

Subject Description Form

| Subject Code | APSS6322 | | | | | | | | | | | | | | |
|--|---|------------------|--|----------------------------|-----------------------|------------------|---------------|-----|---|-------------------------|---|-----|-------------------------------|-----|---|
| Subject Title | Pedagogies in Educating and Developing Social Work Practitioners | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 6 | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">-</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Reflective notes/exercises</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">-</td> </tr> </tbody> </table> | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Term Paper | 50% | - | 2. Seminar Presentation | - | 30% | 3. Reflective notes/exercises | 20% | - |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Term Paper | 50% | - | | | | | | | | | | | | | |
| 2. Seminar Presentation | - | 30% | | | | | | | | | | | | | |
| 3. Reflective notes/exercises | 20% | - | | | | | | | | | | | | | |
| Objectives | <p>The objectives are:</p> <ul style="list-style-type: none"> • to introduce different pedagogies in social work education; • to facilitate senior social work practitioners in making the transition to the role of social work educator or staff development officer; • and to gain awareness of the challenges and opportunities in social work education and continuous professional development in social work practice. | | | | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand different pedagogies in social work education and how the pedagogies influence the practice of social work education; b. make the <i>transition</i> from the role of a social work practitioner to a social work educator. c. examine critically and understand the <i>nature</i> of social work practice and social work education. d. articulate and deliberate on pertinent pedagogical issues in social work education and the continuous professional development of social work practitioners. | | | | | | | | | | | | | | |

| | e. become alert to the challenges and opportunities involved in the dynamic interaction of <i>agent, process</i> and <i>content</i> in the teaching and learning of social work students and practitioners. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------------------|-------------|---|---|---|--|--|---|---|---|---|---|---------------|-----|---|---|---|---|---|-------------------------|-----|--|---|---|---|---|-------------------------------|-----|---|--|--|---|---|-------|------|--|--|--|--|--|
| Subject Synopsis/ Indicative Syllabus | <p>Contexts:</p> <ol style="list-style-type: none"> 1. Conception of social work practice, social work education and continuous professional development 2. Historical development of social work education 3. Pedagogies of social work education 4. Knowledge and research about social work education <p>Content and Agent Process and Method:</p> <ol style="list-style-type: none"> 5. Curriculum design 6. Methods of teaching in class 7. Methods of teaching in field education 8. Assessment of student competence 9. Experiential and reflective learning 10. Teachable Moments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching/Learning Methodology | Didactic teaching, group discussion, seminars, group presentation, symposia, simulation exercises, demonstration and co-reflection will be used flexibly varying with the nature of topics. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar presentation</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Reflective notes/exercises</td> <td>20%</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Term paper It represents a more mature integration & synthesis after a whole semester work on social work pedagogy. Their transition from being a practitioner to that of being an educator will be reflected in this paper.</p> <p>Seminar presentation</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | a | b | c | d | e | 1. Term paper | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Seminar presentation | 30% | | ✓ | ✓ | ✓ | ✓ | 3. Reflective notes/exercises | 20% | ✓ | | | ✓ | ✓ | Total | 100% | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Term paper | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Seminar presentation | 30% | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Reflective notes/exercises | 20% | ✓ | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|---|---|-----------------|
| | <p>It is a process through which students can deliberate on pertinent pedagogical issues in social work education. Not only so, in the presentation process, they will be interrogated and challenged by fellow classmates. As such, they will be more alert to the challenges and critiques, critically examines different arguments & conjectures, and eventually develop their own stance towards social work pedagogy.</p> <p>Reflective notes and exercises There are learning exercises during and after classes. Also, seminar presentation and forum discussions as well as reading academic publications & research reports will be done by students in the process of learning. They have to keep a journal recording their thoughts along the way according to different themes, issues & controversies. With such aids, their awareness as well as development of a critical stance as a social work educator will be consolidated. This facilitates their transition from a practitioner to an educator.</p> | |
| <p>Student Study Effort Expected</p> | <p>Class contact:</p> | |
| | <ul style="list-style-type: none"> ▪ Lecture | <p>21 Hrs.</p> |
| | <ul style="list-style-type: none"> ▪ Seminar | <p>18 Hrs.</p> |
| | <p>Other student study effort:</p> | |
| | <ul style="list-style-type: none"> ▪ Self Study | <p>40 Hrs.</p> |
| | <ul style="list-style-type: none"> ▪ Preparation for Term Paper | <p>20 Hrs.</p> |
| | <ul style="list-style-type: none"> ▪ Preparation for Seminar Presentation | <p>10 Hrs.</p> |
| | <p>Total student study effort</p> | <p>109 Hrs.</p> |
| <p>Reading List and References</p> | <p><u>Essential</u></p> <p>Boud, D., Cohen, R., & Walker, D. (1993). <i>Using Experience for Learning</i>. Buckingham: Society for Research into Higher Education & Open University Press.</p> <p>Brookfield, S. D. (1995). <i>Becoming a Critically Reflective Teacher</i>. San Francisco, CA: Jossey-Bass.</p> <p>Doel, M., & Shardlow, S. M. (2005). <i>Modern Social Work Practice</i>. Aldershot: Ashgate.</p> <p>Lishman, J. (2007). <i>Handbook for Practice Learning in Social Work and Social Care</i>. London: Jessica Kingsley.</p> <p>Potocky-Tripodi, M. and Tripodi, T. (eds.). (1999). <i>New directions for social work practice research</i>. Washington, DC: NASW Press.</p> | |

