City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2022 /2023

Part I   Course Overview

Course Title:	Practicum Related Workshop II
Course Code:	SS6220/SS6220A
Course Duration:	One Semester for full-time students and Two semester for part-time students
Credit Units:	1
Level:	P6
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: *(Course Code and Title)*	SS6219 Practicum Related Workshop I
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	SS6220 is equivalent to SS6220A
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

This course aims to enable students to better prepare for their first practicum (see CILOs 1,2), and to consolidate the knowledge and experience gained in the field practice (see CILOs 3,4,5).

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.	Describe necessary administrative arrangements in field practice.	10%		√	
2.	Demonstrate an initial understanding on their practicum setting.	10%		√	
3.	Make use of the constructive feedback from fellow practitioner-trainees to support their field practice.	30%		√	
4.	Develop insights regarding their professional commitment and devotion to the profession.	30%		√	
5.	Demonstrate the ability of learning-to-learn to become a social work professional in field practicum 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 |
		1	2	3	4	5		(if applicable)
TLA1: Pre-placement orientation	The pre-placement workshop will be arranged to prepare students to familiarize with the service setting where they will be placed in field practice.	√	√					
TLA2: Sharing practicum experiences in placement	Students will be divided into small groups to share their practicum experiences in different service settings.		√	√	√	√		
TLA3: Post-placement evaluation	A post-placement evaluation session will be arranged to help students evaluate and consolidate the professional practice wisdom and experience gained in placement.			√	√	√		
TLA4: Student consultation	Scheduled student group consultation is arranged to facilitate more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge.			√	√	√		

Note:

SS6220 and SS6220A are equivalent courses. The course are designated for students in different modes of study.

SS6220

Students of the part-time/combined mode are required to take SS6220. The normal duration of the course is two semesters (Semester A & Semester B). Each semester is charged 0.5 credits.

SS6220A

Students of the full-time mode are required to take SS6220A. The normal duration of the course is one semester (Semester A). One semester is charged 1 credit.

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%								
AT1: Workshop Activities Students are required to actively perform in workshop learning and sharing activities.	√	√	√	√	√		60%	
AT2: Reflection Paper At the end of Workshop II, 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 style.			√	√	√		40%	
Examination: _0_ % (duration: , if applicable)								
							100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Workshop Activities (60%)	Performance in workshop activities.	Outstanding	High	Marginal	Not reaching marginal levels
2. Reflection Paper (40%)	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	Marginal	Not reaching marginal levels

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Workshop Activities (60%)	Performance in workshop activities.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
2. Reflection Paper (40%)	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.)

For full-time students, they are required to take the course in semester A in line with their first placement, and they have to complete the syllabus 1.1, 1.2 and 1.3. For part-time students, they are required to take the course in semester A & B in line with their first placement. In semester A, they have to complete 1.1 and 1.2, and complete 1.3 in semester B.

   1.1   Pre-placement orientation
          Eight hours of pre-placement workshop will be arranged to prepare students to familiarize with the service setting where they will be placed in field practice.

   1.2   Sharing practicum experiences
          Twelve hours of small group sharing will be arranged for students to share their practicum experiences in different service settings so as to facilitate peer learning.

   1.3   Post-placement evaluation
          Six hours of post-placement evaluation session will be arranged to help students evaluate and consolidate the practice wisdoms and experience gained through field practice. This will be done with particular reference to their: (i) knowledge, skills, and attitude, and; (ii) ability of learning-to-learn.

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.	Bogo, M. (2020). *Achieving competence in social work through field education.* University of Toronto Press.
2.	Bolton, K. W., Hall, C., & Lemann, P. (2022). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (4th ed.). Springer Publishing Company.
3.	Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary field social work: Integrating field and classroom experience.* Sage.
4.	Drisko, J. W., & Grady, M. G. (2019). *Evidence-Based Practice in Clinical Social Work* (2nd ed.). Springer.
5.	Hardiker, P., MacKay, R., Richert, A., Marsh, P., Lynch, R., Doel, M., Steven, W., Fisk, I., Kelmshall, H., Brearley, J., Munro, H., Maclean, T., Aldgate, J., Barker, M., Daniel, B., Keenan, C., Lishman, J., Statham, D., Fook, J., . . . Feilberg, F. (2015). *Handbook for practice learning in social work and social care: Knowledge and theory.* Jessica Kingsley.
6.	Hepworth, D. H., Ronney, R. H., Ronney, G. D. & Storm-Gottfried, K. S. (2017). *Direct social work practice: Theory and skills* (10 th ed,). Cengage Learning.
7.	International Federation of Social Workers. (2018, July 2). *Global social work statement of ethical principles.* https://www.ifsw.org/global-social-work-statement-of-ethical-principles/
8.	Lomax, R., & Jones, K. (2014). *Surviving your social work placement* (2nd ed.). Macmillan International Higher Education.
9.	Morgaine, K., & Capous-Desyllas, M. (2015). *Anti-oppressive social work practice: Putting theory into action.* Sage.
10.	Parker, J. (2021). *Social work practice: Assessment, planning, intervention and review.* (6th ed.). Learning Matters.

