

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2022 / 2023**

Part I Course Overview

Course Title:	Social Work as a Profession
Course Code:	SS5117
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese / Putonghua in guest lectures and in-class activities as situation requires.
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course, as a tailored-made social work values and ethical code for practice course, introduces students the generic base and generalist approach in social work practice with special emphasis on social work nature, origin, definition, development, functions, professional value, ethics and principles. In line with these emphases, students will come across the concepts of globalization, professionalization, and cultural diversity in the social work practice. In the course, students will discover their new social perspective and will take social work practice in an innovative way.

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 and have reflections on the nature, definition, development, functions and core values of social work practice;	25%	✓		
2.	Recognize and locate innovative solutions to ethical dilemmas while taking into account of own personal and professional values;	25%	✓	✓	
3.	Identify different paradigms, perspectives, models and current contexts of social work practices from the global and local perspectives;	25%	✓		
4.	Evaluate and critically assess the issues and skills in applying the generalist model in direct social work practice.	25%	✓	✓	
		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			
TLA1: Lectures	Lectures cover the major topics of the course with explanation, clarification, and discussion during the sessions.	√	√	√	√			
TLA2: Tutorials	Tutorials are designed to facilitate students to discuss in smaller groups in a personal participatory way about social work nature, origin, definition, development, functions, professional values, ethics, generalist practices, cultural diversity and professionalization of social work.			√	√			
TLA3: Group Presentation	Student presentation is organized to consolidate students' learning and application of social work values, ethics and generalist social work practices with global and local perspectives.			√	√			
TLA4: Field Visit	Students will be arranged to meet social work practitioners or service recipients in the class and field visit(s).	√	√	√	√			
TLA5: 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	4			
Continuous Assessment: 100%							
<p>AT1: Individual Reflective Journal</p> <p>In a paper of 1,000 words, students are assessed on their ability to produce self-critical reflections on social work values, ethics and generalist practices based on their review of any one of the selected books.</p>	✓	✓				15%	
<p>AT2: Group Presentation</p> <p>Students are divided into groups of 5 to 6 students. Each group is required to have a short presentation in 20 minutes based their observation from a visit to a social service unit focusing on its nature and functions, as well as the (possible) social work ethical issues confronting its day-to-day practice.</p>	✓	✓	✓	✓		25%	
<p>AT3: Individual Paper</p> <p>Students are required to write a term paper with 3,000 words to critically discuss some social work concepts and ideologies.</p>	✓	✓	✓	✓		40%	
<p>AT4: Class Exercises</p> <p>Students will be helped to consolidate their learning through a series of class exercises both in lectures and tutorials.</p>	✓	✓	✓	✓		20%	
Examination: <u> 0 </u> % (duration: _____, if applicable)							
*The weightings should add up to 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 (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual Reflective Journal (15%)	Ability to produce self-critical reflections on social work values, ethics and generalist practices, in writing.	Outstanding	High	Moderate	Not reaching marginal levels
2. Group Presentation (25%)	Ability to present their observation from a visit to a social service unit focusing on its nature and functions, as well as the (possible) social work ethical issues confronting its day-to-day practice.	Outstanding	High	Moderate	Not reaching marginal levels
3. Individual Paper (40%)	Capability to critically examine the ethical and values issues involved in a case, and to provide solutions in an innovative manner, in writing.	Outstanding	High	Moderate	Not reaching marginal levels
4. Class Exercises (20%)	Competence to describe and critically examine the generalist approach and ethical and values of social work practice, in class exercises.	Outstanding	High	Moderate	Not 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. Individual Reflective Journal (15%)	Ability to produce self-critical reflections on social work values, ethics and generalist practices, in writing.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
2. Group Presentation (25%)	Ability to present their observation from a visit to a social service unit focusing on its nature and functions, as well as the (possible) social work ethical issues confronting its day-to-day practice.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
3. Individual Paper (40%)	Capability to critically examine the ethical and values issues involved in a case, and to provide solutions in an innovative manner, in writing.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
4. Class Exercises (20%)	Competence to describe and critically examine the generalist approach and ethical and values of social work practice, in class exercises.	Outstanding	High	Moderate	Basic	Not 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. Ethics and Values

Origin, definition and nature of social work; development of social work; social work value; social work principles; ethical dilemmas; ethnical principles (human rights & dignity; social justice); ethical responsibilities; personal value; the helping relationship (Biestek's classic seven principles); professional roles

1.2. Paradigms, Perspectives and Models

Paradigms: humanistic; existentialist; functionalist; structuralism; heuristic paradigms

Perspectives: Human development perspective; ecological perspective; strength perspective; functional perspective

Models: Behavior therapy; cognitive approach; communicative-interactive approach; crisis intervention; ecological model; feminist practice; gestalt therapy; integrative approach; problem solving approach; social action approach; social planning approach; strength perspective.

