



HKU
SWSA

Department of Social Work and Social Administration
The University of Hong Kong

香港大學社會工作及社會行政學系

FIELDWORK PLACEMENT

2023-2024

Concurrent Placement

ORIENTATION FOR STUDENTS

2 September, 2023



Meeting Schedule

Time	Venue	Topic	Speaker
1:45 – 2:00pm	Zoom	Registration	
2:00 – 3:15pm	Zoom	General rules and requirements	Ms. Clara Lau DFI
3:20-3:30PM			
3:30 - 5:00pm	Zoom	School Social Work Services (SSW)	Ms. Irene Law
	Zoom	Family Services (FS)	Ms. Omi Ng
	Zoom	Rehabilitation Services (RS)	Ms. Lydia Lam
	Zoom	Services for Children & Youth (CYS)	Ms. Jake Pang
	Zoom	Services for Elderly (ES)	Ms. Edith Fung
	Zoom	Community Development (CD) & Multicultural Social Work Services (MCSW)	Mr. Lo Kai Chung
	Zoom	Medical Social Services (MSS)	Ms. Debby Ko
5:00–6:00pm	Zoom	Students Meeting with Fieldwork Supervisors*	



Topics Covered

- Concurrent placement allocation and Duration
- Fieldwork period and objectives
- Roles and responsibilities
- The importance of Data Protection
- Workload
- Leave entitlement
- Assessment criteria
- Supervision
- Reports and Timeline
- Impact of COVID-19
- Other Concerns



2023-2024 Concurrent Allocation

Settings	No. of Students
Community Development Services	5
Elderly Services	21
Family Services	46
Medical Social Services	14
Multicultural Social Work Services	4
Rehabilitation Services	33
Children and Youth Services	22
Overseas Placement (for summer block placement only)	NA
School Services (for concurrent placement only)	51
Total: BSW 51 / MSW FT 65 / MSW PT 80	196



2023- 24 Concurrent Placement Modules and Duration

- **SOWK 4006/4007 BSW – 400 hours**
25 Sep, 2023 to 16 Mar, 2024
Consecutive for **25 weeks**
- **SOWK 6225/6231 MSW – 450 hours**
25 Sep, 2023 to 6 Apr, 2024
Consecutive for **28 weeks**

*All the required hours are **minimum hours** being set.*



Concurrent Placement Duration

For full-time students

- Normally every **Tue and Wed (still up to the agency's requirement and agreement with the student)**

For part-time students

- Every Tue and Wed or Flexibly arranged **1 full day and 2 sessions (around 16 hours)** per week

(Best to arrange some weekday DAY sessions to attend staff meetings, work with the team and participate in more direct services)

**Should follow the agency's daily work hours*



Concurrent Placement Duration

- **Placement continues** during reading week, term break or school holidays in Christmas, Chinese New Year and Easter.
- **Don't plan any vacation during your placement period.**
- If taking compensation leave, max. one day per week.

The Importance of Fieldwork

- **Learning through Doing**
- **Integrate theoretical knowledge into social work practice;**
- Experience the natural work setting, understand agency culture and requirements, to gain the **practice wisdom** from supervisor and agency staff;
- **Train to be a competent and independent social worker.**

Fieldwork Objectives

Students are given opportunities to:

- Demonstrate social work principles, and values in actions and attitudes;
- Integrate theories and develop skills;
- *Enhance self-understanding, maximize potential and own capacity*
- Develop own style of work within the bounds of professional practice and development

Roles and Responsibilities

Responsible to Agency/Clients:

- “Student social worker” (實習社工)
- **Strictly comply with agency policy, SQS, documentation procedures (including financial reimbursement procedures), office disciplines**
- **Obtain prior approval before proceeding**

Roles and Responsibilities

Responsible to Agency/Clients:

- Demonstrate Professional image, behaviours, appearance and dress code (*DO NOT wear a vest, deep-V tops, see-through tops and slippers. In school setting especially, dye hair with darker colour only and MUST FULLY cover every tattoo, if any*)
- **Respect and comply with confidentiality, privacy and code of ethics**
- *Photos taken or audio recordings must be with the prior consent of clients, colleagues and agencies*
- **Active participation and engagement, willing to offer assistance to agency colleagues**



Roles and Responsibilities

Responsible to Supervisor/HKU

- Set out learning goals and follow through
- Responsible, active and reflective learner
- On-time submission of assignments and reports
- Well prepared for supervision
- Open to sharing and raising questions

The Importance of Data Protection

- Be familiar with and Strictly comply with HKU (Form A – 05) and agency policies on data protection and social media.
- Do not leave personal data and confidential information (e.g. case files) **unattended**
- ***Do NOT take personal data out of office*** unless there is a genuine operational need and must seek prior approval from the centre in charge
- ***The record files should be stored in designated password-protected electronic storage devices***

A-05 Record Keeping: Guidelines for Students in Fieldwork Placement_2023

[To \(hku.hk\)](https://hku.hk)



The Importance of Data Protection

- **DO NOT** *discuss or disclose service users' information to your family, friends or on Social Media.*
- **Anonymized** your reports to the fieldwork supervisor for discussion (eg. Madam C..)
- All the reports/documents must be **password-protected** before being sent to your fieldwork supervisor

A-05 Record Keeping: Guidelines for Students in Fieldwork Placement_2023

[To \(hku.hk\)](http://hku.hk)