11.	Pomeroy, E. C., & Garcia, B. R. (2018). *Direct practice skills for evidence-based social work: A strengths-based text and workbook*. Springer Publishing Company.
12.	Reamer, F. G. (2018). *Social work values and ethics* (5th ed.). Columbia University Press.
13.	Sheafor, B. W., & Horejsi, C. R. (2015*). Techniques and guidelines for social work practice* (10th ed.). Pearson.
14.	Social Workers Registration Board. (2010, January 15). Guidelines on code of practice. https://www.swrb.org.hk/en/Content.asp?Uid=15
15.	Teater, B. (2020). *An introduction to applying social work theories and methods* (3rd ed.). Open University Press.
16.	Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice, 13*(2), 311–325. https://doi.org/10.1080/ 14623943.2012.657795
17.	Thompson, N. (2020). *Understanding social work: Preparing for practice* (5th ed.). Red Globe Press.

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

1.	Birkenmaier, J & Berg-Weger, M. (2018). *The practice companion for social work: Integrating class and field work.* (4th ed.)*.* Pearson.
2	Chang, V. N., Decker, C. L., & Scott, S. T. (2017). *Developing helping skills: A step-by-step approach to competency*. Cengage Learning
3.	D'Cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meanings and relevance for social work. *The British Journal of Social Work, 37*(1), 73-90.
4.	Fouché, C. (2015). *Practice research partnerships in social work: Making a difference.* Policy Press.
5.	Francis, A. (2014). Strengths-based assessments and recovery in mental health: Reflections from practice. *International Journal of Social Work and Human Services Practice, 2*(6), 264-271.
6.	Kam, P. K. (2014). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. *International Social Work, 57*(6), 723-740. https://doi.org/10.1177/0020872812447118
7.	Kirst-Ashman, K. K., & Hull, G. H. (2018). *Understanding generalist practice* (8th ed.). Cengage Learning.
8.	Knott, C., & Scragg, T. (Eds.). (2016). *Reflective practice in social work* (4th ed.). Sage.
9.	Kwong, W. M. & Lee, T. Y. (2019). *Making the best out of field practicum – Field instruction manual* (16th ed.). Department of Applied Social Studies, City University of Hong Kong.
10.	Lee, T. Y. & Chan, R. (2014). *First level integration of theory with practice in fieldwork* (3rd ed.)*.* Department of Applied Social Studies, City University of Hong Kong.
11.	Lee, T. Y., Lo, J. Y. S. & Chow, E. O. W. (2008). *Writing reflection logs in social work practicum*. Department of Applied Social Studies, City University of Hong Kong.
12.	Matiche-Maroney, J. (2013). *E-field program: A competency-based program for the social work practicum.* Pearson Education.
13.	Mendenhall, A. N., & Carney, M. M. (Eds.) (2020). *Rooted in Strengths: Celebrating the Strengths Perspective in Social Work*. The University of Kansas Libraries.

