

## Subject Description Form

<b>Subject Code</b>	APSS613														
<b>Subject Title</b>	Challenges and Opportunities in Educating and Developing Social Work Practitioners														
<b>Credit Value</b>	3														
<b>Level</b>	6														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">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%	-
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<b>Objectives</b>	<p>The objectives are 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.</p>														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Students would make the <i>transition</i> from the role of a social work practitioner to a social work educator.</li> <li>b. Students would be able to examine critically and understand the <i>nature</i> of social work practice and social work education.</li> <li>c. Students would be able to articulate and deliberate on pertinent pedagogical issues in social work education and the continuous professional development of social work practitioners.</li> <li>d. Students would become alert to the challenges and opportunities involved in the dynamic interaction of <i>agent</i>, <i>process</i> and <i>content</i> in the teaching and learning of social work students and practitioners.</li> </ol>														

<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Contexts:</b></p> <ol style="list-style-type: none"> <li>1. Conception of social work practice, social work education and continuous professional development</li> <li>2. Historical development of social work education</li> <li>3. Comparative social work education</li> <li>4. Knowledge and research about social work education</li> </ol> <p><b>Content and Agent Process and Method:</b></p> <ol style="list-style-type: none"> <li>5. Curriculum design</li> <li>6. Methods of teaching in class</li> <li>7. Methods of teaching in field education</li> <li>8. Assessment of student competence</li> <li>9. Experiential and reflective learning</li> <li>10. Teachable Moments</li> </ol>																																		
<b>Teaching/Learning Methodology</b>	<p>Didactic teaching, group discussion, seminars, group presentation, symposia, simulation exercises, demonstration and co-reflection will be used flexibly varying with the nature of topics.</p>																																		
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="431 961 1430 1470"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>50%</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> </tr> <tr> <td>3. Reflective notes/exercises</td> <td>20%</td> <td>√</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Term paper</b></p> <p>It represents a more mature integration &amp; 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><b>Seminar presentation</b></p> <p>It is a process through which students can deliberate on pertinent pedagogical issues in</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Term paper	50%	√	√	√	√	2. Seminar presentation	30%		√	√	√	3. Reflective notes/exercises	20%	√			√	Total	100%				
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	<p>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 &amp; conjectures, and eventually develop their own stance towards social work pedagogy.</p> <p><b>Reflective notes and exercises</b></p> <p>There are learning exercises during and after classes. Also, seminar presentation and forum discussions as well as reading academic publications &amp; 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 &amp; 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><b>Student Study Effort Expected</b></p>	<p><b>Class contact:</b></p>	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	<p>21 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	<p>18 Hrs.</p>
	<p><b>Other student study effort:</b></p>	
	<ul style="list-style-type: none"> <li>▪ Self Study</li> </ul>	<p>40 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Preparation for Term Paper</li> </ul>	<p>20 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Preparation for Seminar Presentation</li> </ul>	<p>10 Hrs.</p>
	<p>Total student study effort</p>	<p>109 Hrs.</p>
<p><b>Medium of Instruction</b></p>	<p>English</p>	
<p><b>Medium of Assessment</b></p>	<p>English</p>	
<p><b>Reading List and References</b></p>	<p><b><u>Essential</u></b></p> <p>Bogo, M., &amp; Vayda, E. (1998). <i>The Practice of Field Instruction in Social Work: Theory and Process</i> (second ed.). London: University of Toronto Press</p> <p>Boud, D., Cohen, R., &amp; Walker, D. (1993). <i>Using Experience for Learning</i>. Buckingham: Society for Research into Higher Education &amp; Open University Press.</p> <p>Brookfield, S. D. (1995). <i>Becoming a Critically Reflective Teacher</i>. San Francisco, CA: Jossey-Bass.</p>	

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### **Supplementary**

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