

## Subject Description Form

<b>Subject Code</b>	APSS398														
<b>Subject Title</b>	Employment and Social Work														
<b>Credit Value</b>	3														
<b>Level</b>	3														
<b>Exclusion</b>	APSS397 Occupational and Social Work														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Take Home Exercises (Two problem sets are given to students and they have to do their research on this, find out the existing situation and give them suggestions or comments )</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Presentation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <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 all component assignments (at least Grade D) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40 %	--	2. Take Home Exercises (Two problem sets are given to students and they have to do their research on this, find out the existing situation and give them suggestions or comments )	40 %	--	3. Presentation	20 %	--
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Term Paper	40 %	--													
2. Take Home Exercises (Two problem sets are given to students and they have to do their research on this, find out the existing situation and give them suggestions or comments )	40 %	--													
3. Presentation	20 %	--													
<b>Objectives</b>	<p>The subject aims at enabling students to:</p> <ol style="list-style-type: none"> <li>1. acquire basic knowledge and concepts related to work, work life and occupational welfare;</li> <li>2. understand the characteristic, needs and problems of the working population in contemporary Hong Kong;</li> <li>3. critically examine services and programmes for the employed and unemployed population, and various roles and tasks of social workers;</li> <li>4. evaluate social work skills and methods appropriate for the specific population mentioned above;</li> <li>5. reflect on value issues and future trends of development of social work services for the working population in Hong Kong.</li> </ol>														

<p><b>Intended Learning Outcomes</b> (Note 1)</p>	<p>Employment and the social work (ESW) is the articulation of social work with concerns to work life and workfare. Students are engaged to such an important yet emergent sphere of social work practice in Hong Kong. Students will acquire basic concepts of social work practice in the workplace, a broad-brush understanding of the local context of work life, and issues relating to the welfare of the working population. Students are enabled to reflect on social work practice with the local working population.</p> <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. spell out the basic concepts of social work practice with the working population including definitions, major approaches, values and ethics as well as the nature of workfare;</li> <li>b. analyze factors affecting contemporary work life in Hong Kong, including demographic, economic and socio-political factors as well as the legal framework, labour movement, trade unionism and human resources management of employment; and</li> <li>c. apply differentially the models of social work practice and formulate intervention plans with the pre-working and working population in various settings.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)</p>	<ol style="list-style-type: none"> <li>1. Basic Concepts in Employment and Social Work <ol style="list-style-type: none"> <li>1.1 Definition and boundary of social work in the workplace</li> <li>1.2 Meaning of work, quality of work life and workfare</li> <li>1.3 Major practice approaches with the working population</li> <li>1.4 Value and ethical issues in providing social work services in the workplace</li> </ol> </li> <li>2. Work Life and Workfare in Hong Kong <ol style="list-style-type: none"> <li>2.1 Demographic, economic and socio-political factors affecting work life in contemporary Hong Kong</li> <li>2.2 Legal framework of employment, employment practice and human resource management in Hong Kong</li> <li>2.3 Labour movement and trade unionism in Hong Kong</li> </ol> </li> <li>3. Models of working with working and pre-working population <ol style="list-style-type: none"> <li>3.1 SW in the workplace – Employee Assistance Programmes and others</li> <li>3.2 SW in community – Labour services, Employee Retraining Programmes and others</li> <li>3.3 SW in unions</li> <li>3.4 SW in social work service settings and schools</li> </ol> </li> <li>4. Social work practices for the working population <ol style="list-style-type: none"> <li>4.1 Counselling, group work, etc.</li> <li>4.2 Education, training, job matching, etc.</li> <li>4.3 Career planning</li> <li>4.4 Organizing and social action</li> </ol> </li> </ol>

<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<p>Key concepts, relevant theories and contextual analysis of social work in the workplace and workfare in contemporary Hong Kong are discussed in lectures with both local and global perspectives. Sessions of tutorials with focused discussion are led by teacher and/or students on issues relating to ethical dilemma, effective models and appropriate methods of social work practice with the working population.</p>																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1"> <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>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Take Home Exercises</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Presentation</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>Individual term paper is for assessment of the understanding, comprehension, reflection, and analysis of a student on a particular occupational social work issue. Take home exercise is given in the middle of the semester to assess students progress, and feedback is to be given to enhance students' understanding of the subject. Students are encouraged to discuss and share their views in class, and this provides another means of assessment.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Term Paper	40 %	✓	✓	✓				2. Take Home Exercises	40 %	✓	✓	✓				3. Presentation	20 %	✓	✓	✓				Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																											
		a	b	c																																											
1. Term Paper	40 %	✓	✓	✓																																											
2. Take Home Exercises	40 %	✓	✓	✓																																											
3. Presentation	20 %	✓	✓	✓																																											
Total	100 %																																														
<b>Student Study Effort Expected</b>	<table border="1"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td>27 Hrs.</td> </tr> <tr> <td>▪ Seminar / Workshop / Agency Visit</td> <td>12 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Preparation of Seminar</td> <td>23 Hrs.</td> </tr> <tr> <td>▪ Writing Paper/Take Home Exercises</td> <td>43 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td>105 Hrs.</td> </tr> </table>	Class contact:		▪ Lecture	27 Hrs.	▪ Seminar / Workshop / Agency Visit	12 Hrs.	Other student study effort:		▪ Preparation of Seminar	23 Hrs.	▪ Writing Paper/Take Home Exercises	43 Hrs.	Total student study effort	105 Hrs.																																
Class contact:																																															
▪ Lecture	27 Hrs.																																														
▪ Seminar / Workshop / Agency Visit	12 Hrs.																																														
Other student study effort:																																															
▪ Preparation of Seminar	23 Hrs.																																														
▪ Writing Paper/Take Home Exercises	43 Hrs.																																														
Total student study effort	105 Hrs.																																														
<b>Medium of Instruction</b>	Chinese supplemented with English																																														
<b>Medium of Assessment</b>	English																																														

