

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2024/25**

Part I Course Overview

Course Title:	<u>Diversity and Social Work</u>
Course Code:	<u>SS5215</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course prepares students to work with diverse groups of people in Hong Kong as well as in other multicultural societies, including populations defined by gender, sexual orientation, ethnicity and race, age, disability and religion. It explores the connection between diversity and social work value of justice and equality. It aims to increase students' awareness, knowledge, and critical skills for culturally responsive social work practice with these populations through students' self-examination, experiential learning, and critical reading of class materials.

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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate knowledge on the connection between diversity, social justice and equality in social work.	20%	√	√	
2.	Demonstrate understanding on how experiences of privilege and oppression are shaped by diverse social forces including historical, social and political factors in relation to genderism, heterosexism, racism, ableism, ageism and religious oppression, and the effects of these on both society and individuals.	30%	√	√	
3.	Demonstrate ability and skills in critical contextual thinking and analyses and working towards diversity and justice with diverse populations.	30%	√	√	√
4.	Demonstrate an awareness of own social positions regarding gender, sexual orientation, ethnic and racial origin, ability and age have shaped biases and provide possible opportunities in social work practice.	20%	√	√	√
		100%			

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. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4		
LTA 1. Lecture	Lectures cover the major topics (diversity and differences, justice and equality) of the course with explanation, clarification, and discussion during the sessions.	√	√	√	√		
LTA 2. Class exercises	Various exercises will be integrated in class, including reporting, reflection and case analyses.		√	√	√		
LTA 3. Guest sharing	Guest speakers of related topics and practice fields will be invited to share their knowledge and practice wisdom to students.			√	√		
LTA 4. Text reading and discussion	Recommended readings will be assigned to students. Students prepare the texts before class and discussions will be conducted in class for clarifications, responses, debates and reviews.	√	√	√	√		
LTA 5. Student project	Students prepare group project and presentation on relevant topics. They learn to consolidate learning and application of relevant theories and concepts in real life cases.		√	√	√		

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			
Continuous Assessment: 100%							
<u>AT1: Individual Paper</u> At the end of the semester, each student is required to submit an individual paper with 2,000 words to demonstrate the understanding of course content and ability of contextual case analyses. The paper should follow the APA style.	√	√	√			40%	
<u>AT2: Group Presentation</u> Students will be divided into subgroup to prepare a group project. Integration of classroom knowledge and contextual case analyses are required for this project. Presentation of group project will be conducted at the end of semester.		√	√	√		30%	
<u>AT3: Reflection Paper</u> In the middle of the semester, each student is required to submit a reflection paper with 1,000 words on the limitations and opportunities of her/his own social positions. The paper should follow the APA style.		√		√		20%	
<u>AT4: Class Participation</u> Students are required to actively contribute to discussions and feedback giving in class.	√	√	√	√		10%	
Examination: 0 % (duration: , if applicable)						100%	

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual Paper (40%)	a) clear description of case and identification of issues; b) integration of knowledge; c) strong argumentation supported by evidence in contextual case analysis; d) development of a critical and feasible framework for future practice; e) format of citations and references; f) fluency of presentation	Outstanding a) very clear description of case and identification of issues; b) outstanding integration of knowledge; c) strong argumentation supported by evidence in contextual case analysis; d) outstanding development of a critical and feasible framework for future practice; e) Very good format of citations and references; f) outstanding fluency of presentation	a) clear description of case and identification of issues; b) good integration of knowledge; c) good argumentation supported by evidence in contextual case analysis; d) good development of a critical and feasible framework for future practice; e) good format of citations and references; f) good fluency of presentation	a) fairly clear description of case and identification of issues; b) fair integration of knowledge; c) fair argumentation supported by evidence in contextual case analysis; d) fair development of a critical and feasible framework for future practice; e) fair format of citations and references; f) fair fluency of presentation	a) Marginally clear description of case and identification of issues; b) marginal integration of knowledge; c) marginal argumentation supported by evidence in contextual case analysis; d) marginal development of a critical and feasible framework for future practice; e) marginal format of citations and references; f) marginal fluency of presentation	a) insufficiently clear description of case and identification of issues; b) insufficient integration of knowledge; c) insufficient argumentation supported by evidence in contextual case analysis; d) insufficient development of a critical and feasible framework for future practice; e) insufficient format of citations and references; f) insufficient fluency of presentation
2. Group Presentation (30%)	a) clear description of case and identification of issues; b) integration of knowledge; c) strong argumentation supported by	a) very clear description of case and identification of	a) clear description of case and identification of issues; b) good	a) fairly clear description of case and identification of issues; b) fair	a) marginally clear description of case and identification of issues; b)	a) insufficient description of case and identification of issues; b)

