

## Subject Description Form

<b>Subject Code</b>	APSS5792		
<b>Subject Title</b>	Critical Introduction to Social Work		
<b>Credit Value</b>	2		
<b>Level</b>	5		
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil		
<b>Assessment Methods</b>	100% Continuous Assessment		Individual Assessment
	1. Commentary and Participation		20%
	2. Agency Visit report		30%
	3. Term paper		50%
	<ul style="list-style-type: none"> <li>▪ The grade is calculated according to the percentage assigned;</li> <li>▪ Student must pass (at least grade D) in all components if he/she is to pass the subject.</li> </ul>		
<b>Objectives</b>	<p>“Critical Introduction to Social Work” is an introductory subject in the Master of Social Work programme. This subject aims to provide students with a critical overview of the history, philosophy, values, contexts, and professional standards of social work. The subject will help students examine the function of social welfare, roles of social workers, and in what ways social work have helped individuals and contributed to the society.</p>		
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) demonstrate a systematic understanding of the history and nature of social work as an empowering profession (i.e., its purposes, methods, philosophical base, value and ethical base).</p> <p>(b) recognize the core concepts, ideology, provision, and regulations of social work profession in the local and global contexts as well as the micro and marco levels.</p> <p>(c) apply a generic framework and person in situation analysis to interpret diverse social work practices with individuals, families, groups and communities.</p> <p>(d) critically evaluate different social work traditions, debates, dilemma and current issues.</p>		

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Historical development and current evolvement of integrative social work practice</li> <li>2. Philosophical, value and ethical basis of the social work profession</li> <li>3. Values in practice: ethical and empowerment principles in social work practice</li> <li>4. Generic framework and diverse social work settings</li> <li>5. Social work relationship: roles and tasks of a social worker</li> <li>6. Social welfare and social Services: nature, function and delivery</li> <li>7. Provision of Social Welfare in HK</li> <li>8. Social work dilemmas and debates</li> <li>9. A human service profession: current issues and future development</li> </ol>																																		
<b>Teaching/Learning Methodology</b>	<ul style="list-style-type: none"> <li>•</li> <li>• Commentary and participation: Both performance and attitude in class activities will be assessed. Discussion on specific text can help reflect how students understand controversial issues and get personal reflection after reading articles or books which are related to social work practices.</li> <li>• Visit report: both creative perspective in content and performance in presentation will be valued. Visit Report can help reflect how students understand service users and social work practice in actual contexts.</li> <li>• Term paper: appropriate literature, systematic discussion and argumentation will be required. Term Paper can help reflect students' integration of knowledge and reflect their critical appraisal of the different themes related to social work practice.</li> </ul>																																		
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="418 1192 1424 1629"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Commentary and participation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>2. Agency Visit report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Term paper</td> <td>50%</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> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Online discussion: both quantity and quality of utterances will be assessed. Discussion contents can help reflect how students understand controversial issues related to social work practices.</li> <li>2. Participation: both performance and attitude in class activities will be assessed.</li> <li>3. Visit report: both creative perspective in content and effectiveness in presentation</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Commentary and participation	20%	✓	✓		✓	2. Agency Visit report	30%	✓	✓	✓		3. Term paper	50%	✓	✓	✓	✓	Total	100				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																															
		a	b	c	d																														
1. Commentary and participation	20%	✓	✓		✓																														
2. Agency Visit report	30%	✓	✓	✓																															
3. Term paper	50%	✓	✓	✓	✓																														
Total	100																																		

