SS4223: SCHOOL SOCIAL WORK

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
School Social Work

Subject Code
SS - Social and Behavioural Sciences

Course Number
4223

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)

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

The aim of this course is to equip social work students to become a competent school social worker. Working with young people and their families in school social work setting required specialised skills and theoretical base. In this course, students will be introduced to different theories related to working with children, young people and their families, developed clinical skills in working with students with academic, social, or emotional problems to maximize their educational opportunities, develop their potentials and prepare them for responsible adulthood. Students will also be equipped with specific skills and clinical social work practice through role-play and case discussion in working with their clients in school social work settings. Particular attention will also be paid to understand specialised issues such as the special needs of the students, career counselling, working with different professionals in school social work settings and in handling school crisis.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the contemporary challenges children and young people face in their school.	10	x		
2	Describe the policy context of school social work service in Hong Kong	10		x	
3	Describe the theoretical framework in understanding youth problems.	30		x	
4	Describe the evidence of effective intervention in school social work setting.	20		x	
5	Apply different theories and evidence of effective practice in school social work setting.	30			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	Lecture	Lectures on contemporary children and youth issues, theories and policy context of school social work service in Hong Kong. This will be done through presentation and viewing of videos to understand the relationship of theory to contemporary children and youth issues.	1, 2, 3, 4, 5	
2	Case Study and Discussion	Cases related to school social work practice will be used for students to understand how theories and research evidence be related to our practice. Small group discussion, debriefing will be held after each case study.	1, 2, 3, 4, 5	
3	Guest Lecture	Guest speakers of related professional fields will be invited to conduct lectures, demonstrate practical skills or share their story to students.	1, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Small Group Discussion and Report back	1, 2, 3, 4, 5	30	
2	Short quiz	1, 2, 3, 4, 5	30	
3	Final Paper 2500 words	1, 2, 3, 4, 5	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1.Small Group Discussion and Report Back

Criterion

Students needed to participate in group discussion of each lecture. Their presentation should reflect what they have learned in the Lecture.

Excellent (A+, A, A-)
Extremely and strongly able

Good (B+, B, B-)
Actively and highly able

Fair (C+, C, C-)
Moderately Able

Marginal (D)
Seldom participate and just able

Failure (F)
Not participate and not able

Assessment Task
2.Short Quiz

Criterion
Short quiz on theories and policy concerned in school social work practice.

Excellent (A+, A, A-)
Strongly able

Good (B+, B, B-)
highly able

Fair (C+, C, C-)
Moderately Able

Marginal (D)
just able

Failure (F)
not able

Assessment Task
3. Final Paper

Criterion
Students are required to understand and apply different concepts in school social work setting.

Excellent (A+, A, A-)
Strongly able

Good (B+, B, B-)
highly able

Fair (C+, C, C-)
Moderately Able

Marginal (D)

just able

Failure (F)

not able

Part III Other Information

Keyword Syllabus

Introduction
Contemporary children and youth issue particularly related to school social work settings. This include special educational needs of children and young people, school refusal, mental health problems, Self-harm and suicide of children and young people, child abuse and family violence,
Theories of children and young people
Psychological and sociological theory of children and young people. Special attention would be placed on developmental theories that related to school social work setting. Learning theories, cognitive development, moral and social development in children and young people. Students are also required to understand contemporary theories in understanding adolescent sub-culture, antisocial behaviour, family relationship as well as mental health issues.
Services for Special Educational Needs Students
Role of school social workers in providing service for children and young people of special educational needs will be discussed. Theories and evidence based practice of services for children and young people of special educational needs will be introduced.
Service for Children and young people with Mental Health Problems
Prevalence of children and young people depression anxiety disorder schizophrenia and bipolar disorder, personality disorder will be introduced and discussed. Students will be introduced to evidence based group and individual intervention and prevention on children and young people mental health problems.
Service for Children and young people with addictive problems
Role of school social workers in providing service for children and young people of addictive problems like drugs, gambling and on-line addiction will be discussed. Theories and evidence based practice of services for children and young people on these issues will be introduced.
Working with families
Theories related to parenting practice and its effects on children and young people's development will be introduced. Students will also be taught how to design and implement preventive programme for families to reduce children and young people's problem.
Legal and Contentious issues in school social work setting
Students will be introduced to current law related to child abuse, neglect, family violence. Youth issue in on-line dating, compensated dating as well as sex related issues will be discussed. School social workers role in these areas will also be introduced. Students will also be introduced to evidence based practice in handling crisis in school social work setting.

