



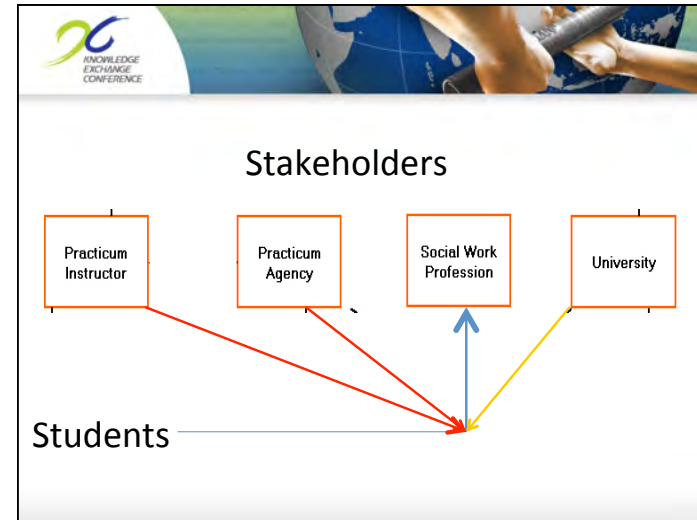

Enhancement of professional practicum *teaching* and *learning*: A conceptual model

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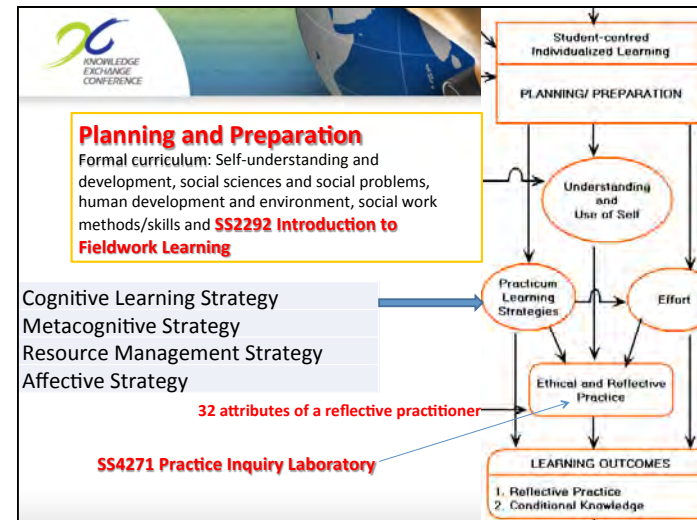
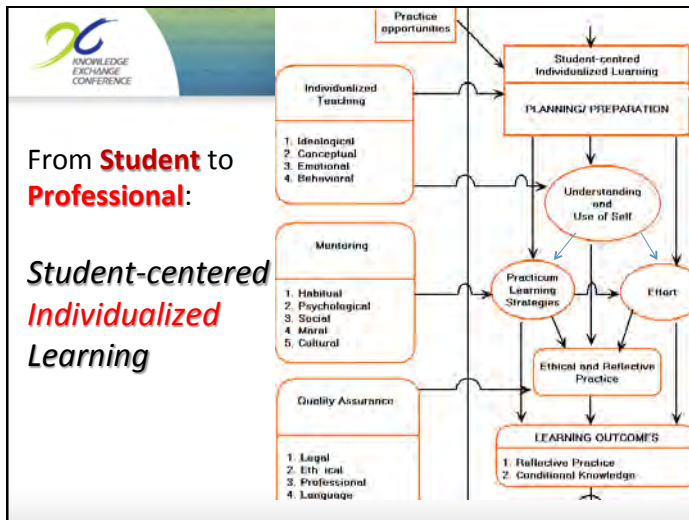
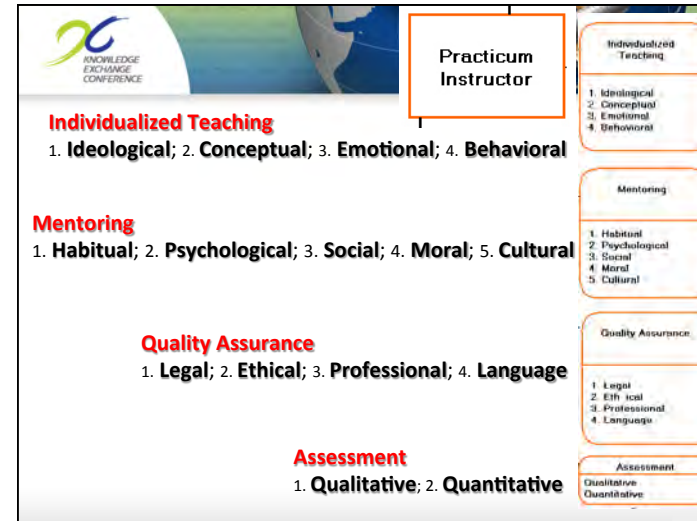
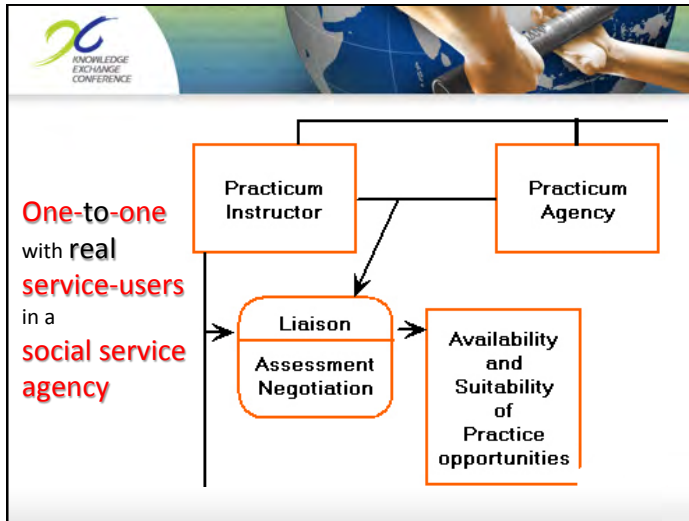
A Model of Practicum Teaching and Learning in Professional Social Work




