

## Subject Description Form

<b>Subject Code</b>	APSS5787																	
<b>Subject Title</b>	Advanced Macro Social Work Intervention																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<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="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Continuous Assessment</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. Seminar Project</td> <td style="text-align: center;">-</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>3. Workshop Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>4. Term Paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Continuous Assessment	10%	-	2. Seminar Project	-	40%	3. Workshop Participation	20%	-	4. Term Paper	30%	-
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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 all the components if he/she is to pass the subject.</li> </ul>																		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1) To examine in depth issues and emerging needs of different vulnerable groups in the community who are hardest hit by worsening economic, oppressive social conditions and exclusive cultural environment.</li> <li>2) To equip students with practice theory and intervention skills to address the changing needs of particular groups among various vulnerable population.</li> <li>3) To review and assess the effectiveness of existing methods and skills of macro social work intervention in response to changing organizational, local and global social developmental issues.</li> <li>4) To cultivate competence of cultural sensitive practices through learning innovative and state-of-the-art community intervention strategies.</li> </ol>																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) Understand the current working models and perspectives in working with the multi-axial dimensions and conditions of social environment, which are constraining or enabling the vulnerable groups.</li> <li>b) 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.</li> </ol>																	

	<p>c) 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.</p> <p>d) Deepen their knowledge in the nature and processes of macro social work intervention, and widen their scope of knowledge in the current and advanced social development related strategies and skills.</p> <p>e) Learn the specialized community intervention skills to work with specific social groupings.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Working with Macro Social Environment and the Current Models of Macro Social Work Intervention and Practices <p>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 more fair distribution of power and resources. As an integrated and normative model of practice helping the 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</p> </li> <li>2. Model I: Community Economic Development I <p>CED is a community-based and community-directed process that explicitly combines social and economic development and is directed towards fostering the economic, social, ecological and cultural well-being of communities and regions. Students are required to critically examine the practice insights and the diverse outcomes when applying to the connection of community vision and social development in the local and global context</p> </li> <li>3. Model I: Community Economic Development II <p>Guest Lecture and Critical Case Study</p> </li> <li>4. Model II: Anti-Oppressive Practice I <p>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 hierarchy in their immediate interaction and the work they do together. Student would learn to appreciate the practice as a holistic framework of anti-oppression rather than an “added on” approach, separating class, race, gender, age, disability or sexual orientations from each other.</p> </li> <li>5. Model II: Anti-Oppressive Practice II <p>Guest Lecture and Critical Case Study</p> </li> <li>6. Model III: Gender Sensitive Perspectives I <p>To facilitate the student’s critical examination of how knowledge, language, power and resource allocations are gendered and affect service users, appropriate gender conscious social work models and skills in working with female and male service users in various social work setting will be</p> </li> </ol>

	<p>introduced. Student would also be expected to develop a critical stance in appraising personal responsibility and social forces in the construction of gender issues.</p> <p>7. Model III: Gender Sensitive Perspectives II</p> <p>Guest Lecture and Critical Case Study</p> <p>8. Model IV: Social Development Model I</p> <p>Creating a sustainable social environment to uphold social justice, social cohesion, harmony and collective well being has become one of the major challenges for social worker nowadays. The use of human rights and cultural diversity perspectives in tackling discrimination, developing community competency and promoting equality in local, national and international arenas will be discussed.</p> <p>9. Model IV: Social Development Model II</p> <p>Guest Lecture and Critical Case Study</p> <p>10. Conclusion and Encountering Structural Social Work</p> <p>Rethinking social work as a broadened, critical, creative and visionary practice:</p> <ol style="list-style-type: none"> <li>i) reconfirming the ethical basis of social work practice through the 'macro' perspectives,</li> <li>ii) reiterate the integrative configuration of value-knowledge-skills-roles of social workers,</li> <li>iii) assess the application in different knowledge production sites: government (services of welfare/education/environment), market (mainstream or marginal alternatives), civil society (NGOs and other community-based groups),</li> <li>iv) cross-discipline/border partnership with other professions (conceptual, informational and practical)</li> </ol> <p><i>Workshop on Skills and Methods:</i></p> <ol style="list-style-type: none"> <li>1. Working Skills and Methods I: Social Advocacy</li> <li>2. Working Skills and Methods II: Anti-oppressive Theatre</li> <li>3. Working Skills and Methods IV: Community Arts Workshop</li> </ol> <ul style="list-style-type: none"> <li>● The specific working skills and methods may change each semester, depending on choices of the students taking the elective as well as issues and needs of specific groups under study</li> <li>● In each workshop session, some time slots will be allocated for reporting the progress of the seminar projects</li> </ul> <p><i>Seminar Project Presentation</i></p> <p>All the seminar project groups have to present their findings and learning outcomes in the last presentation session and a final project report is required afterwards.</p>
<p><b>Teaching/Learning Methodology</b></p>	<p>Lectures will be focused on the exploration of advanced level macro social work models and current perspectives 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</p>

