

SOPO 3330 Gender, Identity and Young People (3,2,1) (tbc)

This course is to help students understand the social formation and struggles of gender and gender practices among young people. It also helps to develop critical thinking on the way in which gender is embedded in local cultures, institutional sites and social policies, as well as everyday social relationships. Students will be encouraged to examine how these have impacts on their identities, citizenship and lives.

SOPO 3410 Poverty and Social Exclusion (3,3,0) (tbc)

Ever since the poverty study at the end of the 19th century, poverty alleviation captured the attention of governments of different orientations and the pro-poor activists in the academic and movement circles. The policy measures for poverty alleviation underwent alteration alongside the changes in the conceptual arena and the social economic context domestically and globally. This course introduces students to the conceptual terrain for understanding poverty, which includes the different interpretations of poverty, the conceptual turn from poverty to (in)equality and the recent dominance of the concept of social exclusion. It then interrogates the domestic and global context with which transformation has been going on in the past decade. The practical implications of the theoretical constructs are examined and contextualized. The process of conceiving strategies for poverty alleviation will be explored to equip students of the needed tools for the endeavour.

SOPO 3420 Pension and Retirement Protection (3,3,0) (tbc)

This course is to provide students different perspectives on social policy for retirement and retirement protection. It also gives students an understanding of the nature, role and operation of different pension systems as well as their risk and contribution on retirement protection. By understanding the global and local pension and retirement policies and schemes students will be helped to develop a critical sense to appreciate, examine and criticize the strategies and values adopted in the mixed economy of retirement protection and its implications for different populations in the society.

SOPO 3430 Public Health Care Systems (3,3,0) (tbc)

The objectives of the course are to prove students a framework for an understanding dimension of social dimensions of well-being, health, illness and disability, to enable students to appreciate the significance of the health and illness dimension of human life and the role of the health care systems in the promoting health and dealing with illness.

SOPO 3591-2 Honours Project (3,*,*) (tbc)

Prerequisite: SOPO 2140 Social Research

The Honours Project provides an opportunity for students to complete an independent research project about a particular area of social policy under the guidance of a supervisor. The Project involves an application of knowledge and skills acquired from classes and independent learning of students to address policy issues in the context of Hong Kong or China.

SOSC 1110 Internship I (3,0,0) (tbc)

This course aims to provide students with off-campus learning opportunities to put their knowledge and skills into practice and to gain on-the-job experience in an internship. Students will obtain interdisciplinary first-hand practical learning experiences in different kind of local and/or international organizations, such as business, government, social services, etc. Through first-hand practical experience in real work place, students are expected to develop self-awareness, explore their job interests, establish job required attributes, experience real-workplace challenges, and prepare for employment as professional practitioners upon graduation. The internship is normally of at least 6 weeks full-time attachment during the summer but it can be a minimum of 240 working hours during term time.

SOSC 2110 Internship II (3,0,0) (tbc)

Prerequisite: SOSC 1110 Internship I

This course aims to provide students with off-campus learning opportunities to put their knowledge and skills into practice and to gain on-the-job experience in an internship. Students will obtain interdisciplinary first-hand practical learning experiences in different kind of local and/or international organizations, such as business, government, social services, etc. Through first-hand practical experience in real work place, students are expected to develop self-awareness, explore their job interests, establish job required attributes, experience real-workplace challenges, and prepare for employment as professional practitioners upon graduation. The internship is normally of at least 6 weeks full-time attachment during the summer but it can be a minimum of 240 working hours during term time.

SOSC 7510 Project (3,*,*)

The course aims to offer an opportunity to students' competence in exploring in depth an aspect of contemporary China. The topic should be chosen from the major concentration. Students are required to discuss with their project supervisors about the topic and research methodologies, and to meet them regularly to report progress, review work completed, and finalize the written report.

SOWK 1001-2 Integrative Tutorial I (0,0,3) (C)**SOWK 2001-2 Integrative Tutorial II (0,0,3) (C)****SOWK 3001-2 Integrative Tutorial III (0,0,3) (C)**

Integrative tutorials aim to develop students' academic and professional competence by helping them to assimilate knowledge gained through a wide range of related courses. It provides the opportunity for students to discuss, digest, and integrate what they have learned in a small group setting. Tutorials run through the three years of the programme and will be led by staff members of the Department of Social Work.

SOWK 1005 Social Work in Contemporary Society (3,3,0) (C)

This course enables students to understand the emergence of social welfare and social work in Western as well as Hong Kong societies. The basic elements of social work, including its philosophical foundations, values and knowledge base, will be introduced. Students will have a basic understanding of the nature and practice of social work in different local settings, with discussion about some controversial issues in current social work practice in Hong Kong. Field trips and visits to welfare agencies may be required.

SOWK 1006 Human Development through the Life Span (3,3,0) (E)

This course provides a comprehensive understanding of the overall process of human development from a life span perspective. Growth and changes in the different developmental domains of individuals are addressed as the result of the interactive influences of biological, psychological, and socio-cultural factors across the life span. Students will appreciate the different major theories of human development in explaining the change processes of individuals and will critically evaluate their applicability in Hong Kong. Major developmental characteristics central to different phases of life, including the associated tasks and challenges, are examined particularly in our cultural context. Students will develop the cultural sensitivity in understanding their own developmental process.

SOWK 1008-9 Integrative Tutorial I (0,0,3) (C)**SOWK 2008-9 Integrative Tutorial II (0,0,3) (tbc)****SOWK 3008-9 Integrative Tutorial III (0,0,3) (tbc)****SOWK 4018-9 Integrative Tutorial IV (0,0,3) (tbc)**

Integrative tutorials aim to develop students' academic and professional competence by helping them to assimilate knowledge gained through a wide range of related courses. It provides the opportunity for students to discuss, digest, and integrate what they