

Subject Description Form

Subject Code	APSS368														
Subject Title	Residential Care														
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. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0 %</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">0 %</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>3. Case Studies</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0 %</td> </tr> </tbody> </table> <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 the Term Paper and Seminar Presentation (Grade D) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50%	0 %	2. Seminar Presentation	0 %	30 %	3. Case Studies	20%	0 %
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Objectives	<p>This subject aims to provide students unit basic knowledge and concepts related to residential care. Various types of residential services in Hong Kong and China will be examined. Emphasis is placed on understanding the needs of residents and to build up knowledge and skills in providing quality care to them. In addition, current issues and future direction of residential care in Hong Kong will be discussed.</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"> 1. Apply social work values, knowledge and concepts related to residential care; 2. Appraise various types of services in residential care in Hong Kong and China; 3. Assess the characteristics and needs of the target groups in need of residential care services; 4. Apply knowledge and skills in working with the target groups in residential settings and design suitable activities for them; 5. Negotiate and implement the roles of professional social workers in residential care in relation to other social welfare and human service agencies; 6. Review the current issues and future trend related to residential care.
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Values, knowledge and concepts related to residential care Definition, purpose, functions and forms of residential care; theoretical approaches of residential care; effects of institutionalization; therapeutic community; common elements of good care; key worker system. 2. Understanding residents Needs, feelings, emotions and responses of different client groups related to residential care placement; permanency planning 3. Residential care services in Hong Kong Range of provision vs. known demand; standard of care provision; quality of life of residents. 4. Skills and process in residential care Assessment of admission to and discharge from care; developing and implementing care plan; working in the residential 'life space'; dynamics of group living; creating a positive care environment; care, control and rehabilitation; use of case conference and multi-disciplinary approach. 5. The residential social workers Ethics, roles and tasks of residential social workers; field-worker and residential worker relationships; rationale, skills and strategies to involve families and community. 6. Management and teamwork in residential care Selection and recruitment of staff; building up the staff team; supporting and supervising staff.

	<p>7. Current issues and future direction of residential care in Hong Kong</p> <p>Self-financed residential care; service bidding and service quality.</p>																																														
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Students are expected to be active learners. They will be enhanced to develop perspectives to look at residential care as an alternative treatment method to meet the needs of different target groups. In addition to lectures, class exercises, case studies/discussions, demonstrations are built-in to help students integrate and apply the knowledge and concept involved.</p> <p>Field visits are arranged to different residential settings to facilitate a more vivid understanding of the residential life. Representatives from different settings will be engaged to share with students special topics relating to residential work. This will ensure a close link between the knowledge input and the changing practice context.</p> <p>Students are also required to choose a topic related to the subject and prepare a group presentation during seminars. Small groups of 4 or 5 students are expected to meet and work collaboratively to prepare for their presentation. The seminar teacher will be available for consultation during the process and constructive feedback will be given throughout the process as well as at the end of the seminar.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="470 1041 1477 1552"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>50 %</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>2. Seminar presentation (group)</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Case studies</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The term paper is assessed on individual basis using the following criteria:</p> <ol style="list-style-type: none"> 1. relevant and accurate contents; 2. analytical ability; 3. creativity; and 4. logical organization, discussion and presentation. <p>The seminar presentation aims at enabling students to apply social work values, knowledge and skills related to residential care.</p> <p>The case studies enable students to develop ethical professional judgment in</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						1	2	3	4	5	6	1. Term paper	50 %	√		√	√		√	2. Seminar presentation (group)	30 %	√	√	√	√	√	√	3. Case studies	20 %	√	√	√	√	√		Total	100 %						
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	performing the social worker's role effectively in the residential process.	
Student Study Effort Required	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Visits to residential settings	6 Hrs.
	▪ Self-study	45 Hrs.
	▪ Seminar preparation	12 Hrs.
	Total student study effort	102 Hrs.
Medium of Instruction	Chinese supplemented with English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Milligan, Ian. (2006) <i>Residential Child Care: Collaborative Practice/Ian Milligan and Irene Stevens</i>. London: Sage Publication</p> <p>Hans Goran Eriksson and Torill Tjelflaat. (eds) (2004) <i>Residential Care: Horizons for the new century</i>. Aldershot, Hants, England; Burlington, VT: Ashgate</p> <p><u>Supplementary</u></p> <p>許盧萬珍 (2007) <i>開放式教材: 舍護照顧服務</i>. 香港理工大學</p> <p>Rhind, N. & Chan, K.T.(eds) (1997) <i>Sharing Residential Child Care Services: The Hong Kong Experience</i>. Hong Kong Student Aid Society. HV866.H85 S53.</p> <p>Rhind, N. & Chan, K.T.(eds) (2005) <i>Research Report: Resilience and Mental Health of Children and House Parents of Small Group Homes of Hong Kong Sheng Kung Hui St. Christopher's Home</i>. Hong Kong: H.K.S.K.H. St. Christopher's Home: Centre on Behavioral Health, University of Hong Kong.</p>	

	<p>Lee, Jik-Joen, Sui-Chung Lo (2005) <i>Tung Wah Group of Hospitals Research on Residential Care Service needs of the Elders</i> = 東華三院長者住院服務需要研究. Hong Kong: Social Welfare Practice and Research Centre, Dept. of Social Work, The Chinese University of Hong Kong.</p> <p>Mark E. Courtney, Dorota Iwaniec (eds) (2009) <i>Residential Care of Children: Comparative Perspectives</i>. New York: Oxford University Press.</p> <p>Edited by Leslie Hicks... [etal.] (2007) <i>Managing Children's Homes: Developing Effective Leadership in Small Organisations</i>. London; Philadelphia: Jessica Kingsley Publishers.</p> <p>Edited by Toni Vaughn Heineman and Diane Ehrensaft (2006) <i>Building a Home Within: Meeting the Emotional Needs of Children and Youth in Foster Care</i>. Baltimore: P.H. Brookes Pub. Co.</p> <p>Edited by Kim S. Golding... [et al.] (2006) <i>Thinking Psychologically About Children Who Are Looked After and Adopted: Space for Reflection</i>. Chichester, England; Hoboken, NJ: J. Wiley.</p> <p>Fleishman, Martin (2005) <i>The Casebook of a Residential Care Psychiatrist: Psychopharmacosocio economics and The Treatment of Schizophrenia in Residential Care Facilities</i>. New York: Haworth Clinical Practice Press.</p> <p>Edited by Judith Bessant, Richard Hill, Rob Watts (2005) <i>Violations of Trust: How Social and Welfare Institutions Fail Children and Young People</i>. Hampshire, England; Burlington, VT: Ashgate</p> <p>Edited by Robert D. Hill... [etal.] (2002) <i>Geriatric Residential Care</i>. Mahwah, N.J.: Lawrence Erlbaum Associates.</p> <p>Lee, Tze-fan Diana (2001) <i>Adjusting to Residential Care Placement: A Grounded Theory Study of Chinese Elders</i>. Ann Arbor, Mich.: U.M.I.</p> <p>Kerruish, Alison and Helen Smith (1996) <i>Developing Quality Residential Care: A User-led approach</i>. Brighton [England]: Pavilion Pub.</p> <p>Shemmings, Yvonne (1996) <i>Death, Dying and Residential Care</i>. Aldershot, England: Hong Kong: Avebury.</p>
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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.