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 and through the preparation, presentation and report-writing of a seminar project. An on-line discussion forum will be set up to help students exchanging their views, comments and feelings on their learning in this course.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Continuous Assessment	10%	√	√		√	√
2. Seminar Project	40%	√	√	√	√	√
3. Workshop Participation	20%		√	√	√	√
4. Term Paper	30%	√	√	√	√	
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 models and intervention practices 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 practice models studied when service users are assisted.

Seminar Project –

The overall purpose of seminar projects is to motivate students to think out of the box to integrate the theories and concepts of macro social work practice in classroom setting, and increase their understanding of various issues and challenges related to working from local to global and micro to macro.

Students will be assessed on what they have learnt , how they review and reflect on current macro intervention theory and practice models and learn to appreciate the role, dynamics and effectiveness of the different macro social work strategies, policy advocacy and research intervention models towards meeting the needs of deprived target groups in a small group setting. Both team work and individual efforts in the preparation for and presentation of the seminar project will be assessed.

Workshop Participation –

The specific purpose of workshop training is to equip the students the necessary skills and techniques in practicing macro social work intervention with the unique situations of clients in need.

Students will be assessed on how they learn and practice specific state-of-the-art community intervention skills in working with selected social groups with needs. The

	<p>assessment will include their understanding of the effectiveness of the different macro social work strategies, policy advocacy and research intervention models towards meeting the needs of deprived target groups.</p> <p>Term paper –</p> <p>Students will be assessed on how they demonstrate their understanding and reflection on the theoretical framework, issues and intervention strategies of macro intervention practice and skills highlighted and discussed in the lectures, workshops and seminars. They will also be able to demonstrate their learning of particular community intervention practice skills as well as reflection on the related ethical issues as well as barriers and opportunities in pursuing social justice for and with people in specific communities.</p>	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	33 Hrs.
	▪ Seminar	6 Hrs.
	Other student study effort:	
	▪ Self-study (3 hours x 13 weeks)	39 Hrs.
	▪ Preparation for seminar presentation	10 Hrs.
	▪ Read Class Materials	10 Hrs.
	▪ Workshop & Fieldwork	12 Hrs.
	Total student study effort	110 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b>Reading List</b></p> <p><i>General References</i></p> <p>Colleen Lundy. 2004. <i>Social Work and Social Justice: a Structural Approach to Practice</i>. Peterborough, Ont.: Broadview Press</p> <p>Hardcastle, David A. Patricia R. Powers, Stanley Wenocur. 2004. <i>Community Practice: Theories and Skills for Social Workers (2nd ed.)</i> New York : Oxford University Press</p> <p>Poulter, Jim. 2001. “The Paradigms of Practice in Social Work”, <i>Victorian Social Work</i>, Summer, pp.4-10</p> <p>Rothman Jack, John L. Erlich, John E. Tropman. (eds.) 2008. <i>Strategies of Community Intervention</i> Peosta (7th ed.), Iowa : Eddie Bowers Publication</p>	

***Required readings the four intervention models:***

***1. Structural Social Work/ Anti-Oppressive Social Work***

Lundy, Colleen. (2004). Structural Social Work: Theory, Ideology and Practice Principles, in *Social Work and Social Justice: a Structural Approach to Practice*, Peterborough, Ont.: Broadview Press, pp.48-70