**Reading List and  
References**

**Essential**

- Chan, K.C., & Ngor, K. (Eds.). (2011). *Welfare reform in East Asia: Towards workfare?* Abingdon: Routledge.
- Bergh, N.V.D. (2000). *Emerging trends for EAPs in the 21<sup>st</sup> century*. The Haworth Press.
- Lewis, S., Brannen, J. & Nilson, A. (Eds.) (2009). *Work, families and organizations in transition: European perspectives*. The Policy Press.
- Maiden, R. P. (Ed.). (2001). *Global perspectives in occupational social work*. The Haworth Press Inc.

**Supplementary**

- Akabas, S., & Kurzman, P. (1993). *Work and well-being: The occupational social work advantage*. NASW Press
- Bambra, C. (2011). *Work, worklessness, and the political economy of health*. Oxford University Press.
- Bargal, D., & Barak, M. E. M. (Eds.) (2000). *Social services in the workplace: Repositioning occupational social work in the new millennium*. *Administration in Social Work*, 23 (3/4). The Haworth Press.
- Burke, R., Page, K.M., & Coper, C.L. (eds.) (2015). *Flourishing in life, work and careers: Individual wellbeing and career experiences*. Edward Elgar.
- Burke, R. J., & Richardsen, A.M. (eds.) (2014). *Corporate wellness programs linking employee and organizational health*. Edward Elgar.
- Carrell, M. R., & Heavrin, C. (2013). *Labor relations and collective bargaining: Private and public sectors (10<sup>th</sup> ed.)*. Pearson.
- Chan, D.K.S., Au, W.W.T., & Yeung, J.L.Y. (2013). *The impact study on employment service for unemployed youth*. Hong Kong: Salvation Army.
- Drobnic, S., & Guillen, A.M. (Eds.) (2011). *Work-life balance in Europe: the role of job quality*. Palgrave Macmillan.
- Dunn, A. (2014). *Rethinking unemployment and the work ethics: Beyond the 'quasi-Timuss' paradigm*. Palgrave Macmillan.
- Googins, B., & Godfrey, J. (1987). *Occupational Social Work*. Prentice Hall.
- Hobson, B.M. (ed.) (2014). *Worklife balance: The agency and capabilities gap*. Oxford University Press.
- Grzywacz, J.G., & Demerouti, E. (eds.) (2013). *New frontiers in work and family research*. Psychology Press.
- Hoffman, S. (ed.) (2015). *Temporary assistance for needy families: Promising employment approaches and program provisions*. Nova.

- Kaiser, S. (2011). *International perspectives on the work-life integration of professionals*. Springer.
- Liss, M., & Schiffrin, H.H. (2104). *Balancing the big stuff: Finding happiness in work, family, and life*. Rowman & Littlefield.
- Major, D.A., & Burke, R.J. (2013). *Handbook of work-life integration among professionals: Challenges and opportunities*. Edward Elgar.
- Mills, M.J. (2015). *Gender and the work-family experience: an intersection of two domains*. Springer.
- Niles, S.G. & JoAnn, H.B. (2013). *Career development interventions in the 21<sup>st</sup> century (4<sup>th</sup> ed.)*. Pearson.
- Putman, L. (2015). *Workplace wellness that works: 10 steps to infuse well-being and vitality into any organization*. John Wiley & Sons.
- Richard, M. A., Emener, W.G., & Hutchison, W.S. (eds.) (2009). *Employee assistance programs: Wellness/enhancement programming (4<sup>th</sup> ed.)*. Charles C Thomas.
- Schachter, M. (2013). *Global social investment: a practical handbook for corporate social responsibility programs*. Carolina Academic Press.
- Sharf, R.S. (2013). *Applying career development theory to counselling (6<sup>th</sup> ed.)*. Brookes/Cole Cengage Learning.
- Simmons, R. (2014). *Education, work and social change: Young people and marginalization in post-industrial Britain*. Palgrave Macmillan.
- Toker, D, Pinar S.S., & Asli S.T. (eds.) (2014). *Labor and employment relations in a globalized world: New perspectives on work, social policy and labor market implications*. Springer.
- Valencia, L.K., & Hahn, B.J. (eds.) (2010). *Employment and labor issues: Unemployment, youth employment and child labor*. Nova Science Publishers.

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.