Intended Learning Outcomes (ILOs)

<p>First Practicum: 416 hours</p> <ol style="list-style-type: none"> 1. Apply and integrate social work theories and methods in the practicum service setting. 2. Demonstrate professional skills to implement social work theories and methods in practice. 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. 4. Demonstrate attitudes and skills required of a reflective practitioner with a professional identity through internalizing social work values and ethics. 	<p>Second practicum: 416 hours</p> <ol style="list-style-type: none"> 1. Generalize professional learning from practice experience to the development of practice theory. 2. Transfer knowledge and skills to test out theory in practice. 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. 4. Function competently and effectively as a reflective professional practitioner-trainee.
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SWRB requires **800** hours (minimum) + **100** Practicum related learning






Planning and Preparation

Students are required to fully attend 26 hours of classroom learning activities (in a course) +10 hours on-line learning.

The **objectives** of this course are:


1. To understand the *legal, ethical* and *professional* standards of social work practice in the local context of Hong Kong;
2. To understand *themselves* from various dimensions to facilitate the use of self as in practicum;
3. To understand *how to learn* in field instruction; and
4. To be sensitive to issues of *integration of theories with practice* in social work practice.



Introduction: Understanding Practicum

1. Expectations and Commonly Asked Questions
- Learning New Roles**
 2. Performance (CILOs of Practicum)
 3. Merging Self and Profession
- Understanding Learning in Practicum**
 4. Planning to learn
 5. Learning Style and Strategy
- Learning by Doing in an Agency**
 6. Getting started in an Agency
 7. Agency Context of Practice
 8. Communication

Students are required to pass the Course SS2292 Introduction to Fieldwork Learning