1.3. Practices: Ecological Perspective, Generic Base and Generalist Approach of Social Work Practice

Phases of intervention: Engagement phase; Assessment phase; Action phase; Evaluation and termination phase.

Ecological perspective: Microsystem; Mesosystem; Exosystem; Macrosystem; Ecological transition; Risk and opportunity; seven steps of ecological treatment model

Generic Base and Generalist practices: Practice with individuals and families; Practice with groups; Practice with organizations and communities

Interdisciplinary collaboration: working with criminal justice practitioner; working with health care professional; working with educational professional

1.4. Professionalization, Globalization and Diversity

Attributes for a profession; profession vs. semi-profession; professionalization; challenge to social work profession; cultural sensitivity; cultural diversity; international social work practice; globalization; indigenization of non-local social work practice; authentication of local practice; concept of sustainability.

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.	Banks, S., & NØhr, K. (Eds.). (2012). <i>Practising social ethics around the world: Cases and commentaries</i> . NY: Routledge.
2.	Coady, N., & Lehmann, P. (Eds.). (2008). <i>Theoretical perspectives for direct social work practice: A generalist-eclectic approach</i> . NY: Springer.
3.	Johnson, L.C., & Yanca, S.J. (2010). <i>Social Work Practice: A Generalist Approach</i> . Boston: Allyn & Bacon.
4.	周永新、陳沃聰編。(2013)。《社會工作新論》。香港：商務印書館。

2.2 Additional Readings

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

1.	Blyth, E. (2009). The professionalization of social work in England. <i>China Journal of Social Work</i> , 2(2), 131-141.
2.	Carey M., & Green. L. (Eds.). (2013). <i>Practical social ethics: complex dilemmas with applied social care</i> . Surrey: Ashgate.
3.	Council on Social Work Education. (2008). <i>Council on Social Work Education: Educational Policy and Accreditation Standards</i> . Alexandria, VA: Author.
4.	Dylan, A. (2013). Environmental sustainability, sustainable development, and social work. In M. Gray, J. Coates & T. Hetherington (Eds.), <i>Environmental Social Work</i> (pp. 62-87). Oxon: Routledge.
5.	Fook, J. (2002). <i>Social work: Critical theory and practice</i> . London: Sage.
6.	Healy, L.M. (2006). Universalism and cultural relativism in social work ethics. <i>International Social Work</i> , 50(1), 11-26.
7.	International Federation of Social Workers (2014). <i>Global definition of social work</i> . Retrieved February 25, 2015 from http://ifsw.org/get-involved/global-definition-of-social-work/
8.	International Federation of Social Workers, <i>International Association of Schools of Social Work (2014). Ethics in Social Work, Statement of Principles</i> . Retrieved February 25, 2015 from http://social-workers.info/
9.	International Federation of Social Workers, International Association of Schools of Social Work & International Council on Social Welfare (2012). The global agenda for social work and social development: commitment to action. Retrieved February 25, 2015 from www.globalsocialagenda.org
10.	Pullen-Sansfacon, A., & Cowden, S. (2012). <i>The ethical foundations of social work</i> . NY: Pearson.
11.	Social Workers Registration Board (2010). <i>Guidelines on code of practice for registered social workers</i> . Retrieved August 29, 2014 from http://www.swrb.org.hk/Engasp/guidelines.asp
12.	Suppes, M.A., & Wells, C.C. (2013). <i>The Social Work Experience: An Introduction to Social Work and Social Welfare</i> . Boston: Pearson.
13.	甘炳光編 (2010)。《回歸信念—社工信念的實踐》。香港：香港城市大學出版社。
14.	徐永德 (2022)《社會工作與社會學》。香港：商務印書館。

Online Resources

<i>Links of social work professional bodies</i>	
1.	The International Association of School of Social Work (IASSW) http://www.iassw-aiets.org/
2.	The International Federation of Social Workers (IFSW) http://ifsw.org/
3.	Social Dialogue-Free magazine of the International Association of Schools of Social Work http://social-dialogue.com/
<i>Code of ethics</i>	
4.	The International Federation of Social Workers (IFSW), National Codes of Ethics http://ifsw.org/publications/national-codes-of-ethics/
5.	Hong Kong Social Work Registration Board (SWRB) http://www.swrb.org.hk/

6.	National Association of Social Workers (NASW), Code of Ethics http://www.naswdc.org/pubs/code/code.asp
7.	The British Association of Social Workers (BASW), the Code of Ethics for Social Work http://cdn.basw.co.uk/upload/basw_112315-7.pdf