SS4218: INFORMATION MANAGEMENT & TECHNOLOGY IN A SOCIAL WORK ENVIRONMENT

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Information Management & Technology in a Social Work Environment

Subject Code
SS - Social and Behavioural Sciences

Course Number
4218

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
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

Information and communication technologies (ICTs) are of critical importance to advancing social work services. Specifically, ICTs provide effective and efficient means for organizing people and ideas, offer greater access to information, knowledge and education, and increase the efficiency and collaboration. This course takes the position that professional social workers are ethically obligated to advance their services through careful and thoughtful application of ICTs. To achieve this goal, social work students should be able to

(1) identify the need of using ICTs to improve the service in a given situation through a careful analysis of the system flow in the daily work process, so that they can ensure that ICT developments or upgrades are a good fit and contain the information needed to obtain support for the best outcomes for the service users; and

(2) gain the knowledge and skills to understand and use ICTs to achieve a specific purpose (i.e., competencies), in addition to knowing the major concepts and language associated with ICT (i.e., literacy).

This one semester course aims to equip students with knowledge and understanding, and practical skills to approach problems of information processing and information management and the application of ICTs in the social work environment in a positive, constructive, and informed manner. Assuming no technical knowledge, this course analyses the current context and use of ICTs in the social work sector; provides the ideas, tools and resources to think critically and creatively about current ICT practice; and helps students design a simple and innovative information system/application that will implement positive change at individual, team or organisational level.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	identify information requirements in the workplace, recognizing the value of information as a resource and the responsibilities that accompany its creation and maintenance.	40	x	x	
2	participate in a team concerned with information systems development.	20	x	x	
3	describe the current state of development of computer-based information technologies and their costs and effectiveness.	20		x	
4	design management information systems to be used in their workplace.	20			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 for introducing concepts and models.	1, 3	

2		Case studies for examining real life examples through group discussion.	1, 2, 3	
3		Web resource usage for introducing the current state.	1, 3	
4		Team project work for applying knowledge to workplace.	2, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Quiz on concepts and models	1, 3	50	
2	AT2: Class participation and group discussion	2	10	
3	AT3: Oral presentation on team project work	4	10	
4	AT4: Team project paper on situation and solution analysis	4	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Quiz on concepts and models

Criterion

Demonstration of a knowledge base in the subject matter

Excellent (A+, A, A-)

Scoring 75% or above in the quiz; evidence of extensive knowledge base in the subject matter; demonstration of excellent critical and analytical thinking.

Good (B+, B, B-)

Scoring 70% or above in the quiz, evidence of good knowledge base in the subject matter; demonstration of critical and analytical thinking.

Fair (C+, C, C-)

Scoring 55% or above in the quiz, evidence of adequate knowledge base in the subject matter; demonstration of some critical and analytical thinking.

Marginal (D)

Scoring 40% or above in the quiz, evidence of some knowledge base in the subject matter; limited critical and analytical thinking.

Failure (F)

Scoring 39% or below in the quiz, no evidence of adequate knowledge base in the subject matter; no critical and analytical thinking.

Assessment Task

2. Class participation and group discussion

Criterion

Contribution to class discussion by offering ideas and asking questions

Excellent (A+, A, A-)

Consistently offers ideas related to discussion topic; frequently attempts to motivate the group discussion

Good (B+, B, B-)

Frequently offers ideas and raises questions related to discussion topic; interacts freely

Fair (C+, C, C-)

Occasionally offers ideas and raises questions related to discussion topic; makes effort to become involved with discussion

Marginal (D)

Seldom offers ideas and raises questions related to discussion topic; offers no further insight into the topic

Failure (F)

Offers ideas and raises questions which do not relate to discussion content; does not make effort to participate in discussion

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Assessment Task

3. Oral presentation on team project work

Criterion

Demonstration of an ability in collating relevant material independently and systematically to tackle the presentation topic; creative and stimulating application of materials; team work; conducting class discussion and defending the group's position after presentation; critical analysis and synthesis;

