

SS2116: WORKING WITH ORGANIZATIONS AND COMMUNITIES

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Working with Organizations and Communities

Subject Code

SS - Social and Behavioural Sciences

Course Number

2116

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English, supplemented by Chinese (Cantonese) in live demonstration, skills rehearsal, and role-play

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SS3115 Working with Organizations and Communities

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students to develop cognitive competence and value awareness for implementing social work intervention at the community level and acquire practice abilities in macro level with the awareness of the theoretical bases and methods for organisational and community changes.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	describe the basic concepts, functions, main features of community work intervention and the history, mode of services and issues of community work practice in the local context;	30		x	x
2	apply a macro perspective to assess and analyse social and community problems, the forms and causes of social oppression, exclusion and discrimination faced by social disadvantaged groups	20	x	x	x
3	describe the value base and principles in community work practice;	20	x		
4	explain contemporary theories and models in working with communities and community organisations;	20	x	x	x
5	apply knowledge and skills of community work practice in various social service settings;	10		x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage the topics related to all CILOs. Lectures will be used to explain the concepts, theories and methods of community work practice.	1, 2, 3, 4, 5

2	Video shows in lectures and tutorials	Students will get a better grasp of the concepts and integrate what they have learnt to the local context by watching videos about real life cases and situations. This LTA will mainly contribute to achieving CILOs 1, 2, 3, 4.	1, 2, 3, 4	
3	Experiential activities in lectures and tutorials	Students will develop a community work perspective and social oppression (CILO2) and generate their reflection on the value base (CILO3), functions of community work practice (CILO1) by experiential activities.	1, 2, 3	
4	Guest lectures	Students will learn about the modes of services, current development and issues of community work practice in Hong Kong (CILO 1, 4, 5) by sharing of guest speakers.	1, 4, 5	
5	Tutorial discussions	Students will integrate the concepts and knowledge they learnt from the lectures and the assigned readings in tutorial sessions. The tutorial discussions are expected to achieve all CILOs.	1, 2, 3, 4, 5	
6	Group presentation	Students will learn from group presentations to exchange their views. This activity will focus on contributing to achieving all CILOs.	1, 2, 3, 4, 5	
7	Online sharing in Discussion Forum via e-portal	Students will exchange their views, questions, comments and feelings on their learning in this course using an online discussion forum. Students can share whatever topics they like but the course examiner plans to make use of this forum to help students focus more on the sharing about CILO 1, 2, 3.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Tutorial exercise and sharing	1, 2, 3, 4, 5	10	
2	Group Presentation	1, 2, 3, 4, 5	20	
3	Group Report	1, 2, 3, 4	20	

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

3

Assessment Rubrics (AR)**Assessment Task**

1. Tutorial exercise and sharing

Criterion

Effort in class and on-line discussion, in giving comments, raising questions and contributing to reflective sharing and discussion in the class and in reading and understanding the assigned references.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Group Presentation

Criterion

- 2.1. Capacity of understanding the concepts and knowledge they have learnt.
- 2.2. Ability and competence in applying knowledge to different group or community situations
- 2.3. Team work and presentation skills

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Group Report

Criterion

- 3.1 Ability to grasp the concepts, theories and knowledge introduced in lectures, assigned readings and class discussions
- 3.2 Ability to discover the new learning and critical understanding of the concepts from this interview with the community leader or core member
- 3.3 Organisation of the paper
- 3.4 Writing skills and proper reference citation skills

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

4. Examination

Criterion

- 4.1 Ability to demonstrate the understanding of the concepts, theories and knowledge introduced in the lectures, tutorials and assigned readings
- 4.2 Ability to apply the theories and concepts learnt to different community situations

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

The concept of community in social work practice. The nature of social and community problems. Functions and main features of macro practice and community work intervention. Value base and practice principles. Theoretical base for organisational and community changes. Contemporary Community Practice Models. Social work process in working with communities and organisations. Social oppression, discrimination and exclusion. Issues in community organising. Application of community work practice in various settings.

Reading List**Compulsory Readings**

Title	
1	Mullaly, R. P. (2007). The new structural social work (3rd ed.). Don Mills, Canada.: Open University Press.
2	Rubin, H. J., & Rubin, I. S. (2008). Community organizing and development (4th ed.). Boston, MA: Pearson.
3	甘炳光、梁祖彬、陳麗雲、林香生、胡文龍、馮國堅、及黃文泰編 (1994)。《社區工作：理論與實踐》。香港，中國：中文大學出版社。

Additional Readings

Title	
1	International Federation of Social Workers. (2012). Statement of ethical principles. Retrieved from http://social-workers.info/
2	Social Workers Registration Board. (2010). Guidelines on code of practice for registered social workers. Retrieved from http://www.swrb.org.hk/engasp/draft_cop_c.asp
3	Twelvetrees, A. (2008). Community work (4th ed.). Hampshire, England: Palgrave Macmillan.
4	Alinsky, S. D. (1972). Rules for radicals: A pragmatic primer for realistic radicals. New York, NY: Vintage Books.
5	Christenson, J. A., & Robinson, J. W. (1989). Community development in perspective. Ames: Iowa State University Press.
6	Ferguson, I. (2008). Reclaiming social work: Challenging neo-liberalism and promoting social justice. Los Angeles, CA: Sage.
7	Gamble, D. N., & Weil, M. (2010). Community practice skills: Local to global perspective. New York, NY: Columbia University Press.
8	Kam, P. K. (2014). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. <i>International Social Work</i> , 57(6), 723-740. doi:10.1177/0020872812447118
9	Saliebey, D. (Ed.). (2013). The strengths perspective in social work practice (6th ed.). Upper Saddle River, NJ : Pearson.
10	Stepney, P., & Popple, K. (2008). Social work and the community: A critical context for practice. Hampshire, England: Palgrave Macmillan.
11	Tropman, J. E., Erlich, J. L., & Rothman, J. (Eds.) (2001). Tactics and techniques of community intervention (4th ed.). Belmont, CA : Thomson/Wadsworth.
12	Weil, M. (Ed.). (1997). Community practice: Models in action. New York, NY: The Haworth Press.
13	甘炳光、胡文龍、馮國堅、及梁祖彬編 (1997)。《社區工作技巧》。香港，中國：中文大學出版社。

14	甘炳光編 (2010a)。《回歸信念—社工信念的實踐》。香港，中國：香港城市大學出版社。
15	甘炳光 (2010b)。〈社會工作的「社會」涵義：重拾社會工作中的社會本質〉。《香港社會工作學報》，44(1)，17-28。
16	甘炳光 (2011)。〈社區工作：意義重塑與展望〉。《香港社會工作學報》，45(1/2)，27-42。
17	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，中國：香港城市大學出版社。
18	香港社會服務聯會社區發展部編 (2010)。《社區發展資料彙編 2001-2010年—社區發展服務：承傳、探索、蛻變》。香港，中國：紅投資有限公司(圓桌文化)。