

**City University of Hong Kong  
Course Syllabus**

**offered by College/School/Department of Applied Social Sciences  
with effect from Semester A 2017/18**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Practicum Related Workshops I and II</u>
<b>Course Code:</b>	<u>SS6217</u> ✧ 40 hours of practicum related workshop I (10 sessions of skills practice, 2 sessions of professional writing and 2 agency visits) and, ✧ 20 hours of practicum related workshop II (2 sessions of pre-placement workshop, 3 sessions of sharing and reflection during Fieldwork I and 1 session of post-placement evaluation and consolidation)
<b>Course Duration:</b>	<u></u>
<b>Credit Units:</b>	<u>0</u>
<b>Level:</b>	<u>P6</u>
<b>Medium of Instruction:</b>	<u>English, supplemented by Cantonese / Putonghua (Remark 1)</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> (Course Code and Title)	<u>NIL</u>
<b>Precursors:</b> (Course Code and Title)	<u>NIL</u>
<b>Equivalent Courses:</b> (Course Code and Title)	<u>NIL</u>
<b>Exclusive Courses:</b> (Course Code and Title)	<u>NIL</u>

**Remark**

1. *English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.*

## Part II Course Details

### 1. Abstract

This course aims to enable students to have better preparation, knowledge-wide, skills-wide and in their attitude, for their 1st field practice in welfare organizations. Through this course, students should:

- 1.1 reflect on their attitudes and values in the helping process and have more capacity for self-understanding and awareness;
- 1.2 possess basic knowledge and helping skills in working with individuals, groups and community;
- 1.3 acquire skills in community need assessment;
- 1.4 acquire professional writing skills in practice learning in welfare organizations;
- 1.5 gain support from fellow practitioner-trainees through regular reflection and sharing of their practice experience.

### 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 and understand their values, attitudes and styles in helping and make constructive use of themselves in the practice learning	20%	√	√	
2.	Demonstrate knowledge and skills in working with individuals, groups and community.	40%	√	√	√
3.	Make appropriate assessment to the needs of a community so as to develop appropriate service plan for the needs.	10%		√	√
4.	Prepare different professional writings with appropriate language and format.	10%		√	
5.	Understand the daily operations and service provision of social welfare organizations in Hong Kong	10%		√	
6.	Appreciate the meaning of field instruction and make constructive use of it.	10%	√		
		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.*

The Social Workers Registration Board requires the Programme to provide a minimum of 800

hours of practicum and an additional 100 hours of teaching and learning activities related to practicum. Practicum related workshops I & II are designed to meet the requirements partially. Workshop I includes 10 sessions of skills practice, 2 sessions of training in professional writing and 2 agency visits. Workshop II include 2 sessions of pre-placement workshop, 3 sessions of sharing and reflection during Fieldwork I and 1 session of post-placement evaluation and consolidation.

### 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	6	
TLA1: Self review and understanding	Help student have critical review and reflection on their attitudes, values and styles in helping and interpersonal communication. Through this review and reflection, students are led to make constructive use of their strengths and styles in field practice.	√					√	
TLA2: Skills practice	Eight sessions of skills practice in working with individuals, groups and community will be arranged to help students have more practice opportunities in handling various scenarios in working with individuals, groups and community.		√	√			√	
TLA3: Professional writing training	Help students familiarize with different types of professional writing in the context of field practice.				√		√	
TLA4: Agency visits	Two agency visits will be arranged to help students understand the daily operations and service provision of social welfare organizations in Hong Kong.					√	√	
TLA5: Pre-placement workshop	Two sessions of pre-placement workshop will be arranged to prepare students to (1) familiarize with all necessary administrative arrangements in field practice, e.g. written assignments, codes of practice, ethical concerns and meeting with field supervisor, and (2) have an initial understanding to the service setting where he/she will be placed in field practice.					√	√	
TLA6: Sharing and reflection	Three sessions of sharing and reflection will be arranged as	√	√	√		√	√	

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
	support for students in the process of Fieldwork I. This arrangement can help students have regular support and sharing of their practice experiences among fellow practitioner-trainees.							
TLA7: Post-placement evaluation and consolidation	Help student consolidate and evaluate (1) their personal and professional growth through Fieldwork I, (2) their commitment to social work profession, and (3) their practice wisdom and experience gained that can be transferred to the next field practicum.	√	√	√	√	√	√	

#### 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	6		
Continuous Assessment: 100%								
AT1: Participation and Attendance in Practicum Related Workshop I  To fulfil the registration requirements set by the Social Workers Registration Board, 100% attendance are necessary. Students are expected to have active and constructive participation in the discussion and sharing of the workshop.	√	√	√	√	√	√	20%	
AT2: Reflection log in Practicum Related Workshop I  After each session, each student is required to complete a short online reflection log (with not more than 100 words) regarding learning and/or insights from that session.	√	√	√	√			10%	
AT3: Final sharing Practicum Related Workshop I  In the last session of Workshop I, each student needs to present their overall insights regarding in what ways they have got prepared for the practicum.	√	√	√				10%	
AT4: Reflection paper in Practicum Related Workshop I  At the end of practicum related workshop I, each student is required to submit a reflection paper with not more than 1,500 words on an integrative review of the learning and gain from the skills practice and agency visits from the workshop. The reflection paper should be written in an academic style, following the APA citation style. A quick reference to the APA citation style can be found at:	√	√	√	√			20%	

