

# SS6291A: FIELDWORK I

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## Effective Term

Semester B 2024/25

## Part I Course Overview

### Course Title

Fieldwork I

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

6291A

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

Non-standard Duration

### Other Course Duration

400 hours of Fieldwork either in block mode or concurrent mode

### Credit Units

8

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

Other Languages

### Other Languages for Medium of Instruction

English and other languages appropriate to the practicum setting.

### Medium of Assessment

English

### Prerequisites

SS5117 Social Work as a Profession; and , SS5209 Social Work Theories & Practice I: Working with Individuals and Families; and , SS5210 Social Work Theories & Practice II: Working with Groups; and , SS5211 Social Work Theories & Practice III: Community Work and Marco-level Social Work Practice; and, SS6219 Practicum related workshop I

### Precursors

Nil

### Equivalent Courses

SS6291

**Exclusive Courses**

Nil

**Part II Course Details****Abstract**

The Social Workers Registration Board (SWRB) 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.

The course SS6291 Fieldwork I is designed to partially fulfil the requirements set by the SWRB, i.e. 400 hours of fieldwork practice. The course SS6291 is designed for both full-time and part-time students. For full-time students of cohort 2015 and thereafter, they may take a concurrent practicum lasting 17 working weeks with three days per week. For part-time students of all cohorts, they may take a concurrent practicum with 25 working weeks and two days per week. Part-time students who work in a social service setting are allowed to take one of their practicum (either SS6291 or SS6292) in their employment agency.

The SS6291A is designed only for full-time students before the cohort 2015. These students may take a block practicum with 10 working weeks and five days per week for their practicum. The course is also offered for exchange students who take their block placement in Hong Kong.

**Course Intended Learning Outcomes (CILOs)**

| CILOs |                                                                                                                                                          | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------|--------|--------|
| 1     | Apply and integrate social work theories and methods in the practicum service setting.                                                                   | 25                  | x      | x      |        |
| 2     | Demonstrate professional skills to implement social work theories and methods in practice.                                                               | 25                  | x      | x      |        |
| 3     | Perform the professional role and the staff role in the host organization as a service provider and a professional practitioner-trainee.                 | 25                  | x      | x      | x      |
| 4     | Demonstrate attitudes and skills required of a reflective practitioner with a professional identity through internalizing social work values and ethics. | 25                  | x      | x      |        |

**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 real-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.

**Learning and Teaching Activities (LTAs)**

| LTAs |                   | Brief Description                                                                                                                                                                                                                                                                                                                                                                                                                                      | CILO No.   | Hours/week (if applicable) |
|------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------|
| 1    | LTA1: Practice    | Students are placed in a context where knowledge and skills can be integrated from both classroom and practice learning, and to recreate situations to develop possible alternative meanings to experience.                                                                                                                                                                                                                                            | 1, 2, 3, 4 |                            |
| 2    | LTA2: Recording   | Students are offered opportunities to master recording skills to re-present their practice in text and to reflect on their practice and critically examine it.                                                                                                                                                                                                                                                                                         | 1, 2, 3, 4 |                            |
| 3    | LTA3: Supervision | Students can consult and seek support from their teacher. Through discussion and demonstration, students are helped to tackle problems and issues in their field practice. Live supervision and supervision with audio-visual aids are encouraged. On average, students will meet fieldwork instructor weekly for 1½ hours for concurrent mode of practicum. Moreover, at least 50% supervision hours should be conducted on site and individual base. | 1, 2, 3, 4 |                            |

#### Additional Information for LTAs

Note: SS6291 and SS6291A are equivalent courses. The courses are designed for students taken different modes of placement. These courses can only retake once. (Applicable to all cohorts)

##### SS6291 (Concurrent Placement)

1. applicable to students of cohort 2014 or before

Part-time students are required to take a local concurrent practicum with 25 working weeks and two days per week. Part-time students who work in a social service setting are allowed to take one of their practicum (either SS6291 or SS6292) in their employment agency.

2. applicable to students of cohort 2015 and thereafter

Full-time students are required to take a local concurrent placement with 17 working weeks and three days per week.

Part-time students are required to take a local concurrent practicum with 25 working weeks and two days per week. Part-time students who work in a social service setting are allowed who work in a social service setting are allowed to take one of their practicum (either SS6291 or SS6292) in their employment agency.

##### SS6291A (Block Placement)

1. applicable to cohort 2014 or before

Full-time students are required to take a local block practicum with 10 working weeks and five days per week. The course is also offered for exchange students who take their block placement in Hong Kong.

#### Assessment Tasks / Activities (ATs)

| ATs |                | CILO No.   | Weighting (%) | Remarks (e.g. Parameter for GenAI use)                                                                                          |
|-----|----------------|------------|---------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1   | TA1: Practice  | 1, 2, 3, 4 | 100           | Since the assessment activities are conducted in an integrated manner, it is less possible to delineate the weighting for each. |
| 2   | TA2: Recording | 1, 2, 3, 4 |               |                                                                                                                                 |

#### Continuous Assessment (%)

100

#### Assessment Rubrics (AR)

##### Assessment Task

Practice (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

##### Criterion

Ability to complete 400 hours of practicum training in fieldwork agency, in which they demonstrate their capability of learning from practice, transferring knowledge to practice, developing their practice knowledge and skills, as well as to function ethically and effectively as a competent professional practitioner-trainee.

##### Excellent

(A+, A, A-) Outstanding

##### Good

(B+, B, B-) High

##### Fair

(C+, C, C-) Moderate

##### Marginal

(D) Basic

##### Failure

(F) Not reaching marginal levels

##### Assessment Task

Recording (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

##### Criterion

Ability to fulfill the requirement of agency and Department on recording practice, in which they present their capability of learning from practice, transferring knowledge to practice, developing their practice knowledge and skills, as well as to function ethically and effectively as a competent professional practitioner-trainee, in writing.