Mullay, Bob. (1997). Oppression: The Focus of Structural Social Work in *Structural Social Work*, Don Mills: Oxford Press, pp.138-162

***2. Alinsky Model***

Chambers T. Edward. (2003). "The World as it is and the World as it should be", in *Roots for Radicals*. USA: The Continuum International Publishing Group Ltd. pp.21-43

Beresford, Peter. (2010). "Radical Social Work and Service Users: A Crucial Connection", in Lavalette, Michael. *Radical Social Work Today: Social Work at the Crossroads*. UK: Policy Press, pp.95-114

***3. Social Development/Community Economic Development***

J.K. Gibson-Graham and Gerda Roelvink (2009). Social innovation for Community Economies. Moulart, F. (ed.). *Social Innovation and Territorial Development (Ashgate Publishing)*

Midgley, James. (2010). Theory and Practice of Developmental. In Midgley, James and Amy, Conley (eds.). *Social Work and Social Development: Theories and Skills for Developmental Social Work*. London: Oxford University Press, pp.1-23

***4. Community Cultural Development***

Goldbard, Arlene. (2006). Understanding Community Cultural Development in *New Creative Community*, CA: New Village Press, pp.1-60

Clark, M. Mary. (2002) Oral History in Adams, Don and Arlene, Goldbard (Eds.) *Community Culture and Globalization*, Rockefeller Foundation, Creativity & Diversity Division, pp.87-105

***Macro Social Work Practices***

***Books***

Colleen, Lundy. (2004). *Social Work and Social Justice: a Structural Approach to Practice*. Peterborough, Ont.: Broadview Press

Fauri, P. David, Stephen, P. Wernet and F, Ellen Netting. (2000). *Cases in Marco Social Work Practice*, USA: Allyn & Bacon

Harrison Gai and Rose, Melville. (2010). *Retinking Social Work in a Global World*. Great Britain: Palgrave Macmillan

Long, D. Dennis, Carolyn, J. Tice, and John, D. Morrison. (2006). *Marco Social Work Practice: A Strength Perspective*, Canada: Thomson Book/ Cole

Netting, F. Ellen, Peter, M. Kettner and Steven, L. McMurtry. (2008). *Social Work Macro Practice (4<sup>th</sup> Edition)*, NY: Pearson.

### **Articles**

Abramovitz, Mimi. 1998. Social Work and Social Reform: An Arena of Struggle, *Social Work*, 43 (6), 512-526

Figueria-McDonough, Josefina. (1993). Policy Practice: The Neglected Side of Social Work Intervention, *Social Work*, 38 (2), 179-188

Hardcastle A. David and Patricia R. Powers. (2004). Theory-based, Model-based Community Practice in Hardcastle A. David and Patricia R. Powers (ed.) *Community Practice: Theories and Skills for Social Workers (2<sup>nd</sup> Edition)*. New York: Oxford University Press, pp.33-60

Long, D. Dennis, Carolyn, J. Tice, and John, D. Morrison. (2006). "Defining Marco Practice", in *Marco Social Work Practice: A Strength Perspective*, Canada: Thomson Book/ Cole, pp.1-25

Lyons, Karen. (2006). Globalization and Social Work: International and Local Implications, *British Journal of Social Work*, 36, 365-380

Netting F. Ellen, Peter M. Kettner and Steven L. McMurtry. (2008). An Introduction to Marco Practice in Social Work, in *Social Work Macro Practice*, NY: Pearson, pp.2-34

Poulter, Jim. (2001). The Paradigms of Practice in Social Work, *Victorian Social Work*, Summer, pp.4-10

Weil, O. Marie and Gamble N. Dorothy. (2005). Evolution, Models and the Changing Context of Community Practice, in Weil, O. Marie (ed.) *The Handbooks of Community Practice*, London: Sage Publication, pp.117-149

### **Structural Social Work**

#### **Books**

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

Ferguson, Iain and Lavalette, Michael. (2006). Globalization and Global Justice: Towards a Social Work of Resistance, *International Social Work*, 49, 309-318

