

## Subject Description Form

<b>Subject Code</b>	APSS370														
<b>Subject Title</b>	Youth 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="text-align: left;">100 % Continuous Assessment</th> <th style="text-align: center;">Individual Assessment</th> <th style="text-align: center;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and Participation</td> <td style="text-align: center;">10 %</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;">30 %</td> </tr> <tr> <td>3. Term Paper</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">0 %</td> </tr> </tbody> </table>			100 % Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance and Participation	10 %	0 %	2. Group Presentation	0 %	30 %	3. Term Paper	60 %	0 %
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<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 term paper (at least Grade D) if he/she is to pass the subject.</li> </ul>															

<p><b>Objectives</b></p>	<p>The subject aims at introducing students to the knowledge and skills related to young people and social work practice with them; and integrating the knowledge they have learned from other subjects with reference to working with a special clientele, i.e. young people.</p> <p>To enable students to:</p> <ol style="list-style-type: none"> <li>1. grasp the knowledge and key concepts related to working with young people, their characteristics, problems and needs;</li> <li>2. examine and critique different types of youth services, and to identify the various theoretical bases and functions of professional social work intervention in relation to youth services;</li> <li>3. build up skills in working with the target group in various youth work settings;</li> <li>4. deconstruct the politics involved in the formulation of policy and development of services for young people; and</li> <li>5. develop an awareness of the current and future trends of youth work in Hong Kong and neighboring regions.</li> </ol>
<p><b>Intended Learning Outcomes</b></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"> <li>a. distinguish the knowledge and key concepts related to working with young people, their characteristics, issues and needs;</li> <li>b. examine and criticize different types of youth services, and identify the various theoretical bases and functions of professional social work intervention in relation to youth services;</li> <li>c. develop skills in working with the target group in various youth work settings;</li> <li>d. analyze the politics involved in the formulation of policy and development of services for young people; and</li> <li>e. develop an awareness of the current and future trends of youth work in Hong Kong and neighboring areas.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Knowledge and concepts of youth – the physical, psychosocial and cultural constructs of young people;</li> <li>2. Youth and basic socialization systems – family, peers, school, and work place;</li> <li>3. Juvenile delinquency – causes and related theories – differential association, techniques of neutralization, lower class sub-culture, labeling, social control, etc;</li> <li>4. The theoretical base of youth work – theory and practice;</li> </ol>

	<ol style="list-style-type: none"> <li>5. Social work intervention with young people – individual and guidance services, group work approach, community-based youth work;</li> <li>6. Youth services – critique on centre-based youth work, integrated service, outreaching social work, school social work, leadership development, employment programmes, career counseling, etc;</li> <li>7. Youth policy – the politics of youth policy and youth policy formulation process;</li> <li>8. Youth work in other countries;</li> <li>9. Future directions and challenges of youth work.</li> </ol>																																								
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	<p>Basically, lecture and seminar are the main teaching and learning strategies. Two-way communication will be encouraged in lecture. Lecture is the main method to deliver knowledge and concepts, while seminar and term paper are good strategies to let students go in-depth of a particular subject area to analyze and apply what they have learnt in class.</p>																																								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	<table border="1" data-bbox="443 987 1473 1491"> <thead> <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> </thead> <tbody> <tr> <td>1. Attendance and Participation</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group Presentation</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Term Paper</td> <td>60 %</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Attendance is counted as a way to reward those who have attended class, which is not compulsory for lectures. Participation is also assessed to encourage students to express views in lectures, which is an interactive teaching and learning strategy. Assignments are in the form of group presentation and individual term paper. Collaboration and mutual stimulation are achieved in the two group presentations, while individual effort would be assessed through the term paper.</p>	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 %					
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	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Seminars preparation</li> </ul>	36 Hrs.
	<ul style="list-style-type: none"> <li>▪ Term Paper</li> </ul>	30 Hrs.
	Total student study effort	105 Hrs.
<b>Medium of Instruction</b>	Chinese supplemented with English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Batsleer, J. &amp; Davies, B (Eds.) (2010). <i>What is youth work?</i> Exeter: Learning Matters.</p> <p>Bradford, S. (2012). <i>Sociology, youth and youth work practice</i>. Basingstoke: Palgrave Macmillan.</p> <p>Curran, S., Harrison, R., &amp; Mackinnon, D. (Eds.) (2013). <i>Working with young people (2<sup>nd</sup> ed.)</i>. Los Angeles, Calif.: Sage.</p> <p>MaleKoff, A. (2014). <i>Group work with adolescents: Principles and practice (4<sup>th</sup> ed.)</i>. New York: The Guilford Press.</p> <p>McWhirter, J.J., McWhirter, B.T., McWhirter, E.H. &amp; McWhirter, R.J. (2013). <i>At-Risk Youth: A Comprehensive Response for Counselors, Teachers, Psychologists, and Human Service Professionals (5<sup>th</sup> ed.)</i>. Belmont, CA: Brooks/Cole.</p> <p><b><u>Supplementary</u></b></p> <p>Arnett, J.J. (2013). <i>Adolescence and emerging adulthood: A cultural approach (5<sup>th</sup> ed.)</i>. Boston: Pearson.</p> <p>Banks. S. (2010). <i>Ethical Issues in Youth Work (2<sup>nd</sup> ed.)</i>. London: Routledge.</p> <p>Barry, P.S., &amp; Nigel, T. (eds.). (2010). <i>A handbook of children and young people's participation: Perspectives from theory and practice</i>. Routledge.</p> <p>Bettmann, E., &amp; Friedman, D.D. (Eds.) (2013). <i>Attachment based clinical work with children and adolescents</i>. New York, N.Y.: Springer.</p> <p>Brotherton, G., Davis, H., &amp; McGillivray, G. (Eds.) (2010). <i>Working with children, young people and families</i>. London: Sage.</p>	

