

Subject Description Form

Subject Code	APSS5787		
Subject Title	Advanced Macro Social Work Intervention		
Credit Value	3		
Level	5		
Pre-requisite / Co-requisite/ Exclusion	Nil		
Assessment Methods	100%	Continuous Assessment	Individual Assessment
	1. Participation and Commentary	10%	-
	2. Journal Commentary	10%	
	2. Final Project Presentation		30%
	3. Term Paper	50%	-
	- 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	- To examine in depth issues and emerging needs of different vulnerable groups in the community who are hardest hit by worsened economic, oppressive social conditions and exclusive cultural environment. - To equip students with practice perspective and intervention strategies to address the changing needs of particular groups among various vulnerable population in multi-professional context. - To review and assess the effectiveness of existing perspectives of macro social work in response to changing organizational, local and global social developmental and empowerment issues. - To cultivate competence of cultural sensitive practices through learning innovative and state-of-the-art community intervention strategies.		
Intended Learning Outcomes	Upon completion of the subject, students will be able to: - Understand the current working models, themes and perspectives in working with the multi-axial dimensions and conditions of social environment, which are constraining or enabling the vulnerable groups. - Learn to appreciate the important role and conflicting dynamics of macro social work strategies, policy advocacy and research intervention towards meeting the needs of different target groups. - Reflect on the ethical issues and identify the barriers and opportunities in		

	pursuing social justice within the overall changing social environment in Hong Kong society. d) Deepen their knowledge in the nature and processes of macro social work intervention, and widen their scope of knowledge in the current and multi-professional related strategies and intervention. e) To integrate a comprehensive foundation of knowledge with the professional perspectives by utilizing divergent strategies to enhance macro social work related tasks and effectively address service users' issues in specific and interdisciplinary service settings.
Subject Synopsis/ Indicative Syllabus	Working with Macro Social Environment and the Current Models of Macro Social Work Intervention Perspectives Structural social work is intended to change the structural patterns of society by fighting for a new economic order and mode of social organization/ relation as well as a fairer distribution of power and resources. As an integrated and normative model of helping service users to develop social praxis, structural social work will be introduced as a critical perspective to reduce and eliminate injustices, be it on an individual, family, community, or societal level Model I: Green Social Work Green social work as a unique direction conjoining social development is a community-based approach that explicitly adopts a sustainability framework through establishing ultimate social goals via asset-based/ social capital/community cultural approaches to examine unsustainable development and propose alternatives. Guest Lecture and Critical Case Study Model II: Anti-Oppressive Practice Anti-oppressive practice embodies a person-centered philosophy and a way of structuring relationships between individuals that aims to empower users by reducing the negative effects of social hierarchy in their immediate interaction and enhancing their capacity through the work they do together. Student would learn to appreciate the perspective as a holistic framework of anti-oppression rather than an “added on” approach, because AOP is a consciousness raising process of interrogating how class, race, gender, age, disability or sexual orientations separate one and the other in the community. Guest Lecture and Critical Case Study Model III: Empowerment Empowerment-oriented social work practice is a model through which “social worker assists people to utilize their strengths, abilities and competencies in order to mobilize resources toward problem solving and ultimately toward empowerment”. Embracing individual, group and community levels, the empowerment theory aims at reorienting focus from service to power, deficits to strength as well as problem to possibilities. Guest Lecture and Critical Case Study Model IV: Broad Based Organizing The assertion of human rights, social action for social justice and bottom-up direction in tackling discrimination through developing community organization and promoting participation in local, national and international arenas will be discussed. It works towards renewing interest in public life by training powerless people to build power and provides a model of

