

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2022 /23**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Social Work Practice in a School Setting</u>
<b>Course Code:</b>	<u>SS5317</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## Part II Course Details

### 1. Abstract

The aim of this course is to equip social work students to be a competent school social worker at Master's Degree level. Policy context of school social work in kindergarten, primary schools and secondary schools will be discussed in the first part of the course. Students will be introduced to different theories related to working with children, young people and their families in school social work setting. Students will also be equipped with specific skills through role-play and case discussion in working with their clients in school social work settings, including kindergarten, primary schools and secondary schools. Particular attention will also be paid to understand specialised issues like child abuse and neglect, student suicide, special educational needs and how to work with those clients and their families in different school social work settings. Furthermore, working with different professionals in school social work settings and handling school crisis will also be introduced.

### 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.	Describe the contemporary challenges children and young people face in their school.	10%	✓		
2.	Describe the policy context of school social work service in Hong Kong	10%		✓	
3.	Describe the theoretical framework in understanding youth problems.	30%		✓	
4.	Describe the evidence of effective intervention in school social work setting.	20%		✓	
5.	Apply different theories and evidence of effective practice in school social work setting.	30%			✓
		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. 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		
Lecture	Lectures on contemporary children and youth issues, theories and policy context of school social work service in Hong Kong. This will be done through presentation and viewing of videos to understand the relationship of theory to contemporary children and youth issues.	✓	✓	✓	✓	✓		
Case Study and Discussion	Cases related to school social work practice will be used for students to understand how theories and research evidence be related to our practice. Small group discussion, debriefing will be held after each case study.	✓	✓	✓	✓	✓		
Guest Lecture	Guest speakers of related professional fields will be invited to conduct lectures, demonstrate practical skills or share their story to students.	✓			✓	✓		

### 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: 100%								
Small Group Presentation	✓	✓	✓	✓	✓		30%	
Participation	✓	✓	✓	✓	✓		10%	
Term Paper	✓	✓	✓	✓	✓		60%	
Examination: _____% (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 in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Small Group Presentation (30%)	Competence to examine critically and apply innovatively the theories and concepts for case assessment, treatment goal formulation, and design of intervention strategies through presentation, role play and demonstration.	Strong evidence for the competence to examine critically and apply innovatively the theories and concepts for case assessment, treatment goal formulation, and design of intervention strategies through presentation, role play and demonstration.	Good evidence for the competence to examine critically and apply innovatively the theories and concepts for case assessment, treatment goal formulation, and design of intervention strategies through presentation, role play and demonstration.	Fair to limited evidence for the competence to examine critically and apply innovatively the theories and concepts for case assessment, treatment goal formulation, and design of intervention strategies through presentation, role play and demonstration.	Insufficient evidence for the competence to examine critically and apply innovatively the theories and concepts for case assessment, treatment goal formulation, and design of intervention strategies through presentation, role play and demonstration.
2. Term Paper (60%)	Capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and intervention, and discuss critically the application of the theories in local context.	Strong evidence for the capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and intervention, and discuss critically the application of the theories in local context.	Good evidence for the capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and intervention, and discuss critically the application of the theories in local context.	Fair evidence for the capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and intervention, and discuss critically the application of the theories in local context.	Limited evidence for the capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and intervention, and discuss critically the application of the theories in local context.
3. Participation (10%)	Students are required to participate in discussion in each lecture.	Strong evidence for the capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and	Good evidence for the capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and	Fair evidence for the capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and	Limited evidence for the capability to understand and examine critically, apply innovatively the knowledge and theories

		intervention, and discuss critically the application of the theories in local context.	intervention, and discuss critically the application of the theories in local context.	intervention, and discuss critically the application of the theories in local context.	in case assessment and intervention, and discuss critically the application of the theories in local context.
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Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.Small Group Presentation (30%)	Competence to examine critically and apply innovatively the theories and concepts for case assessment, treatment goal formulation, and design of intervention strategies through presentation, role play and demonstration.	Extremely and strongly able	Actively and highly able	Moderately Able	Just able	Not able
2.Participation (10%)	Students are required to participate in discussion in each lecture.	Strongly able	Highly able	Moderately Able	Seldom participate and just able	Not participate and not able
3. Term Paper (60%)	Capability to understand and examine critically, apply innovatively the knowledge and theories in case assessment and intervention, and discuss critically the application of the theories in local context.	Strongly able	Highly able	Moderately Able	Just able	Not able

### **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.)*

##### **Introduction**

Policy context and contemporary policy issues in school social work services in kindergarten, primary schools and secondary schools will be introduced. Students are then required to critically analysis the policy objectives of current school social work service. Students will also be introduced to different social policy philosophy and how these philosophy are currently affecting policy formulation and implementation.

##### **Theories of children and young people**

Psychological and sociological theory of children and young people. Special attention would be placed on developmental theories that related to school social work setting. Learning theories, cognitive development, moral and social development in children and young people. Students are also required to understand contemporary theories in understanding adolescent sub-culture, antisocial behaviour, family relationship as well as mental health issues.

##### **Services for Special Educational Needs Students**

Role of school social workers in providing service for children and young people of special educational needs will be discussed. Different roles of social workers in kindergarten, primary schools and secondary schools will be discussed. Theories and evidence based practice of services for children and young people of special educational needs in different school social work setting will be introduced.