- Buchroth, I. & Parkin, C. (2010). *Using theory: youth and community work practice*. Exeter: Learning Matters.
- Collin, P. (2015). *Young citizens and political participation in a digital society: Addressing the democratic disconnect*. New York: Palgrave Macmillan.
- Dolgin, K.G. (2011). *The Adolescent: Development, relationships, and culture* (13<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Francesco, P. (2015). *The youth experience gap: Explaining national differences in the school-to-work transition*. Springer.
- Ibrahim, A., Steinberg, S. R., & Hutton, L. (Eds.) (2014). *Critical youth studies reader*. New York: Peter Lang Publishing, Ltd.
- Jeffer, T., & Smith, M.K. (Eds.) (2010). *Youth work practice*. Houndmills, Basingstoke, New York: Palgrave Macmillan.
- Johanna, W.R. (2011). *Specialist communication skills for social workers: Focusing on service users' needs*. Palgrave Macmillan.
- Lee, F. W. L. (2011). *Therapeutic intervention of outreaching social work service with youth at risk in Hong Kong*. Hong Kong: University of Hong Kong, Department of Social Work and Social Administration.
- Liesl, C., & Golding, T. (2013). *The short guide to working with children and young people*. The Policy Press.
- Liu, F.S. (2011). *Urban youth in China: Modernity, the Internet, and the self*. New York, N.Y.: Routledge.
- Mallon, B. (2011). *Working with bereaved children and young people*. London: Sage.
- Newbery, P. (2008). *A history of youth work in Hong Kong* (2<sup>nd</sup> ed.). Hong Kong: Youth Outreach.
- Nybell, L.M., Shook, J.J. & Finn, J.L. (Eds.). (2009). *Childhood, youth, and social work in transformation: Implications for policy and practice*. New York: Columbia University Press.
- O'Dell, L., Leverett, S. (Eds.) (2011). *Working with children and young people: Co-constructing practice*. Basingstoke: Palgrave Macmillan.
- Ord, J. (2012). *Critical issues in youth work management*. London: Routledge.
- Poyntz, S.R., & Kennelly, J. (2015). *Phenomenology of youth cultures and globalization: Lifeworlds and surplus meaning in changing times*. Routledge.

	<p>Prever, M. (2010). <i>Counselling and supporting children and young people: a person-centered approach</i>. Sage.</p> <p>Ragsdale, S., &amp; Saylor, A. (2014). <i>Groups, troops, clubs and classrooms: the essential handbook for working with youth</i>. Minneapolis, MN: Search Institute Press.</p> <p>Roholt, R. V., Baizeman, M., &amp; Hildreth, R.W. (Eds.) (2013). <i>Civic youth work: Co-creating democratic youth spaces</i>. Chicago, Ill.: Lyceum Books.</p> <p>Sapin, K. (2013). <i>Essential skills for youth work practice</i> (2<sup>nd</sup> ed.). London: Sage.</p> <p>Sercombe, H. (2010). <i>Youth work ethics</i>. Sage.</p> <p>Tyler, M. (2009). <i>Managing modern youth work</i>. Exeter: Learning Matters.</p> <p>香港青年協會青年研究中心：《香港青年趨勢分析 2015》，香港：香港青年協會，2015。</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.