City University of Hong Kong
Course Syllabus

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

Part I   Course Overview

Course Title:	Critical Social Work Practice
Course Code:	SS5318
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

Part II   Course Details

1. **Abstract**

    This course aims to help students to develop critical perspective in social work intervention and understand the nature, theories and strategies of critical social work practice in the local context.

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.	critically analyse the power issues and disempowerment in social work practice;	20%	√	√	√
2.	explain critical perspectives in social work practice;	40%	√	√	√
3.	demonstrate knowledge and strategies of different intervention approaches in critical social work practice.	40%		√	√
		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				
TLA1: Lecture	Lectures will cover the topics related to all CILOs and will be used to explain the concepts, theories and methods of critical social work practice.	√	√	√				
TLA2: 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 2 and 3.		√	√				
TLA3: Experiential activities in lectures	Experiential activities will be used to help students develop critical social work perspective and stimulate their reflection on oppression and discrimination faced by socially disadvantaged groups in Hong Kong societies (CILO 2).		√					
TLA4: Guest lectures	Guest speakers will be invited to share with students about social oppression and discrimination (CILO 2 & 3), and the use of critical social work practice in Hong Kong (CILO 3).		√	√				
TLA5: Tutorial discussions and exercises and practice demonstrations	Tutorial sessions conducted in a small group will be used to help students have further discussion and sharing on the concepts and knowledge they learnt from the lectures and learn the practice skills through practice	√	√	√				

			√	√	√					
	demonstrations and role-plays.. These teaching and learning activities are expected to achieve all CILOs.									
TLA6: 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 1-3. Students are recommended to bring the voices of people of socially disadvantaged groups to be heard in the presentation. They can either invite 1 or 2 members of the socially disadvantaged groups 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.	√	√	√					
TLA7: 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, so this activity is relevant to all CILOs.	√	√	√					
TLA8: Student consultation	Scheduled student group consultation is arranged to facilitate more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge.	√	√	√					

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					
Continuous Assessment: _100_%								
AT1 Tutorial exercises and discussion Students are assessed according to their effort in participating in the tutorial exercises. They are also expected to have active participation in discussion, in giving comments, raising questions and contributing to reflective sharing and discussion in the class. Students' effort in reading and understanding the assigned reference materials is also assessed.	√	√	√				20%	
AT2 Group presentation The group presentation is designed to assess students' understanding of the concepts and knowledge they have learnt and test their abilities and competence in critical social work practice.	√	√	√				30%	
AT3 Term Paper Each student has to submit an individual Term Paper of not more than 3,000 words. The term paper topic can be either (a): an essay on the student's presentation topic; or (b): any self-selected topic which is within the course syllabus. It aims at gauging the student's grasp on concepts, theories and knowledge introduced in lectures, assigned readings and class discussions, as well as the ability to apply them to solve problems in various client group situations.	√	√	√				50%	
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. Tutorial exercises and discussion (20%)	Ability to raise questions, give sharing and comments, and make self-reflection and sharing in the discussion.	High	Significant	Fair	Not even reaching marginal levels
2. Group presentation (30%)	2.1. Capacity of understanding the concepts and knowledge they have learnt.	High	Significant	Fair	Not even reaching marginal levels
	2. 2. Ability and competence in applying knowledge to various client groups situations	High	Significant	Fair	Not even reaching marginal levels
	2. 3. Team work and presentation skills	High	Significant	Fair	Not even reaching marginal levels
3. Term Paper (50%)	3.1 Ability to grasp the concepts, theories and knowledge introduced in lectures, assigned readings and class discussions	High	Significant	Fair	Not even reaching marginal levels
	3.2 Ability to apply them to solve problems in various client groups situations	High	Significant	Fair	Not even reaching marginal levels
	3.3 Organisation of the paper	High	Significant	Fair	Not even reaching marginal levels
	3.4 Writing skills and proper reference citation skills	High	Significant	Fair	Not even reaching marginal levels

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. Tutorial exercises and discussion (20%)	Ability to raise questions, give sharing and comments, and make self-reflection and sharing in the discussion.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group presentation (30%)	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 various client groups 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 (50%)	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 groups 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
  (An indication of the key topics of the course.)

1.1 Power issues and disempowerment in social work practice

Power relationship in social work practice. Post-modern perspective on power. Disempowering nature of the profession and social work practice. Relationship between power, social work profession and the state.

1.2 Critical perspectives in social work practice

Social construction perspective. Anti-oppressive practice and anti-discriminatory practice. PCS analysis. Gender perspective and gender inequality.

1.3 Intervention approaches in critical social work practice

Gender sensitive practice. Masculinity and social work practice. Asset-based community development approach. Effective ways to identify strengths of disempowered groups. Empowerment-participation-strengths approach. User involvement and participation. Self-help vs professionalism. Rights-based approach and advocacy in social work practice.