	evidence in contextual case analysis; d) good recommendations logical to the context; e) good team work; f) fluency of presentation	issues; b) outstanding integration of knowledge; c) strong argumentation supported by evidence in contextual case analysis; d) outstanding recommendations logical to the context; e) very good team work; f) outstanding fluency of presentation	integration of knowledge; c) good argumentation supported by evidence in contextual case analysis; d) good recommendations logical to the context; e) good team work; f) fluency of presentation	integration of knowledge; c) fair argumentation supported by evidence in contextual case analysis; d) fair recommendations logical to the context; e) fair team work; f) fair fluency of presentation	marginal integration of knowledge; c) marginal argumentation supported by evidence in contextual case analysis; d) marginal recommendations logical to the context; e) marginal team work; f) marginal fluency of presentation	insufficient integration of knowledge; c) insufficient argumentation supported by evidence in contextual case analysis; d) insufficient recommendations logical to the context; e) insufficient team work; f) insufficient fluency of presentation
3. Reflection Paper (20%)	a) focus of the reflection paper; b) integration of knowledge; c) scope and depth of reflection in relation to one's own experiences and social positions; d) format of citations and references, and e) fluency of the presentation	a) very clear focus of the reflection paper; b) outstanding integration of knowledge; c) outstanding scope and depth of reflection in relation to one's own experiences and social positions; d) very good format of citations and references, and e) outstanding fluency of the presentation	a) clear focus of the reflection paper; b) good integration of knowledge; c) good scope and depth of reflection in relation to one's own experiences and social positions; d) good format of citations and references, and e) fluency of the presentation	a) fairly clear focus of the reflection paper; b) fair integration of knowledge; c) fair scope and depth of reflection in relation to one's own experiences and social positions; d) fair format of citations and references, and e) fair fluency of the presentation	a) marginally clear focus of the reflection paper; b) marginal integration of knowledge; c) marginal scope and depth of reflection in relation to one's own experiences and social positions; d) marginal format of citations and references, and e) marginal fluency of the presentation	a) insufficient focus of the reflection paper; b) insufficient integration of knowledge; c) insufficient scope and depth of reflection in relation to one's own experiences and social positions; d) insufficient format of citations and references, and e) insufficient fluency of the presentation