	citizenship and community engagement. Guest Lecture and Critical Case Study 6. Conclusion and Encountering Critical Social Work Rethinking macro social work as a broadened, critical, creative and visionary perspective: i) reconfirming the ethical basis of social work intervention through the investigation of 'macro' perspectives, ii) reiterating the integrative configuration of value-knowledge-skills-roles of social workers and the micro-macro link, iii) assessing the application of macro practice in different knowledge production sites: government (services of welfare/education/environment), market (mainstream or marginal alternatives), civil society (NGOs and other community-based groups), iv) cross-discipline/broader partnership with other professions <i>Workshop on Strategies and Methods:</i> 1. Working Methods I: Going Green and cultivating alternatives 2. Working Methods II: Anti-oppressive Practices & Strategy 3. Working Methods IV: Empowerment group and related practices 4. Working Methods I: Organizer Training ● The specific working strategies and methods may change each year, depending on co-arrived choices of the students and teachers taking the elective as well as issues and needs of specific groups under study ● In each workshop session, some time slots will be allocated for reporting the progress of the attached seminar projects <i>Final Project Presentation</i> All the seminar project groups have to attach to a specific NGO to learn and observe while present their findings and learning outcomes in the final presentation																										
Teaching/Learning Methodology	Lectures will be focused on the exploration of advanced level macro social work models and current perspectives in working with special clientele groups. Critical debates on current community issues and social problems affecting the target groups will be initiated. Frontline practice workers/ representatives from the selected groups will be invited as guest speakers to share their valuable experiences. Seminar project for more in-depth discussion and functional group focused/ issue-based learning will be structured to complement the lectures. Individual learning will also take place via lecture, seminar participation, writing commentary and preparing presentation of the final group project. An on-line discussion forum will be set up to help students exchanging their views, comments and reflections during the learning process in this course.																										
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">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></tr><tr><td>1. Participation</td><td>10%</td><td>√</td><td>√</td><td></td><td>√</td><td>√</td></tr><tr><td>2. Journal Commentary</td><td>10%</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Participation	10%	√	√		√	√	2. Journal Commentary	10%					
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	3. Final Project Presentation	30%	√	√	√	√	√
	3. Term Paper	50%	√	√	√	√	√
	Total	100 %					
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Participation in lectures and seminar discussions – Students are expected to learn actively, to review, share and discuss their understanding and views towards current macro social work-related perspectives and methods highlighted in the lectures and seminar discussions. They are also expected to reflect on the ethical issues, or to examine the opportunities and/or barriers arising from the perspectives studied when service users are assisted. Commentary Students are required to read an academic article and write down their own summary and short commentary towards the article with their own views related to the discussion arrived in lectures and workshops Final Project Presentation– The overall purpose of seminar project is to motivate students to think out of the box to integrate the theories and concepts of macro social work related intervention in classroom /community settings, and increase their understanding of various issues and challenges related to working from local to global and from micro to macro levels regarding an attachment with specific NGO works. Students will be assessed on what they have learnt, how they review and reflect on current marco intervention perspectives. They are encouraged to appreciate the role, dynamics and effectiveness of the different macro social work related strategies, policy advocacy and research intervention for meeting the needs and problems of deprived target groups. Team work in the preparation for and presentation of the seminar project will be assessed. Term paper – Students will be assessed on how they demonstrate their understanding and reflection on the theoretical framework, issues and intervention strategies of macro intervention and methods highlighted as discussed in the lectures, workshops and seminars. They will also demonstrate their learning of particular community intervention method as well as reflection on the related ethical issues, barriers and opportunities of pursuing social justice for and with people in specific communities as reflected in specific case studies and examples. The grade is calculated according to the percentage assigned;						
Student Study Effort Required	Class contact:						
	▪ Lectures		24 Hrs.				
	▪ Final presentation		3 Hrs				

