> (6th ed.). Upper Saddle River, NJ : Pearson.
15.	甘炳光編 (2010a)。《回歸信念—社工信念的實踐》。香港，中國：香港城市大學出版社。
16.	甘炳光 (2010b)。〈社會工作的「社會」涵義：重拾社會工作中的社會本質〉。《香港社會工作學報》，44(1)，17-28。
17.	甘炳光 (2011a)。〈新建城區社區發展的實踐與創新〉。《社區發展季刊》。135, 399-409。
18.	甘炳光 (2011b)。〈社區工作：意義重塑與展望〉。《香港社會工作學報》，45(1/2)，27-42。
19.	宋麗玉、及施教裕 (2009)。《優勢觀點—社會工作理論與實務》。台北，台灣：洪業文化事業有限公司。
20.	趙雨龍、黃昌榮、及趙維生編 (2003)。《充權—新社會工作視界》。台北，台灣：五南圖書出版公司。