- Shardlow, S. M., & Doel, M. (Eds.). (2002). *Learning to Practise Social Work: International Approaches*. London: Jessica Kingsley.
- Shaw, I., Briar-Lawson, K., Orme, J., & Ruckdeschel, R. (Eds.). (2010). *The sage handbook of social work research*. Los Angeles, London, New Delhi, Singapore and Washington, DC: Sage Publication Ltd.
- Tsang, N. M. (2006). Dialectics – the art of teaching and learning in social work. *Social Work Education* 25(3), 265-278.
- Tsang, N. M. (2007). Reflection as Dialogue. *British Journal of Social Work*, 37(4), 681-694.
- Uggerhoj, L. (2011). Theorizing practice research in social work. *Social Work and Social Sciences Review*, 15(1), 49-73.
- Uggerhoj, L. (2011). What is practice research in social work - Definitions, barriers and possibilities. *Social Work and Society*, 9(1), 45=59.
- Wells, M., Maschi, T. and Slater, G. (2012). Integration of research and practice: Innovations and challenges in social work programs. *Social Work Education*, 31(3), 331-346.
- Watson, F., Burrows, H. & Player, C. 2002. *Integrating Theory and Practice in Social Work Education*. London: Jessica Kingsley Publisher.

Supplementary

- Bloom, M. and Britner, P.A. (2012). *Client-centered evaluation: New models for helping professionals*. Upper Saddle River, NJ: Pearson Education/Allyn & Bacon.
- Bloom, M., Fischer, J. and Orme, J. (eds.). (2009). *Evaluating practice: Guidelines for the accountable professional. 6th edition*. Boston: Pearson.
- Bogo, M., & Vayda, E. (1998). *The Practice of Field Instruction in Social Work: Theory and Process* (second ed.). London: University of Toronto Press.
- Boud, D. (1981). *Developing Student Autonomy in Learning* (second edition ed.). London: Kogan Page.
- Cranton, P. (2006). *Understanding and Promoting Transformative Learning* (second ed.). San Francisco: Jossey-Bass.
- Ford, D., & Chui, W. H. (2001). Where east meets west: Fieldwork instruction in Hong Kong and England. *Asia Pacific Journal of Social Work*, 10(2), 19-39.
- Fortune, A. E., McCarthy, M., & Abramson, J. S. (2001). Student Learning Processes in Field Education: Relationship of Learning Activities to Quality of Field Instruction, Satisfaction, and Performance among MSW Students. *Journal of Social Work Education*, 37(1), 111-124.
- Gray, M. (2005). Dilemmas of international social work: paradoxical processes in indigenisation, universalism and imperialism. *International Journal of Social Welfare*, 14(3), 231-238.

- Kenyon, G. L., & Power, R. (Eds.). (2000). *No Magic: Readings in Social Work Field Education* Toronto: Canadian Scholars Press.
- Chui, W.-H. (2008). Of field education in Australia and Hong Kong: a social work educator's personal reflection. *Hong Kong Journal of Social Work*, 42(1&2), 33-49.
- Kolb, D. A. (1984). *Experiential Learning; Experience as a Source of Learning and Development*. Engelwood Cliffs, New Jersey: Prentice Hall.
- Lee, E. J. (2004). The way of being a social worker: Implications for confucianism to social work education and clinical practice. *Smith College Studies in Social Work*, 74(2), 393-408.
- Midgley, J. (2001). Issues in International Social Work. *Journal of Social Work*, 1(1), 21-35.
- Palmer, P. J. (1997). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass.
- Pask, G. (1976). Styles and strategies of learning. *British Journal of Educational Psychology*, 46, 128-148.
- United Nations Centre for Human Rights. (1992). *Teaching and Learning about Human Rights: A Manual for Schools of Social Work and the Social Work Profession*. Geneva: United Nations.
- Wilson, G., Walsh, T., & Kirby, M. (2008). Developing practice learning: student perspectives. *Social Work Education*, 27(1), 35-50.