Subject Description Form

Subject Code	**APSS5787**
Subject Title	**Advanced Macro Social Work Intervention**
Credit Value	**3**
Level	**5**
Pre-requisite / Co-requisite/ Exclusion	**Nil**
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Participation and Commentary</td><td>20%</td><td>-</td></tr><tr><td>2. Final Project Presentation</td><td></td><td>30%</td></tr><tr><td>3. Term Paper</td><td>50%</td><td>-</td></tr></table> - The grade is calculated according to the percentage assigned; - The completion and submission of all component assignments are required for passing the subject; and - Student must pass all the components if he/she is to pass the subject.
Objectives	1) To examine in depth issues and emerging needs of different vulnerable groups in the community who are hardest hit by worsened economic, oppressive social conditions and exclusive cultural environment. 2) To equip students with practice theory and intervention skills to address the changing needs of particular groups among various vulnerable population. 3) To review and assess the effectiveness of existing perspectives of macro social work intervention in response to changing organizational, local and global social developmental issues. 4) To cultivate competence of cultural sensitive practices through learning innovative and state-of-the-art community intervention strategies.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: 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. 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. 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.

	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. e) Learn the specialized community intervention skills to work with specific social groupings.
Subject Synopsis/ Indicative Syllabus	1. Working with Macro Social Environment and the Current Models of Marco Social Work Intervention and Practices 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 perspective 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 2. Model I: Green Social Work Green social work as a unique direction conjoining social development is a community-based and community-directed approach that explicitly adopts a sustainability framework through establishing ultimate social goals via asset-based/ social capital/community cultural approaches to examine unsustainable development and propose alternatives. Guest Lecture and Critical Case Study 3. Model II: Anti-Oppressive Practice 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, for AOP is a consciousness raising process of interrogating how class, race, gender, age, disability or sexual orientations separate one and other in the community. Guest Lecture and Critical Case Study 4. Model III: Empowerment Empowerment-oriented social practice is a model through which "social worker assists people to utilize their strengths, abilities and competencies in order to mobilize resources toward problem solving and ultimately toward empowerment". Embracing individual, group and community levels, the empowerment theory aims at reorienting focus from service to power, deficits from strength as well as problem from possibilities. Guest Lecture and Critical Case Study 5. Model IV: Board Based Organizing The use of human rights, social justice and cultural diversity perspectives in tackling discrimination, developing community competency and promoting equality in local, national and international arenas will be discussed. It works towards renewing interest in public life by training people to build power and provides a model of citizenship and community

engagement.

Guest Lecture and Critical Case Study

Conclusion and Encountering Critical Social Work

Rethinking social work as a broadened, critical, creative and visionaryperspective:
i) reconfirming the ethical basis of social work intervention through the 'macro' perspectives,
ii) reiterate the integrative configuration of value-knowledge-skills-roles of social workers,
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),
iv) cross-discipline/broader partnership with other professions

Workshop on Skills and Methods:

1. Working Skills and Methods I: Going Green and cultivating alternatives
2. Working Skills and Methods II: Anti-oppressive Practices & Strategy
3. Working Skills and Methods IV: Empowerment group and related practices
4. Working Skills and Methods I: Organizer Training

- The specific working skills and methods may change each semester, depending on co-arrived choices of the students and teachers taking the elective as well as issues and needs of specific groups under study
- In each workshop session, some time slots will be allocated for reporting the progress of the seminar projects

Final Project Presentation

All the seminar project groups have to attach to a specific NGO to learn and observe while present their findings and learning outcomes in the last session

| **Teaching/Learning Methodology** | Lectures will be focused on the exploration of advanced level macro social work models and current perspectives of working 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 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, writing commentary and preparing presentation of a seminar project. An on-line discussion forum will be set up to help students exchanging their views, comments and feelings during the learning process 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. Participation and commentary	20%	√	√		√	√

2. Final Project Presentation	30%		√	√	√	√	
3. Term Paper	50%	√	√	√	√		
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 marco social work models and intervention 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 perspective models studied when service users are assisted.

Commentary

Students are required to read an academic article and write down their own summary and short commentary towards the article with their own views related to the discussion arrived in lectures and workshops

Final Project Presentation–

The overall purpose of seminar project is to motivate students to think out of the box to integrate the theories and concepts of macro social work intervention in classroom /community settings, and increase their understanding of various issues and challenges related to working from local to global and micro to macro levels regarding an attachment with specific NGO works. Students will be assessed on what they have learnt, how they review and reflect on current marco intervention theory and 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. Team work in the preparation for and presentation of the seminar project will be assessed.

