

Experiencing field learning in social care setting (inclusion - people with disability)



基督教家庭服務中心
Christian Family Service Centre

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15.1.2016

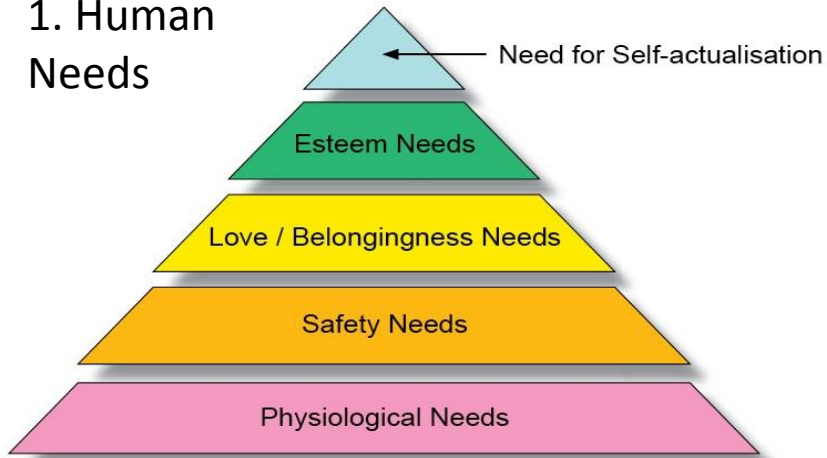
Briefing

(Handbook 2, Appendix 1)

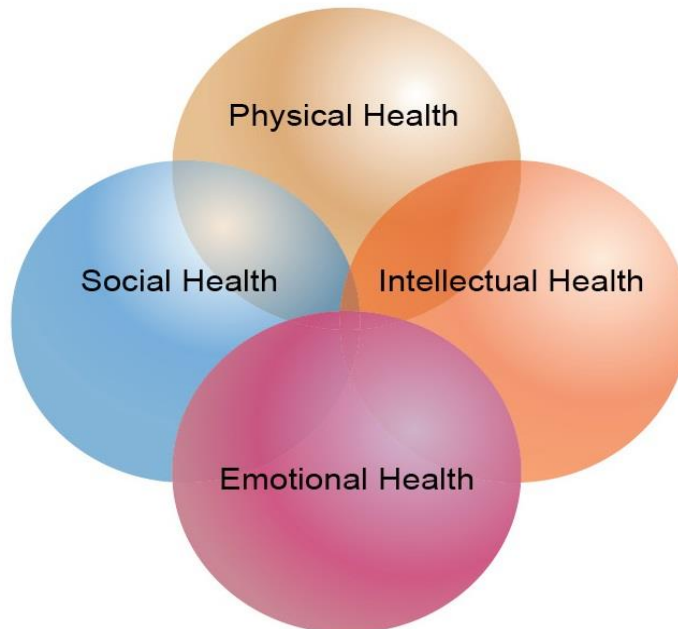
- Objectives of Field Learning
 - Application of previous knowledge
 - Self-regulated learning – target setting and use of handbook
 - Experiential Learning
- Implementation of Field Learning