Ethical Practice

9. Professional Social Work
10. Professional Ethics and Dilemmas
11. Ethical Concepts and theories

Legal Aspects of Practicum

12. Legal concerns
13. Personal Data (Privacy) Ordinance

Working with Field Instructor

14. Evaluation: A Thorny Issue
15. Using Supervision

Integration of Theory with Practice

16. Integration of theory with practice
17. Social Work as Planned Changes


Recordings and Briefing on Safety

18. Personal Safety
19. Recordings

Identifying your strengths

20. Identifying your strengths

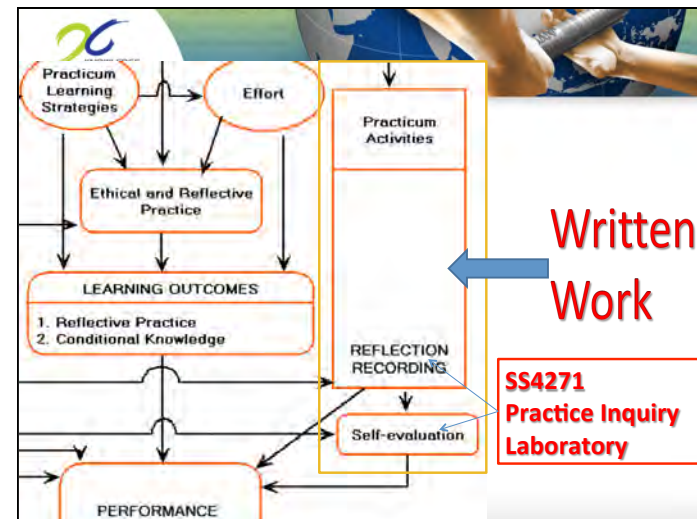
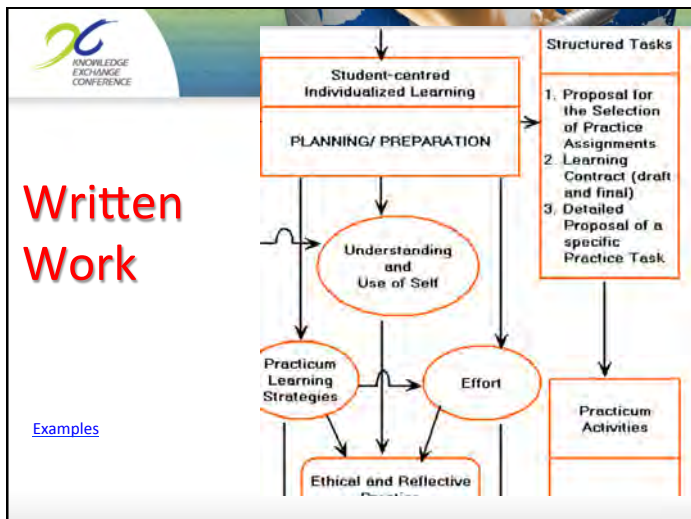
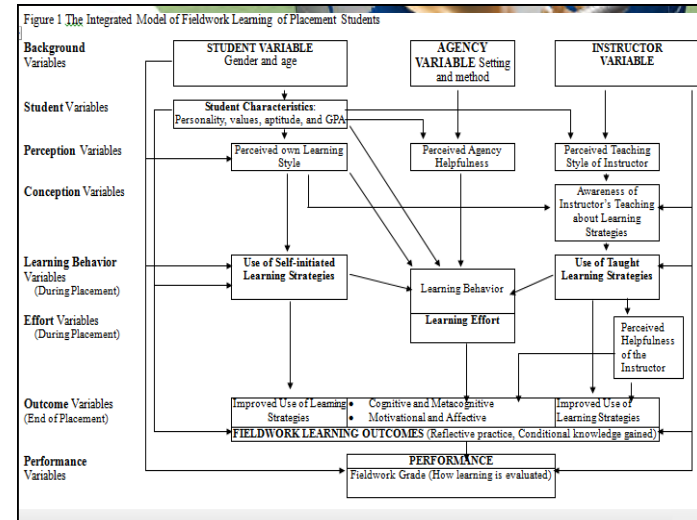
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Practicum Learning Strategies