	<p>will be valued. Visit Report can help reflect how students understand service users and social work practice in actual contexts.</p> <p>4. Term paper: appropriate literature, systematic discussion and argumentation will be required. Term Paper can help reflect students' integration of knowledge, and reflect their critical appraisal of social work practice.</p> <p>The grade is calculated according to the percentage assigned;</p>	
<b>Student Study Effort Expected</b>	<b>Class contact:</b>	
	▪ Lecture and in-class discussion	26 Hrs.
	<b>Other student study effort:</b>	
	▪ Readings	26 Hrs.
	▪ Commentary	4Hrs.
	▪ NGO visit and Report	20 Hrs
	Total student study effort	76 Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Dominelli, L. (2012) <i>Green Social Work: From Environmental Crises to Environmental Justice</i>, Cambridge: Polity Press.</p> <p>Dulmus, C. N. &amp; Sowers, K. M.(2012). <i>The profession of social work guided by history, led by evidence</i>. Hoboken, N.J: Wiley.</p> <p>Garrett, P. M. (2013). <i>Social Work and Social Theory: Making Connections</i>. Bristol: Policy Press.</p> <p>Glicken, M.D. (2010) <i>Social Work in the 21st century: an introduction to social welfare, social issues, and the profession (2nd)</i>, Thousand Oaks, Calif.: Sage Publications.</p> <p>Ife, J. (2012). <i>Human rights and social work: Towards rights-based practice (3<sup>rd</sup> ed)</i>. Cambridge University Press</p> <p>Fauri,,P. D, Wernet, P. S. and Netting, F. Ellen. (2008) <i>Cases in Macro Social Work Practice</i>. 3rd ed. Boston, Mass.: Pearson/Allyn and Bacon</p> <p>Ferguson, I. (2008). <i>Reclaiming Social Work: Challenging Neo-liberalism and Promoting Social Justice</i>. India: Sage Publications (with Chinese version)</p> <p>Webb, A. S. (2019). <i>The Routledge Handbook of Critical Social Work</i>, New York, NY: Routledge</p>	

Supplementary

DuBois, B. and Miley, K. K. (2014). *Social Work: An Empowering Profession* (8th ed.). Boston: Pearson.

Hepworth, D.H., & Larsen, J. A. (2016). *Direct Social Work Practice: Theory and Skills* (10th ed.). Boston, MA: Cengage Learning.

Howe, D. (2014). *The Complete Social Worker*. London: Palgrave Macmillan.

Krogsrud, K. M. (2013). *Generalist Social Work Practice: An Empowering Approach*. Boston: Pearson.

Leung, T. T. F., Yip, N. M., Huang, R. G., & Wu, Y. (2012). Governmentality and the Politicisation of Social Work in China. *British Journal of Social Work*, 42(6), 1039-1059.

Liu, Y., Lam, C. M., & Yan, M. C. (2012). A challenged professional identity: the struggles of new social workers in China. *China Journal of Social Work*, 5(3), 189-200.

Social Workers Registration Board (2010). *Guidelines on code of practice for registered social workers*. Retrieved July 8, 2016 from <http://www.swrb.org.hk/Engasp/guidelines.asp>

李昺偉(編) (2014) 《專業的良心-轉型時代中國社會工作的守望》. 北京: 社會科學文獻出版社。

甘炳光、陳偉道及文錦燕(編) (2006) 。《堅守信念：給社工學生的 30 封信》。香港：香港城市大學出版社。

何芝君、麥萍施 (編) (2006) 。《本質與典範：社會工作的反思》。新加坡: 八方文化創作室。

社會工作者註冊局 (2009) 。《社工專業操守的反思 – 紀律研訊案例彙編》。香港: 社會工作者註冊局。

香港社會服務聯會(編) (2019). *社區發展資料彙編 2001-2010 年: 堅守, 開拓, 創新*. 香港: 超媒體出版

周永新、陳沃聰 (編) (2013) 。《社會工作新論》 (增訂版)。香港: 商務印書館。

	<p>林昭寰, 朱志強 (2014) 。《社工何價—專業沉思》。香港: 花千樹。</p> <p>游達裕、梁玉麒、曾家達(編) (2014) 。《微光處處新編》香港: 策馬文創有限公司。</p> <p>羅秀華、沈曜逸、李柏祥及黃韻潔 (編) (2012) 。《類湯思比館的實踐取向: 社工社群在草根社區的服務學習與推進》。台灣: 松慧文化。</p>
--	---