

**City University of Hong Kong
Course Syllabus**

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2023/24

Part I Course Overview

Course Title:	<u>Practicum Related Workshop III</u>
Course Code:	<u>SS6221</u>
Course Duration:	<u>One Semester for full-time students and two semesters for part-time students</u>
Credit Units:	<u>1</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.</u>
Medium of Assessment:	<u>English</u>
Prerequisites: (Course Code and Title)	<u>SS6219 Practicum Related Workshop I SS6220 Practicum Related Workshop II</u>
Precursors: (Course Code and Title)	<u>Nil</u>
Equivalent Courses: (Course Code and Title)	<u>SS6221 is equivalent to SS6221A</u>
Exclusive Courses: (Course Code and Title)	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to enable students to better prepare for their second practicum (see CILOs 1), and to consolidate their experience gained in the field practice, and to plan their future development in the profession (see CILOs 2, 3, 4).

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.	Demonstrate good understanding on their practicum settings.	10%		√	
2.	Make use of the constructive feedback from fellow practitioner-trainees to support their field practice.	30%		√	
3.	Gain insights to their professional commitment and devotion to the profession.	30%	√	√	
4.	Develop an initial plan for their future career development.	30%		√	√
		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			
TLA1: Pre-placement orientation	The pre-placement workshop will be arranged to prepare students to (1) familiarize with the service setting where he/she will be placed in field practice, and (2) consolidate their practice experience and wisdoms to the 2nd field practice.	√	√					
TLA2: Professional development learning activities	Students are expected to participate in professional development learning activities, and frontline practitioners will be invited to share their practice experiences in different service settings.		√	√				

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
TLA3: Post-placement evaluation and future career planning	The post-placement evaluation sessions will help students evaluate and consolidate the practice wisdoms and experience gained through field practice. The workshop will also help students to make clear of their interest, expertise, and direction in the profession. Skills in writing CV will be demonstrated and discussed.			√	√			

Note:

SS6221 and SS6221A are equivalent courses. The courses are designated for students in different modes of study.

SS6221

Students of the part-time/combined mode are required to take SS6221. The normal duration of the course is two semesters (Semester A & Semester B). Each semester is charged 0.5 credits.

SS6221A

Students of the full-time mode are required to take SS6221A. The normal duration of the course is one semester (Semester B). 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		
Continuous Assessment: 100%						
<u>AT1: Workshop Activities</u> It is mandatory for students to actively participate in all workshop activities, including the pre-placement workshop (TLA1) and professional development learning workshop (TLA2).	√	√	√	√	60%	
<u>AT2: Reflection Paper</u> At the end of Workshop III, 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. In this paper, students are encouraged to review in what ways this MSW programme can help them commit to the profession and take social work as a long term career. The paper 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%)	It assesses students' performance in workshop activities, including the engagement, participation, and contribution to group discussions and exercises.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Being able to demonstrate a deep understanding of the material and effectively apply relevant theoretical concepts; • Being able to provide insightful, thoughtful, and creative contributions to group discussions and exercises; • Being able to demonstrate strong teamwork skills, including effective collaboration with peers and contribution to a positive and productive group dynamic; • Being able to demonstrate a high level of professionalism and ethical behavior, adhering to academic integrity standards and respecting peers and 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Being able to demonstrate a deep understanding of the material and effectively apply relevant theoretical concepts; • Being able to provide insightful, thoughtful, and creative contributions to group discussions and exercises; • Being able to demonstrate strong teamwork skills, including effective collaboration with peers and contribution to a positive and productive group dynamic; • Being able to demonstrate a high level of professionalism and ethical behavior, adhering to academic integrity standards and 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Being able to demonstrate a deep understanding of the material and effectively apply relevant theoretical concepts; • Being able to provide insightful, thoughtful, and creative contributions to group discussions and exercises; • Being able to demonstrate strong teamwork skills, including effective collaboration with peers and contribution to a positive and productive group dynamic; • Being able to demonstrate a high level of professionalism and ethical behavior, adhering to academic integrity standards and 	<ul style="list-style-type: none"> • Inability to demonstrate an understanding of the material and effectively apply relevant theoretical concepts; • Inadequate to provide insightful, thoughtful, and creative contributions to group discussions and exercises; • Inability to demonstrate teamwork skills and contribute to a positive and productive group dynamic; • Incompetent to demonstrate a professionalism and ethical behavior, adhering to academic integrity standards and respecting peers and instructors;

		instructors;	respecting peers and instructors;	respecting peers and instructors;	
1. Reflection Paper (40%)	It assesses the student's reflection on the selected issues, method, findings, and/or their implications. The reflection should be thoughtful and insightful, showing the student's engagement with the material and their ability to think critically and creatively about it.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the understanding of relevant theoretical concepts and the ability to apply them in the reflection; • Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.; 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the understanding of relevant theoretical concepts and the ability to apply them in the reflection; • Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.; 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the understanding of relevant theoretical concepts and the ability to apply them in the reflection; • Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.; 	<ul style="list-style-type: none"> • Vague and empty content, with weak integration and application of theoretical concepts on the selected issues, method, findings, and/or their implication; • Inability to demonstrate understanding of key concepts • Loose organization of ideas • Unsystematic expression of thoughts • Serious lack or absence of references • Unclear expression of ideas, with an over-reliance on existing quotations and theoretical concepts without original insights