14.	Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2013). *Generalist social work practice: An empowering approach* (7th ed.). Pearson.
15.	Miller, L. (2012). *Counselling skills for social work* (2nd ed.). Sage.
16.	Oko, J. (2011). *Understanding and using theory in social work* (2nd ed.). Learning Matters.
17.	Padesky, C. A., & Mooney, K. A. (2012). Strengths-based cognitive-behavioural therapy: A four-step model to build resilience. *Clinical Psychology & Psychotherapy*, *19*(4), 283–290. https://doi.org/10.1002/cpp.1795
18.	Payne, M. (2021). *Modern social work theory* (5th ed.). Red Globe Press.
19.	Rapp, C. A., & Goscha, R. J. (2012). *The strengths model: a recovery-oriented approach to mental health services* (3rd ed.). Oxford University Press.
20.	Rapp, C. A., & Goscha, R. J. (2014). Three decades of strengths: Reflections of the past and challenges of the future. In A. Francis, V. Pulla, M. Clark, S. Mariscal & I. Ponnuswami (Eds.), *Advancing Social work in mental health through strengths based practice* (pp. 31-38). Primrose Publications.
21.	Saleebey, D. (Ed.). (2013). *The strengths perspective in social work practice* (6th ed.). Pearson.
22.	Sperry, L., & Sperry, J. (2020). *Case conceptualization: Mastering this competency with ease and confidence* (2nd ed.). Routledge.
23.	Victor, P. P., Teismann, T., & Willutzki, U. (2017). A pilot evaluation of a strengths-based CBT intervention module with college students. *Behavioural and Cognitive Psychotherapy, 45*(4), 427–431. doi: 10.1017/S1352465816000552.
24.	Webb, N. B. (2018). *Social work practice with children* (4h ed.). The Guilford Press.

2.3 References in Chinese

1.	陳裕娟 (2013) 。"運用能耐為本於社會工作"。刊於《*想望起飛 — 能耐為本取向活動手冊*》香港: 博學出版社。(頁 12-19)。
2.	張包意琴編 (2006)。《久違了的自己》。香港：香港仔街坊福利會社會服務中心: 香港大學社會科學學院行為健康教研中心。
3.	朱志強 (2001)。"尋解面談模式的再思" 刊於 楊家正、 游達裕、梁玉麒 編 。《解困之道：尋解面談應用手冊及個案匯編》 。香港: 香港大學出版社。(頁 21-49)。
4.	朱志強 編 (2014)。《尋解「虐」方 》 。香港：鄰舍輔導會深水埗康齡社區服務中心：明愛鄭承峰長者社區中心(深水埗)：嗇色園主辦可健耆英地區中心。
5.	梁少玲、陳國溪編 (2011)。《心弦觸動 — 與殘疾人士同行歷程的理解與反思》。香港: 基督教家庭服務中心。
6.	吳家玲、何會成 (1995)。《精要治療: 學習與反思》。香港: 香港明愛家庭服務。
7.	宋麗玉、施教裕、徐淑婷(2015)。《優勢觀點與精神障礙者之復元 — 駱駝進帳與螺旋上升》。台灣：洪葉文化事業有限公司。
8.	宋麗玉、施教裕編 (2016)。《優勢觀點 — 社會工作理論與實務》。台灣：洪葉文化。

9.	宋麗玉編 (2018)。《優勢觀點與社會工作實務 ─ 邁向復元之路》。台北: 洪葉文化事業有限公司。
10.	宋麗玉、徐淑婷 (2020)。《優勢取向之家庭處遇：精神障礙者與家庭照顧者之雙向復元》。台灣：洪葉文化事業有限公司。
11.	黃游麗、楊曉林、陳裕娟 "運用優勢觀點於老人服務 ─ 香港經驗" 刊於宋麗玉編 (2018)。《優勢觀點與社會工作實務—邁向復元之路》。台北：洪葉文化事業有限公司。(頁 239 – 262)
12.	游達裕編（2021）。《可以攻玉：社會工作的實踐與反思》。香港：策馬文創有限公司。

2.4 Online Resources (Videos)

1.	Kanopy (Firm). (2014). Cognitive-behavioral therapy with Donald Meichenbaum. Kanopy Streaming. https://cityu.kanopy.com/video/cognitive-behavioral-therapy-donald-meichenb
2.	Kanopy (Firm). (2014). Person-centered Expressive Arts Therapy (with Natalie Rogers). Kanopy Streaming. https://cityu.kanopy.com/video/person-centered-expressive-arts-therapy
3.	The Ohio State University College of Social Work. (2015, February 22). *Strengths-based family therapy* (session 1 part 1) [Video]. YouTube. https://youtu.be/3CgYkRWucb4 The Ohio State University College of Social Work. (2015, February 22). *Strengths-based family therapy* (session 1 part 2) [Video]. YouTube. https://youtu.be/Z6ck4-D2nCk The Ohio State University College of Social Work. (2015, February 22). *Strengths-based family therapy* (session 2 part 1) [Video]. YouTube. https://youtu.be/G7aTY9Kvrv8 The Ohio State University College of Social Work. (2015, February 22). *Strengths-based family therapy* (session 2 part 2) [Video]. YouTube. https://youtu.be/FsZEIkznxsA