

The Hong Kong Polytechnic University
Department of Applied Social Sciences

Subject Description Form

Subject Code	APSS369														
Subject Title	Social Work with Drug Abusers														
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: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">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> <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 to resolve issues and problems in drug abuse.</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 all components (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quiz	30%	0 %	2. Group presentation	0%	50 %	3. Participation	20%	0 %
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Quiz	30%	0 %													
2. Group presentation	0%	50 %													
3. Participation	20%	0 %													
Objectives	<p>The subject aims at enabling students to:</p> <ol style="list-style-type: none"> 1. acquire theoretical framework, professional knowledge, and helping skills related to drug abuse; 2. identify and examine various types of services for drug abusers in Hong Kong; 3. identify the characteristics, needs, and problems of the target groups; 4. build up intervention skills in working with the target groups; 5. relate services for drug abusers to the values and roles of professional social 														

	<p>workers; and</p> <p>6. be aware of the current issues and future trend of services for drug abusers in Hong Kong.</p>
<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. define the key concepts of drug abuse behavior; b. identify different kinds of psychoactive substances and their effects; c. differentiate various causes of addictive behavior; d. position himself/herself in the drug treatment and rehabilitation system in Hong Kong; e. review and analyze the five-pronged anti-drug strategy in Hong Kong f. relate drug abuse problems to other social problems, for example, mental health and juvenile delinquency; g. grasp a whole picture of the drug scene of Hong Kong; and h. be aware of the current debates and existing service gap in Hong Kong.
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<p>The contents of the course are divided into 3 main parts.</p> <p>Part I: Understanding of drug abuse</p> <ul style="list-style-type: none"> ● The concept and definition of drugs, substance, drug use, drug misuse and drug abuse, dosage, tolerance and withdrawal symptoms ● The theoretical explanations: biological, sociological, psycho-social, structural and cultural perspectives ● The statistics, picture and trend (global and local) <p>Part II: Responses, intervention and programs for drug abusers</p> <ul style="list-style-type: none"> ● The five-pronged anti-drug strategy in Hong Kong ● Responses: prohibition, hard reduction, medicalization and legalization ● Models: information model, affective model, social influence model ● Ordinances and law-enforcement against drug-related offences <p>Part III: Working with drug abusers</p> <ul style="list-style-type: none"> ● Working with diverse populations ● Services in Hong Kong ● Five stages of drug recovery ● Motivational interview, relapse prevention and ethical concerns
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>In addition to lectures conducted by the subject teacher, self-reflection exercises, audio-visual materials, simulation games, and demonstration will be used to facilitate classroom teaching. Seminars will be used to enable the students to discuss practice issues related to the knowledge learned in the class. A small</p>

	group of three to five students will organize discussion, case studies or debates among their fellow classmates. In seminar sessions, the subject teacher will serve as a consultant and a resource person. Web-based Learning and out-of-class room activity are used to facilitate student learning. The students will be exposed to the real situations of drug treatment and rehabilitation process.									
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							
			a	b	c	d	e	f	g	h
	1. Quiz	30 %	√	√	√	√	√	√	√	
	2. Group Presentation	50 %	√	√	√	√	√	√	√	√
	3. Participation	20 %	√	√	√	√	√	√	√	√
Total	100 %									
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>(1) The quiz requires students to revise important theories, concepts and facts of the criminal justice process and systems.</p> <p>(2) The small group presentation encourages students to explore a topic in good depth, and facilitate the learning and discussion of the whole class.</p> <p>(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 drug abuse.</p>										
Student Study Effort Required	Class contact:									
	▪ Lecture (including interactive lectures, class discussion, small-group presentation in class & quiz)		33 Hrs.							
	▪ e-Learning/Web-based Learning		3 Hrs.							
	▪ Out-of-classroom visit(s)		3 Hrs.							
	Other student study effort:									
	▪ Reading		20 Hrs.							
	▪ Group discussion outside class, preparing presentation and report		51Hrs.							
Total student study effort		110 Hrs.								

Reading List and References

Essential

- Abadinsky, H. (2014). *Drug use and abuse: A comprehensive introduction (8th ed.)* Singapore: Thompson.
- Cheung, Y.W., & Cheung, W.T. (2018). *Psychoactive drug abuse in Hong Kong*. Singapore: Springer (e-book) <https://link.springer.com/book/10.1007%2F978-981-10-6154-7>
- Hong Kong Action Committee Against Narcotics. (2003). *Protocol of screening and assessment of polydrug abusers*. Hong Kong: Narcotics Division, Security Bureau, Hong Kong SAR Government.
- Lewis, J. A., Dana, R., & Blevis, G. A. (2011). *Substance abuse counselling: An individualized approach. (4thed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Narcotics Division. (2019). *Central Registry of Drug Abuse Sixty-ninth Report*. Hong Kong: Narcotics Division, Security Bureau, Hong Kong SAR Government.
- Narcotics Division. (2018). *The Three-year Plan on Drug Treatment and Rehabilitation Services in Hong Kong (2018-2020)*. Hong Kong: Narcotics Division, Security Bureau, Hong Kong SAR Government. Retrieved on 6 July 2019 from https://www.nd.gov.hk/en/three_year_plan_2018_2020.htm
- Narcotics Division. (2016). *The 2014/15 The Survey of Drug Use among Students*. Hong Kong: Narcotics Division, Security Bureau, Hong Kong SAR Government.
- Samuel, O. (2012). *Practical skills and clinical management of alcoholism & drug addiction*. MA:Elsevier. (e-book).
- United Nations Office on Drugs and Crime (2021) *The World Drug Report 2021*. <https://www.unodc.org/unodc/en/data-and-analysis/wdr2021.html>

Supplementary

- Bean, P. (2008). *Drugs and crime*. Cullompton, Devon: Willan.
- Baelow, J. (Ed.). (2010). *Substance misuse: The implications of research, policy and practice*. London : Jessica Kingsley
- Cheung, Y.W. (2009). *A brighter side: protective and risk factors in the rehabilitation of chronic drug abusers in Hong Kong*. Hong Kong: The Chinese University Press.
- Goodman, A. (2009). *Social work with drug and substance misusers*. Exeter: Learning Matters.
- Hilarski, C. (Ed.). (2005). *Addiction, assessment, and treatment with adolescents, adults, and families*. Binghamton. NY: Haworth Social Work Practice Press.
- Marlatt, G. A., & Donovan, D. M. (Eds.). (2005). *Relapse prevention: Maintenance strategies in the treatment of addictive behaviors*. London: The Guilford Press.
- Stevens, P., & Smith, R. L. (2009). *Substance abuse counseling: Theory and practice*. Upper Saddle River, NJ: Merrill/Pearson.
- Shirran, A. (2014). Motivational interviewing. In J. Lishman, C. Yuill, J. Brannan, & A. Gibson (eds.) *Social Work: An Introduction* (pp.320-332). L.A.: Sage.
- Van Wormer, K. S. (2008). *Addiction treatment: A strengths perspective*. Belmont, Calif.: Thomson Higher Education.

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.