COURSE OUTLINE			
Course Title	**Field placement II**		
Course Code	SOWK6231	**No. of Credits**	15
Department	The Department of Social Work and Social Administration	**Faculty**	Faculty of Social Sciences
Pre-requisites Course Code	SOWK6225	**Co-requisites Course Code**	Nil
Course Coordinator(s)	Ms. Lau Clara		
Email	siucho@hku.hk	**Telephone No.**	3910 2567
Other Course Teacher(s)/Tutor(s)	Miss Ko Debby / Miss Lam Lydia / Mr. Lo Kai Chung / Miss Fung Edith / Miss Law Irene / Miss Pang Jake / Miss Ng Omi		
Learning Hours	Total: 450 hours Agency visits & orientation (17), Direct contacts with Clients/colleagues (388), Mid-placement sharing (3) Interactive Supervision (42)		
Student Quota	70 (Full Time) 45 (Part Time)		
Course Type	Compulsory		
Offer in Academic Year	First Semester and Second Semester		

COURSE DESCRIPTION

Field work placement II serves as a transition practicum for student social workers to move towards becoming a full-fledged social worker. Students are trained to be responsible, able to cope with pressure and crisis, as well as to work independently. They should be aware of their strengths and weaknesses, and be ready to make continuous efforts to further develop in professional competence after graduation. For professional accreditation, the Social Workers' Registration Board requires the fulfillment of 800 placement hours plus 100 hours for placement preparation. Students taking this course have to fulfill at least 450 placement hours. Successful completion of SOWK6225 is a pre-requisite to this course.

COURSE OBJECTIVES

Fieldwork placement gives students opportunities to prepare for future social work practice. Students are expected to achieve the following through the course:

- Tune in to the professional work culture in the service setting
- Demonstrate social work principles and values in their actions and attitudes;
- Test out practice theories and models, and develop practice skills;
- Enhance self-understanding of individual potentials and limitations which might affect effective practice

GUIDELINES ON GRADING AND STANDARDS OF ASSESSMENT

Letter Grades for Marking				Subgrade (for reference only)**		
Percentage Marks	Grade	Standard		Percentage Marks	Grade	GPA
70% and above	A	Excellent		80% and above	A+	4.3
				75% to 79%	A	4.0
				70% to 74%	A-	3.7
60% to 69%	B	Good		67% to 69%	B+	3.3
				63% to 66%	B	3.0
				60% to 62%	B-	2.7
50% to 59%	C	Pass		57% to 59%	C+	2.3
				53% to 56%	C	2.0
				50% to 52%	C-	1.7
40% to 49%	D	Barely Pass		46% to 49%	D+	1.3
				40% to 45%	D	1.0
Less than 40%	F	Fail		less than 40%	F	0.0

Grading Standards

Excellent Student (Grade A)
Performs well in all areas. Has great initiative and a sense of responsibility. Independent and confident. Persevere to handle difficulties and efficient in workload management. Has a clear sense of identifying own learning needs. Enthusiastic in helping and open to suggestions for professional growth. Demonstrates understanding of agency/services and performs well in the role of a student social worker. Reads up for field placement. Applies concepts, practice principles/models, and theories into a work setting with clear purposes. Uses effective relationship-building and intervention techniques to stimulate changes. Has a critical mind and good writing skills. Presents well-organized, up-to-date, and systematic written work.

Good student (Grade B)
Performs well in most areas. Shows initiative in learning and work. Responsible and independent. Ready to handle difficulties and makes a reflection on self performance. Takes initiative to learn about the service and observes the requirements of student social workers. Reads up relevant practice models/theories for the placement. Applies concepts and working principles for analysis and intervention. Appropriate use of techniques in relationship building and change monitoring. Keeps all written work well-organized and up-to-date for learning purposes.

Pass Student (Grade C)
Presents not very active learning and working attitudes. More effort is expected for self-reflection and professional development. Guidance from the supervisor in identifying learning needs and application of knowledge to practice is required. Understanding of the agency and services is superficial. Willing to try out suggestions and make improvements.

