Subject Description Form

Subject Code	APSS3782
Subject Title	Attachment Workshop
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	<u>Common Core Pre-requisite</u> APSS120 Introduction to Social Services in Hong Kong APSS345 Social Research Methods <u>Stream Core Pre-requisite</u> Students have to take two Stream Core subjects in their respective stream.
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. In-class Assignments</td><td>40 %</td><td>--</td></tr><tr><td>2. Group Project and Presentation</td><td>30%</td><td>--</td></tr><tr><td>3. Organization Visits and Reflective Report</td><td>30 %</td><td>--</td></tr></table> - The grade is calculated according to the percentage assigned; - The completion and submission of all component assignments are required for passing the subject; and - Student must pass all components at 50% or grade D if he/she is to pass the subject.
Objectives	The subject aims to: 1. Orient students to a variety of organization settings and professionals roles of human service professionals. 2. Assist students to refine their competence in social policy analysis and social enterprise administration through workshops and field visits. 3. Foster integration of knowledge, values and skills necessary for performing the roles and delivering tasks expected of human service professionals prior to students commencing their professional attachment.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Attain basic knowledge of the organization settings of their professional attachment. b. Articulate professional values, attitudes and commitment for meeting professional requirements in their attachment.

	c. Display competence in completing their tasks and assignments for their attachment. d. Demonstrate awareness and concern towards social issues and justice.

Subject Synopsis/ Indicative Syllabus	As a pre-requisite to the Attachment, the Attachment Workshop will prepare students to gain competence in the following areas for meeting the requirements and completing their tasks assigned in their Attachment:
	
	 Topic 1: Subject overview
	      ■ Aims and objectives of attachment in SPA training
	      ■ profiles of attachment types, organizations & projects
	      ■ organization visits
	
	 Topic 2: Workplace learning
	      ■ school learning vs. workplace learning
	      ■ preparing for workplace learning: principles & methods
	      ■ reflective learning in the workplace
	
	 Topic 3: Values & ethics in attachment
	      ■ Code of ethics for social administrators
	      ■ Value dilemma & resolution
	
	 Topic 4: Project/Policy Proposal & Report writing
	      ■ linking classroom knowledge to practice
	      ■ Stakeholders analysis
	      ■ Skills in Literature review
	      ■ How to write reflective journals
	      ■ Reporting study findings and disseminate results
	
	 Topic 5: Working in government & civil society organizations
	      ■ SWOT analysis
	      ■ Management /administrative review
	      ■ Basics of planning and administration skills
	      ■ Resources mobilization and stakeholders participation
	
	 Topic 6: Conducting policy analysis
	      ■ how to conduct policy analysis
	      ■ applying analytical frameworks to policy analysis
	      ■ essential steps in conducting policy analysis
	      ■ making policy recommendations

Teaching/Learning Methodology	1. Interactive Lecture/Talks
	     a) Interaction between instructor and students and among students;
	     b) Talks delivered by guest speakers to facilitate students' understanding of local organization settings;
	     c) In-depth discussion of work setting and environment.
	
	 2. Group Projects and Group Assignments
	     a) To enhance deeper understanding of issues and further exploration into problems highlighted in lectures and talks;
	     b) To encourage active student participation in exploration of specific topics relating to working as interns;
	     c) To provide simulation on handling assignments in attachment setting: e.g., writing policy research proposal, producing policy report and SWOT analysis. Students are expected to hand in a written report.

	3. Organization Visits
	a) Allow students to experience and learn from actual work setting of organization;
	b) Provide students with opportunities for interacting with staff in work environment as a familiarizing process for preparing work attachment.
	c) The visit will facilitate students in preparing for the reflective report.
	4. Case Studies and In-class Assignments
	a) To enable students to develop analytic and problem-solving skills to deal with specific case and situations;
	b) Allow students to examine and develop solutions for complex and challenging situations.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d		
1. In-class Assignments	40 %	✓	✓	✓	✓		
2. Group Project and Presentation	30 %	✓	✓	✓	✓		
3. Organization Visits and Reflective Report	30 %	✓	✓	✓	✓		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The assessment methods are designed to enhance students' competence in completing their attachment. The methods are tasks related and relevant to their possible attachment assignments.

Assessment is also a continuous, on-going and interactive process involving active participation of the students. Assignments such as in-class assignments, group projects, presentations, and reflective notes would be able to evaluate students' competence in different aspects.

Student Study Effort Expected

Class contact:	
▪ Workshops	33 Hrs.
▪ Organization Visits	6 Hrs.
Other student study effort:	
▪ Preparation for workshop assignments	40 Hrs.
▪ Self-directed study	40 Hrs.
Total student study effort	119 Hrs.

Reading List and References	Essential Alcock, P., May, M., & Wright, S.D. (Eds.) (2016). *The student's companion to social policy (6th edition)*. Hoboken, NJ: Wiley & Sons. Department of Applied Social Sciences (2021). *Handbook of professional attachment*. Hong Kong: The Hong Kong Polytechnic University. Fischer, F., Torgerson, D., Durnová, A., and Orsini, M. (Eds.) (2015). *Handbook of Critical Policy Studies*. Cheltenham: Edward Elgar Publishing Ltd. [Electronic Resource] O'Connor, M. K. and Netting, F. E. (2009). *Organization practice: A guide to understanding human services* (2nd Ed.). N.J.: John Wiley & Sons. Kickul, J. R., & Lyons, T. S. (2020). *Understanding social entrepreneurship : the relentless pursuit of mission in an ever changing world (3rd Ed.)*. Routledge, Taylor & Francis Group. Supplementary Denscombe, M. (2010). *The good research guide for small-scale social research projects (4th Ed.)*. Maidenhead: McGraw-Hill/Open University Press. [Electronic Resource] Fischer, F., Miller, J. G. & Sydney, M. S. (Eds.) (2007). *Handbook of public policy analysis: Theory, politics and methods.* New York: CRC Press. [Electronic Resource] Kiser, P. M. (2016). *The human services internship: getting the most from your experience (4th Ed.)*. Boston, MA : Cengage Learning. Lewis, J. A., Packard, T. R., and Lewis, M. D. (2012). *Management of human service programs (5th Ed.)*. Belmont, CA : Brooks/Cole Cengage Learning.