Term paper –

Students will be assessed on how they demonstrate their understanding and reflection on the theoretical framework, issues and intervention strategies of macro intervention and skills highlighted and discussed in the lectures, workshops and seminars. They will also demonstrate their learning of particular community intervention skills as well as reflection on the related ethical issues, barriers and opportunities of pursuing social justice for and with people in specific communities as reflected in some specific case studies and examples.
The grade is calculated according to the percentage assigned;

Student Study Effort Required	Class contact:	
	▪ Lecture & Final presentation	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	

▪ Self-study (3 hours x 7 weeks)	14 Hrs.
▪ Preparation for final project presentation	20 Hrs.
▪ Read Class Materials	14 Hrs.
▪ Workshop & Fieldwork	18 Hrs.
Total student study effort	105 Hrs.

Reading List and References	**Reading List** ***General References*** Brueggemann, W. (2014). *The Practice of Macro Social Work* (4th ed). Belmont, Calif: Brooks/Cole Pub Co Burghardt, S. (2014). *Macro practice in Social Work for the 21st Century: Bridging the Macro-Micro Divide* (2nd ed). Los Angeles: SAGE Pam P.L. (2014). *Integrating Theory and Practice in Social Work: A Practical Skill Guide*. UK: Routledge Payne, M. (2014). *Modern social work theory* (4th ed). Palgrave Macmillan Rothman Jack, John L. Erlich & John E. Tropman. (eds.)(2008). *Strategies of Community Intervention* Peosta (7th ed.), Iowa: Eddie Bowers Publication. Tice, C., Long, D., & Cox, L. (2020). *Macro Social Work Practice: Advocacy in Action*. Thousand Oaks: SAGE Publication Webb. A. S. (2019). *The Routledge Handbook of Critical Social Work*. NY: Routledge ***Macro Social Work Practices*** ***Articles*** Dominelli, L. (2010). Globalization, Contemporary challenges and Social Work Practice. *International Social Work*, *53:*5, 599-612. Hung Suet-lin, S. and Fung Kwok-kin (2009). Organizing Women for Policy Advocacy in Hong Kong: Identities and Perspectives of Women Organizers, *Community Development Journal*, 45:4, 423-438 Kim, H., Sussman, T., Khan, M., & Kahn, S. (2021). 'All social work takes place in a macro context': The gap between international social work training and practice. *International Social Work,* 1-15 Mason, D., & Jones, J. (2020). Teaching Advocacy in the Nonprofit Classroom Three Pedagogical Approaches. *Journal of Nonprofit Education and Leadership*, *10*(4), 378–388 Pawar, M., & Nixon, M. (2020). Social policy practice preferences by social work students: Implications for Macro Practice Education. *The British Journal of Social Work, 50*(8), 2279-2297 Pritzker, S., & Applewhite, S. R. (2015). Going "Macro": Exploring the Careers of Macro Practitioners. *Social Work*, 60:3, 191–208Woodcock, R. (2012). Knowing where you stand: Neoliberal and other foundations for social work. *Journal of Comparative Social Welfare*, 28:1, 1-15 Woodcock, R. (2012). Knowing where you stand: Neoliberal and other foundations for social work. *Journal of Comparative Social Welfare*, 28:1, 1-15

Structural Social Work

Books

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

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

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

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

Articles

Forde, Catherine and Deborah, Lynch. (2013). Critical Practice for Challenging Times: Social Worker's Engagement with Community Work, *British Journal of Social Work*. 43, 1-17

Gal, J., & Weiss-Gal, I. (2015). The 'Why' and the 'How' of Policy Practice: An Eight-Country Comparison. *British Journal of Social Work*, 45:4, 1083-1101

Gregory, J. (2014). The Search for an 'Asset-Effect': What do we want from Asset-based Welfare? *Critical Social Policy*, 34:4, 475-494

Saunders, P., Wong, H., & Wong, W. P. (2014). Signposting disadvantage–social exclusion in Hong Kong. *Journal of Asian Public Policy*, *7:*1, 3-17

Woodward, R. (2013). Some Reflections from Critical and Radical Social Work Literature, *Critical and Radical Social Work*. 1:1, 35-40

Anti-Oppressive Practice

Books

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Dominelli, L. (2002). *Anti-oppressive Social Work: Theory and Practice*, New York: Palgrave Macmillan

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

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Ho, C.K., Leung, L.C., G. Drover. (1999) Quiet Dignity In the Face of Poverty: Experiences of Women in Hong Kong, Hong Kong: City University of Hong Kong and The Hong Kong Polytechnic University.