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
<a href="http://www.library.cornell.edu/resrch/citmanage/apa">http://www.library.cornell.edu/resrch/citmanage/apa</a>								
<p>AT5: Participation and Attendance Practicum Related Workshop II</p> <p>To fulfil the registration requirements set by the Social Workers Registration Board, 100% attendance and getting pass of the workshop are necessary. Then students are expected to have active and constructive participation in the discussion and sharing of the workshop.</p>	√	√	√	√	√	√	20%	
<p>AT6: Reflection Paper in Practicum Related Workshop II</p> <p>At the end of practicum related workshop II, each student is required to submit a reflection paper with not more than 1,500 words to review and consolidate the knowledge and practice wisdom gained in Fieldwork I that are considered as contributory to Fieldwork II.</p>	√	√	√	√			20%	
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.)

Assessment Task	Criterion	Pass (P)	Failure (F)
1. Participation and Attendance in Practicum Related Workshop I	1.1 Full attendance 1.2 Take initiative to participate in the class activities and discussion	Attend class and actively participating in class discussion and idea exchange	Not even reaching marginal level
2. Reflection log in Practicum Related Workshop I	2.1 Complete the reflection log as required 2.2 Share new and insightful experience and learning in the log	Able to show evidence of new insights in the log	Not even reaching marginal level
3. Final sharing Practicum Related Workshop I	3.1 Take initiative to participate in the sharing session 3.2 Actively share personal experiences and exchange ideas with others, and demonstrate a good preparation for the upcoming practicum	Able to present new learning and share ideas with other classmates, and show preparation for the practicum	Not even reaching marginal level
4. Reflection paper in Practicum Related Workshop I	4.1 Review the learning that is gained from the workshop through different teaching activities 4.2 Show good evidence of attainment of self-understanding and good grasp of the subject matters 4.3 Demonstrate good writing skills	Able to demonstrate good attainment of self-understanding and learning, and exhibit good writing skills	Not even reaching marginal level
5. Participation and Attendance Practicum Related Workshop II	5.1 Full attendance 5.2 Take initiative to participate in the class activities and discussion	Attend class and actively participating in class discussion and idea exchange	Not even reaching marginal level
6. Reflection Paper in Practicum Related Workshop II	6.1 An overview of the learning and consolidate the knowledge and practice wisdom that is gained in the workshop 6.2 Show good evidence of attainment of self-understanding and good grasp of the subject matters 6.3 Demonstrate good writing skills	Able to demonstrate good attainment of both reflection-in-action and reflection-on-action, and exhibit good writing skills	Not even reaching marginal level

### **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 Social work values, ethics, codes of practice
  - ✧ Brief students on the requirements and arrangement of field practice.
  - ✧ Help students have a thorough understanding to those important social work values, ethics, code of practice and helping attitudes particularly in field practice.
- 1.2 Self-understanding and communication
  - ✧ Help students (1) familiarize with the interpersonal communication skills and attitudes in establishing rapport and collaboration in field practice, and (2) review their strengths and weaknesses as helping professionals, (3) use of themselves purposively in field practice.
- 1.3 Skills practice in working with individuals, groups and community
  - ✧ Brief students with skills and knowledge in (1) knowing a community and how to conduct an orientation in field practice, (2) case assessment and intervention in the beginning, working and ending stages, and (3) group stages of development and group dynamics
  - ✧ Help students practice the skills with role plays and demonstration.
- 1.4 Professional writing workshops
  - ✧ Help students familiarize with different formats of various types of written assignments in field practice.
  - ✧ Help students use appropriate language presentation in writing different types of correspondence in field practice.
- 1.5 Agency visits
  - ✧ Help students familiarize with the daily operations, service delivery and service provision of social welfare organizations in Hong Kong.
- 1.6 Pre-placement workshop
  - ✧ Brief students on the service settings where they will be placed.
  - ✧ Clarify clearly with students on the requirements and all necessary administrative arrangements in field practice.
  - ✧ Meet their field instructors
- 1.7 Sharing and reflection among fellow practitioner-trainees
  - ✧ Three sharing and reflection sessions are arranged as a means of support for students in the beginning, middle and ending stages of Fieldwork I. Through these sessions, students can get support and feedback from their fellow practitioner-trainees and the instructor to guide the further improvement of their field practice.
- 1.8 Post-placement evaluation and consolidation
  - ✧ Help students review and consolidate (1) knowledge and skills they learned, (2) practice experience gained, and (3) practice wisdoms accumulated in the 1<sup>st</sup> field practice.
  - ✧ Review and evaluate their personal and professional growth through field practice.

## 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.)

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.

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.

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

Toseland, R. W. & Rivas, R. F. (2012). *An introduction to group work practice* (7<sup>th</sup> ed.). Boston: Pearson/Allyn and Bacon.

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

### 2.2 Additional Readings

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

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

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.



Dominelli, L. (2004). *Social 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.

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

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 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](http://www.swrb.org.hk/engasp/draft_cop_c.asp)

## **Online 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>