

SS6219: PRACTICUM RELATED WORKSHOP I

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Practicum Related Workshop I

Subject Code

SS - Social and Behavioural Sciences

Course Number

6219

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

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

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

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to better prepare for their practicum in welfare organizations with particular reference to their: (i) knowledge skills, and attitude (see CILOs 1 2, 3, 4), and; (ii) ability of learning-to-learn for effective learning (see CILO 5).

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Reflect on their values, attitudes and styles in helping processes.	20	x	x	
2	Demonstrate entry-level knowledge and skills in working with individuals, groups community and populations with special needs.	20		x	
3	Use appropriate language and format to work with different types of professional writings.	20		x	
4	Describe the daily operations and service provision of social welfare organizations in Hong Kong.	20		x	
5	Demonstrate the ability of learning-to-learn for effective learning.	20		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: Understanding fieldwork learning	How to learn best in fieldwork, types of fieldwork, code of practice, different service settings, agency visit	1, 2, 4	
2	LTA2: Professional development	Learn to write different types of recordings, use of supervision, how to engage in reflective learning and practice.	1, 2	
3	LTA3: Self-understanding	Reflect on values, attitudes and styles in helping processes	1, 2, 5	

4	LTA4: Practical skill exercises	Practical skills and issues including case studies and hands-on activities in relation to case work group work community work	1, 2, 3, 5	
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Additional Information for LTAs

Note:

The normal duration of SS6219 is 2 semesters (Semester A and Semester B) in which it will be offered to full-time and part-time/combined mode students and applicable to cohort 2023-24 and before.

The normal duration of SS6219 is 1 semester in which it will be offered to full-time and part-time/combined mode students and applicable to cohort 2024-25 and thereafter.

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 AT1: Workshop Activities Students are required to actively perform in workshop learning and sharing activities.	1, 2, 4, 5	30	
2 AT2: Self-reflection paper Students are required to write self-reflection paper on their own values and attitudes as social work students. The self-reflection paper should not more than 1,000 words.	1, 2, 3, 4, 5	30	
3 AT3: Final paper Each student is required to submit a reflection paper with not more than 1,500 words on an integrated review of the learning from the workshop. The papers should follow the APA styles	1, 2, 3, 4, 5	40	

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Workshop Activities (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Participation and performance in workshop activities.

Excellent

(A+, A, A-) Outstanding

Good

(B+, B, B-) High

Fair

(C+, C, C-) Moderate

Marginal

(D) Limited

Failure

(F) Poor

Assessment Task

Self-reflection Paper (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to reflect on their own values and attitudes as social work students in the course in Part I

Excellent

(A+, A, A-) Outstanding

Good

(B+, B, B-) High

Fair

(C+, C, C-) Moderate

Marginal

(D) Limited

Failure

(F) Poor

Assessment Task

Final Paper (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to recall and evaluate the knowledge/insights gained in the course in Part II i) focus of the learning ii) knowledge application iii) methods of inquiry/problem solving iv) evidence and arguments of the paper v) format of citations and references, and vi) fluency of the presentation.

Excellent

(A+, A, A-) Outstanding

Good

(B+, B, B-) High

Fair

(C+, C, C-) Moderate

Marginal

(D) Limited

Failure

(F) Poor

Assessment Task

Workshop Activities (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Participation and performance in workshop activities.

Excellent

(A+, A, A-) Outstanding

Good

(B+, B) High

Marginal

(B-, C+, C) Moderate to Limited

Failure

(F) Poor

Assessment Task

Self-reflection Paper (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to reflect on their own values and attitudes as social work students in the course in Part I

Excellent

(A+, A, A-) Outstanding

Good

(B+, B) High

Marginal

(B-, C+, C) Moderate to Limited

Failure

(F) Poor

Assessment Task

Final Paper (40%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to recall and evaluate the knowledge/insights gained in the course in Part II i) focus of the learning, ii) knowledge application iii) methods of inquiry/problem solving iv) evidence and arguments of the paper v) format of citations and references, and vi) fluency of the presentation.

Excellent

(A+, A, A-) Outstanding

Good

(B+, B) High

Marginal

(B-, C+, C) Moderate to Limited

Failure

(F) Poor

Part III Other Information

Keyword Syllabus

Understanding fieldwork learning

12 hours related to fieldwork learning including how to learn best in fieldwork, types of fieldwork, code of practice, different service settings, professional values and ethics, preparation for fieldwork learning.

Professional development and Self-understanding

9 hours related to recordings writing and self-understanding. For professional writings, it aims to help students familiarize with formats and languages of various types of written assignments in field practice. The self-understanding part helps students reflect on their values, attitudes and communication styles. Students will review their strengths and weaknesses, and review important social work values and ethics.

Practical skills

18 hours of this part of learning that provide students with opportunities to revisit the skills they have learned, and apply them in hands-on activities. Topics cover skills and issues in relation to casework, group work, community work, and mental health issues.