Guidelines on the Use of Social Media

- Prohibited the use of personal mobile phones to contact clients for placement (students can apply for a phone card from the Department with the support of the fieldwork supervisor)
- Prohibited disclosing any private or confidential information of either the agency, colleagues, field-mate, fieldwork supervisors or clients on social media
- Prohibited uploading/ posting any photos/ comments/ sharing about placement sites/ colleagues/ field-mate/ fieldwork supervisors/ clients on any social media
- *Prohibited adding service users as friends on your Facebook account/social networking media*

Social Media

May include (although it is not limited to):

- Social Networking sites (e.g. Facebook, Instagram, LinkedIn, Myspace)
- Video and photo sharing websites (e.g. YouTube, Flickr, Yammer)
- Blogs, including corporate blogs and personal blogs
- Micro-blogs (e.g. Twitter)
- Forums, discussion boards and groups (e.g. Google groups, LIHKG)
- Wikis and online collaborations (e.g. Wikipedia)
- Vod and podcasts
- Email and instant messaging (e.g. SMS, WhatsApp, WeChat, Signal)

New Measures from June 2023

Apply to 2022 intake MSW students and 2020 intake BSW students

- Separate evaluation forms for BSW and MSW students
- Set up different workload requirements to delineate the expectations on first and second placement
- Students are required to write down information about their work done (A-08_updated)
- Fieldwork supervisors focused more on the assessment of performance (A-10a_updated BSW/MSW)
- Different assessment criteria for 1st and 2nd placement (A-10c 1st /2nd placement only)

Workload

Apply to 2022 intake MSW students and 2020 intake BSW students

A) Direct Services Guideline

First Placement

- Case only : at least 4
- Case + group + program : 2 cases + 1 group + 1 program
- Group + program: 2 groups + 1 program
- Community work project : 1-2

**Workload is decided by mutual discussion amongst student, agency and fieldwork supervisor , while final decision rests with the fieldwork supervisor*

Workload

Apply to 2022 intake MSW students and 2020 intake BSW students

A) Direct Services Guideline

Second Placement

- Case only: at least 5
- Cases + group + program: 2-3 cases + 1 group +1 program
- Group, project and program: 2 groups + 1 program or 1 group + 2 program/project (at least 2-3 sessions)
- Community work project: 1-2

Workload is decided by mutual discussion amongst student, agency and fieldwork supervisor, while the final decision rests with the fieldwork supervisor



Workload

Apply to 2022 intake MSW students and 2020 intake BSW students

B) Written Work

- Weekly Self-reflective Logs (3 for the concurrent and 2 for the summer block; FWS could request more if students are not reflective)
 - Orientation Report, Learning Contract (1st – 3rd week)
 - Weekly Supervision agenda and supervision log
 - Mid-placement and final evaluation reports
- * *Exact workload and requirement will be decided by the respective fieldwork supervisor subject to the student's learning pace but must fulfil both HKU and Agency requirements*

Please refer to the recording template being uploaded onto the placement website



Workload

Apply to 2022 intake MSW students and 2020 intake BSW students

B) Written Work

- Casework: Intake summary, Case recordings (including 1 process recording for 30 minutes for each case. Total 2 process recordings only), Transfer/Termination reports
- Group work: Group proposal, Session plan, Session recordings, Final Evaluation Report
- Project/Program: Project/Program Proposal, Ongoing Process records, Final Evaluation report. For program/project with more than 1-day session, you need to submit session plans and session evaluations

A-03 general requirements on student workload in fieldwork placement_2023

[THE UNIVERSITY OF HONG KONG \(hku.hk\)](https://www.hku.hk)



Working Hours

- Every Tue and Wed
- Should follow the agency's lunch/dinner break/daily work hours arrangement
- **3 sessions a day is not allowed** except on special program arrangements with prior approval from the agency and FWS
- Be flexible in work hours to meet agency and service users' needs

A-15 Guideline on Placement Hours Calculation

[Guidelines on Placement Hours Calculation \(hku.hk\)](http://hku.hk)



PT MSW Working Hours

- 1 full day and 2 sessions or 2 full days per week
- Agreed on a regular weekly work schedule with **the agency, fieldwork supervisor and student**
- *Take Annual Leave on weekdays to participate in agency meetings or other activities to enrich your learning*

A-15 Guideline on Placement Hours Calculation

[Guidelines on Placement Hours Calculation \(hku.hk\)](http://hku.hk)



Leave Entitlement

- Overtime duties (OT) for Direct Service Only must have prior approval from IC and FWS. Not encouraged to accumulate.
- Compensation leave (CL) **(no more than one day per week)** must have prior approval from IC and FSW
- **Need to make up the missed hours on sick leave and Public holidays**
- A medical certificate for sick leave is required for two consecutive days (if the agency requires a sick leave certificate for one day sick leave, students should follow agency guidelines)
- *Discretion will be given to the supervisor to manage the make-up in following the rules of HKSWRB*

A-15 Guideline on Placement Hours Calculation

[Guidelines on Placement Hours Calculation \(hku.hk\)](http://hku.hk)

Training activities

- Training activities directly related to placement learning will be counted as placement hours, i.e. Pre-placement agency visit, HKU setting agency visits, mid-placement sharing, and training programs **with FWS approval** or agency support training can be counted as placement hours (C-01a Part A)
- Agency orientation programs and Agency training programs can be counted as placement hours (C-01a Part B)
- The total training hours should not be more than 5 % of the placement hours

