SS2116: WORKING WITH ORGANIZATIONS AND COMMUNITIES

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Working with Organizations and Communities

Subject Code
SS - Social and Behavioural Sciences

Course Number
2116

Academic Unit
Social and Behavioural Sciences (SS)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
Other Languages

Other Languages for Medium of Instruction
English, supplemented by Chinese (Cantonese) in live demonstration, skills rehearsal, and role-play

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
SS3115 Working with Organizations and Communities

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to help students to develop cognitive competence and value awareness for implementing social work intervention at the community level and acquire practice abilities in macro level with the awareness of the theoretical bases and methods for organisational and community changes.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	describe the basic concepts, functions, main features of community work intervention and the history, mode of services and issues of community work practice in the local context;	30		x	x
2	apply a macro perspective to assess and analyse social and community problems, the forms and causes of social oppression, exclusion and discrimination faced by social disadvantaged groups	20	x	x	x
3	describe the value base and principles in community work practice;	20	x		
4	explain contemporary theories and models in working with communities and community organisations;	20	x	x	x
5	apply knowledge and skills of community work practice in various social service settings;	10		x	x

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures will cover the topics related to all CILOs and will be used to explain the concepts, theories and methods of community work practice.	1, 2, 3, 4, 5	

2	Video shows in lectures and tutorials	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 context. It will mainly contribute to achieve CILO 1, 2, 3, 4.	1, 2, 3, 4	
3	Experiential activities in lectures and tutorials	Experiential activities will be used in tutorials to help students develop a community work perspective and social oppression (CILO2) and generate their reflection on the value base (CILO3), functions of community work practice (CILO1).	1, 2, 3	
4	Guest lectures	Guest speakers will be invited to share with students about the modes of services, current development and issues of community work practice in Hong Kong (CILO 1, 4, 5).	1, 4, 5	
5	Tutorial discussions	Tutorial sessions will be used to help students integrate the concepts and knowledge they learnt from the lectures and the assigned readings. The tutorial discussions are expected to achieve all CILOs.	1, 2, 3, 4, 5	
6	Group presentation	Students are required to divide among themselves into small groups to have a short and brief presentation on one topic. Students responsible for the presentation should read the recommended reference materials and search other relevant readings to share their views on the topic they choose. This activity will focus on contributing to achieve all CILOs.	1, 2, 3, 4, 5	

| 7 | Outside classroom interview | Students will form a small group of three and each group needs to arrange an interview with a resident or community leader or a core (active) member of a community organisation/resident group/local community concern group/self help group /advocacy group. The interview focuses on conducting investigation in the interviewee's experiences in community participation, and understanding the interviewee's feelings, problems and barriers, achievements and personal development in these participation experiences (CILO 1, 2, 3, 4). | 1, 2, 3, 4 | |
| 8 | 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 but the course examiner plans to make use of this means to help students focus more on the sharing about CILO 1, 2, 3. | 1, 2, 3 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Tutorial exercise and sharing	1, 2, 3, 4, 5	10	
2	Group Presentation	1, 2, 3, 4, 5	20	
3	Group Report	1, 2, 3, 4	20	

Continuous Assessment (%)
50

Examination (%)
50

Examination Duration (Hours)

3

Assessment Rubrics (AR)

Assessment Task

1. Tutorial exercise and sharing

Criterion

1.1 Effort in class and on-line discussion, in giving comments, raising questions and contributing to reflective sharing and discussion in the class and in reading and understanding the assigned references.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Group Presentation

Criterion

2.1. Capacity of understanding the concepts and knowledge they have learnt.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Group Presentation

Criterion

2. 2. Ability and competence in applying knowledge to different group or community situations

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Group Presentation

Criterion

2. 3. Team work and presentation skills

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group Report

Criterion

3.1 Ability to grasp the concepts, theories and knowledge introduced in lectures, assigned readings and class discussions