4. Class Participation (10%)	a) Punctually attending the class; b) active discussions in class; c) actively engaged in constructive feedback giving	a) Very good punctuality in attending the class; b) Very active discussions in class; c) actively engaged in constructive feedback giving	a) Good punctuality in attending the class; b) active discussions in class; c) actively engaged in constructive feedback giving	a) Fair punctuality in attending the class; b) fairly active discussions in class; c) fair engagement in constructive feedback giving	a) Limited punctuality in attending the class; b) little discussions in class; c) marginal engagement in constructive feedback giving	a) Insufficient punctuality in attending the class; b) insufficient discussions in class; c) insufficient engagement in constructive feedback giving
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Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual Paper (40%)	a) clear description of case and identification of issues; b) integration of knowledge; c) strong argumentation supported by evidence in contextual case analysis; d) development of a critical and feasible framework for future practice; e) format of citations and references; f) fluency of presentation	a) very clear description of case and identification of issues; b) outstanding integration of knowledge; c) strong argumentation supported by evidence in contextual case analysis; d) outstanding development of a critical and feasible framework for future practice; e) Very good format of citations and references; f) outstanding fluency of presentation	a) clear description of case and identification of issues; b) good integration of knowledge; c) good argumentation supported by evidence in contextual case analysis; d) good development of a critical and feasible framework for future practice; e) good format of citations and references; f) fluency of presentation	a) fairly clear description of case and identification of issues; b) fair to limited integration of knowledge; c) fair to limited argumentation supported by evidence in contextual case analysis; d) fair to limited development of a critical and feasible framework for future practice; e) fair to limited format of citations and references; f) fair to limited fluency of presentation	a) insufficiently clear description of case and identification of issues; b) insufficient integration of knowledge; c) insufficient argumentation supported by evidence in contextual case analysis; d) insufficient development of a critical and feasible framework for future practice; e) insufficient format of citations and references; f) insufficient fluency of presentation
2. Group Presentation (30%)	a) clear description of case and identification of issues; b) integration of knowledge; c) strong argumentation supported	a) very clear description of case and identification of issues; b) outstanding integration of knowledge; c) strong argumentation	a) clear description of case and identification of issues; b) good integration of knowledge; c) good argumentation supported	a) fairly clear description of case and identification of issues; b) fair to limited integration of	a) insufficient description of case and identification of issues; b) insufficient integration of knowledge; c) insufficient argumentation supported by

	by evidence in contextual case analysis; d) good recommendations logical to the context; e) good team work; f) fluency of presentation	supported by evidence in contextual case analysis; d) outstanding recommendations logical to the context; e) very good team work; f) outstanding fluency of presentation	by evidence in contextual case analysis; d) good recommendations logical to the context; e) good team work; f) fluency of presentation	knowledge; c) fair to limited argumentation supported by evidence in contextual case analysis; d) fair to limited recommendations logical to the context; e) fair to limited team work; f) fair to limited fluency of presentation	evidence in contextual case analysis; d) insufficient recommendations logical to the context; e) insufficient team work; f) insufficient fluency of presentation
3. Reflection Paper (20%)	a) focus of the reflection paper; b) integration of knowledge; c) scope and depth of reflection in relation to one's own experiences and social positions; d) format of citations and references, and e) fluency of the presentation	a) very clear focus of the reflection paper; b) outstanding integration of knowledge; c) outstanding scope and depth of reflection in relation to one's own experiences and social positions; d) very good format of citations and references, and e) outstanding fluency of the presentation	a) clear focus of the reflection paper; b) good integration of knowledge; c) good scope and depth of reflection in relation to one's own experiences and social positions; d) good format of citations and references, and e) fluency of the presentation	a) fairly to limitedly clear focus of the reflection paper; b) fair to limited integration of knowledge; c) fair to limited scope and depth of reflection in relation to one's own experiences and social positions; d) fair to limited format of citations and references, and e) fair to limited fluency of the presentation	a) insufficient focus of the reflection paper; b) insufficient integration of knowledge; c) insufficient scope and depth of reflection in relation to one's own experiences and social positions; d) insufficient format of citations and references, and e) insufficient fluency of the presentation
4. Class Participation (10%)	a) Punctually attending the class; b) active discussions in class; c) actively engaged in constructive feedback giving	a) Very good punctuality in attending the class; b) Very active discussions in class; c) actively engaged in constructive feedback giving	a) Good punctuality in attending the class; b) active discussions in class; c) actively engaged in constructive feedback giving	a) Fair to limited punctuality in attending the class; b) fairly to limited active discussions in class; c) fair to limited engagement in constructive feedback giving	a) Insufficient punctuality in attending the class; b) insufficient discussions in class; c) insufficient engagement in constructive feedback giving

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.)