Reading List

Compulsory Readings

	Title
1	Guthrie, L. F. (1996). How to coordinate services for students and families. ASCD.
2	Knapp, S. E. (2013). School counseling and school social work homework planner. John Wiley & Sons.
3	Sederholm, G. H. (2002). Counselling young people in school. Jessica Kingsley Publishers.
4	John, R. L. (2015). Prevention psychology: Enhancing personal and social well-being. Washington, D.C.: American Psychological Association.
5	Chui, W. H. (2013). School Social Work: Current Practice and Research. New York: Nova Science Publishers.
6	Bye, L., & Alvarez, M. (2007). School social work: Theory to practice. Belmont, CA : Thomson Brooks/Cole.

| 7 | Dupper, D.R. (2003). School social work: Skills and interventions for effective practice. Hoboken, N.J. : J. Wiley & Sons, c2003. |

Additional Readings

	Title
1	Adler, L. (1994). The politics of linking schools and social services. Psychology Press.
2	Allen-Meares, P. (2010). Social work services in schools. Allyn & Bacon.
3	Allen-Meares, P., Montgomery, K. L., & Kim, J. S. (2013). School-based social work interventions: A cross-national systematic review. Social work, swt022.
4	Avramidis, E., Bayliss, P., & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. Educational psychology, 20(2), 191-211.
5	Chen, Y. L., Rittner, B., Manning, A., & Crofford, R. (2015). Early Onset Schizophrenia and School Social Work. Journal of Social Work Practice, 29(3), 271-286.
6	DeLucia-Waack, J. L. (2006). Leading psychoeducational groups for children and adolescents. Sage Publications.
7	Evans, E., Hawton, K., & Rodham, K. (2005). Suicidal phenomena and abuse in adolescents: a review of epidemiological studies. Child abuse & neglect, 29(1), 45-58.
8	Jackson, S. M., Cram, F., & Seymour, F. W. (2000). Violence and sexual coercion in high school students' dating relationships. Journal of Family Violence, 15(1), 23-36.
9	Kaltiala-Heino, R., Rimpelä, M., Rantanen, P., & Rimpelä, A. (2000). Bullying at school—an indicator of adolescents at risk for mental disorders. Journal of adolescence, 23(6), 661-674.
10	Kellogg, N. D., & Menard, S. W. (2003). Violence among family members of children and adolescents evaluated for sexual abuse. Child abuse & neglect, 27(12), 1367-1376.
11	Kitzmann, K. M., Gaylord, N. K., Holt, A. R., & Kenny, E. D. (2003). Child witnesses to domestic violence: a meta-analytic review. Journal of consulting and clinical psychology, 71(2), 339.
12	Knapp, S. E., Jongsma Jr, A. E., & Dimmitt, C. L. (2014). The School Counseling and School Social Work Treatment Planner, with DSM-5 Updates. John Wiley & Sons.
13	Pelcovitz, D., Kaplan, S. J., DeRosa, R. R., Mandel, F. S., & Salzinger, S. (2000). Psychiatric disorders in adolescents exposed to domestic violence and physical abuse. American Journal of Orthopsychiatry, 70(3), 360.
14	Sabatino, C. A. (2014). Consultation Theory and Practice: A Handbook for School Social Workers. Oxford University Press.
15	Social Welfare Dept (Hong Kong), (2000).A guide on multi-disciplinary collaboration in school social work service / Task Group on Multi-disciplinary Guideline on School Social Work Service.
16	Sterne, A., & Poole, L. (2009). Domestic violence and children: A handbook for schools and early years settings. Routledge.
17	Tobler, N. S., Roona, M. R., Ochshorn, P., Marshall, D. G., Streke, A. V., & Stackpole, K. M. (2000). School-based adolescent drug prevention programs: 1998 meta-analysis. Journal of primary Prevention, 20(4), 275-336.
18	Turnbull, A., Turnbull, H. R., Wehmeyer, M. L., & Shogren, K. A. (2013). Exceptional lives: Special education in today's schools. Columbus, OH: Pearson.
19	Warnock, M., & Norwich, B. (2010). Special educational needs: A new look. Bloomsbury Publishing.
20	Wooley, M. E., Curtis, H.W., (2007) Assessing Depression in Latency-Age Children: A Guide for School Social Workers, Children & Schools, 29(4). 209-218.
21	Yip, K. S. (2008). Strength based perspective in working with clients with mental illness: A Chinese cultural articulation. Nova Publishers.