

# SS3283: INTRODUCTION TO FIELDWORK LEARNING I

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Introduction to Fieldwork Learning I

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

3283

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

1

### Level

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

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

SS1011 Social Welfare Services and Issues

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to enable students to meet partially the requirements set by the Social Workers Registration Board regarding practicum training. This course aims to enable students to

1.1 have better understanding and preparation for their practicum in welfare organization, in particular for the legal, ethical, professional standards of social work practice in Hong Kong context;

1.2 understand themselves from various dimensions in order to facilitate the use of self as a basic tool in social work practice; and

1.3 understand how to learn effectively in field instruction.

#### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the daily operations and service provision of social welfare organizations in Hong Kong.	20		x	
2	Review and reflect on their values, attitudes, and styles in helping process.	10	x		
3	Describe knowledge and skills relevant to effective learning in social work practicum.	20		x	
4	Describe legal knowledge relevant to social work practicum situations.	10		x	
5	Apply ethical theories in dealing with ethical dilemmas and differentiate professional and nonprofessional behaviours in accordance with the Code of Practice.	40		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)
TLA1: Understanding fieldwork learning	Students will engage in discussion on how to learn best in fieldwork, types of fieldwork, code of practice, different service settings, and agency visit.	1	

2	TLA2: Reading, Mini-lecture, Question and Answer	Students will engage in exploring relevant concepts, theories, knowledge, professional requirements, as well as principles for ethical and reflective practice. Students will engage in question-and-answer exercises as well as discussions for clarification.	3, 4, 5	
3	TLA3: Professional review and reflection	Students will engage in professional review and reflection on values, attitudes, styles, and ethical concerns in helping process.	2, 5	
4	TLA4: Case Discussion	Students will use real cases for application of what they have learnt through class discussion in analysing specific situations. Emphasis will be placed on applying relevant knowledge and practice principles to handle the case-situations. Students will form small groups for discussion on the cases.	2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Mid-term Quiz	1, 2	30	-	No
2	End-of-Term Quiz	1, 2, 3, 4, 5	60	-	No
3	Class participation	2, 3, 4, 5	10	Students are encouraged to use AI to generate initial ideas in case study and compares the different practices in real setting.	Yes

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)**

**Assessment Task**

Mid-term Quiz

**Criterion**

ABILITY to Understand and Accurately Describe social welfare provision in Hong Kong, and social work' s code of practice.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

End-of-Term Quiz

**Criterion**

2.1 ABILITY to Understand and Accurately Describe the concepts, knowledge, skills, theories and principles for effective learning in practicum.

2.2 ABILITY to APPLY social science knowledge in analysing an ethical dilemma in social work practice.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

Class participation

**Criterion**

ABILITY to FORMULATE students' own practice by applying social work skills, legal knowledges and ethical theories at case study.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

## Part III Other Information

### Keyword Syllabus

Daily operation and social welfare provision in Hong Kong; Understanding learning in practicum; Understanding their learning styles; Practicum learning strategies; Ethical theories and ethical dilemmas; Code of Practice; Professional and nonprofessional behaviours; Legal knowledge relevant to social work practicum; Expectations on practicum students.

### Reading List

#### Compulsory Readings

	Title
1	Chu, L. L. K. et al. (Eds.). (2010). Rethinking on professional conduct of social workers: Casebook of disciplinary inquiries. H.K.: Social Workers Registration Board.
2	Kwong, W. M., & Lee, T. Y. (2014). Making the best out of field practicum: Field instruction manual. HK: Department of Applied Social Sciences, City University of Hong Kong.
3	Kwong, W. M., Lee, T. Y., & Chee, P. (Eds.). (2014). Documenting practice in field practicum: Examples, illustrations and feedback (3rd ed.). HK: Department of Applied Social Sciences, City University of Hong Kong. January, 1997.
4	Lee, T. Y., & Chan, K. H. (2014). First level integration of theory with practice in field practicum. HK: Department of Applied Social Sciences, City University of Hong Kong. (21 pages).
5	Practicum Handbook (Bachelor of Social Work [Hons.]) published by the Department of Applied of Social Sciences.