Learning strategies for learning tasks in Practicum	Encoding Process				Learning Outcome		
	Components of information processing involved in the use of this learning strategy				Major kinds of knowledge acquired through the use of this learning strategy		
	Selectio- n	Acquisi- tion	Constru- - ction	Integra- - tion	Declara- - tive	Proce- - dural	Condi- - tional
Cognitive Learning Strategies:							
<u>Rehearsal</u> strategies for basic learning tasks	**	*			X		
<u>Rehearsal</u> strategies for complex learning tasks	**	*			X	X	
<u>Elaboration</u> strategies for basic learning tasks		**	*		X		
<u>Elaboration</u> strategies for complex learning tasks		**	*		X	X	
<u>Organizational</u> strategies for basic learning tasks			**	*	X		
<u>Organizational</u> strategies for complex learning tasks			**	*	X	X	


Learning strategies for learning tasks in Practicum	Encoding Process				Learning Outcome		
	Components of information processing involved in the use of this learning strategy				Major kinds of knowledge acquired through the use of this learning strategy		
	Selection	Acquisition	Construction	Integration	Declarative	Procedural	Conditional
Metacognitive Strategies:							
Expectation Checking	**	*					
Metacognitive Planning	**	**	*				
Metacognitive Monitoring	**	**	**				
Metacognitive Self-Regulation	**	**	**	*			
Thinking:							
Independent Thinking	**	**	**	**		X	X
Critical Thinking	**	**	**	**	X	X	





32 attributes of a reflective practitioner

- **Identify** and **analyse** problems and situations
- Look at problems **relative** to bio-psycho-social-economic-political-cultural, and ethical issues
- **Critically** consider contextual and bio-psycho-social factors
- Use a **rational** problem-solving approach
- Make **intuitive, creative** interpretations and judgments
- Are **analytically** skilful
- Are open to **experimentation** and new **innovations**
- Have job **satisfaction**
- Views situations from **multiple** perspectives
- Make decisions **consciously** and **tentatively**
- **Plan** and **monitor** actions, then **evaluate** results of those actions
- Have essential skills for **attaining** and **using** information
- Correct **understanding of concepts** underlying facts, procedures, and skills
- Consider general characteristics of so-called **best practice**
- Are **flexible** in a search for alternative explanations
- Use **evidence** in supporting or evaluating a decision or position
- Have a **commitment** to social work values
- Have a strong commitment to **systematic and rational reflective thinking**
- Show **responsiveness** to needs of clients
- **Question** personal aims and actions
- **Constantly review** practice goals, methods, knowledge, values, and skills
- Show **responsiveness** to needs of clients
- Are **proactive** in fieldwork learning
- Are intellectually **perceptive** to multiple and novel ideas
- Are committed to **problem resolution** whole-heartedly
- Commit adequate **time** to reflective thinking
- Commit adequate **mental resources** to reflective thinking
- Commit adequate **emotional energy** to reflective thinking
- Welcome **peer review**
- Welcome **critique** from field instructors
- Welcome **advice** from colleagues
- Write **daily log reflectively**




Concluding Remarks

- **Context:** Practicum unlike medical doctors
- **Conceptual:** An integrated model
- **Theoretical:** Practicum Learning **Strategies**
- **Practical:** Emphasizes **ethical** and **reflective** practice, conditional knowledge (ILO: Generalize professional learning from practice experience to the **development of practice theory**.)
- **Professional:** Quality Control (SS2292)
- **Pedagogical:** Support from other teachers (SS4271)



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4 Goals

1. Strengthen **3+3+4 curriculum reform**, enhance **international** perspectives, and foster **outcome-focused learning** to support excellence in research and professional education
2. Develop forward-looking **professional programmes** that meet local needs with national/regional/global relevance
3. Improve language instruction, e-learning and library support to enhance **effective learning**
4. Strengthen **internship, service learning, career preparation** and advising

CityU's Strategic Plan 2010-2015
commitment to **excellence** in **research** and **professional education**.



Work-based learning at CityU

- Existing: On-campus Service-learning Scheme (OSS) to be replaced by
- Two new schemes:
 - the **Campus Internship Scheme** (CIS) and
 - the **Campus Work Scheme** (CWS),
- Enriching students' work-based learning experience on campus
- Implementation on 1 July 2012