[C-01a Placement Hours Record Form_2023 \(excel-format\).xlsx \(live.com\)](#)

A-15 Guideline on Placement Hours Calculation

[Guidelines on Placement Hours Calculation \(hku.hk\)](#)

Purpose of Supervision

1. **Support** – sustain the practitioner, helping them to manage the stress derived from placement
2. **Management** – work allocation and ensures agency objectives are met
3. **Education** – teaching and including giving feedback on progress
4. **Mediation** – providing a communication link between students and placement agency

Types of Supervision

- Individual Supervision
 - Group Supervision
 - Live Supervision (at least 1)
-
- A-02 guidelines for non-university fieldwork supervisors in supervising students placements_2023
 - [THE UNIVERSITY OF HONG KONG \(hku.hk\)](https://www.hku.hk)
 - [C-01b Supervision Hours Record Form_2023 \(excel-format\).xlsx \(live.com\)](#)



Supervision Hours

- Concurrent: At least 1.5 hours per week per student
- Summer Block: At least 2 hours per week per student
- At least 50% of supervision hours - individual basis
- At least 50% of supervision hours - on-site
- Keep update records of supervision hours on **C-01b**
- [C-01b Supervision Hours Record Form_2023 \(excel-format\).xlsx \(live.com\)](#)
- Pre-placement meeting, Pre-Placement Agency Visit, Live supervision, Mid E and Final E meetings with the agency and Final E meeting with FWS can be counted as supervision hours

A-01 – List of fieldwork supervisor's tasks

[THE UNIVERSITY OF HONG KONG \(hku.hk\)](#)

A-02 – Guidelines for non-university fieldwork supervisors

[THE UNIVERSITY OF HONG KONG \(hku.hk\)](#)



Maximize your learning from Supervision

- Prepare the **supervision agenda (half page) and supervision log (1 – 1.5 pages in point form) before every supervision.**
- **Note** down the suggestions/advice from FWS and follow through
- Actively update your progress, share your reflection and ask questions
- Do not take feedback personally or defensively



THE UNIVERSITY OF HONG KONG

Department of Social Work and Social Administration

20xx – 20xx Concurrent Placement

Supervision Agenda

Date: xxx January, 20xx (Tue)

Time: 3:00pm – 6:30pm

Type of supervision: Individual supervision

Venue: HKU

Name of the student: XXXXX

Name of the fieldwork supervisor: XXXXX

1. Discuss about the social skill group for P.1 and P.2 student
2. Discuss about the SEN group for secondary school students
3. Other programs – the kick-off ceremony of the after school care program at a primary school
4. Next supervision time: xxx at 3:00pm at HKU



THE UNIVERSITY OF HONG KONG

Department of Social Work and Social Administration

20xx -20xx Concurrent Placement

Supervision Log

Date: xxx January, 20xx (Tue)

Time: 3:00pm – 6:30pm

Type of supervision: Individual supervision

Venue: HKU

Name of the student: XXXXX

Name of the fieldwork supervisor: XXXXX

Content of Supervision:

1. Discuss about the social skill group for P.1 and P.2 student

- XXXXXX

- XXXXXX

2. Discuss about the SEN group for secondary school students

- XXXXXXXX

- XXXXXXXX

3. Other programs – the kick-off ceremony of the after school care program at a primary school

- XXXXXXXX

- XXXXXXXX

4. Next supervision time: xxx at 3:00pm at HKU



Assessment Criteria

A10a updated BSW/MSW (*completed by FWS*)

Assessment Criteria	1 st Placement MSW 2022 & BSW 2020 intake	2 nd Placement MSW 2022 & BSW 2020 intake
1. Professional Requirements	25%	25%
2. Organizational Requirements	15%	10%
3. Practice Competence	40%	50%
4. Written assignment and Use of Supervision	20%	15%



Assessment Criteria (Form A-10a_updated)

Section One : Pressional requirements

- Professional Social Work Conduct
- Social Work Ethics
- Critical Thinking and professional Development
- Professional work attitudes and habits



ASSESSMENT OF PERFORMANCE

Section One: Professional Requirements

Please note: a passed grade for Student Fieldwork Placement will only be awarded if the student obtains a pass or above in Section One (Professional Requirements). A failed grade in Section One will lead to a failed grade in this Student Fieldwork Placement regardless of student's performances in other assessment areas.

	Items to be assessed - The student:	Overall grade range	
		Field placement I (25%)	Field placement II (25%)
1.1 Professional social work conduct	1) deals with ethical and value dilemmas openly while meeting one's professional responsibilities to agency, colleagues and clients		
	2) examines one's own values and belief systems and how they influence one's practice with clients		
	3) manages one's own affect in both direct practice encounter and in the context of the professional environment		
1.2 Social work values and ethics	1) knows, understands and abides by the SWRB Code of Practice		
	2) upholds integrity and honesty in professional practice		
	3) respects individual worth, human dignity and the client's right to self-determination		
	4) respects and protects client's right of confidentiality		
	5) begins to show commitment to social work value		N/A
	6) shows strong commitment to social work value	N/A	
1.3 Critical thinking and professional development	1) is reflective on own performance, recognizes strengths and deficit, identifies the possibilities for further improvement		
	2) reflects on broader issues beyond the immediate day to day work (e.g. service trends, policy advocacy, social issue, system impact and adequacies of services provision)		
	3) is open to feedback and criticism as an essential part of learning		
	4) delineates possible areas of ambiguities in practice; respects different opinions		
	5) is aware of the need to extend and improve knowledge and skills for continued professional growth	N/A	

BSW (Updated)

ASSESSMENT OF PERFORMANCE

Section One: Professional Requirements

Please note: a passed grade for Student Fieldwork Placement will only be awarded if the student obtains a pass or above in Section One (Professional Requirements). A failed grade in Section One will lead to a failed grade in this Student Fieldwork Placement regardless of student's performances in other assessment areas.