- 1.1 Diversity, Difference and Multiculturalism
Human diversity and differences, social construction, global trend of multiculturalism
- 1.2 Diversity, Social Justice and Change
Social work values and principles, codes of ethics, social justice and social change, challenges to action: stereotypes, prejudice and discrimination
- 1.3 Dimension of Diversity and Social Justice
Intersectionality, power and privilege, gender, sexual orientation, ethnicity and race, ability status, religion
- 1.4 Recognizing Systemic Oppressions and Injustice
Genderism, heterosexism, homophobia, xenophobia, racism, colorism, ableism, ageism, minority stress, internalized oppressions, microaggressions
- 1.5 Check Privileges and Oppressions
Diversity circle, social positions, advantages and disadvantages, self-awareness
- 1.6 Competency-Based Approaches to Diversity and Justice in Practice
Cultural competence VS cultural humility, individualism VS collectivism, cultural awareness, managing bias and microaggressions, individuals and families, groups and communities
- 1.7 Diversity and Inclusive Social Policies
Distributive justice, affirmative action, discrimination acts, school segregation, family policies

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	Sue, D.W., Rasheed, M. N., Rasheed, J. M. (2016). <i>Multicultural social work practice : a competency-based approach to diversity and social justice</i> . (Second edition.). Jossey-Bass.
2	Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression. <i>Social Work, 53</i> (2), 99-101. https://doi.org/10.1093/sw/53.2.99

2.2 Additional Readings

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

1	Allen, P., Cherry, K., & Palmore, E. (2009). Self-reported ageism in social work practitioners and students. <i>Journal of Gerontological Social Work, 52</i> (2), 124-134. https://doi.org/10.1080/01634370802561927
2	Bender, K., Negi, N., & Fowler, D.N. (2010). Exploring the relationship between self awareness and student commitment and understanding of culturally responsive social work practice. <i>Journal of Ethnic & Cultural Diversity in Social Work, 19</i> (1), 34-53. https://doi.org/10.1080/15313200903531990
3	Byers, D., McInroy, L., Craig, S.L., Slates, S., & Kattari, S. (2020). Naming and Addressing Homophobic and Transphobic Microaggressions in SOWK classrooms.

	<i>Journal of Social Work Education</i> , 56(3). 484-495. https://doi.org/10.1080/10437797.2019.1656688
4	Cohen, H., Greene, R., Lee, Y., Gonzalez, J., & Evans, M. (2006). Older adults who overcame oppression. <i>Families in Society</i> , 87(1), 35-42. https://doi.org/10.1606/1044-3894.3482
5	Coston, B.M. & Kimmel, M. (2012). Seeing privilege where it isn't: marginalized masculinities and the intersectionality of privilege. <i>Journal of Social Issues</i> , 68(1), 97-111. https://doi.org/10.1111/j.1540-4560.2011.01738.x
6	Englar-Carlson, M., & Kiselica, M. (2013). Affirming the strengths in men: a positive masculinity approach to assisting male clients. <i>Journal of Counseling and Development</i> , 91(4), 399-409. https://doi.org/10.1002/j.1556-6676.2013.00111.x
7	Finney, K. & Fitzgerald, T. (2020). <i>The reality of diversity, gender, and skin color: From living room to classroom</i> (1st ed.). Cognella Publishing.
8	Fisher-Borne, M., Cain, J., M., & Martin, S. L. (2014). From mastery to accountability: cultural humility as an alternative to cultural competence. <i>The International Journal of Social Work Education</i> , 34(2), 165-181. https://doi.org/10.1080/02615479.2014.977244
9	Gaine, C. (2010). <i>Equality and diversity in social work practice</i> . Learning Matters.
10	Lee, J., & Robinson, K. W. (2014). Self-reflections of a gay immigrant social worker. <i>Reflections : Narratives of Professional Helping</i> , 20(1), 15-28.
11	Marsiglia, F.F., Kulis, S.S., & Lechuga-Peña, S. (2021). <i>Diversity, oppression, and change : culturally grounded social work</i> . (Third edition.). Oxford University Press.
12	Murphy, Y., Hunt, V, Zajicek, A.M., Norris, A.N., & Hamilton, L. (2009). Incorporating intersectionality in social work practice, research, policy, and education. NASW Press.
13	Pearce, E., Paik, K., & Robles, O. J. (2016). Adolescent girls with disabilities in humanitarian settings: "I am not 'worthless.' I am a girl with a lot to share and offer." <i>Girlhood Studies</i> , 9(1), 118-136. https://doi.org/10.3167/ghs.2016.090109