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

Johnson, Samantha and Thao, N. Le (2014). Youth Perspective on Multi-culturalism: Using Photovoice Methodology, *Youth and Society*, 46:4, 548-565

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Weiss-Gal, I., & Gal, J. (2014). Social Workers as Policy Actors. *Journal of*

Social Policy, 43:1, 19-36

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Alinsky, S. (1973). *Rules for Radical*. NY: Vintage Books
Chambers T. Edward. (2003). *Roots* for Radicals. USA: The Continuum International Publishing Group Ltd.
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Ivereigh, A. (2010) *Faithful Citizen: A Practical Guide to Catholic Social teaching and Community Organizing*. London: Darton, Longman and Todd Ltd.
Schutz, A. & Miller, M. (2015). *People Power: the Community Organizing Tradition of Saul Alinsky*, Tennessee: Vanderbilt University Press
阿林斯基. (2015). *叛道*, 台灣: 公共冊所

Articles
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McAlevey, J. (2015). The Crisis of New Labor and Alinsky's Legacy: Revisiting the Role of the Organic Grassroots Leaders in Building Powerful Organizations and Movements, *Politics and Society*, 43:3, 415-441
Miller, M. (2010). Alinsky for the Left: the politics of community organizing, *Dissent*, 57:1, 43-47

Green Social Work Model
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Dominelli, L. (2012) *Green Social Work: From Environmental Crises to Environmental Justice*, Cambridge: Polity Press
Articles
Gamble N. Dorothy and Hoff D. Marie. (2005). Sustainable Community Development in Weil, O. Marie (ed.) *The Handbooks of Community Practice*, London: Sage Publication, 169-203
Midgley James and Livermore, Michelle. (2005). Development Theory and Community Practice in Weil, O. Marie (ed.) *The Handbooks of Community Practice*, London: Sage Publication, 153-167.
Payne, Malcolm. (1997). Social and Community Development, *Modern Social Work Theory*, Macmillan Press Ltd. 198-213.Rubin, J. Herbert and Margaret, S. Sherraden. (2005). "Community Economic and Social Development " in Weil, O. Marie (ed.) *The Handbooks of Community Practice*, London: Sage Publication, 475-493.
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Weng, S. (2016). Asset mapping for an Asian American community: Informal and formal resources for community building. *Intervención Psicosocial,* 25:1, 55-62

Herrington, A., & Mix, T. (2020). "Building a Bigger Table": Mobilizing Social Capital to Develop a Community Food Resource Center, *Sociological Inquiry,* 90:4, 794-822

Lau, P. Y. (2020). Fighting COVID-19: Social capital and community Mobilization in Hong Kong. *International Journal of Sociology and Social Policy,* 40:9/10, 1059-1067

Sherraden, M., & Ebrary, Inc. (2015). *Asset-building policies and innovations in Asia*. Abingdon, Oxon; New York, NY: Routledge

Van den Berk-Clark, C., & Pyles, L. (2012). Deconstructing Neoliberal Community Development Approaches and a Case for the Solidarity Economy. *Journal of Progressive Human Services*, 23(1), 1-17

Empowerment Model
Books
Solomon, B. (1976). *Black Empowerment: Social Work in Oppressed Communities*. New York: Columbia University Press

Articles
Breton, M. (2017). An Empowerment Perspective. in Garvin, C (ed.). *Handbook of social work with groups* (2nd ed.). New York, NY: The Guilford Press, 55-73

Stoeffler, S.W. (2018). Community Empowerment. In Cnaan, Ram A ; Milofsky, Carl. (e.d.). *Handbook of Community Movements and Local Organizations in the 21st Century.* Cham: Springer International Publishing, 265-280

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Jennie Fleming, & Dave Ward. (2017). Self-directed Groupwork - social justice through social action and empowerment. *Critical and Radical Social Work, 5*(1), 75-91

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陳偉業, 盧浩元, 梁玉麒及黃幹知. (2014). *相人扉扉: 攝影為本活動與社工介入*, 香港: 策馬出版

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