City University of Hong Kong Course Syllabus

offered by Department of Social and Behavioural Sciences with effect from Semester B 2023/24

Part I Course Overv	view
Course Title:	Diversity and Social Work
Course Code:	SS5215
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.
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

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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	curricu	ery-eni	lated
		applicable)		ng outco	
			· · ·	e tick	where
			approp		4.2
1			AI	A2	A3
1.	Demonstrate knowledge on the connection between diversity, social justice and equality in social work.	20%	V	1	
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%	٧	√	
3.	Demonstrate ability and skills in critical contextual thinking and analyses and working towards diversity and justice with diverse populations.	30%	V	V	V
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%	V	V	V
		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	CILC	No.]	Hours/week
	-	1	2	3	4	((if applicable)
TLA 1.	Lectures cover the major topics	$\sqrt{}$					
Lecture	(diversity and differences, justice						
	and equality) of the course with						
	explanation, clarification, and						
	discussion during the sessions.		,		,		
TLA 2. Class	Various exercises will be						
exercises	integrated in class, including						
	reporting, reflection and case						
	analyses.				1		
TLA 3. Guest	Guest speakers of related topics			√	√		
sharing	and practice fields will be invited						
	to share their knowledge and						
TLA 4. Text	practice wisdom to students.	√	V	1	1		
	Recommended readings will be	V	V	\ \	V		
reading and discussion	assigned to students. Students prepare the texts before class and						
discussion	discussions will be conducted in						
	class for clarifications, responses,						
	debates and reviews.						
TLA 5.	Students prepare group project		V	V	1		
Student	and presentation on relevant		'	'	•		
project	topics. They learn to consolidate						
FJ	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%	ı	1	1			T
AT1: Individual Paper	V		1		40%	
ATT: marviduai r aper	\ \	\ \	\ \ \		4070	
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.						
AT2: Group Presentation		$\sqrt{}$	1	$\sqrt{}$	30%	
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.						
AT3: Reflection Paper		√		$\sqrt{}$	20%	
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.						
AT4: Class Participation	V	V	V	V	10%	
Students are required to actively contribute to discussions and feedback giving in class.						
Examination: 0% (duration: , i	f appli	cable))			
					100%	

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	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(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
2. Group Presentation (30%)	a) clear description of case and identification of issues; b) integration of knowledge; c) strong argumentation supported by evidence in contextual case analysis; d) good recommendations logical to the context; e) good team work; 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 recommendations	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 recommendations logical to the context;	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	a) insufficient description of case and identification of issues; b) insufficient integration of knowledge; c) insufficient argumentation supported by evidence in contextual case analysis; d)

			logical to the context; e)	e) good team work; f)	recommendations	insufficient
			very good team work; f)	fluency of presentation	logical to the context;	recommendations
			, ,	fluency of presentation	, ,	
			outstanding fluency of		e) fair to limited team	logical to the context;
			presentation		work; f) fair to limited	e) insufficient team
					fluency of presentation	work; f) insufficient
						fluency of presentation
3.	Reflection Paper	a) focus of the reflection paper; b)	a) very clear focus of	a) clear focus of the	a) fairly to limitedly	a) insufficient focus of
	(20%)	integration of knowledge; c) scope	the reflection paper; b)	reflection paper; b)	clear focus of the	the reflection paper; b)
		and depth of reflection in relation to	outstanding integration	good integration of	reflection paper; b) fair	insufficient integration
		one's own experiences and social	of knowledge; c)	knowledge; c) good	to limited integration	of knowledge; c)
		positions; d) format of citations and	outstanding scope and	scope and depth of	of knowledge; c) fair to	insufficient scope and
		references, and e) fluency of the	depth of reflection in	reflection in relation to	limited scope and	depth of reflection in
		presentation	relation to one's own	one's own experiences	depth of reflection in	relation to one's own
		•	experiences and social	and social positions; d)	relation to one's own	experiences and social
			positions; d) very good	good format of	experiences and social	positions; d)
			format of citations and	citations and	positions; d) fair to	insufficient format of
			references, and e)	references, and e)	limited format of	citations and
			outstanding fluency of	fluency of the	citations and	references, and e)
			the presentation	presentation	references, and e) fair	insufficient fluency of
			ine presentation	presentation	to limited fluency of	the presentation
					the presentation	the presentation
4.	Class	a) Punctually attending the	a) Very good	a) Good punctuality in	a) Fair to limited	a) Insufficient
''	Participation	class; b) active discussions in class;	punctuality in attending	attending the class; b)	punctuality in	punctuality in
	(10%)	c) actively engaged in constructive	the class; b) Very active	active discussions in	attending the class; b)	attending the class; b)
	(1070)	feedback giving	discussions in class; c)	class; c) actively	fairly to limited active	insufficient
		reedback giving	actively engaged in		discussions in class; c)	discussions in class; c)
			, ,	engaged in	-	insufficient
			constructive feedback	constructive feedback	_	
			giving	giving	engagement in	engagement in
					constructive feedback	constructive feedback
					giving	giving