Barely Pass Student (Grade D)
Passive attitude towards learning as well as work. Needs a lot of guidance from the fieldwork supervisor in adjusting to the work setting, accepting agency roles, and taking up value in the social work profession. Some tendency to avoid/hide problems and lack of confidence in handling difficulties. Reminders are needed from time to time to push students to take action or try out suggestions. Improvement, though can be observed, is not prominent throughout the placement.

Failed Student (Grade F)
Very passive attitude towards learning as well as work. There is little sense of responsibility and little evidence of using knowledge to guide analysis, planning, and action. Even though attempts have been taken, the performance is not up to standard. Fail to take necessary action to improve even after repeated reminders. Avoids or hides problems. Agency staff makes complaints about the student. Shows little motivation to improve. If a student fails to submit all paperwork to the supervisor according to the requirement stipulated in the handbook, he/she will be failed in this placement.

COURSE CONTENT AND SCHEDULE

Date	Type	Topic
2023-09-25 to 2024-04-06	C2023-24 concurrent placement (28 weeks)	The design of the Fieldwork programme is such that individual students will, as far as possible, experience dealing with a wide range of problems and situations, and have opportunities to learn how to use at least two methods of social work (ie. casework, group work or community work). Placements are classified according to the setting and nature of work, such as: a) Community Development Services b) Family Services c) Medical Social Services d) Multi-cultural Social Work Services e) Rehabilitation Services f) School Social Work Services g) Services for the Elderly h) Services for the Youth

This is a concurrent placement made up of twenty-eight weeks (a total of 450 hours with two days a week) throughout the first and second semesters. The students work on 4 sessions in their placement agencies and attend classes during the rest of the week.

This final placement serves as a transition in role-learning from being a student social worker to a full-fledged social worker. Students are encouraged to develop self-responsibility and greater sophistication in their work. They are expected to have consolidated the knowledge and experience gained in their previous placements. They have to take more initiative and use their judgment and personal abilities in carrying out their work systematically and independently. They have also to be prepared to cope with work pressure and deal with emergency and crisis situations. Students should be aware of their own strengths and weaknesses and be ready to make continuous efforts to further develop in professional competence after graduation.

COURSE LEARNING OUTCOMES

Course Learning Outcomes	Aligned Programme Learning Outcomes
1. Demonstrate a positive learning attitude and beware of own strengths and weaknesses affecting professional development	1 ,3 ,6
2. Understand the agency mission, administration system, and service policy concerned, and act responsibly as a worker accountable to the agency	1 ,2 ,5
3. Apply social work principles and values in their actions	3 ,4 ,6
4. Apply relevant theories and practice models at work, and demonstrate basic practice skills	2 ,4 ,5 ,6

COURSE TEACHING AND LEARNING ACTIVITIES

Course Teaching and Learning activities	Aligned Course Learning Outcomes
1. Supervision	CLO 1, 2, 3, 4
2. Agency visits/orientation	CLO 2, 3
3. Direct contact with clients/colleagues	CLO 1, 2, 3, 4
4. Placement orientation and Mid placement sharing	CLO 1, 3, 4

COURSE ASSESSMENT METHODS

Assessment Method	Description	Weight	Aligned Course Learning Outcomes
	In assessing the student's performance, both the "efforts" and "ability" indicated in the field placement are recognized. Students are assessed on their ability in four areas of competence which are necessary for becoming a professional social worker. They include 1) Professional Requirements (25%) 2) Organization Requirements (10%) 3) Practice Competency (50%) 4) Written Assignment and Use of Supervision (15%) Consideration should be given to the complexity of the assignments, and the complexity of the placement setting. If the fieldwork supervisor is clear that the student's performance in specific tasks has been affected by setting constraints over which the student has limited control, the fieldwork supervisor may consider giving the student a more generous rating for those particular tasks. The recommended grade should reflect the student's performance throughout the		CLO1, 2, 3, 4

placement period.

