

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A, 2024 / 2025**

Part I Course Overview

| | |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Course Title: | Practicum Related Workshop I |
| Course Code: | SS6219 |
| Course Duration: | One Semester |
| 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: | Reflect on values, attitudes and | √ | √ | | | √ | |

| | | | | | | | | |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---|---|---|--|---|--|--|
| Self-understanding | 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 | √ | √ | √ | | √ | | |

Note:

The normal duration of SS6219 is 2 semesters (Semester A and Semester B) in which it will be offered to full-time and part-time/combined mode students and applicable to cohort 2023-24 and before.

The normal duration of SS6219 is 1 semester in which it will be offered to full-time and part-time/combined mode students and applicable to cohort 2024-25 and thereafter.

4. Assessment Tasks/Activities (ATs)

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

| 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. | √ | √ | | √ | √ | | 30% |
| <u>AT2: Self-reflection paper</u> Students are required to write self-reflection paper on their own values and attitudes as social work students. The self-reflection paper should not more than 1,000 words. | √ | √ | √ | √ | √ | | 30% |
| <u>AT3: Final paper</u> 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 | √ | √ | √ | √ | √ | | 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 (30%) | Participation and performance in workshop activities. | Outstanding | High | Moderate to Limited | Poor |
| 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 to Limited | Poor |
| 3 Final Paper (40%) | Ability to recall and evaluate the knowledge/insights gained in the course in Part II i) focus of the learning, 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 to Limited | Poor |

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 (30%) | Participation and performance in workshop activities. | Outstanding | High | Moderate | Limited | Poor |
| 2 Self-reflection Paper (30%) | Ability to reflect on their own values and attitudes as social work students in the course in | Outstanding | High | Moderate | Limited | Poor |

| | | | | | | | |
|---|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|----------|---------|------|
| | | Part I | | | | | |
| 3 | Final Paper (40%) | <p>Ability to recall and evaluate the knowledge/insights gained in the course in Part II</p> <p>i) focus of the learning, 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.</p> | Outstanding | High | Moderate | Limited | Poor |

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.)

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, professional values and ethics, preparation for fieldwork learning.

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.

Practical skills

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

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.)

Birkenmaier, J., & Berg-Weger, M. (2018). *The practice companion for social work: Integrating class and field work* (4th ed.). Allyn & Bacon.

Doel, M., Shardlow, S.M., & Johnson, P.G. (2011). *Contemporary field social work: Integrating field and classroom experience*. SAGE.

Edmonson, D. (2013). *Social work practice learning: A student guide*. SAGE.

Glassman, U. E. (2016). *Finding your way through fieldwork: A social work student's guide*. SAGE.

Kwong, W. M., & Lee, T. Y. (2019). *Making the best out of field practicum - Field instruction manual* (16th ed.). Department of Social and Behavioural Sciences, City University of Hong Kong.

Lee, T. Y., & Chan, R. (2014). *First Level Integration of Theory with Practice in Fieldwork* (3rd ed.). Department of Social and Behavioural Sciences, City University of Hong Kong.

2.2 Additional Readings

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

Banks, S. (2016). Everyday ethics in professional life: Social work as ethics work. *Ethics and Social Welfare*, 10(1), 35-52.

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

- Bogo, M., Gelman, C.R., & Gonzalez, M.J. (2015). Field education for clinical social work practice: Best practices and contemporary challenges. *Clinical Social Work Journal*, 43(3), 317-324.
- Corey, G., Corey, M.S., & Haynes, R. (2015). *Ethics in Action* (3rd ed.). Brooks/Cole.
- Corey, M.S., & Corey, G. (2020). *Becoming a Helper*. (8thed.). Brooks/Cole.
- Dolgoff, R., Harrington, D., & Loewenberg, F.M. (2012). *Ethical decisions for social work practice* (9th ed.). Brooks/Cole.
- Duffy, J., & Hayes, D. (2012). Social work students learn about social work values from service users and carers. *Ethics and Social Welfare*, 6(4), 368-386.
- Ferguson, H. (2018). How social workers reflect in action and when and why they don't: The possibilities and limits to reflective practice in social work. *Social Work Education*, 37(4), 415-427. DOI: 10.1080/02615479.2017.1413083
- Healy, K., & Mulholland, J. (2019). *Writing skills for social workers* (3rd ed.). SAGE.
- Hepworth, D. H., Ronney, R. H., Larsen, J. A., Ronney, G. D., & Gottfried, K. S. (2013). *Direct social work practice: theory and skills*. Brooks/Cole.
- International Association of Schools of Social Work. (2018). *Global social work statement of ethical principles*.
<https://www.iassw-aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf>
- Jacobs, E.E., Schimmel, C.J., Masson, E.E., & Harvill, R.L. (2015). *Group counselling: Strategies and skills* (8th ed.). Brooks/Cole.
- Kanno, H., & Koeske, G. F. (2010). MSW students' satisfaction with their field placements: The role of preparedness and supervision quality. *Journal of Social Work Education*, 46(1), 23-38. DOI: 10.5175/JSWE.2010.200800066
- Kaushik, A. (2017). Use of self in social work: Rhetoric or reality. *Journal of social work values and ethics*, 14(1), 21-29.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Prentice-Hall.
- Matiche-Maroney, J. (2013). *E-field program: A competency-based program for the social work practicum*. Pearson.
- Okun, B.F., & Kantrowitz, R.E. (2014). *Effective helping: Interviewing and counseling techniques*. (8th ed.). Brooks/Cole.
- Reamer, F.G. (2012). The digital and electronic revolution in social work: Rethinking the meaning of ethical practice. *Ethics and Social Welfare*, 7(1), 2-19.
- Reamer, F.G. (2018). *Social work values and ethics* (5th ed.). Columbia University Press.
- Rubin, H.J., & Rubin, I.S. (2008). *Community organizing and development* (4th ed.). Pearson.
- Social Workers Registration Board. (2016). *Ordinance, code and guidelines*.
<https://www.swrb.org.hk/en/Content.asp?Uid=2>

Toseland, R.W., & Rivas, R. F. (2017). *An introduction to group work practice* (8th ed.). Pearson

游達裕編 (2021)。 *可以攻玉：社會工作的實踐與反思*。策馬文創有限公司。

許臨高、莫藜藜、黃韻如、顧美俐、曾麗娟、徐錦鋒、張宏哲編 (2016)。 *社會個案工作理論與實務* (第3版)。五南圖書出版股份有限公司。

林孟平 (2018)。 *團體輔導與心理治療* (增訂本)。商務印書館。

林孟平 (2008)。 *輔導與心理治療* (增訂本)。商務印書館。

甘炳光、胡文龍、馮國堅、及梁祖彬編 (1997)。 *社區工作技巧*。中文大學出版社。

2.3 Online Resources

City University of Hong Kong. (2006). *Web resources for field instruction*.
<http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm>

City University of Hong Kong. (2001). *Practice teaching, learning & research*.
http://www.cityu.edu.hk/ss/pltr/p1/teach_learn/index.htm