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

Ferguson, Iain, Lavalette, Michael and Mooney, Gerry. (2002). *Rethinking Welfare: A Critical Perspective*. UK: Sage Publications

Ferguson, Iain, Lavalette, Michael and Whitmore, Elizabeth. (2005). *Globalization, Global Justice and Social Work*. UK: Routledge

Lavalette, Michael and Mooney, Gerry. (eds) (2000). *Class Struggle and Social Welfare*. UK: Venture Press

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

Lundy, Colleen. (2004). *Social Work and Social Justice: a Structural Approach to Practice* Peterborough, Ont.: Broadview Press

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Carniol, Ben. (1992). Structural Social Work: Maurice Moreau's Challenge to Social Work Practice, *Journal of Progressive Human Service*, 3(1), 1-20

Dominelli, Lena. (1997). The Changing Face of Social Work: Globalization, Privatization and the Technocratisation of Professional Practice, in Bogdan Lesnik (ed.) *Change in Social Work*. England: Arena, pp.13-25

Ferguson, Iain. (2010). Why Class (still) Matters, in Lavalette, Michael. *Radical Social Work Today: Social Work at the Crossroads*. UK: Policy Press, pp.115-134

Ferguson, Iain & Rona, Woodward. (2009). Beyond Good Intentions: The Challenge from Service Users and Carers, in *Radical Social Work in Practice: Making a Difference*. UK: Policy Press, pp.107-130

Ferguson, Iain and Lavalette, Michael. (2007). Democratic Language and Neo-liberal Practice, *International Social Work*, 50, 447-459

Figueira-McDonough, Josefina. (1993). Policy Practice: the Neglected Side of Social Work Intervention, *Social Work*, 38(2), 179-188

Fiklin, Elizabeth and Naish, Michael. (1982). Whose Side are we On? The Damage done by Neutralism, in Gary Craig, Nick Derricourt, Martin Loney. (eds.) *Community Work and the State: Towards a Radical Practice*. London: Routledge & K. Paul, pp.36-47

Gale Goldberg Wood and Tully, T Carol. (2006). *The Structural Approach to Direct Practice in Social Work: a Social Constructionist Perspective:*  
*Ch 1: The Frame of Reference for Social Work Practice*  
*Ch 2: The Philosophical Base for Structural Social Work Practice*

Gil, G. David. (1998) Social-Change Oriented 'Radical' Practice in



*Confronting Injustice and Oppression: Concepts and Strategies for Social Workers*. New York: Columbia University Press, pp.101-127

Gradener, Jeroen and Spiertes Marcel. (2005). Empowerment of Social Services Professionals: Strategies for Professionalisation and Knowledge Development, in Jon William Duyvendak (eds.) *Policy, People and the New Profession*. Amsterdam: Amsterdam University Press, pp.164-180

Healy, Karen. (2005). Modern Critical Social Work: From Radical to Anti-Oppressive Practice, in *Social Work Theories in Context: Creating Frameworks for Practice*. NY: Palgrave Macmillan. pp.172-192

Ife, Jim. (1997). Towards Critical Practice, in *Rethinking Social Work: Towards Critical Practice*, South Melbourne: Longman

James, L. Adrian. (2004). 'The Mcdonalization of Social Work—or 'Come Back'', *Reflecting on Social Work: Discipline and Profession*. England: Ashgate, pp.37-54

Longres F. John. (1996) Radical Social Work: Is there a Future, in Raffoul R. Paul and C. Aaron Mcneece (eds.) *Future Issues for Social Work Practice*. USA: Allyn & Bacon, pp.229-239

Lundy, Colleen. (2004). Structural Social Work: Theory, Ideology and Practice Principles, *Social Work and Social Justice: a Structural Approach to Practice* Peterborough, Ont.: Broadview Press, pp.48-70

Mullaly, Bob. (2007). *New Structural Social Work*, Don Mills: Oxford University Press

“Structural Social Work: Ideological Basic and Conceptual Overview in *Structural Social Work; Ideology, Theory and Practice*”