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	2) upholds integrity and honesty in professional practice		
	3) respects individual worth, human dignity and the client's right to self-determination		
	4) respects and protects client's right of confidentiality		
	5) begins to show commitment to social work value		N/A
	6) shows strong commitment to social work value	N/A	
1.3 Critical thinking and professional development	1) is reflective on own performance, recognizes strengths and deficit		
	2) reflects on broader issues beyond the immediate day to day work (e.g. service trends, policy development, social issue, system impact and adequacies of services provision)		
	3) is open to feedback and criticism as an essential part of learning		
	4) delineates possible areas of ambiguities in practice; respects different opinions		
	5) is aware of the need to extend and improve knowledge and skills for continued professional growth	N/A	

MSW (Updated)



A-10a_Updated (BSW)
Fieldwork Placement Student Evaluation Report_2023

Section One (Cont'd)

	Items to be assessed - The student:	Overall grade range	
		Field placement I (25%)	Field placement II (25%)
1.4 Professional work attitude and habits	1) assumes responsibility for work, takes initiative and works independently		
	2) develops positive work habits (punctuality, discipline, courtesy, etc.)		
	3) is efficient in workload management (direct services / written assignments)		
	4) perseveres through difficulties		
	5) analyzes experience and transfers learning to other situations		
	6) shows compassion in social work practice		

BSW (Updated)

A-10a_Updated (MSW)
Fieldwork Placement Student Evaluation Report_2023

Section One (Cont'd)

	Items to be assessed - The student:	Overall grade range	
		Field placement I (25%)	Field placement II (25%)
1.4 Professional work attitude and habits	1) assumes responsibility for work, takes initiative and works independently		
	2) develops positive work habits (punctuality, discipline, courtesy, etc.)		
	3) is efficient in workload management (direct services / written assignments)		
	4) perseveres through difficulties		
	5) analyzes experience and transfers learning to other situations		
	6) shows compassion in social work practice		

MSW (Updated)



Assessment Criteria (Form A-10a_updated)

Section Two : Organizational requirements

- understanding of agency & service
- performance of student social work role
- supervisor will take reference to agency's feedback (A-09)



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A-10a_Updated (BSW)
Fieldwork Placement Student Evaluation Report_2023

Section Two: Organizational Requirements

	Items to be assessed - The student:	Overall grade range	
		Field placement I (15%)	Field placement II (10%)
2.1 Understanding of agency and service	1) understands in general, the philosophy, objectives, target groups and service delivery pattern of the agency		
	2) understands the agency's role within the social welfare context in Hong Kong		
	3) reviews and appraises service provision of the agency and makes suggestions for change in a responsible manner		
	4) identifies service gaps, limitations or potential for service development		
	5) begins to understand the dynamics and unique culture of the service unit and their impact to the direct service provision		N/A
	6) demonstrates ability to work on the dynamics and unique culture of the service unit and their impact to the direct service provision	N/A	
2.2 Orientation and Understanding of the community context	1) understands the serving community through different means		
	2) reviews the community needs and characteristics critically		
	3) understands the linkage among the existing service provision, the community and the agency mission as well as service trend		
2.3 Performance of student worker role	1) understands own role and responsibility as a student worker		
	2) works within the limitations and constraints of the agency		
	3) takes initiative to understand the work setting as well as operation of the agency and learns from the agency workers		
	4) identifies himself/herself as a member of the agency team and participates appropriately in its work		
	5) carries out agency procedures properly to meet with administrative requirements (e.g. statistics, record keeping, log sheets, proper use of agency's documents, etc.)		
	6) submits written reports according to the requirements of agency		
	7) reports work progress to agency appropriately		

BSW (Updated)

A-10a_Updated (MSW)
Fieldwork Placement Student Evaluation Report_2023

Section Two: Organizational Requirements

	Items to be assessed - The student:	Overall grade range	
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	4) identifies service gaps, limitations or potential for service development		
	5) begins to understand the dynamics and unique culture of the service unit and their impact to the direct service provision		N/A
	6) demonstrates ability to work on the dynamics and unique culture of the service unit and their impact to the direct service provision	N/A	
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	2) reviews the community needs and characteristics critically		
	3) understands the linkage among the existing service provision, the community and the agency mission as well as service trend		
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	4) identifies himself/herself as a member of the agency team and participates appropriately in its work		
	5) carries out agency procedures properly to meet with administrative requirements (e.g. statistics, record keeping, log sheets, proper use of agency's documents, etc.)		
	6) submits written reports according to the requirements of agency		
	7) reports work progress to agency appropriately		

