

## Subject Description Form

<b>Subject Code</b>	APSS392														
<b>Subject Title</b>	Criminal Justice and Social Work														
<b>Credit Value</b>	3														
<b>Level</b>	3														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<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> <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"> <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 pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			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 %													
<b>Objectives</b>	<p>The subject aims at enabling students to:</p> <ul style="list-style-type: none"> <li>• develop a basic understanding of criminology, the criminal justice system in Hong Kong, penology and the different programs and treatments for offenders;</li> <li>• grasp basic values, knowledge and skills in working with offenders;and</li> <li>• keep abreast of current debates and issues in criminal justice and social work.</li> </ul>														

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

<b>Teaching/Learning Methodology</b>	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.																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="443 566 1473 1048"> <thead> <tr> <th data-bbox="451 566 770 745" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="778 566 930 745" rowspan="2">% weighting</th> <th colspan="6" data-bbox="938 566 1473 678">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="938 678 1018 745">a</th> <th data-bbox="1026 678 1106 745">b</th> <th data-bbox="1114 678 1193 745">c</th> <th data-bbox="1201 678 1281 745">d</th> <th data-bbox="1289 678 1369 745">e</th> <th data-bbox="1377 678 1473 745">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 745 770 824">1. Quiz</td> <td data-bbox="778 745 930 824">30%</td> <td data-bbox="938 745 1018 824">√</td> <td data-bbox="1026 745 1106 824">√</td> <td data-bbox="1114 745 1193 824">√</td> <td data-bbox="1201 745 1281 824">√</td> <td data-bbox="1289 745 1369 824">√</td> <td data-bbox="1377 745 1473 824">√</td> </tr> <tr> <td data-bbox="451 824 770 902">2. Group presentation</td> <td data-bbox="778 824 930 902">50%</td> <td data-bbox="938 824 1018 902">√</td> <td data-bbox="1026 824 1106 902">√</td> <td data-bbox="1114 824 1193 902">√</td> <td data-bbox="1201 824 1281 902">√</td> <td data-bbox="1289 824 1369 902">√</td> <td data-bbox="1377 824 1473 902">√</td> </tr> <tr> <td data-bbox="451 902 770 981">3. Participation</td> <td data-bbox="778 902 930 981">20%</td> <td data-bbox="938 902 1018 981">√</td> <td data-bbox="1026 902 1106 981">√</td> <td data-bbox="1114 902 1193 981">√</td> <td data-bbox="1201 902 1281 981">√</td> <td data-bbox="1289 902 1369 981">√</td> <td data-bbox="1377 902 1473 981">√</td> </tr> <tr> <td data-bbox="451 981 770 1048">Total</td> <td data-bbox="778 981 930 1048">100 %</td> <td colspan="6" data-bbox="938 981 1473 1048"></td> </tr> </tbody> </table> <p data-bbox="443 1048 1473 1126">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="491 1160 1473 1541" style="list-style-type: none"> <li>(1) The quiz requires students to revise important theories, concepts and facts of the criminal justice process and systems.</li> <li>(2) The small group presentation encourages students to explore a topic in good depth, and facilitate the learning and discussion of the whole class.</li> <li>(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.</li> </ol>							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 %						
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 %																																																				
<b>Student Study Effort Required</b>	<table border="1" data-bbox="443 1579 1114 2069"> <tr> <td data-bbox="443 1579 1114 1646">Class contact:</td> <td data-bbox="1121 1579 1481 1646"></td> </tr> <tr> <td data-bbox="443 1646 1114 1787"> <ul style="list-style-type: none"> <li>▪ Lecture (including interactive lectures, class discussion, small-group presentation in class &amp; quiz)</li> </ul> </td> <td data-bbox="1121 1646 1481 1787" style="text-align: right;">33 Hrs.</td> </tr> <tr> <td data-bbox="443 1787 1114 1854"> <ul style="list-style-type: none"> <li>▪ e-Learning/Web-based Learning</li> </ul> </td> <td data-bbox="1121 1787 1481 1854" style="text-align: right;">3 Hrs.</td> </tr> <tr> <td data-bbox="443 1854 1114 1921"> <ul style="list-style-type: none"> <li>▪ Out-of-classroom visit(s)</li> </ul> </td> <td data-bbox="1121 1854 1481 1921" style="text-align: right;">3 Hrs.</td> </tr> <tr> <td data-bbox="443 1921 1114 2000">Other student study effort:</td> <td data-bbox="1121 1921 1481 2000"></td> </tr> <tr> <td data-bbox="443 2000 1114 2069"> <ul style="list-style-type: none"> <li>▪ Reading</li> </ul> </td> <td data-bbox="1121 2000 1481 2069" style="text-align: right;">20 Hrs.</td> </tr> </table>						Class contact:		<ul style="list-style-type: none"> <li>▪ Lecture (including interactive lectures, class discussion, small-group presentation in class &amp; quiz)</li> </ul>	33 Hrs.	<ul style="list-style-type: none"> <li>▪ e-Learning/Web-based Learning</li> </ul>	3 Hrs.	<ul style="list-style-type: none"> <li>▪ Out-of-classroom visit(s)</li> </ul>	3 Hrs.	Other student study effort:		<ul style="list-style-type: none"> <li>▪ Reading</li> </ul>	20 Hrs.																																			
Class contact:																																																					
<ul style="list-style-type: none"> <li>▪ Lecture (including interactive lectures, class discussion, small-group presentation in class &amp; quiz)</li> </ul>	33 Hrs.																																																				
<ul style="list-style-type: none"> <li>▪ e-Learning/Web-based Learning</li> </ul>	3 Hrs.																																																				
<ul style="list-style-type: none"> <li>▪ Out-of-classroom visit(s)</li> </ul>	3 Hrs.																																																				
Other student study effort:																																																					
<ul style="list-style-type: none"> <li>▪ Reading</li> </ul>	20 Hrs.																																																				

	<ul style="list-style-type: none"> <li>▪ Group discussion outside class, preparing presentation and essay writing</li> </ul>	51 Hrs
	Total student study effort	110 Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Hagan, F. E. (2017). <i>Introduction to criminology: theories, methods, and criminal behavior. 9<sup>th</sup> edition.</i> L.A.: Sage Publications.</p> <p>Sherman, L., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., &amp; 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><b><u>Supplementary</u></b></p> <p>Chui, W. H., &amp; 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. &amp; Corey, G. (2011). <i>Becoming a helper</i> (6<sup>th</sup> ed). Belmont, CA: Thomson Brooks/Cole.</p> <p>Li, J.C.M., Lo, T.W., Cheng, C.H.K., &amp; Wu, J.K.F. (2012). Measuring the subjective perception of risks and rewards of juvenile thieves in Hong Kong. <i>Psychology, Crime &amp; 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 &amp; Comparative Criminology</i>. 59(6), 588-610.</p> <p>Reamer, F. (2004). Social work and criminal justice. <i>Journal of Religion &amp; 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> (4<sup>th</sup> edition). New York: Columbia University Press. (Chapters 3-5).</p>	