

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Master of Arts in Child and Family Education (One-year Full-time) A1M089 (Two-year Part-time) C2M021
Programme QF Level	:	6
Course Title	:	Field Attachment in Child and Family Education
Course Code	:	INS6040
Department	:	Early Childhood Education
Credit Points	:	3
Contact Hours	:	30 hours fieldwork attachment 12 hours visits, workshops and seminars
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English, supplemented by Chinese if appropriate
Course Level	:	6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Fieldwork attachment is to enable students to gain exposure to the child and family education and obtain practical experience. Students are required to complete a 42-hour fieldwork attachment in the second year of study, including 30 hours field attachment, 6 hours pre-attachment workshops and visit, and 6 hours field attachment seminars. Students are expected to participate in child and family services and activities, like parent days, child and family education promotion, parent and teacher association, and so forth, during the field attachment. They are required to write up a report to present their fieldwork attachment in child, parent and family education. The field attachment will help students acquire relevant practical experience and develop interpersonal skills and leadership skills in parent-child and family education.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ attribute information about child and family services to professional and professional individuals and groups effectively
- CILO₂ evaluate evidence-based child and parent education programmes in Hong Kong
- CILO₃ execute moral, ethical and legal standards in service delivery
- CILO₄ generate leadership skills, interpersonal skills, and related skills consistent with professional practice in child, parent and family education

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Part I : Pre-attachment seminar and visits <i>(6 hours)</i> <ul style="list-style-type: none"> • Pre-attachment site visit (3 hours) • Pre-attachment seminar (3 hours) <ol style="list-style-type: none"> 1) Briefing on the nature, objectives of the field attachment, roles of the organizations, field attachment examiners, and students 2) Discussion on professional code of conduct, work ethics of the partnership organizations, and interpersonal skills 	CILO _{1,3}	Lectures and group discussion
Part II : Field Attachment <i>(30 hours)</i> Students are divided into groups of 4-6, to field attachment organizations. They are expected to participate in child and family services and activities.	CILO _{1,2,3,4}	Group discussion, group activities in attachment organizations
Part III: Post-attachment seminars <i>(6 hours)</i>	CILO _{1,3}	Group presentation

Students present their field attachment activities and outcomes in groups.		
--	--	--

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. On-site Performance Students will be evaluated on their performance, behaviour and attitude in attachment period.	25%	CILO _{1,3}
b. Group presentation in field attachment seminars Students are required to present their services and activities in groups and give feedback to their peers.	25%	CILO _{1,2}
c. Individual report Students are required to write up a report (2000 - 2200 words) to consolidate and summarize their learning experience in the field attachment. The report should include a structured logbook of the field attachment and an evaluation by the site supervisor.	50%	CILO _{2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

Barrett, A. L. (2017). *Establishing connections with mindful interactions: Impact of parent education on perceptions of self-awareness and mindful parenting practices*. [Master's thesis, The University of North Carolina at Charlotte]. ProQuest Information and Learning Co.

Dubow, E., Boxer, P., & Huesmann, L. (2010). Journal of developmental psychology: Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *Journal of Family Studies, 16*(2), 178.

Gonzalez-Mena, J. (2016). *Child, family, and community: Family-centered early care and education*. Pearson.

Hannon, B., Villegas, E., Luna, V., Wiley, A., & Teran-Garcia, M. (2017). Healthy eating is a family affair: Family-focused nutrition education intervention improves child eating habits. *Journal of the Academy of Nutrition and Dietetics, 117*(9), A25.

He, F. J., Wu, Y., Feng, X. X., Ma, J., Ma, Y., Wang, H., Zhang, J., Yuan, J., Lin, C. P., Nowson, C., & MacGregor, G. A. (2015). School based education programme to reduce salt intake in children and their families (School-EduSalt): Cluster randomised controlled trial. *British Medical Journal, 350*, h770.

Hucul, M., & Anand, A. (2015). Healthy together program: An innovative family education model for children in care (0-18y) and their families. The bridge youth & family services, kelowna BC. *Canadian Journal of Diabetes, 39*, S33.

- Roggman, L. A., Boyce, L. K., & Innocenti, M. S. (2008). *Developmental parenting: A guide for early childhood practitioners*. Paul H. Brookes Pub. Co.
- Yuen, L. H. (2017). Personal growth and development of parent leaders through a group parent education program. *Teacher Development, 21*(4), 547-560.
- Yuen, L. H. (2017). New immigrant parents' experiences in a parent education programme. *International Journal of Early Years Education, 27*(1), 20-33.
- Yuen, L. H., Kwong, W. M., & Lam, C. M. (2014). Collaborative learning in group parent education: A case study of process and outcome. *The International Journal of Early Childhood Learning, 20*(1), 53-62.
- 郭靜晃(2015): 《親職教育: 理論與實務》, 台北, 揚智文化事業股份有限公司。
- 廖國良(2014): 家校合作在香港, 《廣西教育》, (4), 48-49。
- 陳維安(2012): 香港家校共同提升孩子的學習效能, 《上海教育》, (3), 4。

7. Related Web Resources

- American Association for Marriage and Family Therapy
<http://www.aamft.org/iMIS15/AAMFT/>
- An Outcome Evaluation of the Implementation of the Triple P Positive Parenting Program in Hong Kong
<https://pubmed.ncbi.nlm.nih.gov>
- Parent Education Database
<https://www.chsc.hk>
- Quality Parenting leaflet
<https://learning.nspcc.org.uk> > leaflets
- Study on Core Life Values for Parenting Education
<https://www.women.gov.hk> > publications
- Parents Forever Online | UMN Extension
<https://extension.umn.edu>
- Parent education framework set - news.gov.hk
<https://www.news.gov.hk>

8. Related Journals

- International Journal of Birth & Parent Education

9. Academic Honesty

- The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

- Nil