		<ul style="list-style-type: none"> • Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the ability to engage in the reflective discussion about one's own professional development and take social work as a long-term career; • Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and 	<ul style="list-style-type: none"> • Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the ability to engage in the reflective discussion about one's own professional development and take social work as a long-term career; • Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and 	<ul style="list-style-type: none"> • Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the ability to engage in the reflective discussion about one's own professional development and take social work as a long-term career; • Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and 	
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		concise manner.	concise manner.	concise manner.	
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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%)	It assesses students' performance in workshop activities, including the engagement, participation, and contribution to group discussions and exercises.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Being able to demonstrate a deep understanding of the material and effectively apply relevant theoretical concepts; • Being able to provide insightful, thoughtful, and creative contributions to group discussions and exercises; • Being able to demonstrate strong teamwork skills, including effective collaboration with peers and contribution to a positive and productive group dynamic; 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Being able to demonstrate a deep understanding of the material and effectively apply relevant theoretical concepts; • Being able to provide insightful, thoughtful, and creative contributions to group discussions and exercises; • Being able to demonstrate strong teamwork skills, including effective collaboration with peers and contribution to a positive and productive group dynamic; 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Being able to demonstrate a deep understanding of the material and effectively apply relevant theoretical concepts; • Being able to provide insightful, thoughtful, and creative contributions to group discussions and exercises; • Being able to demonstrate strong teamwork skills, including effective collaboration with peers and contribution to a positive and productive group dynamic; 	<p>Adequate evidence of:</p> <ul style="list-style-type: none"> • Limited ability to demonstrate a deep understanding of the material and effectively apply relevant theoretical concepts; • Limited or irrelevant contributions to group discussions and exercises; • Lack of teamwork skills, including collaboration with peers and contribution to a group dynamic; • Lack of professionalism and ethical behavior, adhering to 	<ul style="list-style-type: none"> • Inability to demonstrate an understanding of the material and effectively apply relevant theoretical concepts; • Inadequate to provide insightful, thoughtful, and creative contributions to group discussions and exercises; • Inability to demonstrate teamwork skills and contribute to a positive and productive group dynamic; • Incompetent to to demonstrates a professionalism and ethical behavior, adhering to

		<ul style="list-style-type: none"> • Being able to demonstrates a high level of professionalism and ethical behavior, adhering to academic integrity standards and respecting peers and instructors; 	<ul style="list-style-type: none"> • Being able to demonstrates a high level of professionalism and ethical behavior, adhering to academic integrity standards and respecting peers and instructors; 	<ul style="list-style-type: none"> • Being able to demonstrates a high level of professionalism and ethical behavior, adhering to academic integrity standards and respecting peers and instructors; 	academic integrity standards and respecting peers and instructors;	academic integrity standards and respecting peers and instructors;
2. Reflection Paper (40%)	It assesses the student's reflection on the selected issues, method, findings, and/or their implications. The reflection should be thoughtful and insightful, showing the student's engagement with the material and their ability to think critically and creatively about it.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the understanding of relevant theoretical concepts and the 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the understanding of relevant theoretical concepts and the 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the understanding of relevant theoretical concepts and the 	<p>Adequate content;</p> <ul style="list-style-type: none"> • Limited ability to have reflection on the selected issues, method, findings, and/or their implications; • Limited or irrelevant use of theoretical concepts; • Limited or irrelevant to demonstrate the 	<ul style="list-style-type: none"> • Vague and empty content, with weak integration and application of theoretical concepts on the selected issues, method, findings, and/or their implication; • Inability to demonstrate understanding of key concepts • Inability to demonstrate the ability to engage in the reflective discussion about

		<p>ability to apply them in the reflection;</p> <ul style="list-style-type: none"> • Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.; • Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the 	<p>ability to apply them in the reflection;</p> <ul style="list-style-type: none"> • Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.; • Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the 	<p>ability to apply them in the reflection;</p> <ul style="list-style-type: none"> • Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.; • Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications; • Being able to demonstrate the 	<p>ability to engage in the reflective discussion about one's own professional development and take social work as a long-term career;</p> <ul style="list-style-type: none"> • Loose organization of ideas; • Sentence fluency and articulation is merely acceptable; • Inadequate creative, insightful, and original ideas • lack or absence of references 	<p>one's own professional development and take social work as a long-term career;</p> <ul style="list-style-type: none"> • Loose organization of ideas • Unsystematic expression of thoughts • Serious lack or absence of references • Unclear expression of ideas, with an over-reliance on existing quotations and theoretical concepts without original insights
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		<p>ability to engage in the reflective discussion about one's own professional development and take social work as a long-term career;</p> <ul style="list-style-type: none"> • Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and concise manner. 	<p>ability to engage in the reflective discussion about one's own professional development and take social work as a long-term career;</p> <ul style="list-style-type: none"> • Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and concise manner. 	<p>ability to engage in the reflective discussion about one's own professional development and take social work as a long-term career;</p> <ul style="list-style-type: none"> • Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and concise manner. 		
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

For full-time students, they are required to take the course in semester B in line with their second 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 second placement. They have to complete at least 18 hours in semester A and 9 hours in semester B.