#### 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	Bogo, M. (2010). Achieving Competence in Social Work through Field Education. London:University of Toronto Press Incorporated.
3	Doel, M., Shardlow, S. M. & Johnson, P. G. (2011). Contemporary Field Social Work: Integrating Field and Classroom Experience, Thousand Oaks: SAGE Publications.
4	International Federation of Social Workers. (2012). Statement of Ethical Principles. Retrieved from <a href="http://social-workers.info/">http://social-workers.info/</a>
5	Kwong, W. M., Lee, T. Y., Mak, H. W., & others (Members, Sub-groups on Case Recording and Referral, Report and Minutes of Meeting, and Project Proposal and Correspondence) (2002). English writing reference kit for social workers. Hong Kong: Advisory Committee on Social Work Training and Manpower Planning. (CD-ROM also available).

6	Moore, L. S., Dettlaff, A. J., & Dietz, T. J. (2004). Using the Myers-Briggs type indicators in field education supervision. <i>Journal of Social Work Education</i> , 40(2): 337-349. Retrieved on February 29, 2008, from ProQuest Education Journals database. (Document ID: 884377561).
7	Royse, D., Dhooper, S. S., & Rompf, E. L. (2003). <i>Field instruction: A guide for social work students</i> . (4th ed.). New York: Longman.
8	Sheafor, B. W., Horejsi, C. R., & Sheafor, G. A. (2012). <i>Techniques and guidelines for social work practice</i> (9th ed.). Boston: Allyn and Bacon. (HV91.S48).
9	朱亮基等編 (2010)。社工專業操守的再思：紀律研訊案例彙編。香港：社會工作者註冊局。
10	李德仁 (2004)。再思「溫故知新」：從教育心理學、儒家學知思行學說、倫理學、哲學及詮釋學探討社會工作實務的反思 (本文試圖從哲學認識論、詮釋學、教育心理學、倫理學等方面對社會工作實務的反思(reflective practice)，給予闡釋，對反思的機制、過程和特徵作探討；剖析社會工作員成長的模式和難關；探討社工反思的內容和方法，並提出反思的幾點原則要求。) Keynote speech delivered in the Symposium on Learning to Practice / Learning in Practice. June 18-19, 2004. City University of Hong Kong.
11	李德仁 (2006)。怎樣學好社會工作專業？刊於甘炳光、陳偉道、文錦燕編著《堅守信念—給社工學生的30封信》。香港：香港城市大學出版社。頁189-200。HV40 .G34 2006
12	鄺偉文、李德仁 (2005)。社工之藝-- 實務中「機巧處變」的能力。載於鄺偉文、李德仁編製「實務智庫 4」。香港：城市大學。(DVD)
13	鄺偉文 (2001)。「從實務訓練中學習」。香港：城市大學。(VCD)
14	鄺偉文 (2001)。「教學上如何適切學生的學習模式」。香港：城市大學。(VCD)
15	罗肖泉著 (2005)。踐行社會正義: 社會工作價值與倫理研究。北京市：社会科学文献出版社。HV10.5 .L86 2005
16	Frederic G. Reamer 著；包承恩, 王永慈主譯；郭瓊灑, 鍾曉慧譯 (2000)。社會工作價值與倫理 <i>Social work values and ethics</i> . 台北：洪葉文化事業有限公司。HV10.5 .R42712 2000
17	Web Resource for Field Instruction (T.Y LEE)( <a href="http://www7.cityu.edu.hk/sspltr/p1/web_res/index.htm">http://www7.cityu.edu.hk/sspltr/p1/web_res/index.htm</a> )
18	Practice Teaching, Learning & Research (T.Y LEE)( <a href="http://www7.cityu.edu.hk/sspltr/">http://www7.cityu.edu.hk/sspltr/</a> )
19	Social Work Registration Board( <a href="http://www.swrb.org.hk/">http://www.swrb.org.hk/</a> )
20	Social Work Resources – Ethics( <a href="http://pages.prodigy.net/lizmitchell/volksware/ethics.htm">http://pages.prodigy.net/lizmitchell/volksware/ethics.htm</a> )
21	International Federation of Social Workers (2014). Global Definition of Social Work. Retrieved from <a href="https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/">https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</a>