

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2013/2014**

Part I

Course Title:	Fieldwork I
Course Code:	SS6291
Course Duration:	460 hours: 400 hours of Fieldwork + 60 hours of practicum related learning workshops (Concurrent Mode: 25 weeks x 2 days, or Block Mode: 10 weeks x 5 days)
No. of Credit Units:	8
Level:	P6
Medium of Instruction:	English and other languages appropriate to the practicum setting.
Medium of Assessment:	English
Prerequisites:	SS5209 Social Work Theories & Practice I: Working with Individuals and Families SS5210 Social Work Theories & Practice II: Working with Groups SS5211 Social Work Theories & Practice III: Community Work and Marco-level Social Work Practice Practicum related learning workshop I
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

This course aims to enable students to

- 1.1 apply and integrate social work theories and methods ethically in the practicum service setting;
- 1.2 develop professional skills to implement social work theories and methods in practice;
- 1.3 familiarize with the professional role and staff role in host agencies; develop reflective attitude and skills in practice as they internalize social work values and ethics.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Apply and integrate social work theories and methods in the practicum service setting.	25%
2.	Demonstrate professional skills to implement social work theories and methods in practice.	25%
3.	Perform the professional role and the staff role in the host organization as a service provider and a professional practitioner-trainee.	25%
4.	Demonstrate attitudes and skills required of a reflective practitioner with a professional identity through internalizing social work values and ethics.	25%

The Social Workers Registration Board requires the Programme to provide a minimum of 800 hours of practicum and an additional 100 hours of teaching and learning activities related to practicum. This course is designed to meet the requirements partially. Students may take one concurrent practicum and one block practicum, or two concurrent practicums. They are allowed an option of one on-the-job practicum by using the work setting in their employing agency as one required practicum.

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	TLA4	Hours / course (if applicable)
CILO 1	√	√	√	√	
CILO 2	√	√	√	√	
CILO 3	√	√	√	√	
CILO 4	√	√	√	√	

TLA1: Practice

To create a context where knowledge and skills can be integrated from both classroom and practice learning, and to recreate situations to develop possible alternative meanings to experience.

TLA2: Recording

To help students to master recording skills to re-present their practice in text and to reflect on their practice and critically examine it.

TLA3: Supervision

To provide a space for students to consult and seek support from their teacher, and through describing, informing, confronting and reconstructing processes to help them to tackle problems and issues in their field practice. Students will meet fieldwork instructor weekly for 1½ hours for concurrent practicum mode or 2 hours for block practicum mode on the average.

TLA4: Practicum Related Learning Workshops

Students are expected to plan and undertake practicum related learning workshops to get themselves better prepared, both knowledge-wise and in their attitude, for practice learning. Moreover, through regular reflection and sharing of their practice experiences and giving feedbacks to fellow practitioner-trainees; they are expected to become reflective professionals. These practicum related learning workshops could be of three nature: (a) 24-hour pre-practicum self-understanding and skills training activities to enhance their self-understanding and interpersonal communication skills, as well as to strengthen their practice skills in working with individuals, groups and communities; and notably, with special attention being put towards strengthening students' basic skills in conducting mental health assessment and counselling; such as conducting brief mental state examination and suicide assessment, and engaging clients with depression and suicidal ideations; (b) 16-hour professional-writing workshops and writing skills training; (c) 20-hour regular sharing and reflection during and after the practicum with fellow practitioner-trainees.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Coursework 100%

Students are assessed on their performance, practice competence and the extent of achieving the 4 CILOs, as reflected in their written and verbal accounts of their work (including intervention proposals, recordings and intervention evaluation reports), discussions with fieldwork instructor in weekly individual teaching sessions, their interactions and discussions with agency staff, and observations of their practice by their fieldwork instructor.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Demonstration of excellent assessment and intervention and integration of theory into practice. Critical evaluation of the application of theory to contemporary practice situations. Ethically competent with outstanding attitudes and performance in both professional role and the staff role. Demonstration of very rich knowledge base.
B+ B B-	Demonstration of good assessment, intervention and integration of theory into practice. Appropriate evaluation of the application of theory to contemporary practice situations. Ethically competent with appropriate

	attitudes and performance in both professional role and the staff role. Demonstration of good knowledge base.
C+ C C-	Ability to have adequate assessment, intervention and integration of theory into practice. Limited evaluation of the application of theory to contemporary practice situations. Ethically competent with satisfactory attitudes and sufficient knowledge base.
D	Limited assessment, intervention and integration of theory into practice. Poor evaluation of the application of theory to contemporary practice situations. Ethically and attitudinally marginal with limited knowledge base.
F	Little evidence of familiarity with assessment, intervention and integration of theory into practice. Lack of evaluation of the application of theory to contemporary practice situations. Ethically incompetent and attitudinally unsatisfactory with poor knowledge base.