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group Report

Criterion

3.2 Ability to discover the new learning and critical understanding of the concepts from this interview with the community leader or core member

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group Report

Criterion

3.3 Organisation of the paper

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group Report

Criterion

3.4 Writing skills and proper reference citation skills

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

4. Examination

Criterion

4.1 Ability to demonstrate the understanding of the concepts, theories and knowledge introduced in the lectures, tutorials and assigned readings

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

4. Examination

Criterion

4.2 Ability to apply the theories and concepts learnt to different community situations

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

The concept of community in social work practice. The nature of social and community problems. Functions and main features of macro practice and community work intervention. Value base and practice principles. Theoretical base for organisational and community changes. Contemporary Community Practice Models. Social work process in working with communities and organisations. Social oppression, discrimination and exclusion. Issues in community organising. Application of community work practice in various settings.

Reading List

Compulsory Readings

	Title
1	Mullaly, R. P. (2007). The new structural social work (3rd ed.). Don Mills, Canada.: Open University Press.
2	Rubin, H. J., & Rubin, I. S. (2008). Community organizing and development (4th ed.). Boston, MA: Pearson.
3	甘炳光、梁祖彬、陳麗雲、林香生、胡文龍、馮國堅、及黃文泰編 (1994)。《社區工作：理論與實踐》。香港，中國：中文大學出版社。

Additional Readings

	Title
1	International Federation of Social Workers. (2012). Statement of ethical principles. Retrieved from http://social-workers.info/
2	Social Workers Registration Board. (2010). Guidelines on code of practice for registered social workers. Retrieved from http://www.swrb.org.hk/engasp/draft_cop_c.asp
3	Twelvetrees, A. (2008). Community work (4th ed.). Hampshire, England: Palgrave Macmillan.
4	Alinsky, S. D. (1972). Rules for radicals: A pragmatic primer for realistic radicals. New York, NY: Vintage Books.
5	Christenson, J. A., & Robinson, J. W. (1989). Community development in perspective. Ames: Iowa State University Press.
6	Ferguson, I. (2008). Reclaiming social work: Challenging neo-liberalism and promoting social justice. Los Angeles, CA: Sage.
7	Gamble, D. N., & Weil, M. (2010). Community practice skills: Local to global perspective. New York, NY: Columbia University Press.
8	Kam, P. K. (2014). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. International Social Work, 57(6), 723-740. doi:10.1177/0020872812447118

9	Saleebey, D. (Ed.). (2013). The strengths perspective in social work practice (6th ed.). Upper Saddle River, NJ : Pearson.
10	Stepney, P., & Popple, K. (2008). Social work and the community: A critical context for practice. Hampshire, England: Palgrave Macmillan.
11	Tropman, J. E., Erlich, J. L., & Rothman, J. (Eds.) (2001). Tactics and techniques of community intervention (4th ed.). Belmont, CA : Thomson/Wadsworth.
12	Weil, M. (Ed.). (1997). Community practice: Models in action. New York, NY: The Haworth Press.
13	甘炳光、胡文龍、馮國堅、及梁祖彬編 (1997)。《社區工作技巧》。香港，中國：中文大學出版社。
14	甘炳光編 (2010a)。《回歸信念—社工信念的實踐》。香港，中國：香港城市大學出版社。
15	甘炳光 (2010b)。〈社會工作的「社會」涵義：重拾社會工作中的社會本質〉。《香港社會工作學報》，44(1)，17-28。
16	甘炳光 (2011) 。〈社區工作：意義重塑與展望〉。《香港社會工作學報》，45(1/2)，27-42。
17	甘炳光、陳偉道、及文錦燕編 (2006)。《堅守信念—給社工學生的30封信》。香港，中國：香港城市大學出版社。
18	香港社會服務聯會社區發展部編 (2010)。《社區發展資料彙編 2001-2010年—社區發展服務：承傳、探索、蛻變》。香港，中國：紅投資有限公司(圓桌文化)。