Reading List**Compulsory Readings**

Title	
1	Birkenmaier J, & Berg-Weger M (2018) The practice companion for social work: Integrating class and field work (4th ed) Allyn & Bacon
2	Doel, M, Shardlow, SM, & Johnson, PG (2011) Contemporary field social work: Integrating field and classroom experience SAGE
3	Edmonson, D (2013) Social work practice learning: A student guide SAGE Glassman, U E (2016) Finding your way through fieldwork: A social work student's guide SAGE
4	Kwong, W M, & Lee, T Y (2019) Making the best out of field practicum - Field instruction manual (16th ed) Department of Social and Behavioural Sciences, City University of Hong Kong
5	Lee, T Y, & Chan R (2014) First Level Integration of Theory with Practice in Fieldwork (3rd ed) Department of Social and Behavioural Sciences City University of Hong Kong

Additional Readings

Title	
1	Banks, S (2016) Everyday ethics in professional life: Social work as ethics work Ethics and Social Welfare 10(1), 35-52
2	Bogo, M (2010) Achieving competence in social work through field education University of Toronto Press Incorporated
3	Bogo, M, Gelman, CR, & Gonzalez, MJ (2015) Field education for clinical social work practice: Best practices and contemporary challenges Clinical Social Work Journal 43(3), 317-324

4	Corey, G, Corey, MS, & Haynes, R (2015) Ethics in Action (3rd ed) Brooks/Cole
5	Corey, MS, & Corey, G (2020) Becoming a Helper (8th ed) Brooks/Cole
6	Dolgoff, R, Harrington, D, & Loewenberg, FM (2012) Ethical decisions for social work practice (9th ed) Brooks/Cole
7	Duffy, J, & Hayes, D (2012) Social work students learn about social work values from service users and carers Ethics and Social Welfare 6(4), 368-386
8	Ferguson, H (2018) How social workers reflect in action and when and why they don't: The possibilities and limits to reflective practice in social work Social Work Education 37(4), 415-427 DOI: 101080/0261547920171413083
9	Healy, K, & Mulholland, J (2019) Writing skills for social workers (3rd ed) SAGE
10	Hepworth, D H, Ronney R H, Larsen, J A, Ronney G D, & Gottfried, K S (2013) Direct social work practice: theory and skills Brooks/Cole
11	International Association of Schools of Social Work (2018) Global social work statement of ethical principles https://www.iassw-aies.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf
12	Jacobs, EE, Schimmel, CJ, Masson, EE, & Harvill, RL (2015) Group counselling: Strategies and skills (8th ed) Brooks/Cole
13	Kanno H, & Koeske G F (2010) MSW students' satisfaction with their field placements: The role of preparedness and supervision quality Journal of Social Work Education 46(1), 23-38 DOI: 105175/JSWE2010200800066
14	Kaushik, A (2017) Use of self in social work: Rhetoric or reality Journal of social work values and ethics 14(1), 21-29
15	Kolb, D A (2015) Experiential learning: Experience as the source of learning and development (2nd ed) Prentice-Hall
16	Matiche-Maroney, J (2013) E-field program: A competency-based program for the social work practicum Pearson
17	Okun, BF, & Kantrowitz RE (2014) Effective helping: Interviewing and counseling techniques (8th ed) Brooks/Cole
18	Reamer, FG (2012) The digital and electronic revolution in social work: Rethinking the meaning of ethical practice Ethics and Social Welfare 7(1), 2-19
19	Reamer, FG (2018) Social work values and ethics (5th ed) Columbia University Press
20	Rubin, HJ, & Rubin, IS (2008) Community organizing and development (4th ed) Pearson
21	Social Workers Registration Board (2016) Ordinance, code and guidelines https://www.swrborhkhk/en/Content.aspx?Uid=2
22	Toseland RW, & Rivas, R F (2017) An introduction to group work practice (8th ed) Pearson
23	游達裕編 (2021)。可以攻玉：社會工作的實踐與反思。策馬文創有限公司。
24	許臨高、莫藜藜、黃韻如、顧美俐、曾麗娟、徐錦鋒、張宏哲編 (2016)。社會個案工作理論與實務 (第3版)。五南圖書出版股份有限公司。
25	林孟平 (2008)。輔導與心理治療 (增訂本)。商務印書館。
26	林孟平 (2018)。團體輔導與心理治療 (增訂本)。商務印書館。
27	甘炳光、胡文龍、馮國堅、及梁祖彬編 (1997)。社區工作技巧。中文大學出版社。
28	Online Resources
29	City University of Hong Kong. (2006). Web resources for field instruction. http://www.cityu.edu.hk/ss/resources/bswfw/HOME.htm
30	City University of Hong Kong. (2001). Practice teaching, learning & research. http://www.cityu.edu.hk/ss/pltr/p1/teach_learn/index.htm