MSW (Updated)



Assessment Criteria (Form A-10a_updated)

Section Three : Practice competence

- theoretical knowledge application
- communication & relationship skills
- Problem identification & assessment
- Goal setting and contracting
- Planning, implementation and monitoring
- Skills in facilitating change
- Evaluation and termination



Section Three: Practice Competency - Integration of KNOWLEDGE, ATTITUDE and SKILLS

	Items to be assessed - The student:	Overall grade range	
		Field placement I (40%)	Field placement II (50%)
3.1 Integration and application of theoretical knowledge	1) reads up relevant theories and resource material for field practice 2) describes the rationale for selecting the theories or models in practice 3) uses concepts, theories to describe and explain human behaviour and phenomena observed in practice 4) applies relevant social work practice models in planning and intervention		
3.2 Communication skills	1) is able to communicate with different parties and people of diverse backgrounds 2) listens attentively and detects underlying messages 3) facilitates service users' expression with appropriate skills (e.g. questioning, clarification, reflection, etc.) 4) articulates ideas and gives information clearly, using language that different parties can understand 5) is sensitive to different cultures and able to respond appropriately		
3.3 Relationship skills (General)	1) is aware of own feelings in relating with people, recognizes their effects on the relationship and handles them constructively 2) relates and works with colleagues (including field-mates and other professionals) 3) relates and works with members of outside organizations (including government officials, voluntary agencies, district board members, etc.)		
3.4 Relationship skills (Working with clients)	1) recognizes the use of relationship in helping 2) initiates contacts with clients and engages them in purposeful relationships 3) uses worker-client dynamics to learn about client's communication patterns 4) is able to build up trustful relationship with the client system 5) maintains appropriate worker-client boundaries 6) sustains relationships in difficult situations (e.g. inertia, testing behaviour, etc.)		

BSW (Updated)

Section Three: Practice Competency - Integration of KNOWLEDGE, ATTITUDE and SKILLS

	Items to be assessed - The student:	Overall grade range	
		Field placement I (40%)	Field placement II (50%)
3.1 Integration and application of theoretical knowledge	1) reads up relevant theories and resource material for field practice 2) describes the rationale for selecting the theories or models in practice 3) uses concepts, theories to describe and explain human behaviour and phenomena observed in practice 4) applies relevant social work practice models in planning and intervention 5) takes initiative to link up the past experience with current practice 6) reviews the strengths and limitations of applying the theoretical concepts and theories in practice	N/A	
3.2 Communication skills	1) is able to communicate with different parties and people of diverse backgrounds 2) listens attentively and detects underlying messages 3) facilitates service users' expression with appropriate skills (e.g. questioning, clarification, reflection, etc.) 4) articulates ideas and gives information clearly, using language that different parties can understand 5) is sensitive to different cultures and able to respond appropriately		
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MSW (Updated)



A-10a_Updated (BSW) Fieldwork Placement Student Evaluation Report _2023			
Section Three (Cont'd)		Overall grade range	
	Items to be assessed - The student:	Field placement I (40%)	Field placement II (50%)
3.5 Need exploration	1) collects information about a situation using different methods appropriately (e.g. record, literature review, collateral contact, observations, interview, home visit/community visit, participation in group sessions and meetings, questionnaires, etc.)		
	2) explores a situation through examining related systems and draws out relevant information		
	3) interprets information objectively, distinguishes between facts and inferences		
3.6 Assessment	1) identifies and assesses the factors which influence the situation (e.g. social, cultural, political, biological, psychological, etc.) and develops a multi-dimensional perspective in explaining human behaviour and social phenomena		
	2) identifies and partializes potentially problematic issues, sorts out priorities		
	3) identifies client's strengths, assets and resilience		
	4) identifies and assesses obstacles to change		
	5) recognizes patterns of interaction between clients and social systems (e.g. family/group/community/social institution), assesses their impacts on the situation		
	6) makes on-going assessment as new data become available		
3.7 Goal setting and contracting	1) spells out overall goals in response to client's needs and agency functions		
	2) breaks down broad goals into specific objectives		
	3) facilitates client to set priorities for problem solution and change		
	4) clarifies roles and responsibilities of worker and clients in achieving goals		
	5) engages in collaborative goal-setting with the identified needs		
3.8 Action planning	1) prepares proposal of strategies, activities or services for goal attainment		
	2) obtains approval for actions from the appropriate authorities, informs all concerned parties about action plans		
	3) sets realistic work schedules		
	4) locates the necessary human, physical and financial resources in the agency and/or community		
	5) prepares contingency plans		

BSW (Updated)

A-10a_Updated (MSW) Fieldwork Placement Student Evaluation Report _2023			
Section Three (Cont'd)		Overall grade range	
	Items to be assessed - The student:	Field placement I (40%)	Field placement II (50%)
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	2) obtains approval for actions from the appropriate authorities, informs all concerned parties about action plans		
	3) sets realistic work schedules		
	4) locates the necessary human, physical and financial resources in the agency and/or community		
	5) prepares contingency plans		

MSW (Updated)



