

**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: _____ Fieldwork II _____

Course Code: _____ SS6292 _____

Course Duration: _____ 400 hours of Fieldwork either in blockmode or concurrent mode _____

Credit Units: _____ 8 _____

Level: _____ P6 _____

Medium of Instruction: _____ English and other languages appropriate to the practicum setting. _____

Medium of Assessment: _____ English _____

Prerequisites: SS6291 Fieldwork I and
(Course Code and Title) SS6219 Practicum Related Workshop I, and
SS6220 Practicum Related Workshop II

Co-requisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: SS6292A
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

The Social Workers Registration Board (SWRB) requires the Programme to provide a minimum of 800 hours of practicum and additional 100 hours of teaching and learning activities related to practicum. The course SS6292 Fieldwork II is designed to partially fulfil the requirement set by the SWRB, i.e. 400 hours of fieldwork practice.

In Fieldwork II, full-time students of cohort 2014 or before are required to take their placement in concurrent mode, while full-time students of cohort 2015 and thereafter are required to take their placement in block mode. Part-time students of cohort 2014 or before are required to take their placement either in block mode or concurrent mode, while students of cohort 2015 and thereafter are required to take their placement in concurrent mode only. Part-time students who work in a social service setting are allowed to take one of their practicum (either SS6291 or SS6292) in their employment agency.

Starting from 2016/17, both full-time & part-time students of cohort 2015 and thereafter will be allowed to take one non-local practicum outside Hong Kong subjected to the approval of the Department.

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.	Generalize professional learning from practice experience to the development of practice theory.	30%	√	√	
2.	Transfer knowledge and skills to test out theory in practice.	30%	√	√	
3.	Perform the professional role and the staff role in the host organization as a service provider and a professional practitioner-trainee.	20%	√	√	√
4.	Function ethically, competently and effectively as a reflective professional practitioner-trainee.	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.

** To ensure that students could attain the minimum competency for social work practice and to protect the welfare of clients, students of all cohorts are required to pass all the four assessment areas in the fieldwork assessment form. Student will get an overall failure grade when he/she has failed in any one of the 4 assessment areas.

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: Practice	Students are placed in a context where knowledge and skills can be integrated from both classroom and practice learning, to recreate situations to develop possible alternative meanings to experience, and to become a reflective, competent and passionate practitioner.	√	√	√	√	N.A.
TLA2: Recording	Students are offered opportunities to reflect on their practice and critically examine it, and to identify and analyse possible ethical issues.	√	√	√	√	N.A.
TLA3: Supervision	Students meet fieldwork instructor weekly for 1½ hours for concurrent practicum mode or 2 hours for block practicum mode on the average.	√	√	√	√	N.A.

Note:

SS6292 and SS6292A are equivalent courses. The courses are designed for students taken different modes of placement. These courses can only retake once. (Applicable to all cohorts)

SS6292 (Concurrent Placement)

1. applicable to cohort 2014 or before

Both full-time and part-time students are required to take their local placement in concurrent mode, i.e. 25 working weeks x 2 days. For those part-time students who work in a social service setting are allowed to take one of their practicum (either SS6291 or SS6292) in their employment agency.

2. applicable to cohort 2015 and thereafter

Part-time students are required to take their local placement in concurrent mode, i.e. 25 working weeks x 2 days. For those who work in a social service setting are allowed to take one of their practicum (either SS6291 or SS6292) in their employment agency.

SS6292A (Block Placement)

1. applicable to cohort 2014 or before

The 2.5-year mode students are required to take a block placement, i.e. 10 working weeks x 5 days. On-the-job practicum is not allowed in block mode.

2. applicable to cohort 2015 and thereafter

All full-time students are required to take their second placement in block mode, i.e. 10 working weeks x 5 days.

Both full-time and part-time students can opt for non-local placement (placed out of Hong Kong) in block mode, i.e. 10 working weeks x 5 days. In addition to 10-week practicum, students are required to spend one start-up week for settling down and two weeks at the end for rounding up and evaluation during the placement.