(1) Application of previous knowledge

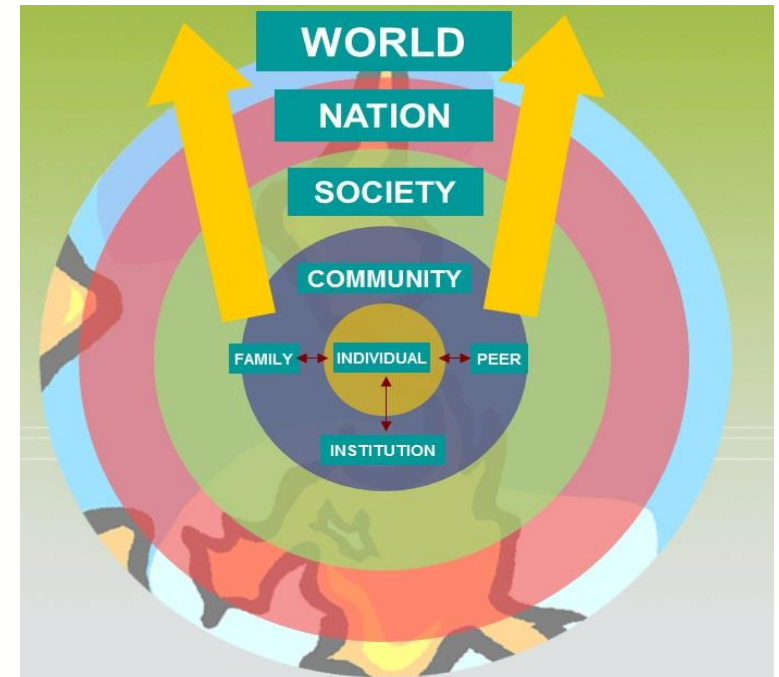
1. Human Needs



2. Holistic Concept of Health



Difficulties at different levels (e.g. social support, employment)



Difficulties – 7 Caring Community / 15B Discrimination

(2) Self-regulated learning – target setting and use of handbook

6. Field Notes

Name of Student: _____ Class: _____ Class no.: _____

Name of Agency: _____

Address of Agency : _____

Date and Time: _____ (YYYY) _____ (MM) _____ (DD)

a.m. / p.m. _____ (hh) _____ (mm) to _____ (hh) _____ (mm)

Theme of Field Learning: _____

Related Area / Topic : _____

Observation:

Possible Field Learning Themes

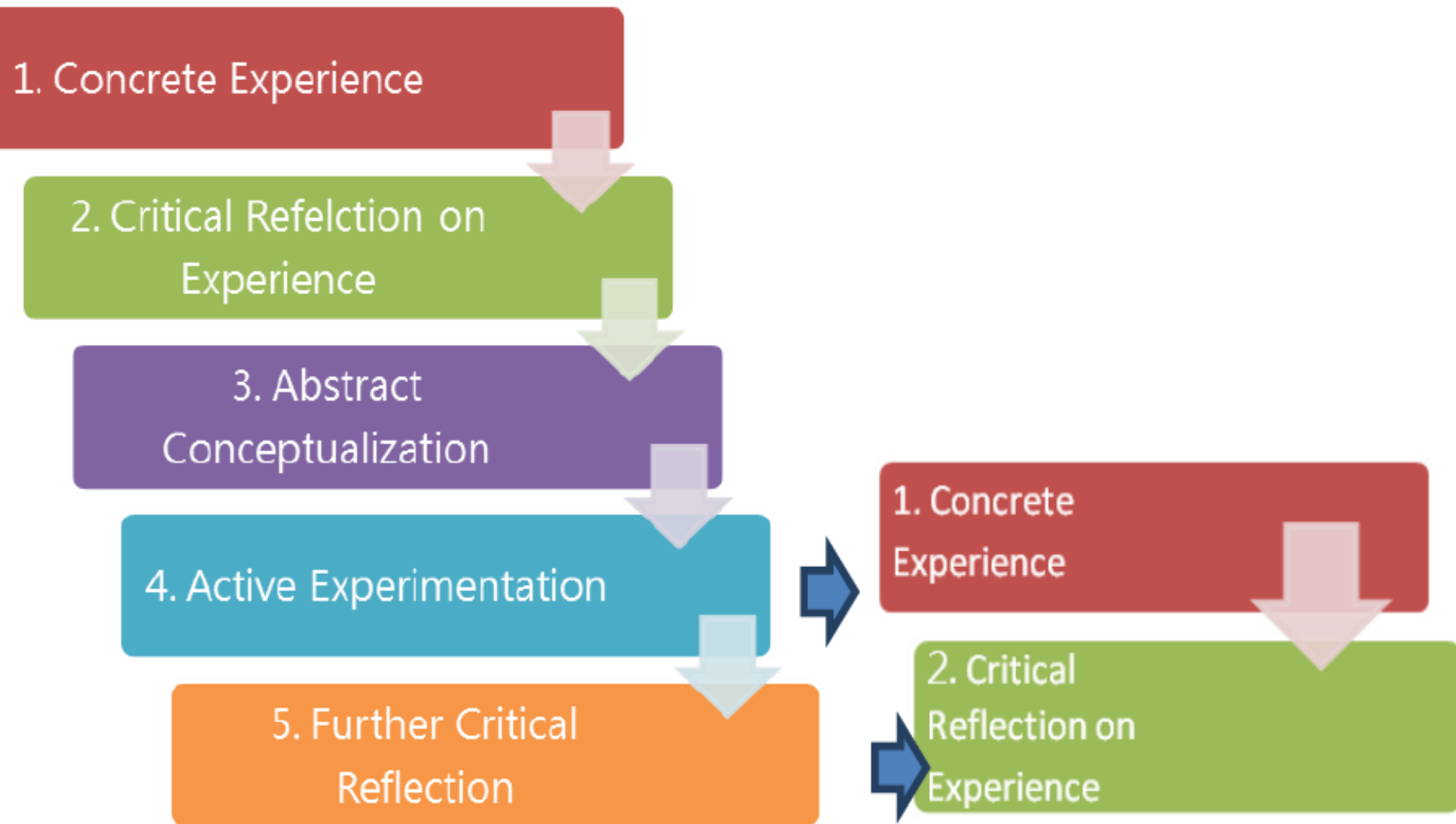
- Social inclusion
- Discrimination
- Assets-building for People with Disability
- Communication Skills
- Social Enterprise

