

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: _____ Practicum II _____

Course Code: _____ SS4293 _____

Course Duration: _____ One Semester – 17 weeks* (minimum 408 hrs) _____

Credit Units: _____ 12 _____

Level: _____ B4 _____

Proposed Area:
(for GE courses only)

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: _____ English and other languages appropriate to the practicum setting _____

Medium of Assessment: _____ English _____

Prerequisites:
(Course Code and Title) _____ SS3293 Practicum I _____

Precursors:
(Course Code and Title) _____ Nil _____

Equivalent Courses:
(Course Code and Title) _____ Nil _____

Exclusive Courses:
(Course Code and Title) _____ Nil _____

*This may vary according to the calendar year

Part II Course Details

1. Abstract

In the second practicum, students will be able to move back and forth between classroom study and the reality of direct practice. It is expected that students will achieve even stronger integration between classroom learning and field instruction, particularly in relating their social work studies to their practicum. Given that students have already had their initial exposure of working as a staff member in a social work agency, the novelty of taking up a social work role in a social work agency will diminish and they will be less preoccupied with adjustment to the practicum setting. Thus, students are expected to concentrate more in advancing their practice competence which may now build on a broadened and more differentiated knowledge base with special focus on theoretical systems underlying specific practice approaches/models and how they are translated into client-specific and setting-specific social work interventions.

This course aims to enable students to

- 1.1 Discover practice theory by generalizing from practice experiences;
- 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.

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.	Generalize professional learning from practice experiences 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, an agency employee, and a professional practitioner-trainee.	20%	✓	✓	
4.	Function competently and effectively as a reflective professional practitioner-trainee.	20%	✓	✓	✓

* If weighting is assigned to CILOs, they should add up to 100%.

100%

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
Practice	It aims to create a context where multiple ways of knowing are acknowledged, and to recreate situations to develop possible alternative meanings to experience professional practice. Students are expected to concentrate more in advancing their practice competence which may now build on a broadened and more differentiated knowledge base with special focus on theoretical systems underlying specific practice approaches/models and how they are translated into client-specific and setting-specific social work interventions. Students should acquire the ability to perform as professional personnel in the host agency, with the capacity for independent practice, and accountable to the agency and clients for what one does in the professional role.	✓	✓	✓	✓	
Intervention plan, progress and evaluation reports	To help students to master various professional records to re-present their practice in text, to reflect on their practice and examine it critically. Students are expected to be committed to the mission, purpose, and values of the social work profession, to contribute to the development of indigenous social work knowledge, and be accountable for what one does as a professional practitioner, with a view to improve clients' quality of life.	✓	✓	✓	✓	
Supervision	To provide a space for students to consult and seek support from their fieldwork supervisor, teachers, and through describing, informing, confronting and reconstructing processes to help them to tackle problems and issues in their field practice. Students will meet fieldwork instructor from the university weekly for 1 ½ hours on the average, and periodically with agency team leader throughout the whole period of the practicum. Given the fact that they have had their experience with practicum training in the first practicum, we would expect students to be a more competent learner in the second practicum. Students should be able to perform as a reflective, ethical and competent practitioner under a sustained process of practicum supervision, and are expected to assume greater control and responsibility for their own learning in the second 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		
Continuous Assessment: <u>100%</u>						
Practice	✓	✓	✓	✓	50%	
Recordings	✓	✓	✓	✓	50%	
Examination: 0 % (duration: _____, if applicable)						
					100%	

* The weightings should add up to 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. Practice	1.1 Integration of Knowledge with Practice 1.2 Professional Practice and Service Delivery 1.3 Performance in the Staff/ Professional Roles in The Host Agency 1.4 Practicum Learning and Professional Development	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Recordings	2.1 Integration of Knowledge with Practice 2.2 Professional Practice and Service Delivery 2.3 Performance in the Staff/ Professional Roles in The Host Agency 2.4 Practicum Learning and Professional Development	High	Significant	Moderate	Basic	Not even 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.)

Transforming and developing practice knowledge through practice experiences; mastering and articulating the rationale for the selection of social work theories in practice; formulating generalizations and abstractions that are derived from their practice experiences: in identifying and describing social problems and their impacts on individuals, families and the community; understanding individual clients from a human development and ecological perspective; identifying and describing the community contexts of practice, i.e. the host community; gaining direct knowledge of formal and informal community resources; and how to develop and analyze social policies;

Conceptualizing practice tasks, intervention focus and intervention methods with the generalist framework; demonstrating professional skills in verbal communication, relational and helping skills; written communication and documentation skills; utilizing community resources; developing sound assessment, and critically selecting and implementing interventions at all levels of generalist practice; influencing, guiding and managing the planned change process; developing skills in evaluating social work practice;

Maintaining system functions of host organizations; analyzing the mission, goals, and services of the agency; understanding how agency policies affect clients, families, and the community; performing both staff role, and professional social work roles and identity in the host organization as service provider, an agency employee, and a professional practitioner-trainee; reflecting on the values issues and ethical dilemmas in performing these roles;

Differential application of the generic social work principles in the context of the socio-cultural values and infra-structure of social welfare in Hong Kong; demonstrating attitude and skills required of a reflective practitioner with a professional identity through internalizing social work values and ethics reflexively; integrating and deepening the commitments to generic social work principles, core beliefs and values in professional practice; appreciating social work values and ethics as central premise of practice through reflection in practice and reflection of practice, self reflection and use of fieldwork supervision.

Remarks:

This course provides further training in social work practicum for students who have completed the first practicum (SS3293 Practicum I) or who have completed all the required social work practicum training at the associate degree level.

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.)

2.2 Additional Readings

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

1.	Department of Applied Social Sciences. (2014). <i>Practicum handbook: BSS(SW) programme</i> (14 th ed.). Hong Kong: City University of Hong Kong.
2.	Kwong, W. M., & Lee, T. Y. (2007). <i>Making the best out of field practicum: Field Instruction Manual</i> . HK: Department of Applied Social Studies, City University of Hong Kong.
3.	Kwong, W. M., Lee, T. Y., & Chee, P. (Eds.). (2008). <i>Documenting practice in fieldwork: Examples, illustrations and feedback</i> . HK: Department of Applied Social Studies, City University of Hong Kong.

4.	Lee, T. Y., & Chan, R. (2005). <i>First level integration of theory with practice in fieldwork</i> . HK: Department of Applied Social Studies, City University of Hong Kong.
5.	Lee, T. Y., Lo, J. Y. S., & Chow, E. O. W. (2008). <i>Writing reflection logs in social work practicum</i> . HK: Department of Applied Social Studies, City University of Hong Kong.
6.	Social Welfare Department. (2001). <i>English writing reference kit for social workers</i> . HK: Social Welfare Department.

2.2 Web Resources

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

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