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A-10a_Updated (BSW) Fieldwork Placement Student Evaluation Report_2023			
Section Three (Cont'd)		Overall grade range	
	Items to be assessed - The student:	Field placement I (40%)	Field placement II (50%)
3.9 Action implementation and monitoring	1) maintains a sense of purpose and direction in the intervention process 2) coordinates action implementation 3) is aware of the changes and developments of the case/group/ community and responds with appropriate actions 4) analyzes work progress, takes into consideration feedback from clients and parties concerned, and draws out implication for further action 5) recognizes and facilitates clients' contribution (e.g. achievement, efforts, strengths, inner resources, resilience) towards individual/group/ community growth		
3.10 Actions in facilitating change	1) performs appropriate social work roles in different practice situations (e.g. facilitator, educator, broker, mediator, advocate, etc.) 2) uses appropriate techniques to facilitate client change (e.g. encouragement, use of self, confrontation, negotiation, structured experience, education, alliance, lobbying, etc.) 3) uses skills and employs different means associated with particular intervention approach or strategy to facilitate client change (e.g. CBT, crisis-intervention, narrative therapy, family therapy, networking, social skills training, social action, etc.) 4) recognizes client resistance, explores meaning and patterns in the resistance 5) makes use of system dynamics in addressing issues of concern		
3.11 Action evaluation and termination	1) carries out plan of evaluation 2) identifies dynamics in the process of termination 3) involves clients and parties concerned in preparing, consolidating and evaluating changes 4) addresses specific tasks of termination, allows sufficient time for the process (e.g. review of progress, process of feelings aroused, identification of areas for follow up, referrals, etc.) 5) makes appropriate decisions on termination or transfer, according to agency functions, client needs and the situation		

BSW (Updated)

A-10a_Updated (MSW) Fieldwork Placement Student Evaluation Report_2023			
Section Three (Cont'd)		Overall grade range	
	Items to be assessed - The student:	Field placement I (40%)	Field placement II (50%)
3.9 Action implementation and monitoring	1) maintains a sense of purpose and direction in the intervention process 2) coordinates action implementation 3) is aware of the changes and developments of the case/group/ community and responds with appropriate actions 4) analyzes work progress, takes into consideration feedback from clients and parties concerned, and draws out implication for further action 5) recognizes and facilitates clients' contribution (e.g. achievement, efforts, strengths, inner resources, resilience) towards individual/group/ community growth		
3.10 Actions in facilitating change	1) performs appropriate social work roles in different practice situations (e.g. facilitator, educator, broker, mediator, advocate, etc.) 2) uses appropriate techniques to facilitate client change (e.g. encouragement, use of self, confrontation, negotiation, structured experience, education, alliance, lobbying, etc.) 3) uses skills and employs different means associated with particular intervention approach or strategy to facilitate client change (e.g. CBT, crisis-intervention, narrative therapy, family therapy, networking, social skills training, social action, etc.) 4) recognizes client resistance, explores meaning and patterns in the resistance 5) makes use of system dynamics in addressing issues of concern		
3.11 Action evaluation and termination	1) carries out plan of evaluation 2) identifies dynamics in the process of termination 3) involves clients and parties concerned in preparing, consolidating and evaluating changes 4) addresses specific tasks of termination, allows sufficient time for the process (e.g. review of progress, process of feelings aroused, identification of areas for follow up, referrals, etc.) 5) makes appropriate decisions on termination or transfer, according to agency functions, client needs and the situation		

MSW (Updated)

Assessment Criteria (Form A-10a_updated)

Section Four : Written Assignment and Use of supervision

A-10a_Updated (BSW) Fieldwork Placement Student Evaluation Report_2023			
Section Four: Written Assignment and Use of Supervision			
	Items to be assessed - The student:	Overall grade range	
		Field placement I (20%)	Field placement II (15%)
4.1 Written assignment	1) uses clear, concise and systematic presentation 2) completes written assignments with analyses and reflections 3) submits written assignments on time 4) shows language proficiency in Chinese/English 5) writes reports according to agency and university requirements		
4.2 Use of supervision	1) is clear about own learning interest, and needs for setting feasible learning objectives in consultation with the supervisor 2) takes responsibility for one's own learning (e.g. preparing for supervision, reading up relevant materials, etc.) 3) takes initiative to report work progress and seeks advice or comments from supervisor 4) participates in supervision, identifies issues for discussion, introduces ideas and shares own feelings 5) puts into action what has been learned in supervision 6) articulates own experience, feeling, personal construct & values and critically examines their impact towards own practice	N/A	

BSW (Updated)

A-10a_Updated (MSW) Fieldwork Placement Student Evaluation Report_2023			
Section Four: Written Assignment and Use of Supervision			
	Items to be assessed - The student:	Overall grade range	
		Field placement I (20%)	Field placement II (15%)
4.1 Written assignment	1) uses clear, concise and systematic presentation 2) completes written assignments with analyses and reflections 3) submits written assignments on time 4) shows language proficiency in Chinese / English 5) writes reports according to agency and university requirements		
4.2 Use of supervision	1) is clear about own learning interest, and needs for setting feasible learning objectives in consultation with the supervisor 2) takes responsibility for one's own learning (e.g. preparing for supervision, reading up relevant materials, etc.) 3) takes initiative to report work progress and seeks advice or comments from supervisor 4) participates in supervision, identifies issues for discussion, introduces ideas and shares own feelings 5) puts into action what has been learned in supervision 6) articulates own experience, feeling, personal construct & values and critically examines their impact towards own practice		

MSW (Updated)



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The University of Hong Kong
香港大學社會工作及社會行政學系

Overall remarks:

A-10a_Updated (BSW)
Fieldwork Placement Student Evaluation Report_2023

Overall remarks: Please comment on the following aspects:

Review of Learning Objectives

Learning Objectives	Progress/Achievement:

Students Individual Characteristics, Strengths and Weakness

Areas for future development:

Recommended Grade Range* : _____

* Subject to review of Internal Examiner and endorsement of Board of Examination.