Related Topics / Areas

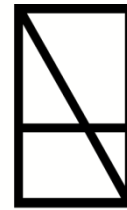
- 15B Discrimination
- 7 Caring Community
- 14 Social Care in Action
- 11 Social Welfare System
- 12 Medical and Social Care Professions

(3) Experiential Learning

Figure 1.1 Experiential Learning Cycle



Experiencing the Field Learning



A SOUL ROOM

思藝手作



基督教家庭服務中心
Christian Family Service Centre

Carol Lai

Senior Service Manager

Integrated Vocational Rehabilitation Service

Opportunities and Inclusion for People with Disabilities

Christian Family Service Centre

15.1.2016

Theme and Objective

10:00-10:10	Briefing
10:10-10:30	Principles of service design for people with disability
10:30-11:45	Experiential learning: Inclusion program in social care setting
11:45-12:00	Tea break with task
12:00-12:30	Reflective reflection
12:30-13:00	Feedback from service provider and Q & A

Introducing the Services (1)

Social Services

- Rehabilitation Services
- People with Disabilities

Vocational Rehabilitation Service

- Sheltered Workshop
- Supported Employment
- Sunnyway – On the Job Training Program

Social Enterprise



A SOUL ROOM

思藝手作

Student Handbook

II. Service Delivery (Refer to Topic 5B - Health and social care services and agencies)

Types of services	<input type="checkbox"/> Health services: General Practices, hospital, dental services, chiropody, physiotherapy, occupational therapy, community health services, dietetic advice <input type="checkbox"/> Social services: residential care, day care and home care, community services, counseling <input type="checkbox"/> Other modes of services: mutual aid groups, support groups on Internet, hotlines, others: _____
Purposes of service	<input type="checkbox"/> Preventive (primary care, education) <input type="checkbox"/> Intervention/curative treatment <input type="checkbox"/> Emergencies (first aid, medical care) <input type="checkbox"/> Rehabilitation (shelter workshops, drug addicts, gamblers, mental illness) <input type="checkbox"/> Others : _____
Forms of service delivery	<input type="checkbox"/> Integrated service / specialised service/centre-based service / outreach service/ home-help service / residential services <input type="checkbox"/> Others : _____
Service items	
Target groups and the characteristics of clients	