##### Excellent

(A+, A, A-) Outstanding

**Good**

(B+, B, B-) High

**Fair**

(C+, C, C-) Moderate

**Marginal**

(D) Basic

**Failure**

(F) Not reaching marginal levels

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**Assessment Task**

Practice (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to complete 400 hours of practicum training in fieldwork agency, in which they demonstrate their capability of learning from practice, transferring knowledge to practice, developing their practice knowledge and skills, as well as to function ethically and effectively as a competent professional practitioner-trainee.

**Excellent**

(A+, A, A-) Outstanding

**Good**

(B+, B) High

**Marginal**

(B-, C+, C) Moderate

**Failure**

(F) Not reaching marginal levels

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**Assessment Task**

Recording (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to fulfill the requirement of agency and Department on recording practice, in which they present their capability of learning from practice, transferring knowledge to practice, developing their practice knowledge and skills, as well as to function ethically and effectively as a competent professional practitioner-trainee, in writing.

**Excellent**

(A+, A, A-) Outstanding

**Good**

(B+, B) High

**Marginal**

(B-, C+, C) Moderate

**Failure**

(F) Not reaching marginal levels

## Part III Other Information

### Keyword Syllabus

A) Understanding the agency, the host community and needs of target population

- Orientation visit to related services and organizations.
- Plan and conduct agency and community study to learn about the community context in which the agency operates and the function, history and structure of the agency in the community.

B) Relating social work knowledge ethically and reflectively to practice

- Adopt the generalist orientation in conceptualizing practice tasks, in selecting intervention strategies, and in the differential application of social work methods.
- Work ethically to reflect on the applicability of the generalist orientation in the respective social welfare context.

C) Applying social work skills to practice

- Relationship skills
- Assessment skills
- Intervention skills
- Evaluation skills
- Writing skills

D) Performing staff and professional roles in fieldwork practicum

- Work cooperatively and productively with colleagues and acquaint with necessary administrative procedures of the agency.
- Establish reliable and responsible work habit and demonstrate efficiency and competence in providing professional services with quality.

E) Use of supervision in fieldwork practicum

- As an active learner, students are trained to make use of supervision as a valuable learning opportunity to improve practice through sharing ideas, seeking guidance, responding to feedback.
- Make use of recordings as a medium for identifying problems and practice issues for professional consultation with supervisor.

### Reading List

#### Compulsory Readings

| Title |                                                                                                                                                                                                                                                                                                                   |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Bogo, M. (2010). Achieving competence in social work through field education. London: University of Toronto Press Incorporated.                                                                                                                                                                                   |
| 2     | Doel, M., Shardlow, S. M. & Johnson, P. G. (2011). Contemporary field social work: integrating field and classroom experience, thousand oaks. Calif.: SAGE Publications.                                                                                                                                          |
| 3     | 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.                                                                                                                            |
| 4     | International Federation of Social Workers, International Association of Schools of Social Work (2014). Ethics in Social Work, Statement of Principles. Retrieved February 25, 2015 from <a href="http://social-workers.info/">http://social-workers.info/</a>                                                    |
| 5     | Social Workers Registration Board. (2013). Guidelines on code of practice for registered social workers. Retrieved Mar 4, 2015 from <a href="http://www.swrb.org.hk/documents/Guidelines%20on%20Code%20of%20Practice_Eng.pdf">http://www.swrb.org.hk/documents/Guidelines%20on%20Code%20of%20Practice_Eng.pdf</a> |

#### Additional Readings

| Title |                                                                                                                                                                                                       |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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). Social work: theory and practice for a changing profession. Malden, MA: 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. |

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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., & Chee, P. (eds.) (2008). Documenting practice in fieldwork: Examples, illustrations and feedback. HK: Department of Applied Social Studies, City University of Hong Kong.        |
| 6  | 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.                               |
| 7  | 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.                                        |
| 8  | 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.                                |
| 9  | Matiche-Maroney, J. (2013). E-field program: a competency-based program for the social work practicum. Upper Saddle River, N.J.: Pearson Education.                                                         |
| 10 | Napier, L. & Fook, J. (Eds.) (2000), Breakthroughs in practice: theorising critical moments in social work. London: Whiting & Birch Ltd.                                                                    |
| 11 | Oko J. (2008). Understanding and using theory in social work. Exeter: Learning Matters.                                                                                                                     |
| 12 | Social Welfare Department (2001). English writing reference kit for social workers. HK: Social Welfare Department.                                                                                          |
| 13 | Web Resources                                                                                                                                                                                               |
| 14 | Web Resource for Field Instruction <a href="http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm">http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm</a>                                                    |
| 15 | Practice Teaching, Learning & Research <a href="http://ssweb.cityu.edu.hk/facil-ptlr.asp">http://ssweb.cityu.edu.hk/facil-ptlr.asp</a>                                                                      |
| 16 | Social Workers Registration Board <a href="http://www.swrb.org.hk/">http://www.swrb.org.hk/</a>                                                                                                             |
| 17 | The International Federation of Social Workers (IFSW), National Codes of Ethics <a href="http://ifsw.org/publications/national-codes-of-ethics/">http://ifsw.org/publications/national-codes-of-ethics/</a> |
| 18 | National Association of Social Workers (NASW), Code of Ethics <a href="http://www.naswdc.org/pubs/code/code.asp">http://www.naswdc.org/pubs/code/code.asp</a>                                               |