Fieldwork supervisor: _____
Signature / Date

Student's acknowledgement of having read the report: _____
Signature / Date

Student's comments, if any:

A-10a_Updated (MSW)
Fieldwork Placement Student Evaluation Report_2023

Overall remarks: Please comment on the following aspects:

Review of Learning Objectives

Learning Objectives	Progress/Achievement:

Students Individual Characteristics, Strengths and Weakness

Areas for future development:

Recommended Grade Range* : _____

* Subject to review of Internal Examiner and endorsement of Board of Examination.

Fieldwork supervisor: _____
Signature / Date

Student's acknowledgement of having read the report: _____
Signature / Date

Student's comments, if any:

BSW (Updated)

MSW (Updated)

Assessment & Evaluation

- On-going process evaluation
- Keep a record of any verbal / written warnings
- **FSWs need to alert DFI on the early detection of failed cases**
- Keep all written work and comments in soft copy **(with anonymity)** for 3 months after the placement ends
- *No need to hand in assignments to the Department except upon special request by internal/external examiners*

Grading System

- The grade given by the fieldwork supervisor is a **RECOMMENDED GRADE RANGE**, the final grade will be reviewed by internal examiners (IE) and endorsed by BOE
- “D” is the passing grade for MSW and BSW
- Internal examiners (IE) act as second marker; University fieldwork supervisors will play this role (Including DFI)
- **Internal examiner (IE) can over-ride the grade being given by the fieldwork supervisor**



Grading System

- Students are welcome to share their feedback on the last page of the A-10a update. If the feedback needs the attention of DFI, please email DFI **immediately after the final evaluation**
- **A student who fails in the placement is required to re-take the placement**
- If the student fails twice will result in discontinuation



Situations Leading to a Failed Grade

- Displays behaviours that **damage clients and agency**
- Recurrent series of **irresponsible and/or inappropriate behaviours** with no sign of improvement
- **Fails to hand in written assignments** as required (2 weeks after placement ends)



Special Case Handling and Warning

- Students should actively reflect on their feelings and constraints with the fieldwork supervisor and be open to advice
- **If necessary, students/FWSs can contact the DFI as early as possible**
- All verbal and written warnings should be documented



Failed Case Appeal Procedures

- For Appeal: **only apply to the failed case.**
- The department will set up an **Appeal Board** to review all written assignments and reports (usually consisting of the Program Director, DFI and Experienced FWS)
- Student, FWS and related agency representative will be consulted and interviewed
- **The Appeal Board will make the final decision**



On line Student Feedback Form A-11

- Students are expected **to complete A-11** to truly reflect their fieldwork experience **before the final evaluation meeting with FSW**
- The fieldwork supervisor will receive the feedback A-11 **at least three months after the final evaluation meeting.**



Submission Time-line for Assignments

- Orientation Report, Learning contract and Weekly Reflective logs (usually will fall on the first three weeks of placement)
- Supervision agenda and Supervision log : weekly at least one day before the supervision
- Other assignments as discussed and agreed with FSW.
- Best practice:
 - Submit the group and program proposal at least 4 weeks before the commencing date for agency and FWS's approval
 - Submit the session plan at least 1 week before the session
 - Submit the case/group recording within one week after the interview/group session



Students Mid Term Evaluation Report and Submission Deadline

Mid Evaluation Report:

[A-07b Mid-Placement Self-review Report_Students_2023 \(word-format\).docx \(live.com\)](#)

Submission Deadline:

Before the Mid Term Evaluation meeting with the Agency



Students Final Evaluation Reports and Submission Deadline **(Apply to 2022 intake MSW students and 2020 intake BSW students)**

Final Evaluation Reports:

[A-08 Student's Review_updated_2023v1.docx \(live.com\)](#)

[C-01a Placement Hours Record Form_2023 \(excel-format\).xlsx \(live.com\)](#)

[C-01b Supervision Hours Record Form_2023 \(excel-format\).xlsx \(live.com\)](#)

Submission Deadline: on or before 2 weeks after placement end

BSW: on or before Mar 30, 2024

MSW : on or before April 20, 2024

Students Feedback Form (A-11) to be submitted online on or before the final evaluation with Fieldwork Supervisor



AI generated language models

- **In order to maintain clients' confidential data and in line with the ethical practice of the profession and the requirements of the personal data (Privacy) Ordinance, 1995, which are reiterated in the social work fieldwork placement handbook (pp.16), it is prohibited to use the AI generated language models for fieldwork courses.**

Phone Card Support

- Criteria: Students need to contact service users by mobile phone, but placement agencies cannot provide mobile work phone.
- Procedure: Students need to email FWS & DFI to apply for the phone card stating their full name/program/placement unit/reason. DFI would approve upon receipt of FWS's endorsement.
- **Students must register/activate the phone card by their names and ID**