	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Self-study (3 hours x 7 weeks)	21 Hrs.
	▪ Preparation for final project presentation	13 Hrs.
	▪ Reading Class Materials	14 Hrs.
	▪ Attending NGO visits and Fieldwork	18 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	Reading List General References Brueggemann, W. (2014). <i>The Practice of Macro Social Work</i> (4th ed). Belmont, Calif: Brooks/Cole Pub Co Burghardt, S. (2014). <i>Macro practice in Social Work for the 21st Century: Bridging the Macro-Micro Divide</i> (2nd ed). Los Angeles: SAGE Dominelli, L. (2012) <i>Green Social Work: From Environmental Crises to Environmental Justice</i>, Cambridge: Polity Press. Pam P.L. (2014). <i>Integrating Theory and Practice in Social Work: A Practical Skill Guide</i>. UK: Routledge Payne, M. (2014). <i>Modern social work theory</i> (4th ed). Palgrave Macmillan Rothman Jack, John L. Erlich & John E. Tropman. (eds.) (2008). <i>Strategies of Community Intervention</i> Peosta (7th ed.), Iowa: Eddie Bowers Publication. Tice, C., Long, D., & Cox, L. (2020). <i>Macro Social Work Practice: Advocacy in Action</i>. Thousand Oaks: SAGE Publication Webb. A. S. (2019). <i>The Routledge Handbook of Critical Social Work</i>. NY: Routledge Macro Social Work Practices Articles Apgar, D. (2021). Developing the next generation of social work activists: Support for eliminating the micro-macro divide. <i>Journal of Community Practice</i>, 29(1), 62–78 Dominelli, L. (2010). Globalization, Contemporary challenges and Social Work Practice. <i>International Social Work</i>, 53:5, 599-612. Hung S.L S. and Fung K.K (2009). Organizing Women for Policy Advocacy in Hong Kong: Identities and Perspectives of Women Organizers, <i>Community Development Journal</i>, 45:4, 423-438 Kim, H., Sussman, T., Khan, M., & Kahn, S. (2021). ‘All social work takes place in a macro context’: The gap between international social work training and practice. <i>International Social Work</i>, 1-15	

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Krings, A., Trubey-Hockman, C., Dentato, M., & Grossman, S. (2020). Recalibrating micro and macro social work: Student perceptions of social action, *Social Work Education*, 39(2), 160-174

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Pawar, M., & Nixon, M. (2020). Social policy practice preferences by social work students: Implications for Macro Practice Education. *The British Journal of Social Work*, 50(8), 2279-2297

Pritzker, S., & Applewhite, S. R. (2015). Going “Macro”: Exploring the Careers of Macro Practitioners. *Social Work*, 60:3, 191–208
Woodcock, R. (2012). Knowing where you stand: Neoliberal and other foundations for social work. *Journal of Comparative Social Welfare*, 28:1, 1-15

Structural Social Work

Books

Ferguson, I. (2008). *Reclaiming Social Work: Challenging Neo-liberalism and Promoting Social Justice*. India: Sage Publications (with Chinese version)

Ferguson, Iain & Lavalette, Michael. (2007) (eds.). *International Social Work and the Radical Tradition*. UK: Venture Press

Lavalette, Michael (ed.). (2010). *Radical Social Work Today: Social Work at the Crossroads*. UK: Policy Press.

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Gal, J., & Weiss-Gal, I. (2015). The ‘Why’ and the ‘How’ of Policy Practice: An Eight-Country Comparison. *The British Journal of Social Work*, 45:4, 1083-1101

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Law, K. Y., & Lee, K. M. (2016). Importing Western values versus Indigenization: Social Work Practice with Ethnic Minorities in Hong Kong. *International Social Work*, 59(1), 60-72.