Abstract Conceptualisation

- Safety and Supportive Environment

7. Observation Checklist in Field Learning

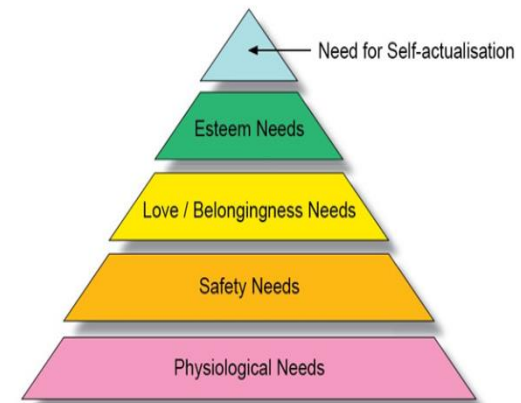
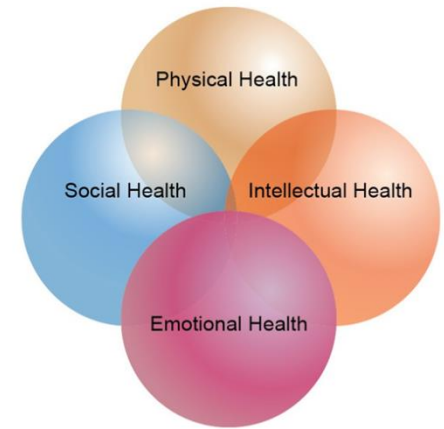
I. Environment (*Refer to Booklet 9.5 B. Hazards to health)

Actions take to ensure health and safety in the service unit		Marks (1-3)	Good practice / Areas for Improvement
Safety			
Mechanical	Lamps, fans / visual equipment hanging on the wall are fixed in a secured manner		
	Service users will not contact with the parts of machinery and equipment with potential dangers		
	All the tools and equipment are placed neatly and orderly		
	Safety instructions, rules and signs are displayed clearly.		
Environmental	Enough space is provided for the activities of service users		
	Floor is flat, without cracks and pitting		
	Facilities to cater the needs of the disabled, such as handrails, non-slippery surface of floor		
	Adequate lighting		
	Passageways are unobstructed		
	Emergency exits are unobstructed with adequate lighting and signs		
	Escape routes are clearly shown		
Chemical	Chemicals are properly stored and managed		
	First aid kit is well-equipped and put in the proper position		
	Flammable items are properly stored and managed.		
	Fire equipment is adequate and accessible		
Environmental Hygiene and Disease Prevention			

Abstract Conceptualisation – Understanding the Clients

People with Disabilities

- ① Attention Deficit/Hyperactivity Disorder
- ② Autism
- ③ Hearing Impairment
- ④ Intellectual Disability
- ⑤ Mental Illness
- ⑥ Physical Disability
- ⑦ Specific Learning Difficulties
- ⑧ Speech Impairment
- ⑨ Visceral Disability
- ⑩ Visual Impairment



Abstract Conceptualisation

– Non-verbal Communication

C. Non-verbal Communication				
13. Use tone, pace, eye contact and posture that show care and concern				
14. Maintain appropriate proximity to participants				
15. Orient body toward speaker				
16. Nod head to exhibit listening and/or understanding				
17. Keep smiling				
18. Pay attention to participants' non-verbal language and respond to the message behind (e.g. invite a rest, when appropriate, if participant(s) shows any sign of tiredness)				
19. Avoid distracting actions				
20. Make no negative signs during communication (e.g. disagreement, disappointment, not interested)				

Prepare for Interview with Focuses

Service Unit	Observation	Interview	Service / Activity
New Immigrant Service Centre	Topics : Vulnerable groups, Caring community ➤ Examples of relevant concepts: equality, discrimination, cultural differences, community resources, self-concept, vulnerable groups, community work, community support network, different forms of care, empowerment, holistic health, social welfare system.		
	<input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit	※ Clients <input type="checkbox"/> Problems <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES) <input type="checkbox"/> Relevant questions to explore other concepts ※ Professionals <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs	Volunteer services can be provided through: <input type="checkbox"/> After-school care programmes <input type="checkbox"/> Neighbourhood scheme Sit in / Be an observer in: <input type="checkbox"/> Workshop on parenting skills <input type="checkbox"/> Home safety measures

