

## Subject Description Form

<b>Subject Code</b>	APSS399																				
<b>Subject Title</b>	Illness, Disability and Social Work																				
<b>Credit Value</b>	3																				
<b>Level</b>	3																				
<b>Exclusion</b>	APSS367 Rehabilitation and Social Work APSS395 Health, Disease and Social Work																				
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Project performance &amp; presentation</td> <td></td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2. Attendance &amp; participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>3. Reflective journal</td> <td style="text-align: center;">15%</td> <td></td> </tr> <tr> <td>4. Term Paper</td> <td style="text-align: center;">35%</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">60%</td> <td style="text-align: center;">40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must obtain Grade D or above (based on the aggregate score of all assessment components) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Project performance & presentation		40%	2. Attendance & participation	10%		3. Reflective journal	15%		4. Term Paper	35%			60%	40%
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<b>Objectives</b>	The subject aims at introducing students to the concepts and knowledge of illness, disability and rehabilitation, and integrating the knowledge they have learned from other subjects with reference to working with a special clientele. i.e. persons with illnesses and disabilities.																				

<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. describe and discuss on concepts related to health, illness, disability and rehabilitation;</li> <li>b. appraise critically on health and rehabilitation policies and services in Hong Kong;</li> <li>c. develop an understanding of the strengths, needs, subjective experiences and life situations of persons with illnesses and disabilities, and their families;</li> <li>d. identify the roles and functions of social work in health care and rehabilitation settings;</li> <li>e. describe major current practices approaches in working with persons with illnesses and/or disabilities, and to reflect on the strengths and limitations of these approaches; and</li> <li>f. reflect on the ethical issues and practice dilemma in the working with persons with illnesses and disabilities.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Concepts of health, illness, disability and rehabilitation – definitions and their assumptions; evolutions of concepts and discourses; medical, social and ecological models; and concepts of healing, recovery, inclusion and community rehabilitation.</li> <li>2. Health and rehabilitation policies and services in Hong Kong – development of policies and services; value basis and guiding principles; and appraisal with reference to current ideologies.</li> <li>3. Understanding of persons with illnesses and disabilities and their families – impacts of illness and disability on human development; subjective experiences of living with illnesses and disabilities; environmental barriers, social attitudes and discrimination; and needs, functions and dynamics of families of persons with illnesses and disabilities.</li> <li>4. Roles and functions of social work in health care and rehabilitation - contribution of social work to health care and rehabilitation; social work practice in health care and rehabilitation settings; roles, strengths and limitations; teamwork with other professionals.</li> <li>5. Current practice approaches – use of social work methods in rehabilitation; person-centered planning; strength-based approach, empowerment, behavioral analysis; generic training skills and community rehabilitation.</li> <li>6. Ethical issues and practice dilemmas – e.g. autonomy and self-determination, sexual needs and rights, empowerment practice and dilemma, etc.</li> </ol>
<b>Teaching/Learning Methodology</b>	<p>Lecture, class exercise / discussion, and seminar are used. Lectures are for imparting knowledge. Class exercises and discussion are for students to analyze the issues and problems related to illness, disability and social work practice, and make tentative practice suggestions. The seminar requires students to focus on a clientele with a particular illness or disability or a service setting and examine the role of social workers.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Project performance & presentation	40%	✓	✓	✓	✓	✓	✓
2. Attendance & participation	10%	✓	✓			✓		
3. Reflective journal	15%		✓	✓	✓		✓	
4. Term Paper	35%	✓	✓			✓	✓	
<b>Total</b>	<b>100 %</b>							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The reflective paper enables students to understand the social impacts of chronic illness/disability on a person and his/her family (ILO b, c)</p> <p>The term paper requires more in-depth discussion of issues related to social work practice with persons with illnesses and disabilities (ILO a,b,e,f)</p> <p>The seminar requires students to interview either persons with illnesses and disabilities, their family members, social workers or other professionals in the related field, analyze needs of persons with illnesses and disabilities, and suggest a course of social work intervention to meet with these needs. Students work in small groups and they would make a presentation and lead a class discussion in the seminar (ILO a,b,c,d,e, f)</p>								
<b>Student Study Effort Required</b>	Class contact:							
	▪ Lecture		24 Hrs.					
	▪ Group Project		15 Hrs.					
	Other student study effort:							
	▪ Writing reflective journal		20 Hrs.					
	▪ Project and term paper		50 Hrs.					
	Total student study effort		109 Hrs.					

**Reading List and  
References**

**Essential**

Bywaters, P., McLeod, E., & Napier, L. (2009). *Social work and global health inequalities*. UK: The Policy Press.

Hammell, Karen Whalley. (2006). *Perspectives on disability & rehabilitation*. Toronto: Churchill Livingstone.

Hardman, Micheal L., Drew, Clifford J. & Egan, W. Winston. (2011). *Human exceptionality: School, community, and family, 10<sup>th</sup> ed. Belmont: Wadsworth*.

McCoyd, Judith, L.M., Kerson, Toba Schwaber (2010). *Social Work in Health Settings: Practice in Context (3<sup>rd</sup> Edition)*. Routledge, New York.

Oliver, Micheal & Sapey, Bob (2012). *Social work with disabled people*, Palgrave MacMillan, U.K.

Simcock, Peter & Castle, Rhoda (2016). *Social Work and Disability*. Polity press, Cambridge, U.K.

**Supplementary**

Chan, C.L.W., & Chow, A.Y.M. (Eds.) (2006). *Death, dying and bereavement – A Hong Kong experience*. Hong Kong: the Hong Kong University Press.

Dhooper, S. S. (2012). *Social work in health care: Its past and future, 2<sup>nd</sup> ed.* Thousand Oaks, Calif.: Sage Publication.

Marini, Irmo; Glover-Graf, Noreen M. & Millington, Michael (2012). *Psychosocial aspects of disability: Insider perspectives and Strategies for counselors*. New York: Springer Publishing Company.

Roberts, A.R. (Ed.) (2009). *Social workers' desk reference*. New York: Oxford University Press.

Sales, Amos. (2007). *Rehabilitation counseling: An empowerment perspective*. Austin: Pro-ed.

Smart, Julie. (2009). *Disability, society, and the individual, 2<sup>nd</sup> ed. Austin: Pro-ed.*

Taylor, S.E. (2002). *Health psychology (8<sup>th</sup> ed.)*. New York: McGraw-Hill International Editions.