Subject Description Form

Subject Code	APSS3911
Subject Title	Social Work in School Settings
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods

100 % Continuous Assessment	Individual Assessment	Group Assessment
1. Attendance and Participation	10 %	0 %
2. Group Presentation	0 %	30 %
3. Term Paper	60 %	0 %

- 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 component(s) if he/she is to pass the subject.

Objectives

The subject aims to provide an overview of social work-related knowledge and skills for intervention with different stakeholders (e.g., students and their families as well as relevant significant others) in school settings.

To enable students to:

1. examine the historical development, contemporary status and future trends of the school social work services in Hong Kong;

2. grasp the knowledge, key concepts and skills related to working with children and youth in school settings, their characteristics, problems and needs;

3. identify the roles, tasks and activities undertaken by school social work practitioners;

4. develop an awareness and skills in providing social work services in the secondary setting, working with various school systems and other relevant professionals;

5. examine and critically evaluate relevant issues involved in the formulation of policy and development of services in school settings.

Intended Learning Outcomes	Upon completion of the subject, students will be able to:
	a. formulate a basic understanding of social work services in various school settings and develop a vision of its future trends;
	b. distinguish the knowledge, key concepts and skills related to school social work in working with children and youth, their characteristics, issues and needs;
	c. understand the core features of the school social work profession and the essentials of roles and tasks of school social work practitioners;
	d. grasp specific knowledge in working with the secondary setting and develop competence to work with different school systems and multi-disciplinary professionals;
	e. critically evaluate the educational policies and development of relevant services, and identify the various theoretical bases and functions of social work intervention in relation to social work services in school settings.
Subject Synopsis/ Indicative Syllabus	1. Basic knowledge and skills - Definition, scope and boundary of school social work - Historical development and future trends of school social work in Hong Kong - Ethical issues of school social work service - Educational policies and their relevance to school social work services 2. Specific practice in school social work - Practice model of school social work service - Roles and tasks of school social work practitioners; - Social work delivery in the secondary setting - Collaboration with the school systems and other multi-disciplinary professionals 3. Working with major target (students) in school settings - Helping students with SEN - Helping students with mental health problems (e.g., depression, anxiety disorder, early psychosis, etc.) - Helping students with personal and behavioural problems (e.g., sexual identity, truancy, internet addiction, misconduct, substance use, juvenile delinquency, etc.) 4. Response and intervention to handling crisis - Crisis intervention and management in school - Critical family problems, child abuse, family violence, broken family induced problems, etc. 5. Developmental promotion in school settings - Unleashing students' potential in schools (e.g., positive development programs, life and career counselling, making use of extracurricular activities, etc.)

Teaching/Learning Methodology *(Note 3)*	This subject will adopt a blended learning method, including lectures, seminars, class exercises, online teaching materials, etc. The class format is based on the understanding that students are prepared and active learners. Lecture and seminar presentation are the main teaching and learning strategies, and in doing so, two-way communication will be encouraged. Lecture is the main method to deliver knowledge and concepts, while seminar and term paper are good strategies to let students delve deeper into a particular subject area to analyze and apply what they have learnt in class.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Attendance and Participation	10 %	✓	✓	✓	✓	✓
2. Group Presentation	30 %	✓	✓	✓		✓
3. Term Paper	60 %	✓	✓	✓	✓	✓
Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Attendance and participation are assessed as a way to reward those who are actively involved in class and encourage students to take part in class discussions, exercises and express individual views in class, which is part of an interactive teaching and learning strategy. Assignments are in the form of group presentation and an individual term paper. Collaboration and mutual stimulation are achieved in the group presentations, while individual efforts will be assessed through the term paper.

Student Study Effort Required

Class contact:	
▪ Lecture	33 Hrs.
▪ Seminars	6 Hrs.
Other student study effort:	
▪ Seminars preparation	22 Hrs.
▪ Term Paper	45 Hrs.
Total student study effort	106 Hrs.

Reading List and References	<u>*Essential*</u> Allen-Meares, P. (2015). *Social work services in schools* (7th ed.). New York: Pearson, Allyn and Bacon. Constable, R., Massat,C & Kelly, M. (2015). *School social work practice, policy, and research perspectives* (8th ed.). Chicago, Ill: Lyceum. <u>*Supplementary*</u> Allnock, D., & Atkinson, R. (2019). 'Snitches get stitches': School-specific barriers to victim disclosure and peer reporting of sexual harm committed by young people in school contexts. *Child Abuse & Neglect, 89*, 7-17. Banks. S. (2010). *Ethical Issues in Youth Work* (2nd ed.). London: Routledge. Dolgin, K.G. (2011). *The Adolescent: Development, relationships, and culture* (13th ed.). Boston: Allyn & Bacon. Dupper, D. (2003). *School social work: Skills and interventions for effective practice*. Hoboken, N.J.: J. Wiley & Sons. Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York: Oxford University Press. Knapp, S. (2003). *School counseling and school social work homework planner*. Hoboken, NJ: Wiley. Levine, K. A., & Zhu, K. (2010). The changing context of China: Emerging issues for school social work practice. *International Social Work*, *53*(3), 339–352. https://doi.org/10.1177/0020872809359751 Ragsdale, S., & Saylor, A. (2014). *Groups, troops, clubs and classrooms: the essential handbook for working with youth.* Minneapolis, MN: Search Institute Press. Sapin, K. (2013). *Essential skills for youth work practice* (2nd ed.). London: Sage. Storer, H., Casey, E., & Herrenkohl, T. (2017). Developing "whole school" bystander interventions: The role of school-settings in influencing adolescents responses to dating violence and bullying. *Children and Youth Services Review, 74*, 87-95. To, S. M. (2006). Using Foucault's concept of power to analyze school discipline and draw implications for school social work service in Hong Kong. *International Social Work, 49*(6), 779-790.