##### **Service for Children and young people with Mental Health Problems**

Prevalence of children and young people depression anxiety disorder schizophrenia and bipolar disorder, personality disorder will be introduced and discussed. Students will be introduced to evidence based group and individual intervention and prevention on children and young people mental health problems. How social worker attempt to help those clients in primary and secondary schools will be covered.

##### **Service for Children and young people with addictive problems**

Role of school social workers in providing service for children and young people of addictive problems like drugs, gambling and on-line addiction will be discussed. Theories and evidence based practice of services for children and young people on these issues will be introduced.

##### **Working effectively with parents and/or guardians**

Theories related to parenting practice and its effects on children and young people's development will be introduced. Students will also be taught how to design and implement preventive programme for families to reduce children and young people's problem. Knowledge in parenting adolescents will be introduced. Skills and practice wisdom in working with parents in kindergarten, primary schools and secondary schools will be discussed.

##### **Child abuse and neglect case in school social work setting**

Students will be introduced to current law related to child abuse, neglect, family violence. Policy and practice procedures will be introduced. School social workers role and how to work effectively during crisis situation will also be introduced. Students will also be introduced to evidence based practice in handling crisis in school social work setting. Different roles and responsibility of social workers in kindergarten, primary and secondary schools will be discussed.

## 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.	Guthrie, L. F. (1996). How to coordinate services for students and families. ASCD.
2.	Knapp, S. E. (2013). School counseling and school social work homework planner. John Wiley & Sons.
3.	Sederholm, G. H. (2002). Counselling young people in school. Jessica Kingsley Publishers.
4.	John, R. L. (2015). Prevention psychology: enhancing personal and social well-being, Washington, D.C.: American Psychological Association.

### 2.2 Additional Readings

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

1.	Adler, L. (1994). The politics of linking schools and social services. Psychology Press.
2.	Allen-Meares, P. (2010). Social work services in schools. Allyn & Bacon.
3.	Allen-Meares, P., Montgomery, K. L., & Kim, J. S. (2013). School-based social work interventions: A cross-national systematic review. <i>Social work</i> , swt022.
4.	Avramidis, E., Bayliss, P., & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. <i>Educational psychology</i> , 20(2), 191-211.
5.	Chen, Y. L., Rittner, B., Manning, A., & Crofford, R. (2015). Early Onset Schizophrenia and School Social Work. <i>Journal of Social Work Practice</i> , 29(3), 271-286.
6.	DeLucia-Waack, J. L. (2006). Leading psychoeducational groups for children and adolescents. Sage Publications.
7.	Evans, E., Hawton, K., & Rodham, K. (2005). Suicidal phenomena and abuse in adolescents: a review of epidemiological studies. <i>Child abuse &amp; neglect</i> , 29(1), 45-58.
8.	Jackson, S. M., Cram, F., & Seymour, F. W. (2000). Violence and sexual coercion in high school students' dating relationships. <i>Journal of Family Violence</i> , 15(1), 23-36.
9.	Kaltiala-Heino, R., Rimpelä, M., Rantanen, P., & Rimpelä, A. (2000). Bullying at school—an indicator of adolescents at risk for mental disorders. <i>Journal of adolescence</i> , 23(6), 661-674.
10.	Kellogg, N. D., & Menard, S. W. (2003). Violence among family members of children and adolescents evaluated for sexual abuse. <i>Child abuse &amp; neglect</i> , 27(12), 1367-1376.
11.	Kitzmann, K. M., Gaylord, N. K., Holt, A. R., & Kenny, E. D. (2003). Child witnesses to domestic violence: a meta-analytic review. <i>Journal of consulting and clinical psychology</i> , 71(2), 339.
12.	Knapp, S. E., Jongsma Jr, A. E., & Dimmitt, C. L. (2014). The School Counseling and School Social Work Treatment Planner, with DSM-5 Updates. John Wiley & Sons.
13.	Pelcovitz, D., Kaplan, S. J., DeRosa, R. R., Mandel, F. S., & Salzinger, S. (2000). Psychiatric disorders in adolescents exposed to domestic violence and physical abuse. <i>American Journal of Orthopsychiatry</i> , 70(3), 360.
14.	Sabatino, C. A. (2014). Consultation Theory and Practice: A Handbook for School Social Workers. Oxford University Press.
15.	Social Welfare Dept (Hong Kong), (2000). A guide on multi-disciplinary collaboration in school social work service / Task Group on Multi-disciplinary Guideline on School Social Work Service.
16.	Sterne, A., & Poole, L. (2009). Domestic violence and children: A handbook for schools and early years settings. Routledge.
17.	Tobler, N. S., Roona, M. R., Ochshorn, P., Marshall, D. G., Streke, A. V., & Stackpole, K. M. (2000). School-based adolescent drug prevention programs: 1998 meta-analysis. <i>Journal of primary Prevention</i> , 20(4), 275-336.
18.	Turnbull, A., Turnbull, H. R., Wehmeyer, M. L., & Shogren, K. A. (2013). Exceptional lives: Special education in today's schools. Columbus, OH: Pearson.

19.	Warnock, M., & Norwich, B. (2010). <i>Special educational needs: A new look</i> . Bloomsbury Publishing.
20.	Wooley, M. E., Curtis, H.W., (2007) <i>Assessing Depression in Latency-Age Children: A Guide for School Social Workers, Children &amp; Schools</i> , 29(4). 209-218.
21.	Yip, K. S. (2008). <i>Strength based perspective in working with clients with mental illness: A Chinese cultural articulation</i> . Nova Publishers.