1.1 Pre-placement orientation

6 hours of pre-placement workshop will be arranged to prepare students to (1) familiarize with the service setting where he/she will be placed in field practice, and (2) consolidate their practice experience and wisdoms to the 2nd field practice.

1.2 Professional development learning activities

18 hours will be allocated to students to participate in professional development learning activities including: social policy/service seminar, public forum, skills training or on-line training courses related to social work and social issues. 6 hours for sharing their practice experiences in different service settings. This part will invite frontline practitioners of different service natures to share their experiences in social work practices.

1.3 Post-placement evaluation

3 hours of post-placement evaluation sessions will help students evaluate and consolidate the practice wisdoms and experience gained through field practice. The workshop will also help students to make clear of their interest, expertise, and direction in the profession. Skills in writing CV will be demonstrated and discussed.

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. (2010). <i>Achieving Competence in Social Work Through Field Education</i> . London: University of Toronto Press Incorporated.
2.	Corcoran, J. (2009). <i>Mental Health in Social Work: A Casebook on Diagnosis and Strengths-based Assessment</i> . MA: Pearson/Allyn and Bacon.
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.	Hepworth, D. H., Ronney, R. H., Larsen, J. A., Ronney, G. D. & Gottfried, K. S. (2013). <i>Direct Social Work Practice: Theory and Skills</i> . Belmont: Brooks/Cole, Cengage Learning.
5.	Moffatt, K., & EBSCOhost. (2019). <i>Postmodern social work ; reflective practice and education</i> . New York: Columbia University Press.

2.2 Additional Readings

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

1.	Abbott, C., & Taylor, P. (2013). <i>Action Learning in Social Work</i> . London: SAGE Publications.
2.	Birkenmaier, J & Berg-Weger, M. (2011). <i>The Practice Companion for Social Work: Integrating Class and Field Work</i> . Boston: Allyn & Bacon.
3.	Boddy, J., O’Leary, P., Tsui, M., Pak, C., & Wang, D. (2018). Inspiring hope through social work practice. <i>International Social Work</i> , 61(4), 587-599.
4.	Fall, K. (2013). <i>Group Counseling</i> (Group Counseling Textbook & Workbook Bundle). London: Routledge.
5.	Fong, R. & Furnto, S. (Eds.) (2001). <i>Culturally Competent Practice: Skills, Interventions, and Evaluation</i> . Boston: Allyn and Bacon.
6.	Knott, C., & Scragg, T. (2016). <i>Reflective practice in social work</i> (4th ed., Transforming social work practice). Los Angeles: SAGE.
7.	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.
8.	Lee, M., Chan, C., Chan, C., Ng, S., & Leung, P. (2018). <i>Integrative Body-Mind-Spirit Social Work</i> . Oxford: Oxford University Press, Incorporated.
9.	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.
10.	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.
11.	Malekoff, A. (2014). <i>Group Work with Adolescents, Third Edition</i> . New York: Guilford Publications.
12.	Matiche-Maroney, J. (2013). <i>E-field Program: A Competency-based Program for the Social Work Practicum</i> . New Jersey: Pearson Education.
13.	Napier, L. & Fook, J. (Eds.) (2000). <i>Breakthroughs in Practice: Theorising Critical Moments in Social Work</i> . London: Whiting & Birch Ltd.
14.	Oko, J. (2008). <i>Understanding and Using Theory in Social Work</i> . Exeter: Learning Matters.
15.	Parker, J. (2021). <i>Social work practice : Assessment, planning, intervention & review</i> .(Sixth edition / Jonathan Parker. ed., Transforming social work practice). London ; Los Angeles: Learning Matters.
16.	Sicora, A. (2017). <i>Reflective practice and learning from mistakes in social work</i> . Bristol, UK: Policy Press.

17.	Sperry, L., & Sperry, J. (2020). <i>Case Conceptualization</i> . Milton: Taylor & Francis Group. Salom, G. (2002). <i>E-tivities: The Key to Active Online Learning</i> . London: Kogan Page.
18.	Zubernis, L., & Snyder, M. (2015). <i>Case Conceptualization and Effective Interventions</i> (Counseling and professional identity). Thousand Oaks: SAGE Publications.
19.	Practice Teaching, Learning & Research http://ssweb.cityu.edu.hk/facil-ptlr.asp