

SS4290: FIELDWORK

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Fieldwork

Subject Code

SS - Social and Behavioural Sciences

Course Number

4290

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

Credit Units

0-12

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to: Enabling students to function competently and effectively as frontline social work practitioners at ASWO level. Developing students' abilities in integrating theories with practice and the knowledge gained from the entire course by "learning through doing" in a social service agency under the guidance of a qualified fieldwork instructor.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3	
1	to develop an area of special emphasis in social work under supervised fieldwork practice.	25	x	x	x
2	to be able to apply theories in practice in case assessment and analysis.	25		x	x
3	to be able to connect the thoughts, feelings, actions, intentions and interpretations to practice experience and thus contribute to the development of practice.	25	x	x	x
4	to transfer knowledge and skill into accountable professional practice.	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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3, 4
2	Recording	To help students to master recording skills to present their practice in text and to reflect on their practice and critically examine it.	1, 2, 3, 4

3	Supervision	To provide a space for students to consult and seek support from their teacher, 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 weekly for 1½ hours for concurrent placement mode or 2 hours for block placement mode on the average.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	<p>AT1: Practice: Students are required to complete 400 hours of practicum training in fieldwork agency, in which they demonstrate their capability of learning from practice and constructing their practice knowledge.</p> <p>AT2: Recording: In practicum training, students are required to fulfil agency's requirement of recording practice and to comply with another recording practice (eg. Submission of summary recording, case assessment, narrative/process recordings, termination report) that serves the purpose of practice-based learning.</p>	1, 2, 3, 4	100

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Practice

Criterion

Ability to complete practicum training in fieldwork agency, in which they demonstrate their capability of learning from practice and constructing their practice knowledge.

Excellent (A+, A, A-)

high

Good (B+, B, B-)

significant

Fair (C+, C, C-)

moderate

Marginal (D)

marginal

Failure (F)

Not reaching the marginal standard

Assessment Task

2. Recording

Criterion

Ability to fulfil requirement of recording practice that serves the purpose of practice-based learning.

Excellent (A+, A, A-)

high

Good (B+, B, B-)

significant

Fair (C+, C, C-)

moderate

Marginal (D)

Marginal

Failure (F)

Not reaching the marginal standard

Part III Other Information

Keyword Syllabus

Different helping models and strategies of helping

Conceptualizing practice tasks, intervention focus and intervention methods with the generalist framework

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

Social work skills

Relationship skills

Assessment skills
 Intervention skills
 Writing skills in social work practice
 Reflection in practice and reflection of practice

Reading List

Compulsory Readings

Title	
1	Dominelli, L. (2004). <i>Social work: Theory and practice for a changing profession</i> . Malden, MA: Polity Press.
2	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> (9th ed.). Belmont, Calif.: Brooks/Cole, Cengage Learning.
3	Howe, D. (2009). <i>A brief introduction to social work theory</i> . New York: Palgrave Macmillan.
4	Oko, J. (2011). <i>Understanding and using theory in social work</i> (2nd ed.). Exeter: LearningMatters.
5	Payne, M. (2014). <i>Modern social work theory</i> (4th ed.). Basingstoke: Palgrave Macmillan.

Additional Readings

Title	
1	Adams, R. (2003). <i>Social work and empowerment</i> . New York: Palgrave Macmillan.
2	Adams, R., Dominelli, L., & Payne, M. (2009). <i>Social work: Themes, issues and critical debates</i> (3rd ed.). London: Macmillan.
3	Bogo, M. (2010). <i>Achieving competence in social work through field education</i> . London: University of Toronto Press Incorporated.
4	Coopa, L., & Briggs, L. (2000). <i>Fieldwork in the human services: Theory and practice for field educators, practice teachers and supervisors</i> . London: Allen & Unwin.
5	Doel, M., Shardlow, S. M., & Johnson, P. G. (2011). <i>Contemporary field social work: Integrating field and classroom experience</i> . Thousand Oaks, Calif.: Sage.
6	Fauri, D., Wernet, S., & Netting, E. (Eds.). (2000). <i>Cases in social work practice</i> . Boston: Allyn and Bacon.
7	Fong, R., & Furuto, S. (Eds.). (2001). <i>Culturally competent practice: Skills, interventions, and evaluation</i> . Boston: Allyn and Bacon.
8	Fook, J. (2002). <i>Social work: Critical theory and practice</i> . London: Sage.
9	Haulotte, S., & Kretschmar, J. (Eds.). (2001). <i>Case scenarios for teaching and learning social work practice</i> . Alexandria, VA: Council on Social Work Education.
10	Napier, L., & Fook, J. (Eds.). (2000). <i>Breakthroughs in practice: Theorising critical moments in social work</i> . London: Whiting & Birch Ltd.
11	O' Rourke, L. (2010). <i>Recording in social work: Not just an administrative task</i> . Bristol: Policy Press.
12	Parton, N., & O' Byrne, P. (2000). <i>Constructive social work: Towards a new practice</i> . London: Macmillan.
13	Payne, M. (2000). <i>Narrative therapy</i> . London: Sage.
14	Powell, F. (2001). <i>The politics of social work</i> . London: Sage.
15	Schirver, J. M. (2001). <i>Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice</i> . Boston: Allyn and Bacon.
16	Shek, D., Lam, M. C., Au, C. F., & Lee, J. J. (Eds.). (2002). <i>Advances in social welfare in Hong Kong</i> . Hong Kong: The Chinese University of Hong Kong.
17	Sheldon, B., & Macdonald, G. (2009). <i>A textbook of social work</i> . New York: Routledge