Part III

1. Keyword Syllabus

1.1 Understanding the agency, the host community and needs of target population

- Orientation visit to related services and organizations.
- Plan and conduct agency and community study to learn about the community context in which the agency operates and the function, history and structure of the agency in the community.

1.2 Relating social work knowledge ethically and reflectively to practice

- Adopt the generalist orientation in conceptualizing practice tasks, in selecting intervention strategies, and in the differential application of social work methods.
- Work ethically to reflect on the applicability of the generalist orientation in the respective social welfare context.

1.3 Applying social work skills to practice

- Relationship skills
- Assessment skills
- Intervention skills
- Evaluation skills
- Writing skills

1.4 Performing staff and professional roles in fieldwork practicum

- Work cooperatively and productively with colleagues and acquaint with necessary administrative procedures of the agency.
- Establish reliable and responsible work habit and demonstrate efficiency and competence in providing professional services with quality.

1.5 Use of supervision in fieldwork practicum

- As an active learner, students are trained to make use of supervision as a valuable learning opportunity to improve practice through sharing ideas, seeking guidance, responding to feedback.
- Make use of recordings as a medium for identifying problems and practice issues for professional consultation with supervisor.

2. Recommended Reading

Essential Texts

Bogo, M. (2010). *Achieving competence in social work through field education*. London: University of Toronto Press Incorporated.

Doel, M., Shardlow, S. M. & Johnson, P. G. (2011). *Contemporary field social work: integrating field and classroom experience*, Thousand oaks. Calif.: SAGE Publications.

Hepworth, D. H., Ronney, R. H., Larsen, J. A., Ronney, G. D. & Gottfried, K. S. (2013). *Direct social work practice: theory and skills*. Belmont, Calif.: Brooks/Cole, Cengage Learning.

International Federation of Social Workers. (2012). *Statement of ethical principles*. Retrieved April 14, 2013 from <http://social-workers.info/>

Social Workers Registration Board. (2010). Guidelines on code of practice for registered social workers. Retrieved April 14, 2013 from http://www.swrb.org.hk/engasp/draft_cop_c.asp

Supplementary Texts

Birkenmaier, J & Berg-Weger, M. (2011). *The practice companion for social work: integrating class and field work*. Boston: Allyn & Bacon.

Dominelli, L. (2004). *Social work: theory and practice for a changing profession*. Malden, MA: Polity Press.

Fisher, C.B. & Hennessy, J. (1994). 'Ethical Issues'. In J.L. Ronch, V. Ornum, & N.C. Stilwell (Eds.). *The counselling source book: a practical reference on contemporary issues*. New York: Crossroad.

Fong, R. & Furto, S. (Eds.) (2001). *Culturally competent practice: skills, interventions, and evaluation*. Boston: Allyn and Bacon.

Kwong, W. M., Lee, T. Y. & Chee, P. (Eds.) (2008). *Documenting practice in fieldwork: Examples, illustrations and feedback*. HK: Department of Applied Social Studies, City University of Hong Kong.

Kwong, W. M., & Lee, T. Y. (2007). *Making the best out of field practicum - field instruction manual*. HK: Department of Applied Social Studies, City University of Hong Kong.

Lee, T. Y. & Chan, R. (2005). *First level integration of theory with practice in fieldwork*. HK: Department of Applied Social Studies, City University of Hong Kong.

Lee, T. Y., Lo, J. Y. S. & Chow, E. O. W. (2008). *Writing reflection logs in social work practicum*. HK: Department of Applied Social Studies, City University of Hong Kong.

Matiche-Maroney, J. (2013). *E-field program: a competency-based program for the social work practicum*. Upper Saddle River, N.J.: Pearson Education.

Napier, L., & Fook, J. (eds.) (2000), *Breakthroughs in practice: theorising critical moments in social work*. London: Whiting & Birch Ltd.

Oko, J. (2008). *Understanding and using theory in social work*. Exeter: Learning Matters.

Social Welfare Department (2001). *English writing reference kit for social workers*. HK: Social Welfare Department.

Online Resources

Web Resource for Field Instruction

<http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm>

Practice Teaching, Learning & Research

<http://ssweb.cityu.edu.hk/facil-ptlr.asp>

Social Workers Registration Board

<http://www.swrb.org.hk/>

Social Work Resources - Ethics

<http://pages.prodigy.net/lizmitchell/volksware/ethics.htm>