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%								
AT1: Practice	√	√	√	√			} 100%	Since the assessment activities are conducted in an integrated manner, it is less possible to delineate the weighting for each.
AT2: Recording	√	√	√	√				
Examination: _____% (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,)	Good (A-,B+, B,)	Marginal (B-, C+, C)	Failure (F)
1. Practice	Ability to complete 400 hours of practicum training in fieldwork agency, in which they demonstrate their capability of learning from practice, transferring knowledge to practice, constructing their practice knowledge and skills, as well as to function ethically, competently and effectively as a reflective and innovative professional practitioner-trainee.	Outstanding	High	Moderate	Not reaching marginal levels
2. Recording	Ability to fulfill the requirement of agency and Department on recording practice, in which they present their capability of learning from practice, transferring knowledge to practice, constructing their practice knowledge and skills, as well as to function ethically, competently and effectively as a reflective and innovative professional practitioner-trainee, in writing.	Outstanding	High	Moderate	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. Practice	Ability to complete 400 hours of practicum training in fieldwork agency, in which they demonstrate their capability of learning from practice, transferring knowledge to practice, constructing their practice knowledge and skills, as well as to function ethically, competently and effectively as a reflective and innovative professional practitioner-trainee.	Outstanding	High	Moderate	Basic	Not reaching marginal levels
2. Recording	Ability to fulfill the requirement of agency and Department on recording practice, in which they present their capability of learning from practice, transferring knowledge to practice, constructing their practice knowledge and skills, as well as to function ethically, competently and effectively as a reflective and innovative professional practitioner-trainee, in writing.	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.)

1.1. Applying Social Work Theories and Practice Models Critically to Practice

- Select and apply different and appropriate helping models, principles and skills to understand and intervene into practice tasks.
- Articulate the rationale for adopting particular social work theories, or practice approaches and models in practice and evaluate its applicability in the respective socio-cultural context.

1.2. Critically Assess and Apply Social Work Skills to Practice

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

1.3. Evaluating Practice with Reference to Social Work Values and Ethics

- Guide and examine practice decisions and professional conduct with social work principles, values and ethical standards.
- Demonstrate competence in handling value and ethical dilemma encountered in practice effectively.

1.4. Critical Review and Reflection in Practice

- As an active learner, students are required to reflect and review critically on their practice experience so as to develop new understandings and appreciation for the situations of the target population.
- Demonstrate awareness of the dominant discourse and professional constructions which may influence practice orientation.

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.	Doel, M., Shardlow, S. M. & Johnson, P. G. (2011). <i>Contemporary field social work: integrating field and classroom experience, thousand oaks</i> . Calif.: SAGE Publications.
3.	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, Calif.: Brooks/Cole, Cengage Learning.
4.	International Federation of Social Workers, International Association of Schools of Social Work (2014). <i>Ethics in Social Work, Statement of Principles</i> . Retrieved February 25, 2015 from http://social-workers.info/
5.	Social Workers Registration Board. (2013). Guidelines on code of practice for registered social workers. Retrieved Mar 4, 2015 from http://www.swrb.org.hk/documents/Guidelines%20on%20Code%20of%20Practice_Eng.pdf

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.	Dominelli, L. (2004). <i>Social work: theory and practice for a changing profession</i> . Malden, MA: Polity Press.
3.	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.
4.	Fong, R., & Furnto, S. (eds.) (2001). <i>Culturally competent practice: skills, interventions, and evaluation</i> . Boston: Allyn and Bacon.
5.	Kwong, W. M., Lee, T. Y., & Chee, P. (eds.) (2008). <i>Documenting practice in fieldwork: Examples, illustrations and feedback</i> . HK: Department of Applied Social Studies, City University of Hong Kong.
6.	Kwong, W. M., & Lee, T. Y. (2007). <i>Making the best out of field practicum - field instruction manual</i> . HK: Department of Applied Social Studies, City University of Hong Kong.
7.	Lee, T. Y., & Chan, R. (2005). <i>First level integration of theory with practice in fieldwork</i> . HK: Department of Applied Social Studies, City University of Hong Kong.
8.	Lee, T. Y., Lo, J. Y. S., & Chow, E. O. W. (2008). <i>Writing reflection logs in social work practicum</i> . HK: Department of Applied Social Studies, City University of Hong Kong.
9.	Matiche-Maroney, J. (2013). <i>E-field program: a competency-based program for the social work practicum</i> . Upper Saddle River, N.J.: Pearson Education.
10.	Napier, L. & Fook, J. (Eds.) (2000), <i>Breakthroughs in practice: theorising critical moments in social work</i> . London: Whiting & Birch Ltd.
11.	Oko, J. (2008). <i>Understanding and using theory in social work</i> . Exeter: Learning Matters.
12.	Reamer, F.G. (2012). Essential ethics education in social work field instruction: a blueprint for field educators. <i>Field Scholar</i> , 22, 1-15.
13.	Social Welfare Department (2001). <i>English writing reference kit for social workers</i> . HK: Social Welfare Department.

Online Resources

1.	Web Resource for Field Instruction http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm
2.	Social Workers Registration Board http://www.swrb.org.hk/
3.	The International Federation of Social Workers (IFSW), National Codes of Ethics http://ifsw.org/publications/national-codes-of-ethics/
4.	National Association of Social Workers (NASW), Code of Ethics http://www.naswdc.org/pubs/code/code.asp