City University of Hong Kong
Course Syllabus

offered by Department of <u>Applied Social Sciences</u>
with effect from Semester <u>B 2017/2018</u>

Part I   Course Overview

Course Title:	Practicum Related Workshop II
Course Code:	SS6220
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)*	Nil
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 (if applicable)
		1	2	3	4	5		
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. | | | √ | √ | √ | | |

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.)

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. (2010). *Achieving Competence in Social Work Through Field Education*. London: University of Toronto Press Incorporated.
2.	Corcoran, J. (2009). *Mental Health in Social Work: A Casebook on Diagnosis and Strengths-based Assessment.* MA: Pearson/Allyn and Bacon.
3.	Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). *Contemporary Field Social Work: Integrating Field and Classroom Experience*, Thousand Oaks: SAGE Publications.
4.	Hepworth, D. H., Ronney, R. H., Larsen, J. A., Ronney, G. D. & Gottfried, K. S. (2013). *Direct Social Work Practice: Theory and Skills*. Belmont: Brooks/Cole, Cengage Learning.
5.	International Federation of Social Workers. (2012). *Statement of Ethical Principles.* Retrieved April 14, 2013 from http://social-workers.info/

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

1.	Birkenmaier, J & Berg-Weger, M. (2011). *The Practice Companion for Social Work: Integrating Class and Field Work.* Boston: Allyn & Bacon.
2.	Dominelli, L. (2004). S*ocial Work: Theory and Practice for a Changing Profession*. Malden: Polity Press.
3.	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.

4.	Fong, R. & Furnto, S. (Eds.) (2001). *Culturally Competent Practice: Skills, Interventions, and Evaluation*. Boston: Allyn and Bacon.
5.	Kwong, W. M. & Lee, T. Y. (2007). *Making the Best out of Field Practicum - Field Instruction Manual*. Hong Kong: Department of Applied Social Studies, City University of Hong Kong.
6.	Lee, T. Y. & Chan, R. (2005). *First Level Integration of Theory with Practice in Fieldwork*. Hong Kong: Department of Applied Social Studies, City University of Hong Kong.
7.	Lee, T. Y., Lo, J. Y. S. & Chow, E. O. W. (2008). *Writing Reflection Logs in Social Work Practicum*. Hong Kong: Department of Applied Social Studies, City University of Hong Kong.
8.	Matiche-Maroney, J. (2013). *E-field Program: A Competency-based Program for the Social Work Practicum*. New Jersery: Pearson Education.
9.	Napier, L. & Fook, J. (Eds.) (2000). *Breakthroughs in Practice: Theorising Critical Moments in Social Work*. London: Whiting & Birch Ltd.
10.	Oko, J. (2008). *Understanding and Using Theory in Social Work*. Exeter: Learning Matters.
11.	Web Resource for Field Instruction http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm
12.	Practice Teaching, Learning & Research http://ssweb.cityu.edu.hk/facil-ptlr.asp
13.	Social Workers Registration Board http://www.swrb.org.hk/
14.	Social Work Resources - Ethics http://pages.prodigy.net/lizmitchell/volksware/ethics.htm