

Subject Description Form

Subject Code	APSS392														
Subject Title	Criminal Justice and Social Work														
Credit Value	3														
Level	3														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0 %</td> </tr> <tr> <td>2. Group presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">50 %</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0 %</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quiz	30%	0 %	2. Group presentation	0%	50 %	3. Participation	20%	0 %
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<p>The students' learning outcomes will be assessed through their performance in coursework. The seminar presentation, discussion, case studies, and quiz are to sum up and apply their learning in criminal justice and social work.</p> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 															
Objectives															
<p>The subject aims at enabling students to:</p> <ul style="list-style-type: none"> • develop a basic understanding of criminology, the criminal justice system in Hong Kong, penology and the different programs and treatments for offenders; • grasp basic values, knowledge and skills in working with offenders;and • keep abreast of current debates and issues in criminal justice and social work. 															

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. explain crimes in a multiple-causation perspective informed by the theories developed from different perspectives; b. articulate the basic legal principles and criminal procedures in the criminal justice system in Hong Kong, c. recognize and differentiate the various kinds of intervention for offenders; d. assess the psycho-social characteristics in terms of values, self-esteem and self-control of the offenders and the influence of triad affiliation and triad culture on the delinquents; e. use authority and handle resistance appropriately in settings working with offenders; and f. recognize and differentiate the different intervention models and measures.
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The contents of the course are divided into 3 main parts:</p> <p>Part I: Understanding of crime and criminality</p> <ul style="list-style-type: none"> • The concept of crime • The theoretical explanations of crime • The crime statistics, picture and trend in Hong Kong • The different stages of criminal trial <p>Part II: Different responses and intervention to handling offenders in Hong Kong</p> <ul style="list-style-type: none"> • Models: the deficit model, the positive development model, and the empowerment model • Measures: criminal justice measures, individual measures, social measures, and situational measures • Stages: Assessment, intervention and evaluation <p>Part III: Working with offenders</p> <ul style="list-style-type: none"> • Resistance, engagement and motivation • Ethical issues related to offender services • Inter-agency collaboration in criminal justice system • Gender issues in criminal justice system • Working with individuals with criminal acts, e.g. violent crime, property crime and sex crime

Teaching/Learning Methodology	Beside lectures, students will have the chance to have real life learning through court observations and visit to correctional institution. Moreover, students also have the chance to dialogue with ex-offenders or wayward youths. In order to encourage the students to be active learners, they are required to read selected papers on important themes in the area of criminal justice and to share and discuss them in seminars. Web-based Learning and out-of-class room activity are used to facilitate student learning. Emphasis will be on the implications of the knowledge and skills in working with offenders or wayward youths.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="440 566 1466 1043"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Group presentation</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Participation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="440 1048 1473 1122">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="491 1160 1473 1536" style="list-style-type: none"> (1) The quiz requires students to revise important theories, concepts and facts of the criminal justice process and systems. (2) The small group presentation encourages students to explore a topic in good depth, and facilitate the learning and discussion of the whole class. (3) Participation through class exercises is an idea creation, data collection, thinking and writing exercise for the student to apply a theoretical framework to analyze a practice issue in criminal justice system. 							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Quiz	30%	√	√	√	√	√	√	2. Group presentation	50%	√	√	√	√	√	√	3. Participation	20%	√	√	√	√	√	√	Total	100 %						
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Student Study Effort Required	<p data-bbox="440 1592 1109 1641">Class contact:</p> <ul data-bbox="440 1659 1109 1921" style="list-style-type: none"> ▪ Lecture (including interactive lectures, class discussion, small-group presentation in class & quiz) ▪ e-Learning/Web-based Learning ▪ Out-of-classroom visit(s) <p data-bbox="440 1939 1109 1989">Other student study effort:</p> <ul data-bbox="440 2007 1109 2047" style="list-style-type: none"> ▪ Reading 						<p data-bbox="1353 1697 1453 1731">33 Hrs.</p> <p data-bbox="1369 1800 1453 1834">3 Hrs.</p> <p data-bbox="1369 1872 1453 1906">3 Hrs.</p> <p data-bbox="1353 2013 1453 2047">20 Hrs.</p>																																														

	<ul style="list-style-type: none"> ▪ Group discussion outside class, preparing presentation and essay writing 	51 Hrs
	Total student study effort	110 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Hagan, F. E. (2017). <i>Introduction to criminology: theories, methods, and criminal behavior. 9th edition.</i> L.A.: Sage Publications.</p> <p>Sherman, L., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., & Bushway, S.D. (1998). Preventing crime: what works, what doesn't, what's promising. National Institute of Justice, <i>Research in Brief.</i> U.S. Department of Justice.</p> <p>Tilley, N. (2009). <i>Crime Prevention.</i> Cullompton: Willan.</p> <p>Trotter, C. (2006) <i>Working with involuntary clients: a guide to practice.</i> California: Sage Publications Ltd: London.</p> <p>Lee, F. W-L. (2011). <i>Nurturing pillars of society. Hong Kong.</i> Hong Kong University Press.</p> <p><u>Supplementary</u></p> <p>Chui, W. H., & Lo, T. W. (2017). <i>Understanding criminal justice in Hong Kong.</i> (2nd ed.). Abingdon, Oxon: Routledge. 978-1-138-88875-3.</p> <p>Corey, M.S. & Corey, G. (2011). <i>Becoming a helper</i> (6th ed). Belmont, CA: Thomson Brooks/Cole.</p> <p>Li, J.C.M., Lo, T.W., Cheng, C.H.K., & Wu, J.K.F. (2012). Measuring the subjective perception of risks and rewards of juvenile thieves in Hong Kong. <i>Psychology, Crime & Law</i>, 18(8), 689-701.</p> <p>Li, J.C.M. (2015). Adolescent compensated dating in Hong Kong: choice, script and dynamics, <i>International Journal of Offender Therapy & Comparative Criminology</i>. 59(6), 588-610.</p> <p>Reamer, F. (2004). Social work and criminal justice. <i>Journal of Religion & Spirituality in Social Work: Social Thought</i>, 23 (1-2), 213-231.</p> <p>Reamer, F.G. (2013). <i>Social work values and ethics</i> (4th edition). New York: Columbia University Press. (Chapters 3-5).</p>	