

Subject Description Form

Subject Code	APSS327																	
Subject Title	Social Policy and Decision Making																	
Credit Value	3																	
Level	3																	
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS451 Social Policy																	
Assessment Methods	<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. In-class Quiz</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Project Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>4. Lecture and Seminar Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. In-class Quiz	40%	--	2. Group Presentation	--	25%	3. Project Report	--	25%	4. Lecture and Seminar Participation	10%	--
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Objectives	<p>This subject introduces students to social policy decision-making. Drawing knowledge from political science, public administration, management science, behavioral psychology, economics, and other social sciences, this subject allows students to understand the dynamic nature of social policy making and the challenges facing decision makers. In enhancing students' competency in decision making, students are required to practice and master some of the basic decision-making techniques commonly employed in the field.</p>																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to develop the competence in:</p> <ol style="list-style-type: none"> a. enunciating the major approaches to decision making; b. articulating the trade-offs between social and economic decision-making in formulating social policy; c. using basic tools and techniques for formulating social policy decision-making framework; d. critical thinking, problem analysis, and interpersonal communication. 																	
Subject Synopsis/ Indicative Syllabus	<p>Part I – Decision Making Process and Models in Social Policy</p> <ul style="list-style-type: none"> • Overview of Social Policy Decision-Making • Decision-Making Process • Decision Making Model: Rational Decision-Making • Decision Making Model: Incrementalism and Mixed Scanning <p>Part II – Tools and Techniques for Decision-Makers</p> <ul style="list-style-type: none"> • Basic Framework and Tools for Decision-Making 																	

	<ul style="list-style-type: none"> • Creativity and Decision-Making <p>Part III – Theory and Practice of Decision-Making in Social Policy</p> <ul style="list-style-type: none"> • Implementing Decision-Making: Interfacing Policy and Practice • Shared and Group Decision-Making • Media and Public Opinion and Decision-Making • Evidence-based Decision-Making <p>Part IV – Conclusion</p> <ul style="list-style-type: none"> • Power, Values and Ideology in Decision-Making • Risks and Security in Decision-Making • Ethical Decision-Making 																																																						
<p>Teaching/Learning Methodology</p>	<p>Major theories and concepts as well as approaches and paradigms for policy decision-makings will be delivered in lectures. Current policy issues and real life cases will also be illustrated in interactive discussions in class. Practical student-centred and problem-based learning will be carried out in small seminar group setting for fostering students’ competence in critical thinking, problem analysis, and interpersonal communication through group project work and presentation with peer assessment.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="440 947 1471 1491"> <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></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class Quizzes</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Group Presentation</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Project Report</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>4. Lecture and Seminar Participation</td> <td>10%</td> <td></td> <td></td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>In-class Quiz: Students will attend an in-class quiz in the end of the semester, in which they are expected to illustrate their understanding of theories and concepts discussed in the course. The quiz will consist of multiple choice questions only.</p> <p>Group Presentation: Students in small groups will choose a social issue or related decision problem of a local public or nonprofit organization. They will be expected to prepare a presentation in which they will present their analysis of and provide solutions to the issues or problems that they select in seminar, and will illustrate their competence and effectiveness in public presentation and communication.</p> <p>Project Report: Students in small groups will be requested to consolidate their findings in their group presentation and to write a 5,000-word project report. They are not only expected to</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class Quizzes	40%	√	√	√	√			2. Group Presentation	25%	√	√	√	√			3. Project Report	25%	√	√	√	√			4. Lecture and Seminar Participation	10%				√			Total	100%						
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	<p>incorporate their findings and recommendations made in their presentations in the report, but also need to respond to the comments and questions raised in seminar.</p> <p>This exercise requests students to demonstrate their capacity for working as a team, coordinating research activities and integrating findings from individual tasks to form a unified policy document, as well as their ability of integrating feedbacks and reflections in their assignments.</p> <p>Lecture and Seminar Participation: Students will attend lectures and participate in class exercises and present their group presentation in seminar. They will be expected to contribute their ideas and opinions in seminar activities and discussion.</p>	
Student Study Effort Required	Class contact:	
	▪ Lectures	24 Hrs.
	▪ Seminars	15 Hrs.
	Other student study effort:	
	▪ Self-directed studies and research	63 Hrs.
	▪ Preparation of project report	20 Hrs.
	▪ Preparation of group presentation	10 Hrs.
	Total student study effort	132 Hrs.
Medium of Instruction	English supplemented with Chinese	
Medium of Assessment	English	
Reading List and References	<p>Major Reference</p> <p>Kraft, Michael E. and Furlong, Scott R. (2010). <i>Public Policy: Politics, Analysis, and Alternatives</i> (3rd edition). Washington, D.C.: CQ Press.</p> <p>Clemen, R.T. & Reilly. T. (2001) <i>Making Hard Decisions (2nd Revised Edition)</i>. Pacific Grove, Calif.: Duxbury/Thomson Learning.</p> <p>Golub, A.L. (1997) <i>Decision Analysis: an Integrated Approach</i>. New York: Wiley.</p> <p>Hill, M.J. (1997) <i>The Policy Process in the Modern Capitalist State (3rd Edition)</i>. New York: Prentice Hall.</p> <p>Patton, C. V. & Sawicki, D. S. (1993) <i>Basic Methods of Policy Analysis and Planning 2nd. Edition</i>. New Jersey: Prentice-Hall.</p> <p>Scott, I. (2005) <i>Public Administration in Hong Kong: Regime Change and its Impact on the Public Sector</i>. Singapore : Marshall Cavendish International.</p>	

Wharf, B. & McKenzie, B. (1998). *Connecting Policy to Practice in the Human Services*. Toronto: Oxford University Press.

Recommended Reference

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Cooper, T. L. (ed.) (2001). *Handbook of Administrative Ethics*, 2nd Edition. New York: Marcel Dekker.

Hoy, W. K. & Tarter, C. J. (2004). *Administrators Solving the Problems of Practice: Decision-making Concepts, Cases, and Consequences*. 2nd Edition. Boston: Pearson/Allyn and Bacon.

Johnson, D.W. & Johnson, F.P. (2000). *Joining Together: Group Theory and Group Skills*, 7th Edition. Boston: Allyn and Bacon.

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