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
1 T 1' ' 1 1 D) 1 1 '.' C 1	(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
1. Individual Paper	a) clear description of case and	Outstanding	a) clear description	a) fairly clear	a) Marginally clear	a) insufficiently
(40%)	identification of issues; b) integration	a) very clear	of case and	description of case	description of case	clear description
	of knowledge; c) strong	description of	identification of	and identification	and identification	of case and
	argumentation supported by evidence	case and	issues; b) good	of issues; b) fair	of issues; b)	identification of
	in contextual case analysis; d)	identification of	integration of	integration of	marginal	issues; b)
	development of a critical and feasible	issues; b)	knowledge; c)	knowledge; c) fair	integration of	insufficient
	framework for future practice; e)	outstanding	good	argumentation	knowledge; c)	integration of
	format of citations and references; f)	integration of	argumentation	supported by	marginal	knowledge; c)
	fluency of presentation	knowledge; c)	supported by	evidence in	argumentation	insufficient
		strong	evidence in	contextual case	supported by	argumentation
		argumentation	contextual case	analysis; d) fair	evidence in	supported by
		supported by	analysis; d) good	development of a	contextual case	evidence in
		evidence in	development of a	critical and	analysis; d)	contextual case
		contextual case	critical and	feasible	marginal	analysis; d)
		analysis; d)	feasible	framework for	development of a	insufficient
		outstanding	framework for	future practice; e)	critical and	development of a
		development of a	future practice; e)	fair format of	feasible	critical and
		critical and	good format of	citations and	framework for	feasible
		feasible	citations and	references; f) fair	future practice; e)	framework for
		framework for	references; f)	fluency of	marginal format of	future practice; e)
		future practice; e)	fluency of	presentation	citations and	insufficient format
		Very good format	presentation		references; f)	of citations and
		of citations and	1		marginal fluency	references; f)
		references; f)			of presentation	insufficient
		outstanding			1	fluency of
		fluency of				presentation
		presentation				presentation
2. Group	a) clear description of case and	a) very clear	a) clear description	a) fairly clear	a) marginally clear	a) insufficient
Presentation	identification of issues; b)	description of	of case and	description of case	description of case	description of case
(30%)	integration of knowledge; c) strong	case and	identification of	and identification	and identification	and identification
	argumentation supported by	identification of	issues; b) good	of issues; b) fair	of issues; b)	of issues; b)
	evidence in contextual case analysis;	issues; b)	integration of	integration of	marginal	insufficient
	d) good recommendations logical to	outstanding	knowledge; c)	knowledge; c) fair	integration of	integration of
	the context; e) good team work; f)	integration of	good	argumentation	knowledge; c)	knowledge; c)

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fluency of presentation	knowledge; c)	argumentation	supported by	marginal	insufficient
	strong	supported by	evidence in	argumentation	argumentation
	argumentation	evidence in	contextual case	supported by	supported by
	supported by	contextual case	analysis; d) fair	evidence in	evidence in
	evidence in	analysis; d) good	recommendations	contextual case	contextual case
	contextual case	recommendations	logical to the	analysis; d)	analysis; d)
	analysis; d)	logical to the	context; e) fair	margina	insufficient
	outstanding	context; e) good	team work; f) fair	recommendations	recommendations
	recommendations	team work; f)	fluency of	logical to the	logical to the
	logical to the	fluency of	presentation	context; e)	context; e)
	context; e) very	presentation	•	marginal team	insufficient team
	good team work;			work; f) marginal	work; f)
	f) outstanding			fluency of	insufficient
	fluency of			presentation	fluency of
	presentation			_	presentation
3. Reflection Paper a) focus of the reflection paper; b) a) very clear focus	a) clear focus of	a) fairly clear	a) marginally	a) insufficient
(20%) integration of knowledge; c) scop		the reflection	focus of the	clear focus of the	focus of the
and depth of reflection in relation to		paper; b) good	reflection paper; b)	reflection paper; b)	reflection paper;
one's own experiences and social		integration of	fair integration of	marginal	b) insufficient
positions; d) format of citations and		knowledge; c)	knowledge; c) fair	integration of	integration of
references, and e) fluency of the		good scope and	scope and depth of	knowledge; c)	knowledge; c)
presentation	outstanding scope	depth of reflection	reflection in	marginal scope	insufficient scope
	and depth of	in relation to one's	relation to one's	and depth of	and depth of
	reflection in	own experiences	own experiences	reflection in	reflection in
	relation to one's	and social	and social	relation to one's	relation to one's
	own experiences	positions; d) good	positions; d) fair	own experiences	own experiences
	and social	format of citations	format of citations	and social	and social
	positions; d) very	and references,	and references,	positions; d)	positions; d)
	good format of	and e) fluency of	and e) fair fluency	marginal format of	insufficient format
	citations and	the presentation	of the presentation	citations and	of citations and
	references, and e)	1	1	references, and e)	references, and e)
	outstanding			marginal fluency	insufficient
	fluency of the			of the presentation	fluency of the
	presentation			1	presentation
4. Class a) Punctually attending the class; b		a) Good	a) Fair punctuality	a) Limited	a) Insufficient
Participation active discussions in class; c) actively		punctuality in	in attending the	punctuality in	punctuality in
(10%) engaged in constructive feedback	. .	attending the class;	class; b) fairly	attending the class;	attending the
giving	class; b) Very	b) active	active discussions	b) little discussions	class; b)
	active discussions	,	in class; c) fair	in class; c)	insufficient

	engaged in constructive	engagement in constructive	discussions in class; c) insufficient
feedback giving	feedback giving	feedback giving	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 <u>Diversity, Difference and Multiculturalism</u>

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, microagressions

1.5 <u>Check Privileges and Oppressions</u>

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). Multicultural social work practice:
	a competency-based approach to diversity and social justice. (Second edition.). Jossey-
	Bass.
2	Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression.
	Social Work, 53(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. Journal of Gerontological Social Work, 52(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. Journal of Ethnic & Cultural Diversity in Social Work, 19(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.

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	Journal of Social Work Education, 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). The reality of diversity, gender, and skin color:
	From living room to classroom (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. The International Journal of
	Social Work Education, 34(2), 165-181. https://doi.org/10.1080/02615479.2014.977244
9	Gaine, C. (2010). Equality and diversity in social work practice. 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." Girlhood Studies, 9(1), 118-136. https://doi.org/10.3167/ghs.2016.090109