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:	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

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)	curricu learnir	very-en ilum re ig outco e tick priate)	lated omes
1			Al	A2	A3
1.	Demonstrate knowledge on the connection between diversity, social justice and equality in social work.	20%	V	V	
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%	V	V	
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
	1	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.)

Brief Description	CILC	No.				Hours/week
-	1	2	3	4		(if applicable)
Lectures cover the major topics						
(diversity and differences, justice						
and equality) of the course with						
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				\checkmark		
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		2	J	2		
and presentation on relevant		v	v	Ň		
· ·						
real life cases.						
	Lectures cover the major topics (diversity and differences, justice and equality) of the course with explanation, clarification, and discussion during the sessions. Various exercises will be integrated in class, including reporting, reflection and case analyses. Guest speakers of related topics and practice fields will be invited to share their knowledge and practice wisdom to students. 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. Students prepare group project and presentation on relevant topics. They learn to consolidate learning and application of relevant theories and concepts in	11Lectures cover the major topics (diversity and differences, justice and equality) of the course with explanation, clarification, and discussion during the sessions. \checkmark Various exercises multiple exercises multiple integrated in class, including reporting, reflection and case analyses. \checkmark Guest speakers of related topics and practice fields will be invited to share their knowledge and practice wisdom to students. \checkmark 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. \checkmark Students prepare group project and presentation on relevant topics. They learn to consolidate learning and application of relevant theories and concepts in1	12Lectures cover the major topics (diversity and differences, justice and equality) of the course with explanation, clarification, and discussion during the sessions. \checkmark Various exercises multiple \checkmark Various exercises analyses. \checkmark Guest speakers of related topics and practice fields will be invited to share their knowledge and practice wisdom to students. \checkmark Recommended readings will be assigned to students. \checkmark Recommended readings will be assigned to students. \checkmark Students prepare the texts before class and discussions will be conducted in class for clarifications, responses, debates and reviews. \checkmark Students prepare group project and presentation on relevant topics. They learn to consolidate learning and application of relevant theories and concepts in \checkmark	123Lectures cover the major topics (diversity and differences, justice and equality) of the course with explanation, clarification, and discussion during the sessions. $\sqrt{1}$ $\sqrt{1}$ Various exercises analyses.V $\sqrt{1}$ $\sqrt{1}$ Guest speakers of related topics and practice fields will be invited to share their knowledge and practice wisdom to students. $\sqrt{1}$ $\sqrt{1}$ Recommended readings will be assigned to students. $\sqrt{1}$ $\sqrt{1}$ $\sqrt{1}$ Recommended readings will be assigned to students. $\sqrt{1}$ $\sqrt{1}$ Students prepare the texts before class and discussions will be conducted in class for clarifications, responses, debates and reviews. $\sqrt{1}$ $\sqrt{1}$ Students prepare group project and presentation on relevant topics. They learn to consolidate learning and application of relevant theories and concepts in $\sqrt{1}$ $\sqrt{1}$	1234Lectures cover the major topics (diversity and differences, justice and equality) of the course with explanation, clarification, and discussion during the sessions. \checkmark \checkmark \checkmark Variousexerciseswill be integrated in class, including reporting, reflection and case and practice fields will be invited to share their knowledge and practice wisdom to students. \checkmark \checkmark \checkmark Recommended readings will be assigned to students. \checkmark \checkmark \checkmark \checkmark Recommended readings will be class for clarifications, responses, debates and reviews. \checkmark \checkmark \checkmark Students prepare group project and presentation on relevant topics. They learn to consolidate learning and application of relevant theories and concepts in \checkmark \checkmark	1234Lectures cover the major topics (diversity and differences, justice and equality) of the course with explanation, clarification, and discussion during the sessions. \checkmark \checkmark \checkmark \checkmark Variousexerciseswill be integrated in class, including reporting, reflection and case analyses. \checkmark \checkmark \checkmark Guest speakers of related topics and practice fields will be invited to share their knowledge and prepare the texts before class and discussions will be conducted in class for clarifications, responses, debates and reviews. \checkmark \checkmark \checkmark Studentsprepare group project and presentation on relevant topics. They learn to consolidate learning and application of relevant theories and concepts in \checkmark \checkmark \checkmark

4. Assessment Tasks/Activities (ATs) (*ATs are designed to assess how well the students achieve the CILOs.*)

Assessment Tasks/Activities	CILO	O No.			Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%	-		1	,		
AT1. Individual Day of					40%	
AT1: Individual Paper	N	N	N		40%	
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			\checkmark		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					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			\checkmark	\checkmark	10%	
Students are required to actively contribute to discussions and feedback giving in class.						
Examination: 0 % (duration:	, if a	pplica	ble)	1 1	I	
	, •		,		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	Good	Fair	Marginal	Failure
		(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			marginal fluency	references; f)
		references; f)			of presentation	insufficient
		outstanding				fluency of
		fluency of				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)

		•			: 1	
	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)
	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	
		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) scope	of the reflection	the reflection	focus of the	clear focus of the	focus of the
	and depth of reflection in relation to	paper; b)	paper; b) good	reflection paper; b)	reflection paper; b)	reflection paper;
	one's own experiences and social	outstanding	integration of	fair integration of	marginal	b) insufficient
	positions; d) format of citations and	integration of	knowledge; c)	knowledge; c) fair	integration of	integration of
	references, and e) fluency of the	knowledge; c)	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)	- r	r	references, and e)	references, and e)
		outstanding			marginal fluency	insufficient
		fluency of the			of the presentation	fluency of the
		presentation			me presentation	presentation
L		Presentation	1	1	1	presentation

4.	Class	a) Punctually attending the class; b)	a) Very good	a) Good	a) Fair punctuality	a) Limited	a) Insufficient
	Participation	active discussions in class; c) actively	punctuality in	punctuality in	in attending the	punctuality in	punctuality in
	(10%)	engaged in constructive feedback	attending the	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	discussions in	in class; c) fair	in class; c)	insufficient
			in class; c)	class; c) actively	engagement in	marginal	discussions in
			actively engaged	engaged in	constructive	engagement in	class; c)
			in constructive	constructive	feedback giving	constructive	insufficient
			feedback giving	feedback giving		feedback giving	engagement in
							constructive
							feedback giving

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

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

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 <u>Diversity, Social Justice and Change</u> Social work values and principles, codes of ethics, social justice and social change, challenges to action: stereotypes, prejudice and discrimination
- 1.3 <u>Dimension of Diversity and Social Justice</u> Intersectionality, power and privilege, gender, sexual orientation, ethnicity and race, ability status, religion
- 1.4 <u>Recognizng Systemic Oppressions and Injustice</u> 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 <u>Competency-Based Approaches to Diversity and Justice in Practice</u> Cultural competence VS cultural humility, individualism VS collectivism, cultural awareness, managing bias and microaggressions, individuals and families, groups and communities
- 1.7 <u>Diversity and Inclusive Social Policies</u> 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</i> , <i>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</i> , <i>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.

	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). <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. 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