1. <u>What to look for in assessing student performance</u>:

    <u>General aspects</u>: These affect the overall performance of the student.
    -   initiative
    -   sense of responsibility
    -   work attitude
    -   adjustment to the work setting
    -   teamwork
    -   handling difficulties
    -   analytical ability
    -   interest in relevant issues beyond immediate tasks
    -   progress made

    <u>Aspects related to the practice</u>
    -   understanding and presentation of the social work role and image in line with the specific situation of the setting
    -   theory application
    -   skill performance
    -   handling client resistance
    -   writing skill

    <u>Aspects related to learning</u>
    -   learning attitude
    -   ability to transfer learning
    -   use of supervision (getting prepared, trying out suggestions, etc.)

    <u>Aspects related to professional ethics</u>
    -   refer to the SWRB Code of Practice

ESSENTIAL READINGS: (Journals, textbooks, website addresses etc.)

Recommended Textbooks/Books:
1. Advisory Committee on Social Work Training and Manpower Planning, Social Welfare Department (2001). *English writing reference kit for social workers*. Hong Kong, China:
2. Baird, Brian N. (2019) *The Internship, Practicum, and Field Placement Handbook – A Guide for the Helping Professions, Eighth Edition.* USA: Routledge
3. Cleak, Helen & Wilson, Jill (2018) *Making the Most of Field Placement, 4th Edition.* Australia: Cengage
4. Edmondson, David (2014) *Social Work Practice Learning – A Student Guide.* London: Sage.
5. Kiser, P.M. (2016) *The Human Services Internship: Getting the Most from Your Experience, International Edition, 4th Edition.* USA: Brooks/Cole.
6. Mathew, Ian, Simpson D. & Crawford K. (2014). *Your Social Work Practice Placement, From Finish to Start. London,* England: SAGE Publications Ltd.

Recommended Websites:
1. Students are required to read over the placement materials being uploaded at: https://placement.socialwork.hku.hk

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

HKU places significant importance on student learning and on the continuous enhancement of teaching and learning outcomes. Students are asked to complete a separate evaluation form (A-11) at the end of the placement to evaluate the placement agency and fieldwork supervisor's performance.

COURSE POLICY *(including plagiarism, academic honesty, attendance etc)*

Submission of Assignments
-   All assignments should be submitted on time.
-   On-going written assignments should be submitted to the fieldwork supervisor at least 24 hours before the weekly supervision schedule.

- Students should submit the final evaluation report and all other written assignments to the fieldwork supervisor, 2 weeks after the completion of the placement period.

Academic Conduct

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: http://www.hku.hk/plagiarism/.

Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

1. Plagiarism - The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be acknowledged. According to the assessment guidelines on Generative AI from the Teaching and Learning Innovation Centre (pp. 16), while citing AI generated language models like ChatGPT, detailed information about the model's specific version, its training data, and the responsible organization should be provided. For in-text citations, it is recommended to include the name of the organization, such as OpenAI, and the year of publication. The language model's title (for instance, ChatGPT), its version number, the responsible organization (like Open AI), and the URL to access the model should all be included in the reference list entry. **In order to maintain clients' confidential data and in line with the ethical practice of the profession and the requirements of the personal data (Privacy) Ordinance, 1995, which are reiterated in the social work fieldwork placement handbook (pp.16), it is prohibited to use the AI generated language models for fieldwork courses.**

2. Unauthorized Collaboration on Out-of-Class Projects - The representation of work as solely one's own when in fact it is the result of a joint effort. Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement.

Penalty

1. The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence.
2. The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (1) might be invoked.

ADDITIONAL COURSE INFORMATION

ACADEMIC COUNCIL APPROVAL

Signature ____<u>Clara Lau</u>_____   **Date**_____<u>July 27, 2023</u>_____