	Saunders, P., Wong, H., & Wong, W. P. (2014). Signposting disadvantage—social exclusion in Hong Kong. <i>Journal of Asian Public Policy</i>, 7:1, 3-17 Woodward, R. (2013). Some Reflections from Critical and Radical Social Work Literature, <i>Critical and Radical Social Work</i>. 1:1, 35-40 何芝君. (2006). 個人就是政治: 女性主義與敘事治療的契合, 於陳錦華與梁麗清編. <i>性別與社會工作</i>, 香港: 中文大學出版社, 35-52 <i>Anti-Oppressive Practice</i> <i>Books</i> Bernard, C. (2022). <i>Intersectionality for social workers: a practical introduction to theory and practice</i>. Routledge. Dominelli, L. (2002). <i>Anti-oppressive Social Work: Theory and Practice</i>, New York: Palgrave Macmillan Freire, P. (1970). <i>Pedagogy of the Oppressed</i>. New York: The Seabury Press Greene, R., Greene, Nancy., & Corley, Connie. (Eds.). (2023). <i>Resilience Enhancement in Social Work Practice: Anti-Oppressive Social Work Skills and Techniques</i> (1st ed). Springer Nature Switzerland Jarldorn, M. (2019). <i>Photovoice Handbook for Social Workers: Method, Practicalities and Possibilities for Social Change</i>. Cham, Switzerland: Palgrave Macmillan Ledwith, M. (2016). <i>Community Development in Action: Putting Freire into Practice</i>. Policy Press. Mullaly, B. (2010). <i>Challenging Oppression and Confronting Privilege: a Critical Social Work Approach</i>, Don Mills: Oxford University Press Pease, B. (2010). <i>Undoing Privilege: Unearned Advantage in a Divided World</i>. Zed Books Wes, S.(ed.) (2003). <i>Emerging Perspectives on Anti-Oppressive Practice</i>. Toronto: Canadian Scholars' Press. <i>Articles</i> Ho, C.K., Leung, L.C., G. Drover. (1999) <i>Quiet Dignity In the Face of Poverty: Experiences of Women in Hong Kong</i>, Hong Kong: City University of Hong Kong and The Hong Kong Polytechnic University Freire, P. (1990). A Critical Understanding of Social Work, <i>Journal of Progressive Human Services</i>, 1:1, 3-9 Johnson, Samantha and Thao, N. Le (2014). Youth Perspective on Multiculturalism: Using Photovoice Methodology, <i>Youth and Society</i>, 46:4, 548-565 Lee, E. (2022). Assessment as a Site of Anti/Oppressive Social Work Practice: Negotiating with Power and the De/Professionalization of Social Work. <i>The</i>
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	<i>British Journal of Social Work</i>, 52(7), 4378–4400 Saunders, P., Wong, H., & Wong, W. P. (2014). Signposting disadvantage—Social exclusion in Hong Kong. <i>Journal of Asian Public Policy</i>, 7:1, 3-17 Singh, G. (2014). Rethinking anti-racist social work in a neo-liberal age. In M. Lavalette & L. Penketh (Eds.), <i>Race, Racism and Social work: Contemporary Issues and Debates</i>, 17-31. Policy Press Stevens, O. (2022). Trans voices in social work research: what are the recommendations for anti-oppressive practice that includes trans people? <i>Critical and Radical Social Work</i>, 10(3),1–16 Thyberg, C. T. (2023). Preparing Social Workers for Anti-Oppressive Practice: Evaluating the Role of Critical Social Work Education. <i>Journal of Social Work Education</i>, 59(2), 407–422 Zhang, H. (2018). How ‘Anti-ing’ becomes Mastery: Moral Subjectivities Shaped through Anti-Oppressive Practice. <i>The British Journal of Social Work</i>, 48(1), 124-14 歐陽達初. (2010)。 「社會工作的新政治：福利改革與福利運動」。載於香港社會服務聯會編。《社區發展服務：承傳、探索、蛻變》。香港：圓桌文化 <i>Alinsky Model:</i> <i>Books</i> Alinsky, S. (1969). <i>Reveille for Radicals</i>. NY: Vintage Books Alinsky, S. (1973). <i>Rules for Radical</i>. NY: Vintage Books Chambers T. Edward. (2003). <i>Roots for Radicals</i>. USA: The Continuum International Publishing Group Ltd. Hoffman, Von N. (2010). <i>Radical: A Portrait of Saul Alinsky</i>. USA: Nation Books. Ivereigh, A. (2010) <i>Faithful Citizen: A Practical Guide to Catholic Social teaching and Community Organizing</i>. London: Darton, Longman and Todd Ltd. Schutz, A. & Miller, M. (2015). <i>People Power: the Community Organizing Tradition of Saul Alinsky</i>, Tennessee: Vanderbilt University Press 阿林斯基. (2015). <i>叛道</i>, 台灣: 公共冊所 <i>Articles</i> Bunyan, P. (2008). Broad-based Organizing in the UK: Reasserting the Centrality of Political Activity in Community Development, <i>Community Development Journal</i>, 45(1), 111-127
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Empowerment Model