“Oppression: The Focus of Structural Social Work”

“Working Within (and Against) the System: Radical Humanism”

“Working Outside (and Against) the System: Radical Structuralism”

Powell Fred. (2001). Radical Social Work and Radical Doubt, in *The Politics of Social Work*, London: Sage Publication, pp.69-88

Reeser, Linda . (1996) The Future of Professionalism and Activism in Social Work, in Raffoul R. Paul and C. Aaron Mcneece (eds.) *Future Issues for Social Work Practice*. USA: Allyn & Bacon, pp.229-239

### ***Anti-Oppressive Practice***

Dominelli, L. (ed.). (2002). *Feminist Social Work: Theory and Practice*, Macmillan, London

Fook, Janis. (1993). A Theory of Practice, in *Radical Casework: A Theory of Practice*, North Sydney : Allen & Unwin, pp.39-116

Freire, Paulo. (1970). *Pedagogy of the Oppressed*. New York: The Seabury Press

- Freire, Paulo. (1993). *Pedagogy of the City*. NY: Continuum Publishing Company
- Freire, Paulo. (2002). *Pedagogy of the Hope*. NY: Continuum Publishing Company
- Freire, Paulo. (2005). *Teachers as Cultural Workers: Letters to those who dare Teach*. USA: Westview Press
- Freire, Paulo. (2007). *Daring to Dream: Toward a Pedagogy of the Unfinished*. Boulder, Colo: Paradigm Publishers
- Freire, Paulo and Ira Shor. (1987). *A Pedagogy for Liberation*. USA: Macmillan Education Ltd
- Gardiner, Judith Kegan (ed.) (2001). *Masculinity @ Feminist Theory: New Directions*, New York: Columbia University Press
- McLaren, Peter and Peter Leonard. (Ed.) (1993). *Paulo Freire: A Critical Encounter*. USA: Routledge
- Slater J. Judith, Stephen M. Fain and Cesar A. Rosatto (Eds.) (2002). *The Freirean Legacy: Education for Social Justice*, NY: Peter Lang Publishing Ltd
- Saulnier, Christine, F. (1996). *Feminist Theories and Social Work: Approaches and Application*. Haworth Press
- Wes, Shera (ed.) (2003). *Emerging Perspectives on Anti-Oppressive Practice*. Toronto: Canadian Scholars' Press
- <http://www.pedagogyoftheoppressed.com/>
- Articles**
- Baines, Donna. (2003). Race, Class and Gender in the Everyday Talk of Social Workers: The Way We limit the Possibilities for Radical Practice, in *Emerging Perspectives on Anti-Oppressive Practice*. Toronto : Canadian Scholars' Press, pp.43-64
- Brian, T. Trainor and Hosking Chellie. (1996). Theory and Practice: Reflections on the Gap, in *Radicalism, Feminism and Fanaticism: Social Work in the Nineties*. Hong Kong:: Avebury, pp.84-99
- Ho Chi-Kwan, Leung Lai-Ching and Drover, Geenn. (1999). *Quiet Dignity in the Face of Poverty: Experiences of Women in Hong Kong (Research Report)*
- Ho Chi-Kwan. (2000). Of Flesh and Blood: the Human Consequences of the Impact of Economic Restructuring on Women Workers in Hong Kong in Nan Lin, Dudley Poston and Alvin So (eds.) *The Chinese Triangle of Mainland-Taiwan-Hong Kong: Comparative Institutional Analysis*, Westport Conn: Greenwood Press, pp.117-132

Freire, Paulo. (1990). A Critical Understanding of Social Work, *Journal of Progressive Human Services*, 1(1), 3-9

Maria, de William. (1993). Critical Pedagogy and the Forgotten Social Work Student: The Return of Radical Practice, *Australian Social Work*, 46 (1), 9-20

Romilly, Charis. (2003). Services for Street Youth: Do they Reproduce, Contribute to and Perpetuate Oppression?, in *Emerging Perspectives on Anti-Oppressive Practice*. Toronto: Canadian Scholars' Press, pp.121-140

