

## Subject Description Form

<b>Subject Code</b>	APSS392														
<b>Subject Title</b>	Criminal Justice 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="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. Quiz</td> <td style="text-align: center;">30%</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;">50 %</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0 %</td> </tr> </tbody> </table> <p>The students' learning outcomes will be assessed through their performance in coursework. The seminar presentation, discussion, case studies, and quiz are to sum up and apply their learning in criminal justice and social work.</p> <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 specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quiz	30%	0 %	2. Group presentation	0%	50 %	3. Participation	20%	0 %
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<b>Objectives</b>	<p>The subject aims at enabling students to:</p> <ul style="list-style-type: none"> <li>• develop a basic understanding of criminology, the criminal justice system in Hong Kong, penology and the different programs and treatments for offenders;</li> <li>• grasp basic values, knowledge and skills in working with offenders; and</li> <li>• keep abreast of current debates and issues in criminal justice and social work.</li> </ul>														

<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. explain crimes in a multiple-causation perspective informed by the theories developed from different perspectives;</li> <li>b. articulate the basic legal principles and criminal procedures in the criminal justice system in Hong Kong,</li> <li>c. recognize and differentiate the various kinds of intervention for offenders;</li> <li>d. assess the psycho-social characteristics in terms of values, self-esteem and self-control of the offenders and the influence of triad affiliation and triad culture on the delinquents;</li> <li>e. use authority and handle resistance appropriately in settings working with offenders; and</li> <li>f. recognize and differentiate the different intervention models and measures.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The contents of the course are divided into 3 main parts:</p> <p><b>Part I: Understanding of crime and criminality</b></p> <ul style="list-style-type: none"> <li>• The concept of crime</li> <li>• The theoretical explanations of crime</li> <li>• The crime statistics, picture and trend in Hong Kong</li> <li>• The different stages of criminal trial</li> </ul> <p><b>Part II: Different responses and intervention to handling offenders in Hong Kong</b></p> <ul style="list-style-type: none"> <li>• Models: the deficit model, the positive development model, and the empowerment model</li> <li>• Measures: criminal justice measures, individual measures, social measures, and situational measures</li> <li>• Stages: Assessment, intervention and evaluation</li> </ul> <p><b>Part III: Working with offenders</b></p> <ul style="list-style-type: none"> <li>• Resistance, engagement and motivation</li> <li>• Ethical issues related to offender services</li> <li>• Inter-agency collaboration in criminal justice system</li> <li>• Gender issues in criminal justice system</li> <li>• Working with individuals with criminal acts, e.g. violent crime, property crime and sex crime</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Group discussion outside class, preparing presentation and essay writing</li> </ul>	51 Hrs
	Total student study effort	110 Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Hagan, F. E. (2017). <i>Introduction to criminology: theories, methods, and criminal behavior. 9<sup>th</sup> edition</i>. L.A.: Sage Publications.</p> <p>Sherman, L., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., &amp; Bushway, S.D. (1998). Preventing crime: what works, what doesn't, what's promising. National Institute of Justice, <i>Research in Brief</i>. U.S. Department of Justice.</p> <p>Tilley, N. (2009). <i>Crime Prevention</i>. Cullompton: Willan.</p> <p>Trotter, C. (2006) <i>Working with involuntary clients: a guide to practice</i>. California: Sage Publications Ltd: London.</p> <p>Lee, F. W-L. (2011). <i>Nurturing pillars of society. Hong Kong</i>. Hong Kong University Press.</p> <p><b><u>Supplementary</u></b></p> <p>Chui, W. H., &amp; Lo, T. W. (2017). <i>Understanding criminal justice in Hong Kong</i>. (2nd ed.). Abingdon, Oxon: Routledge. 978-1-138-88875-3.</p> <p>Corey, M.S. &amp; Corey, G. (2011). <i>Becoming a helper</i> (6<sup>th</sup> ed). Belmont, CA: Thomson Brooks/Cole.</p> <p>Li, J.C.M. (2015). Adolescent compensated dating in Hong Kong: choice, script and dynamics, <i>International Journal of Offender Therapy &amp; Comparative Criminology</i>. 59(6), 588-610.</p> <p>Li, J.C.-M., Jia C. X.S. &amp; Mlyakado, B.P. (2024). Assessing online sexual exploitation among secondary students in Tanzania from a Routine Activity Theory perspective. <i>Child Abuse &amp; Neglect</i>, 147. <a href="https://www.sciencedirect.com/science/article/abs/pii/S0145213423005859">https://www.sciencedirect.com/science/article/abs/pii/S0145213423005859</a></p> <p>Mlyakado, B.P., Li, J.C.-M., &amp; Jia C. X.S. (2023). Online sexual exploitation of adolescents in Tanzania: explaining help-seeking intentions using the theory of planned behaviour, <i>Children &amp; Youth Service Review</i>, 154. <a href="https://doi.org/10.1016/j.childyouth.2023.107129">https://doi.org/10.1016/j.childyouth.2023.107129</a></p> <p>Reamer, F. (2004). Social work and criminal justice. <i>Journal of Religion &amp; Spirituality in Social Work: Social Thought</i>, 23 (1-2), 213-231.</p> <p>Reamer, F.G. (2013). <i>Social work values and ethics</i> (4<sup>th</sup> edition). New York: Columbia University Press. (Chapters 3-5).</p> <p>Ri, S., &amp; Cheng, K.Y. (2024). Criminal record and sentencing: a comparative perspective between England and Wales and Hong Kong. <i>Journal of Criminal Justice</i>, 92. <a href="https://www.sciencedirect.com/science/article/pii/S0047235224000424">https://www.sciencedirect.com/science/article/pii/S0047235224000424</a></p>	