Student Handbook

III. Professionals in the service unit (Refer to 5A - Professionals in health and social services)

Institutions and settings	hospitals, clinics, health centres, care homes, laboratories, service centres : _____	
* Professionals	No.	Tasks

※ *Health services: doctors, nurses, dentists, physiotherapists, occupational therapist, dietitians, healthcare assistants etc.*

※ *Social services: social workers, welfare workers, counselors etc.*

	Agree	Disagree	Not Applicable
Adequate manpower			
Friendly and supportive			
Able to meet the needs of the clients			
Other opinions :			

Reflect Based on Handbook

9. Communication Skills in Discussion / Interview

A. Open Up Discussion/ Interview
1. Prepare the clients - greet in warm and friendly manner and introduce the members to clients politely
2. Explain and/or negotiate the agenda of the discussion / interview, taking the feeling and expectations of clients into consideration
B. Process - Gather Information
3. Ask about the life event, circumstances, other people that might relate to a specified topic to help elicit clients' beliefs, concerns, and expectations
4. Assess and understand clients' problem and desire for more information
5. Ask questions that extend what is being narrated or told
6. Ask for clarification whenever appropriate and necessary
7. Encourages others to engage into communication (applied to group discussion)
C. Process – Share Information
8. Give timely response to the questions of the clients
9. Show understanding of the clients' views on specified topics
10. Clarify details as necessary - exhibit prior preparation to facilitate the communication (e.g. shows understanding of the services that participants are receiving)
11. Give appropriate suggestions based on the information (e.g. healthy lifestyle)
D. Closure / conclusion
12. Ask if participants have questions, concerns or other issues
13. Summarize the overall communication and give opportunities to correct or add information
14. Clarify follow-up or contact arrangements, if available
15. Acknowledge participants and close communication

Active Experiment and Concrete Experience

- 4 groups
- Each group:
 - 1 instructor (A-Soulroom teammate)
 - 1 teacher (with task)
 - others: students
- Enjoy a leather-product making class

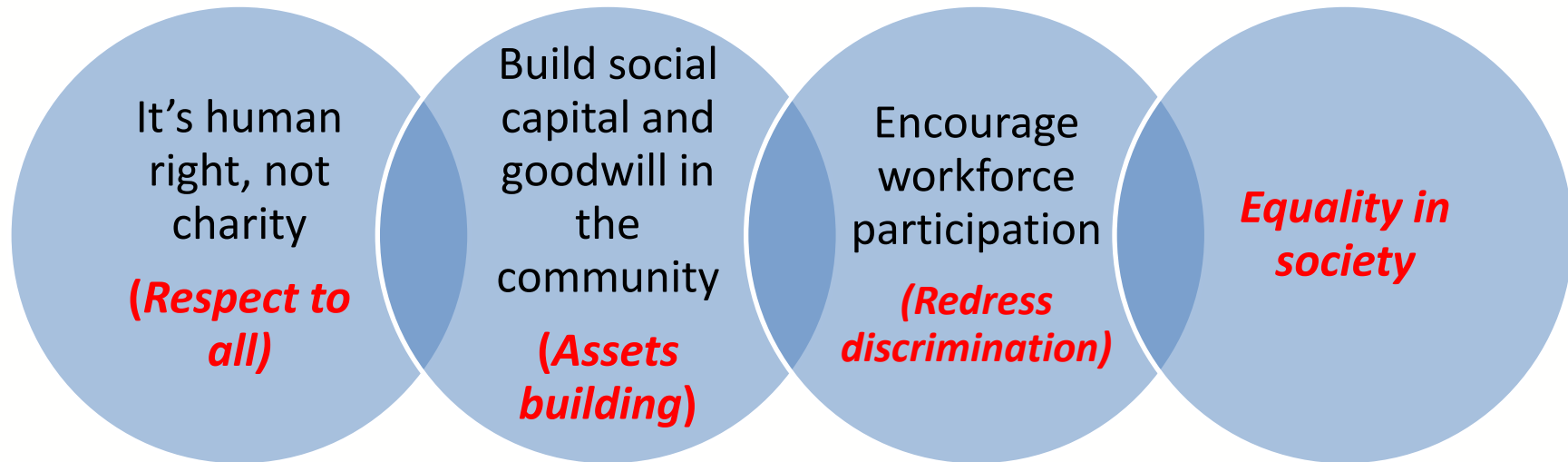
Active Experiment and Concrete Experience

