

City University of Hong Kong
Course Syllabus

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

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: <i>(Course Code and Title)</i>	<u>SS6219 Practicum Related Workshop I</u> <u>SS6220 Practicum Related Workshop II</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<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> Students are required to actively perform in workshop learning and sharing activities.	√	√	√	√	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.)

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 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 20 hours in semester A and 15 hours in semester B.

1.1 Pre-placement orientation

8 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

12 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

9 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.	Oterholm, I. (2009). Online crucial reflection in social work education. <i>European Journal of Social Work</i> , 12(3), 363-375.

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: 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. (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.
6.	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.
7.	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.
8.	Matiche-Maroney, J. (2013). <i>E-field Program: A Competency-based Program for the Social Work Practicum</i> . New Jersey: Pearson Education.
9.	Napier, L. & Fook, J. (Eds.) (2000). <i>Breakthroughs in Practice: Theorising Critical Moments in Social Work</i> . London: Whiting & Birch Ltd.
10.	Oko, J. (2008). <i>Understanding and Using Theory in Social Work</i> . Exeter: Learning Matters.
11.	Oterholm, I. (2009). Online critical reflection in social work education. <i>European Journal of Social work</i> , 12(3), 363-375.
12.	Maidment, J. (2006). Teaching social work online: Dilemmas and debates. <i>Social Work Education: The International Journal</i> , 24(2), 185-195.
13.	Salom, G. (2002). <i>E-tivities: The Key to Active Online Learning</i> . London: Kogan Page.
14.	Pray, J.L. (2001). Enhancing critical thinking and professionalism through use of the discussion forum in social work practice courses. <i>Journal of Technology in Human Services</i> , 18(1-2), 65-75.
15.	Practice Teaching, Learning & Research http://ssweb.cityu.edu.hk/facil-ptlr.asp