City University of Hong Kong

Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2013/2014

Part I

Course Title:	Fieldwork II
Course Code:	SS6292
Course Duration:	440 hours: 400 hours of Fieldwork + 40 hours of practicum related learning Workshops (Concurrent Mode: 25 weeks x 2 days, or Block Mode: 10 weeks x 5 days)
No. of 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 Practicum related learning workshops I and II
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

This course aims to enable students to
    1.1 Develop practice theory by generalizing from practice experience;
    1.2 Assess critically the application of knowledge and skills in practice;
    1.3 Develop competence in performing the professional role and staff role in host agencies;
    1.4 Develop competence as a reflective professional practitioner.

Course Intended Learning Outcomes (CILOs)
Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
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%

The Social Workers Registration Board requires the Programme to provide a minimum of 800 hours of practicum and additional 100 hours of teaching and learning activities related to practicum. This course is designed to partially fulfil this requirement. Students may take one concurrent practicum and one block practicum, or two concurrent practicums. They are allowed an option of one on-the-job practicum by using the work setting in their employing agency as one required practicum.

Teaching and learning Activities (TLAs)
(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	TLA4	Hours/course (if applicable)
CILO 1	√	√	√	√	
CILO 2	√	√	√	√	
CILO 3	√	√	√	√	
CILO 4	√	√	√	√	

TLA1: Practice
To create 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.

TLA2: Recording
To help students master recording and written skills to re-present their practice in text, to reflect on their practice and critically examine it, and to identify and analyse possible ethical issues.

TLA3: Supervision
To provide a space for students to consult and seek support from their teacher, and through describing, informing, confronting and reconstructing processes to help them to tackle problems and issues in their field practice, as well as to analyse ethical issues and value conflicts that may arise in their practice. Students will meet fieldwork instructor weekly for 1½ hours for concurrent practicum mode or 2 hours for block practicum mode on the average.

TLA4: Practicum Related Learning Workshops
Students are expected to plan and undertake practicum related learning workshops to integrate their various practice experiences with knowledge they acquire from the programme, and to become reflective professionals with practice competence and passion in their work. Through the workshops, they are expected to share and exchange their learning from practice, to reflect on the ethical aspect of their work, and to review critically with fellow practitioner-trainees on the knowledge and skills they used in the practicum.

Assessment Tasks/Activities
(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Coursework 100%
Students are assessed on the level of their practice competence, the degree of reflective analysis and the extent of achieving the 4 CILOs, as reflected in their written and verbal accounts of their work (including intervention proposals, recordings and intervention evaluation report reports), discussions with fieldwork instructor in weekly individual teaching sessions, their interactions and discussions with agency staff, and observations of their practice by their fieldwork instructor.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Demonstration of excellent assessment and intervention and integration of theory into practice. Critical evaluation of the application of theory to contemporary practice situations. Ethically competent with outstanding attitudes and performance in both professional role and the staff role. Demonstration of very rich knowledge base.
B+ B B-	Demonstration of good assessment, intervention and integration of theory into practice. Appropriate evaluation of the application of theory to contemporary practice situations. Ethically competent with appropriate attitudes and performance in both professional role and the staff role. Demonstration of good knowledge base.
C+ C C-	Ability to have adequate assessment, intervention and integration of theory into practice. Limited evaluation of the application of theory to contemporary practice situations. Ethically competent with satisfactory attitudes and sufficient knowledge base.
D	Limited assessment, intervention and integration of theory into practice. Poor evaluation of the application of theory to contemporary practice situations. Ethically and attitudinally marginal with limited knowledge base.
F	Little evidence of familiarity with assessment, intervention and integration of theory into practice. Lack of evaluation of the application of theory to contemporary practice situations. Ethically incompetent and attitudinally unsatisfactory with poor knowledge base.

Part III

1. Keyword Syllabus

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. Recommended Reading

Essential Texts

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

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

Hepworth, D. H., Ronney, R. H., Larsen, J. A., Ronney, G. D. &Gottfried, K. S. (2013). *Direct social work practice: theory and skills*. Belmont, Calif.: Brooks/Cole, Cengage Learning.

International Federation of Social Workers. (2012). *Statement of ethical principles.* Retrieved April 14, 2013 from http://social-workers.info/

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

Supplementary Texts

Birkenmaier, J & Berg-Weger, M. (2011). *The practice companion for social work: integrating class and field work.* Boston: Allyn & Bacon.

Dominelli, L. (2004). S*ocial work: theory and practice for a changing profession*. Malden, MA: Polity Press.

Fisher, C.B., & Hennessy, J. (1994). 'Ethical Issues'. In J.L. Ronch, V. Ornum, & N.C. Stilwell (Eds.). *The counselling source book: a practical reference on contemporary issues*. New York: Crossroad.

Fong, R., & Furnto, S. (Eds.) (2001). *Culturally competent practice: skills, interventions, and evaluation*. Boston: Allyn and Bacon.

Kwong, W. M., Lee, T. Y. & Chee, P. (Eds.) (2008). *Documenting practice in fieldwork: Examples, illustrations and feedback*. HK: Department of Applied Social Studies, City University of Hong Kong.

Kwong, W. M., & Lee, T. Y. (2007). *Making the best out of field practicum - field instruction manual*. HK: Department of Applied Social Studies, City University of Hong Kong.

Lee, T. Y., & Chan, R. (2005). *First level integration of theory with practice in fieldwork.* HK: Department of Applied Social Studies, City University of Hong Kong.

Lee, T. Y., Lo, J. Y. S. & Chow, E. O. W. (2008). *Writing reflection logs in social work practicum*. HK: Department of Applied Social Studies, City University of Hong Kong.

Matiche-Maroney, J. (2013). *E-field program: a competency-based program for the social work practicum.* Upper Saddle River, N.J.: Pearson Education.

Napier, L. & Fook, J. (Eds.) (2000), *Breakthroughs in practice: theorising critical moments in social work*. London: Whiting & Birch Ltd.

Oko, J. (2008). *Understanding and using theory in social work*. Exeter: Learning Matters.

Social Welfare Department (2001). *English writing reference kit for social workers.* HK: Social Welfare Department.

Web Resources

Web Resource for Field Instruction
http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm
Practice Teaching, Learning & Research
http://ssweb.cityu.edu.hk/facil-ptlr.asp
Social Workers Registration Board
http://www.swrb.org.hk/
Social Work Resources - Ethics
http://pages.prodigy.net/lizmitchell/volksware/ethics.htm