Travelling Allowance

- Criteria: Travelling Allowance **will only be given to those students with financial difficulties (CSSA/TSFS)**
- Procedure: Students need to email FWS & DFI to apply for the travelling allowance, stating their name/program/reasons and the required information per the next slide. DFI would approve upon receipt of FWS's endorsement.
- **Ddeadline of application: 2 weeks before placement ends**



Travelling Allowance Application Sample

- Student's Name/Program:
- Reason for applying for travelling allowance: CSSA/TSFS
- Total Applied Amount: \$XXX
- Home full address: XXX
- Agency Name and full address: XXX
- Mode of transport and fare: e.g. MTR from XX to XX Fare: \$XXX /Bus No. XXX from XXX to XXX Fare: \$XXX
- One-way fare: \$XXX/trip
- Total transportation cost: \$XXX/ trip x 2 trips per day x XX days=\$
- **Remark:** For reimbursement, \$16/day x 50 days(or exact workdays) will be deducted from the total transportation cost. Only a net balance will be received.

RAT Support

- Criteria: Placement agency request students to report RAT negative before returning to the placement unit. Students could apply for **free** RAT support from the Department.
- Procedure: Students need to email FWS & DFI to apply for the RAT support, stating their full name/program/placement unit/reasons/frequency/duration. DFI would approve upon receipt of FWS's endorsement. The support would be partial only

Placement Extension

- Criteria: placement extension due to sickness or personal reason
- Procedure: The students need to email UIC, FWS and DFI stating their full name/program/placement unit/the reason for extension/period of extension. DFI would email confirming the agency's coordinator upon receipt of FWS's email confirmation of OIC (full name & title), student and FWS agreement for the extension.



Other Concern

Insurance

- Students are covered by University Insurance Scheme during the placement period:
 - (1) Group Personal Accident
 - (2) Professional Indemnity Insurance
- Illness is not included at the insurance scheme
- Any work injury happened, please report to fieldwork supervisors and then DFI



Other Concern

Sexual Harassment Issue

- Any incident happens, please report it to fieldwork supervisors and DFI

Work Safety

- Students are reminded to follow the placement agency's work safety arrangement



Other Concern

No gifts to fieldwork supervisors

If you want to express your gratitude, a Thank you Note/Card is appreciated



Impact of COVID-19

1. Be prepared to get RAT negative regularly especially in a Residential setting
2. So long as placement agencies are in operation, placement will go on
3. Personal safety and health considerations will be our utmost concern
- 4. Be prepared to face uncertainty; may have placement suspension because of the Pandemic**



Impact of COVID-19

5. Learning opportunities will be affected if groups and programs cannot be executed in face-to-face mode
6. Be prepared to equip yourself by **using technology or creative measures** to conduct cases or groups
7. Be flexible and proactive
- 8. Be frank with your fieldwork supervisors about your worries or difficulties**



Madam Lo Ng Kiu Ying Memorial Prize

羅吳翹英夫人紀念獎

- Awarded to final-year students who have achieved grade of Distinctions in placement
- One for BSWFT student
- One for MSWFT student and
- One for MSWPT student
- Each prize shall be of the value of **HK\$5,000**

Good Preparation for Fieldwork Placement

- **Psychologically and Physically** well prepared for the workloads of placement
- **Better to equip the knowledge and skills** of the matched placement settings within this month
- **Good time management**
- Seek advice from teachers and previous students about the **practice wisdom/ experience** during placement



Tips for Preparation

- Verify placement centre address and fieldwork supervisor's contact information
- Try to get directions to placement site, **rehearse the travelling time** before the first day of placement
- Read through the web-site/annual report of the agency/leaflets of the unit



Tips for Preparation

- Clarify expectations with your fieldwork supervisor right before the start date
- Having a support network to share your happiness or worries during the placement period
- Be familiar on how to make use of technology in delivering the learning tasks



Orientation Programs

- Placement agency/ fieldwork supervisor/ setting coordinator will arrange other orientation visits to students
- *Please liaise actively with your fieldwork supervisor/setting coordinator on the detailed arrangement of orientation programs*

Enquiry and Consultation

- Placement Website:

<https://placement.socialwork.hku.hk>

- Placement Setting Coordinators
(Refer to List of Settings & Coordinators)
- Skills Lab / Skills Training / PBL / other course
work teachers / classmates.....



Central Enquiry

Contact Person:

Ms. Lau Siu Cho, Clara (Director of Field Instruction)
(siucho@hku.hk) (3910-2567) (CJT 5.56)

Another Director of Field Instruction (TBC)

Miss Rose See (Secretary)
(rosesee@hku.hk) (3917- 2981) (CJT 5.34)

Fieldwork Placement Handbook and Forms
<https://placement.socialwork.hku.hk>



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Placement Team



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Ms. Edith Fung Siu Ha
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Ms. Debby Ko Lee Yau
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Ms. Jake Pang Tsz Nga
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Service Setting
Coordinator



Ms. Ng Yee Ting
Family Service
Setting Coordinator



Mr. Lo Kai Chung
CD & MCSW Service
Setting Coordinator

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4. Kiser, P.M. (2012) *The Human Services Internship: Getting the Most from Your Experience, International Edition, 3rd Edition*. USA : Brooks/Cole.
5. Baird, Brian N. (2014) *The Internship, Practicum, and Field Placement Handbook – A Guide for the Helping Professions, Seventh Edition*. USA: Routledge



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Q & A