- 4 groups
- Teacher (with task) and students and instructors
- Enjoy free conversation with instructors
- Report back

Reflection - 5 Questions

1. your most impressed?
2. your feeling?
3. your new discovery?
4. any changes you suggested?
5. your contribution?

Why Social Inclusion



Enrich life for ALL



What can you **do** for Social Inclusion

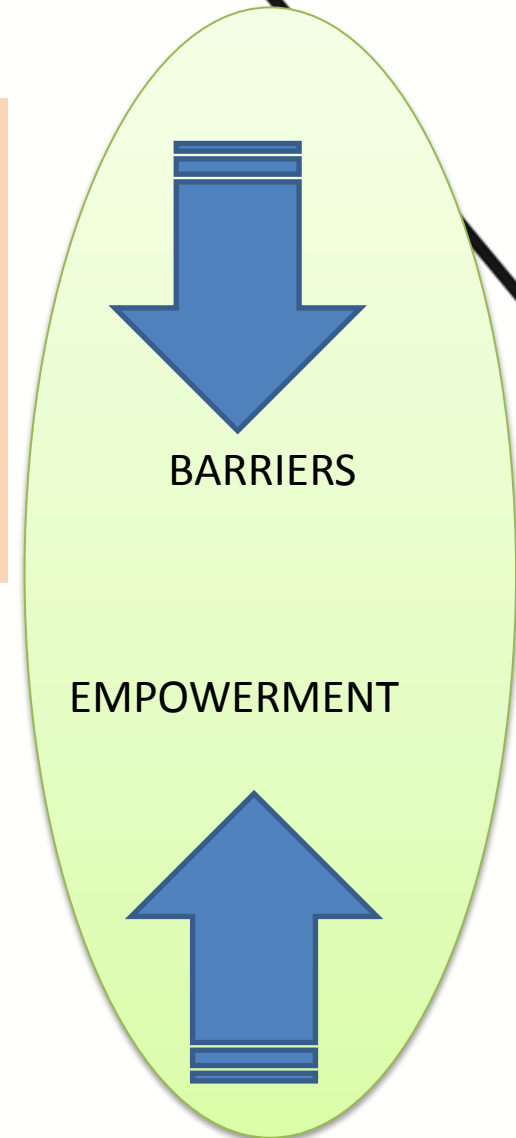


Society:

