

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Semester A 2015 / 2016**

Part I Course Overview

Course Title:	Practicum Related Workshop I
Course Code:	SS6219
Course Duration:	Two Semesters
Credit Units:	1
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to enable students to better prepare for their practicum in welfare organizations, with particular reference to their: (i) knowledge, skills, and attitude (see CILOs 1, 2, 3, 4), and; (ii) ability of learning-to-learn for effective learning (see CILO 5).

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Reflect on their values, attitudes and styles in helping processes.	20%	√	√	
2.	Demonstrate entry-level knowledge and skills in working with individuals, groups, community, and populations with special needs.	20%		√	
3.	Use appropriate language and format to work with different types of professional writings.	20%		√	
4.	Describe the daily operations and service provision of social welfare organizations in Hong Kong.	20%		√	
5.	Demonstrate the ability of learning-to-learn for effective learning.	20%		√	
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
TLA1: Understanding fieldwork learning	How to learn best in fieldwork, types of fieldwork, code of practice, different service settings, agency visit	√	√		√		

TLA2: Professional development	Learn to write different types of recordings, use of supervision, how to engage in reflective learning and practice.	√	√						
TLA3: Self-understanding	Reflect on values, attitudes and styles in helping processes	√	√			√			
TLA4: Practical skill exercises	Practical skills and issues including case studies and hands-on activities in relation to case work, group work, community work	√	√	√		√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
<u>AT1: Workshop Activities</u> Students are required to actively perform in workshop learning and sharing activities.	√	√		√	√	40%	
<u>AT2: Self-reflection paper</u> Students are required to write self-reflection paper on their own values and attitudes as social work students in the end of semester A. The self-reflection paper should not more than 1,000 words.	√	√	√	√	√	30%	
<u>AT3: Reflection Paper</u> At the end of Part II in semester B, each student is required to submit a reflection paper with not more than 1,500 words on an integrated review of the learning from the workshop. The papers should follow the APA styles (see http://www.library.cornell.edu/eresrch/citmanage/apa)	√	√	√	√	√	30%	
						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Workshop Activities (40%)	Performance in workshop activities.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
2. Self-reflection paper (30%)	Ability to reflect on their own values and attitudes as social work students in the course in Part I	Outstanding	High	Moderate	Basic	Not reaching marginal levels
3. Reflection Paper (30%)	Ability to recall the knowledge/insights gained in the course in Part II i) focus of the reflection paper, ii) knowledge application, iii) methods of inquiry/problem solving, iv) evidence and arguments of the paper, v) format of citations and references, and vi) fluency of the presentation.	Outstanding	High	Moderate	Basic	Not reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

The course is divided into two parts: Part I will be offered in semester A while part II will be offered in semester B. Part I will be conducted in large class and Part II will be in small groups.

Part I

1.1 Understanding fieldwork learning

12 hours related to fieldwork learning including how to learn best in fieldwork, types of fieldwork, code of practice, different service settings, agency visit.

1.2 Professional development and Self-understanding

9 hours related to recordings writing and self-understanding. For professional writings, it aims to help students familiarize with formats and languages of various types of written assignments in field practice. The self-understanding part helps students reflect on their values, attitudes and communication styles. Students will review their strengths and weaknesses, and review important social work values and ethics.

Part II

1.3 Practical skills

18 hours of this part of learning which provide students with opportunities to revisit the skills they have learned, and apply them in hands-on activities. Topics cover skills and issues in in relation to case work, group work, community work, mental health issues and first aid.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Kwong, W. M., Lee, T. Y. & Chee, P. (Eds.) (2008). <i>Documenting Practice in Fieldwork: Examples, Illustrations and Feedback</i> . Hong Kong: Department of Applied Social Studies, City University of Hong Kong.
2.	Kwong, W. M. & Lee, T. Y. (2007). <i>Making the Best out of Field Practicum - Field Instruction Manual</i> . Hong Kong: Department of Applied Social Studies, City University of Hong Kong.
3.	Lee, T. Y. & Chan, R. (2005). <i>First Level Integration of Theory with Practice in Fieldwork</i> . Hong Kong: Department of Applied Social Studies, City University of Hong Kong.
4.	Social Welfare Department (2001). <i>English Writing Reference Kit for Social Workers</i> . Hong Kong: Social Welfare Department.
5.	Lee, T. Y., Lo, J. Y. S. & Chow, E. O. W. (2008). <i>Writing Reflection Logs in Social Work Practicum</i> . Hong Kong: Department of Applied Social Studies, City University of Hong Kong.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Birkenmaier, J & Berg-Weger, M. (2011). <i>The Practice Companion for Social Work: Integrating Class and Field Work</i> . Boston: Allyn & Bacon.
2.	Bogo, M. (2010). <i>Achieving Competence in Social Work through Field Education</i> . London: University of Toronto Press Incorporated.
3.	Doel, M., Shardlow, S. M. & Johnson, P. G. (2011). <i>Contemporary Field Social Work: Integrating Field and Classroom Experience</i> , Thousand Oaks: SAGE Publications.
4.	Dominelli, L. (2004). <i>Social Work: Theory and Practice for a Changing Profession</i> . Malden: Polity Press.
5.	Fisher, C.B. & Hennessy, J. (1994). Ethical issues. In J. L. Ronch, V. Ornum, & N.C. Stilwell (Eds.). <i>The Counselling Source Book: A Practical Reference on Contemporary Issues</i> . New York: Crossroad.
6.	Fong, R. & Furnto, S. (Eds.) (2001). <i>Culturally Competent Practice: Skills, Interventions, and Evaluation</i> . Boston: Allyn and Bacon.
7.	International Federation of Social Workers. (2012). <i>Statement of Ethical Principles</i> . Retrieved April 14, 2013 from http://social-workers.info/
8.	Matiche-Maroney, J. (2013). <i>E-field Program: A Competency-based Program for the Social Work Practicum</i> . New Jersey: Pearson Education.
9.	Napier, L. & Fook, J. (Eds.) (2000). <i>Breakthroughs in Practice: Theorising Critical Moments in Social Work</i> . London: Whiting & Birch Ltd.
10.	Okon, J. (2008). <i>Understanding and Using Theory in Social Work</i> . Exeter: Learning Matters.
11.	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
12.	Web Resource for Field Instruction. http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm
13.	Practice Teaching, Learning & Research. http://ssweb.cityu.edu.hk/facil-ptlr.asp
14.	Social Workers Registration Board. http://www.swrb.org.hk/
15.	Social Work Resources – Ethics. http://pages.prodigy.net/lizmitchell/volksware/ethics.htm
16.	甘炳光、胡文龍、馮國堅、及梁祖彬編 (1997)。《社區工作技巧》。香港：中文大學出版社。