Books

Solomon, B. (1976). *Black Empowerment: Social Work in Oppressed Communities*. New York: Columbia University Press

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Stoeffler, S.W. (2018). Community Empowerment. In Cnaan, Ram A ; Milofsky, Carl. (e.d.). *Handbook of Community Movements and Local*

	<i>Organizations in the 21st Century</i>. Cham: Springer International Publishing, 265-280 Herrington, A., & Mix, T. (2020). "Building a Bigger Table": Mobilizing Social Capital to Develop a Community Food Resource Center, <i>Sociological Inquiry</i>, 90:4, 794-822 Hung, S. L. (2012). Empowerment Groups for Women Migrating from China to Hong Kong. <i>Social Work with Groups</i>, 35(1), 4-17 Jennie Fleming, & Dave Ward. (2017). Self-directed Groupwork - social justice through social action and empowerment. <i>Critical and Radical Social Work</i>, 5(1), 75-91 Joseph, R. (2020). The theory of empowerment: A critical analysis with the theory evaluation scale. <i>Journal of Human Behavior in the Social Environment</i>, 30(2), 138-157 Kenneth, M. (2016). Empowerment and Social Work. In <i>Empowerment: A Critique</i>. New York, NY: Routledge, 53-64 Lau, P. Y. (2020). Fighting COVID-19: Social capital and community Mobilization in Hong Kong. <i>International Journal of Sociology and Social Policy</i>, 40:9/10, 1059-1067 Maschi, T., Turner, S., & Kaye, A. (2021). Empowerment theory. In <i>Theoretical Perspectives for Direct Social Work Practice: A Generalist-Eclectic Approach 4thEd</i>. New York, NY: Springer Publishing, 275-297 Mullender, A., & Ward, D. (1991). Empowerment through social action group work-the self directed approach, <i>Social Work with Groups</i>, 14(3-4), 125-139 Noordink, T., Verharen, L., Schalk, M., Van Eck, M., & Van Regenmortel, M. (2021). Measuring instruments for empowerment in social work: A scoping review. <i>The British Journal of Social Work</i>, 51(4), 1482-1508 Pease, B. (2002). Rethinking Empowerment. <i>The British Journal of Social Work</i>, 32(2), 135-147 Skene, K. (2022). What is the Unit of Empowerment? An Ecological Perspective. <i>The British Journal of Social Work</i>, 52(1), 498-517 To, S. M. (2009). Conceptualizing Empowerment in Youth Work: A Qualitative Analysis of Hong Kong School Social Workers' Experiences in Generating Empowering Practices. <i>International Journal of Adolescence and Youth</i>, 15(3), 257-27 Travis, R., & Deepak, A. (2011). Empowerment in Context: Lessons from Hip-Hop Culture for Social Work Practice. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 20(3), 203-222 Wallengren Lynch, M. (2018). Re-working Empowerment as a theory for practice. <i>Qualitative Social Work</i>, 17(3), 373-38 林昭寰、朱志強 編. (2014). <i>社工何價？——專業沉思</i>. 香港：花千樹出版
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