Excellent (A+, A, A-)

Demonstrates an outstanding ability in collating relevant materials independently and systematically to tackle the presentation topic; creative and stimulating application of materials to establish a very convincing case for the presentation; clear evidence of good team work; highly effective in conducting class discussion and defending the group's position after presentation; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter

Good (B+, B, B-)

Demonstrates a good ability in collating relevant materials independently and systematically to tackle the presentation topic; competent application of materials to establish a good case for the presentation; evidence of good team work; effective in conducting class discussion and defending the group's position after presentation; evidence of good critical analysis and synthesis; good grasp of the subject matter

Fair (C+, C, C-)

Demonstrates an adequate ability in collating relevant materials independently and systematically to tackle the presentation topic; adequate application of materials to establish a reasonable case for the presentation; evidence of team work; somewhat effective in conducting class discussion anddefending the group's position after presentation; evidence of some critical analysis and synthesis; adequate grasp of the subject matter

Marginal (D)

Demonstrates a limited ability in collating relevant materials independently and systematically to tackle the presentation topic; limited application of materials to establish a case for the presentation; barely effective in conducting class discussion and defending the group's position after presentation; evidence of some critical analysis and synthesis; some grasp of the subject matter

Failure (F)

Poor collation of relevant materials to tackle the presentation topic; inability to apply relevant materials to establish a case for the presentation; ineffective in conducting class discussion anddefending the group's position after presentation; little or noevidence of critical analysis and synthesis; little grasp of the subject matter

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Assessment Task

4. Team project paper on situation and solution analysis

Criterion

Demonstration of an analysis and writing-up of a project report about the use of ICT in a specific social work setting; understanding and application of concepts to real-life issues; evidence of independent and critical thinking, analysis of materials and evaluation of the information need/issue with illustrations; and in-depth discussion about the impact of the use of ICT

Excellent (A+, A, A-)

Demonstrates an outstanding analysis and writing-up of a project report; excellent understanding and application of concepts to real-life issues; high level of independent and critical thinking, rigorous analysis of materials and evaluation of the information need/issue with very relevant illustrations; and in-depth discussion about the impact of the use of ICT. The overall quality of the written paper piece is excellent.

Good (B+, B, B-)

Demonstrates good analysis and writing-up of a project report; good understanding and application of concepts to real-life issues; some evidence of independent and critical thinking, well above average performance in analysis of materials and evaluation of the information need/issue with relevant illustrations; and good discussion about the impact of the use of ICT. The overall quality of the written paper piece is good.

Fair (C+, C, C-)

Demonstrates an adequate analysis and writing-up of a project report; average performance in identifying the needs/issues with some new ideas; fair understanding and application of concepts to real-life issues; little evidence of independent and critical thinking; average performance in analysis of materials and evaluation of the information need/issue with relevant illustrations; and satisfactory discussion about the impact of the use of ICT. The overall quality of the written paper piece is satisfactory.

Marginal (D)

Marginal analysis and writing-up of a project; weak performance in identifying the needs/issues with no new ideas; little understanding and application of concepts to real-life issues; no evidence of independent or critical thinking; below average performance in analysis of materials and evaluation of the information need/issue with little illustrations; and little discussion about the impact of the use of ICT. The overall quality of the written paper piece is below average.

Failure (F)

Wrong analysis and poor writing-up of a project report; poor performance in identifying the needs or issues with inappropriate ideas or little relevance; poor understanding and wrong application of concepts to real-life issues; no evidence of new ideas or serious thinking; poor performance in analysis of materials and evaluation of information need/issue with irrelevant or wrong illustration; and no discussion about the impact of the use of ICT. The overall quality of the written paper piece is poor.

Part III Other Information

Keyword Syllabus

Information and social work practice. Management information system and its effects. Design, development and implementation of information-system. ICT and its implications. Survey of current use of ICT in social work settings. Development of management information system proposals and application of available ICT. Practical implementation of management information systems. Selected issues in the use of ICT and software packages in social work environments. Assessment of cultural risk to ICT design, ICTs and social work ethics.