Saleebey, Dennis and Edward Scanlon. (2005). Is a Critical Pedagogy for the Profession of Social Work Possible?, *Journal of Teaching in Social Work*, 25 (3/4), 1-18

Williams, F. (1996). Postmodernism, Feminism and the Questions of Difference. in N. Parton (ed.) *Social Theory, Social Change and Social Work*. London: Routledge, pp.61-76

趙維生. (1999). 弱勢社群的充權探討, 於趙維生等編. 《青年工作與充權: 理論與實踐》. 香港: 香港政策透視, 頁 25-37

陳錦華. (2005). 解構社會政策, 於何芝君與麥萍施編. 《本質與典範: 社會工作的反思》. 香港: 八方文化創作室, 頁 91-110

何芝君. (2005). 社會工作的反思: 身處社會文化脈絡的個人, 於何芝君與麥萍施編. 《本質與典範: 社會工作的反思》. 香港: 八方文化創作室, 頁 111-130

### ***Alinsky Model:***

Chambers T. Edward. (2003). *Roots for Radicals*. USA: The Continuum International Publishing Group Ltd. pp.21-43

Hoffman Von Nicholas. (2010). *Radical: A Portrait of Saul Alinsky*. USA: Nation Books

Ivereigh, Austen. (2010) *Faithful Citizen: A Practical Guide to catholic Social teaching and Community Organizing*. London: Darton, Longman and Todd Ltd.

Miller Mike (2009). *A Community Organier's Tale: People and Power in San Francisco*. USA: Thomas-Shore

阿林斯基. (1989). 《反叛手冊》. 台灣: 南方叢書出版社.

### ***Articles***

McKnight, John and John Kretzmann. (1995). Community Organizing in the 1980's: Towards a Post-Alinsky Agenda. in McKnight, John (ed.) *The Careless Society: Community and its Counterfeits*. USA: Basic Books,

pp.153-179

Thomas, Janie. 1980. "Social Work and Social Action- Implications for the Social Worker" in Ku Y, K (ed.). *Social Work and Social Action: Implications for the Social Worker, the Agency and the Professional Association*. HK: International Federation of Social Workers, pp.16-27

香港社會服務聯會(編) (2010) 《社區發展資料彙編 2001-2010 年: 社區發展服務--傳承、探索、蛻變》, 香港: 紅投資有限公司(圓桌文化).

莫慶聯, 甘炳光. (1994). 社會行動, 於甘炳光 胡文龍 等編. 1997. 《社區工作技巧》. 香港: 香港社區工作教育工作者聯會, pp.135-170

梁志遠. (1994). 敢教日月換新天-反對新樓貴租的經驗總結, 於荃灣合一社會服務中心編. 1994. 《求索基層組織路》. 香港: 荃灣合一社會服務中心, 頁 78-91

陸潔玲. (1994). 不一樣的天空-尋求群眾力量的新社會行動, 於香港社會服務聯會社區發展部. 《社區發展資料匯編 1993-1994》. 香港: 香港社會服務聯會, 頁 41-44

莫慶聯. (1999). 社會行動與專業守則, 於香港社會服務聯會社區發展部. 《社區發展資料匯編 1997-1998》. 香港: 香港社會服務聯會, 頁 97-110

### ***Social Development Model***

#### ***Books***

香港地球之友. (2004). 《香港可持續發展路向: 環保責任消費之態度及行為研究》. 香港: 香港地球之友

嚴潔心主編; 莊玉惜等著. (2005). 《76.8%的天空: 社會性別、貧窮與發展在香港》. 香港: 樂施會

羅致光, 涂謹申. (2006). 《香港人口與可持續發展策略研究報告》. 香港: 民主黨

屯門區議會, (2007). 《打造可持續發展的新市鎮: 從經濟、社會和環境角度研究屯門區發展潛力》. 屯門區發展及規劃工作小組

公民黨. (2009). 《綠色新經濟行動綱領》. 該黨

聖雅各福群會. (2009). 《從石水渠街開始: 聖雅各福群會社區發展服務二十年》. 香港: 聖雅各福群會社區發展服務

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