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.	Androff, D. (2016). *Practicing rights: Human rights-based approaches to social work practice*. Routledge.
2.	Fook, J. (2016). *Social work: A critical approach to practice*. (3rd ed.). Sage.
3.	Gambrill, E. (2013). *Social work practice: A critical thinker's guide* (3rd ed.). Oxford University Press.
4.	Ife, J. (2012). *Human rights and social work: Towards rights-based practice* (3rd. ed.). Cambridge University Press.
5.	Kam, P.K. (2021). Strengthening the empowerment approach in social work practice: An EPS model. *Journal of Social Work, 21* (30), 329-352. https://doi.org/10.1177/1468017320911348
6.	Kam, P.K. (2021). Strengthening the empowerment approach in social work practice: An EPS model. *Journal of Social Work, 21* (30), 329-352. https://doi.org/10.1177/1468017320911348
7.	Saleebey, D. (Ed.). (2013). *The strengths perspective in social work practice* (6th ed.). Pearson.
8.	Thompson, N. (2012). *Anti-discriminatory practice: Equality, diversity and social justice* (5th. ed.). Palgrave Macmillan.
9.	Watts, L., & Hodgson, D. (2019). *Social justice theory and practice for social work: Critical and philosophical perspectives*. Springer.

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

1.	Adams, R., Dominelli, L,, & Payne, M. (Eds.). (2009). *Critical practice in social work*. Palgrave Macmillan.
2.	Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression in people* (2nd ed.). Zed Books.
3.	Connell, R. W. (2005). Masculinities. University of California Press.
4.	Dominelli, L. (2002). *Feminist social work theory and practice*. Palgrave.
5.	Ferguson, I. (2008). *Reclaiming social work: Challenging neo-liberalism and promoting social justice*. Sage.
6.	Ezell, M. (2001). *Advocacy in the human services*. Brooks/Cole.
7.	Glicken, M.D. (2004). *Using strengths perspective in social work practice: A positive approach for the helping professions*. Pearson.
8.	Hugman, R. (1991). *Power in caring profession*. Macmillan.
9.	Humphries, B. (Ed.). (1996). *Critical perspectives on empowerment*. Ventures.
10.	Kam, P. K. (1997). Towards empowerment and advocacy: Practice and policy in social services for old people in Hong Kong. *Asia Pacific Journal of Social Work*, *7*(2), 46-62.
11.	Kam, P. K. (2002). From disempowering to empowering: Changing the practice of social service professionals with older people. *Hallym International Journal of Aging, 4*(2), 161-183.
12.	Kam, P.K. (2009). From social control to empowerment: Toward a youth empowerment approach in services for young people. In E.S.C. Liu, M.J. Holosko, & W.T. Lo (Eds.), *Youth empowerment and volunteerism: Principles, policies and practices* (1st ed.). (pp.109-134). City University of Hong Kong Press.
13.	Lee, J.A.B. (2001). *The empowerment approach to social work practice: Building the beloved community*. Columbia University Press.
14.	Leung, L. C., & Chan, K. W. (2014). Understanding the masculinity crisis: Implications for men's services in Hong Kong. *British Journal of Social Work*, *44*(2), 214-233.
15.	Leung, L. C. (2011). Gender sensitivity among social workers in handling domestic violence cases. *AFFILIA: Journal of Women and Social Work*, *26*(3): 291-303.
16.	Liu, E.S.C., Holosko, M.J., & Lo, T.W. (Eds.). (2009). *Youth empowerment and volunteerism: Principles, policies and practices*. City University of Hong Kong Press.
17.	Miley, K., O'Melia, M., & Dubois, B. (2013). *Generalist social work practice: An empowering approach* (7th ed.). Pearson.
18.	Mullaly, R.P. (2007). *The new structural social work* (3rd ed.). Open University Press.
19.	Okitikpi, T., & Aymer, C. (2010). *Key concepts in anti-discriminatory social work*. Sage.
20.	Oliver, M. (1996). *Understanding disability: From theory to practice*. Macmillan.
21.	Riessman, F., & Carroll, D. (1995). *Refining self-help: Policy and practice*. Jossey-Bass Publishers.
22.	Thompson, N. (2003). *Promoting equality: Challenging discrimination and oppression* (2nd. ed.). Palgrave Macmillan.
23.	Yip, K.S. (Ed.). (2009). *Strength based perspective in working with clients with mental illness: A Chinese cultural articulation*. Nova Science Publishers.
24.	Zalewski, M. (2000). *Feminism after postmodernism: Theorising through practice*. Routledge.
25.	甘炳光 (2014) 。〈「去權」與「充權」：社工專業本質的反思〉。《香港社會工作學報》，*48*(1/2) ，85-95。
26.	甘炳光 (2015) 。〈種族歧視與社會工作〉。《香港社會工作學報》，*49*(1/2) ，29-50。
27.	甘炳光 (2016) 。〈EPS 社工介入模式〉。《香港社會工作學報》，50 (1/2)，93-115。

28.	宋麗玉、及施教裕 (2009) 。《優勢觀點—社會工作理論與實務》。洪葉文化事業有限公司。
29.	香港中華基督教青年會編 (2002)。《香港青年充權：理論與案例彙編》。編者。
30.	梁麗清與陳錦華編（2006）。《性別與社會工作》。香港，中國：中文大學出版社。
31.	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。