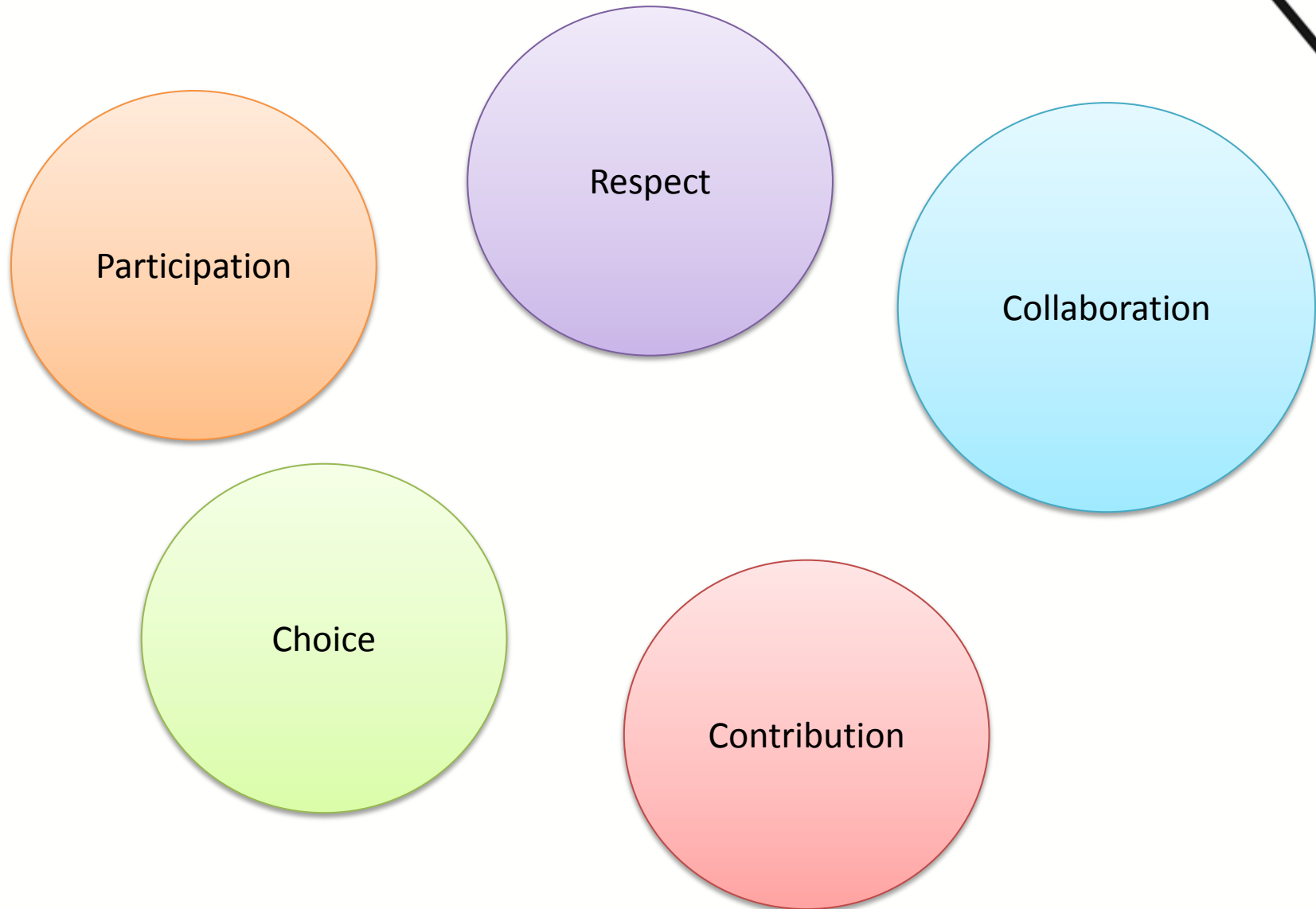
- is aware of PWDs as part of the society
- has a positive attitude towards PWDs
- is accessible for everyone
- views all members as having equal value

Persons with disabilities have/are:

- quality of life
- the right of self-determination
- Independent
- valuable role



Core Values in Inclusion



Impact from Collaboration

Evaluation and Feedback

12. Student Feedback on Field Learning

- To facilitate communication between students, teachers and the agency, a student can use this form to express his / her concern and comments on field learning tasks for effective learning and teaching.

Name of Student: _____ Class: _____ Date: _____

Please use 1 - 7 to indicate your level of satisfaction :

	Satisfactory				Unsatisfactory			
Field learning helps me apply knowledge learnt in classroom	7	6	5	4	3	2	1	
Field learning facilitates my personal growth	7	6	5	4	3	2	1	
The agency which offered field learning has provided adequate learning opportunities to me to.	7	6	5	4	3	2	1	
The observation checklist, fieldnotes and reflective journal facilitate my learning.	7	6	5	4	3	2	1	

1. I appreciate the following areas in field learning:

2. My suggestions for field learning: (please suggest measures to be taken)

Debriefing

解說的流程 (Debriefing)

(資料來源: Roger Greenaway : 網址: <http://reviewing.co.uk/learning-cycle/index.htm>)