Reading List

Compulsory Readings

	Title
1	Kuilboer, J., & Ashrafi, N. (2005). Information systems redesign in a state socialservices agency [electronic resource]. Hershey, PA: Idea Group Pub.

Additional Readings

	Title
1	Broadhurst, K., Wastell, D., White, S., Hall, C., Peckover, S., Thompson, K., & Davey, D. (2010). Performing 'initial assessment': Identifying the latent conditions for error at the front-door of local authority children's services. British Journal of Social Work, 40(2), 352-370.
2	California Department of Social Services. (2006). Planning advance planning document. Sacramento, CA: State of California.
3	California Department of Social Services. (2011). CWS automation study. Retrieved from http://www.hwcws.cahwnet.gov/projects/CAST.asp
4	California Department of Social Services. (2012). Report to the legislature: Child welfare services automation study. Sacramento, CA: State of California.
5	California Department of Social Services. (2013). Child welfare services new system legislative update on planning activities. Sacramento, CA: State of California.
6	Cronley, C., & Patterson, D. (2010). How well does it fit? An organizational culture approach to assessing technology use among homeless service providers. Administration in Social Work, 34(3), 286-303. doi: http://dx.doi.org/10.1080/03643107.2010.481194
7	Foster, K. A., & Stiffman, A. R. (2009). Child welfare workers' adoption of decision support technology. Journal of Technology in Human Services, 27(2), 106-126. doi: http://dx.doi.org/10.1080/15228830902749039
8	Gannon-Leary, P. (2006). Glut of information, dearth of knowledge? A consideration of the information needs of practitioners identified during the FAME project. Library Review, 55, 120-131.
9	Garrett, P. M. (2005). Social Work's 'electronic turn': Notes on the deployment of information and communication technologies in social work with children and families. Critical Social Policy, 25(4), 529-553. doi: 10.1177/0261018305057044
10	Geoghegan, L., Lever, J., & McGimpsey, I. (2004). ICT for social welfare: A toolkit for managers. Bristol: Policy Press.
11	Gillingham, P., & Humphreys, C. (2010). Child protection practitioners and decision-making tools: Observations and reflections from the front line. British Journal of Social Work, 40(8), 2598-2616. doi:10.1093/bjsw/bcp155
12	Parrott, L., & Madoc-Jones, I. (2008). Reclaiming information and communication technologies for empowering social work practice. Journal of Social Work, 8(2), 181-197. doi:10.1177/1468017307084739
13	Parton, N. (2006). Changes in the form of knowledge in social work: From the "social", to the "informational"? British Journal of Social Work, 38(2), 253-269. doi: 10.1093/bjsw/bcl337
14	Peckover, S., Hall, C., & White, S. (2009). From policy to practice: The implementation and negotiation of technologies in everyday child welfare. Children & Society, 23(2), 136-148. doi:10.1111/j.1099-0860.2008.00143.x
15	Peckover, S., White, S., & Hall, C. (2008). Making and managing electronic children: E-assessment in child welfare. Information, Communication and Society, 11(3), 375-394. doi:10.1080/13691180802025574

16	Perron, B. E., Taylor, H. O., Glass, J., & Margerum-Leys, J. (2010). Information and communication technologies in social work. Advances in Social Work, 11(1), 67-91.
17	Schoech, D. (1999). Human Service Technology: Understanding, designing, and implementing computer and Internet applications in the social services. NY: Haworth Press (electronic version available).
18	Smith, R.J., & Eaton, T. (2014). Information and communication technology in child welfare: The need for culture-centered computing. Journal of Sociology & Social Welfare, 41(1), 137–160.
19	Zhang, W., & Gutierrez, O. (2007). Information technology acceptance in the social services sector context: An exploration. Social Work, 52(3), 221-231. doi: 10.1093/sw/52.3.221