



**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

## 2024-2025

## Concurrent Placement

*ORIENTATION FOR STUDENTS*

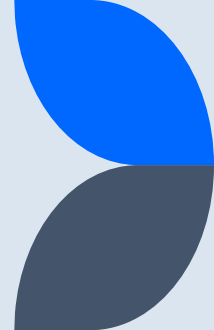
*7 September, 2024*





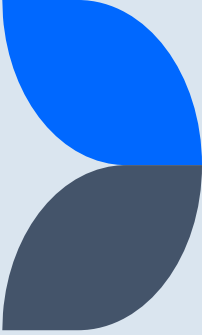
# Meeting Schedule

Time	Venue	Topic	Speaker
1:45 – 2:00pm	CPD 3.28	Registration	
2:00 – 3:15pm	CPD 3.28	General rules and requirements	Ms. Lydia Lam DFI
3:20-3:30PM			
3:30 - 5:00pm	CPD 3.28	School Social Work Services (SSW)	Ms. Irene Law
	CPD 3.29	Family Services (FS)	Ms. Omi Ng
	CPD 3.21	Rehabilitation Services (RS)	Ms. Lydia Lam
	CPD 3.22	Services for Children & Youth (CYS)	Ms. Jake Pang
	CPD 3.23	Services for Elderly (ES)	Ms. Edith Fung
	CJT 5.65	Community Development (CD) & Multicultural Social Work Services (MCSW)	Mr. Lo Kai Chung
	CJT 7.07	Medical Social Services (MSS)	Ms. Debby Ko
5:00–6:00pm		Students Meeting with Fieldwork Supervisors*	



# Topics Covered

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



# 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





## 2024-2025 Concurrent Allocation

Settings	No. of Students
Community Development Services	6
Elderly Services	18
Family Services	61
Medical Social Services	22
Multicultural Social Work Services	6
Rehabilitation Services	26
Children and Youth Services	12
Overseas Placement (for summer block placement only)	NA
School Services (for concurrent placement only)	34
Total:	185

# 2024- 25 Concurrent Placement Modules and Duration

SOWK 4006/4007 BSW      450 hours  
SOWK 6225/6231 MSW

23 Sep, 2024 to 5 April, 2025  
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**
- **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







# Concurrent Placement Duration

## For Part-time students

- 1 full day and 2 sessions or 2 full days per week
- **Should follow the agency's lunch/dinner break/daily work hours arrangement**
- *Take Annual Leave on weekdays to participate in agency meetings or other activities to enrich your learning*
- **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





# Concurrent Placement Duration

**Placement continues** during reading week, term break or school holidays in Christmas, Chinese New Year and Easter.

**Don't plan any vacations/out-of-town trips during your placement period.**

If taking compensation leave, max. one day per week.



# **Record the placement and supervision hour**

[C-01a Placement hours record form \(excel format\)](#)

[C01a Placement Hours Record Form sample](#)

[C-01b Supervision Hours Record Form \(excel-format\)](#)



# Workload Requirement

## 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*

A-03 general requirements on student workload in fieldwork placement\_2023

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



# Workload Requirement

## 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*

A-03 general requirements on student workload in fieldwork placement\_2023

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



# Written Work

- Casework: Intake summary, Case recordings (including 1 process recording for 30 minutes for each case. e.g. If 3-5 cases, pick 1 session from 2 cases for process recording; if 1 case only, choose 2 sessions of the same case for Process Recording. **Total 2 process recordings only**), Transfer/Termination reports
- Group work: Group proposal, Session plans, 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, student needs to submit session plans and session evaluations
- \* *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***



# Submission Time-line for Assignments

Orientation Report, Learning contract and Weekly Reflective logs  
(usually will fall on the first three weeks of placement)

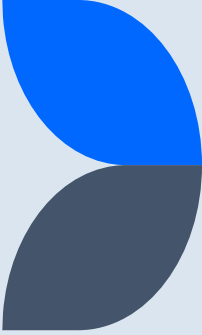
Supervision agenda and Supervision log : weekly at least one day  
before the supervision

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





# 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 \(hku.hk\)](#)





**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

# Types of Supervision

Individual Supervision

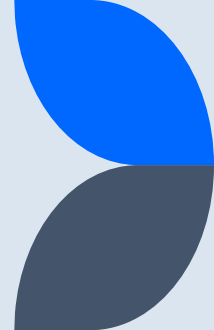
Group Supervision

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

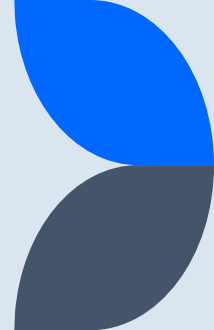
- Concurrent: At least 1.5 hours per week per student
- Summer Block: At least 2 hours per week per student
- At least 50% of supervision hours - individual basis
- At least 50% of supervision hours - on-site
- Keep update records of supervision hours on **C-01b**  
[C-01b Supervision Hours Record Form\\_2023 \(excel-format\).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 \(hku.hk\)](#)



# Purpose of Supervision

---

Support – sustain the practitioner, helping them to manage the stress derived from placement

---

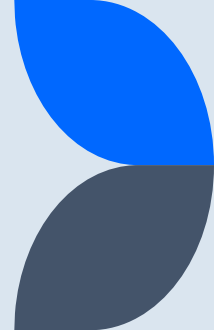
Management – work allocation and ensures agency objectives are met

---

Education – teaching and including giving feedback on progress

---

Mediation – providing a communication link between students and placement agency



# Supervision

**Face to Face supervision is required.** At least 50% of supervision hours should be **ON-SITE** supervision and **individual** supervision as required by Social Workers Registration Board

**Zoom supervision is prohibited** unless there is a very special reason (e.g. a work trip), which requires prior approval from DFIs and should be well documented.

Combined group supervision with other student(s) from other agencies is prohibited.



# 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 6

Date: xx Nov 20xx (Tue)

Time: 3:00 pm – 4:00 pm Individual Supervision

4:00 pm – 4:30 pm Group Supervision

Venue: Onsite

Name of the Student: xxx

Name of the Fieldwork Supervisor: xxx

↵

Content of Supervision:

Individual Supervision

1. Discuss about the social skills group for P1. and P2 student

2. Discussion on Case Intake:

↵

Group Supervision:

3. Suicidal Risk Assessment

↵



THE UNIVERSITY OF HONG KONG<sup>↵</sup>

Department of Social Work and Social Administration<sup>↵</sup>

20xx – 20xx Concurrent Placement<sup>↵</sup>

↵

Supervision Log 6<sup>↵</sup>

Date: xx Nov 20xx (Tue)<sup>↵</sup>

Time: 3:00 pm – 4:00 pm Individual Supervision<sup>↵</sup>

4:00 pm – 4:30 pm Group Supervision<sup>↵</sup>

Venue: Onsite<sup>↵</sup>

Name of the Student: xxx<sup>↵</sup>

Name of the Fieldwork Supervisor: xxx<sup>↵</sup>

↵

Content of Supervision:<sup>↵</sup>

Individual Supervision<sup>↵</sup>

1. Discuss about the social skills group for P1. and P2 student<sup>↵</sup>

The Fieldwork Supervisor (FWS) appreciated the creative planning of the group proposal and session plan 1, which matched the participants' abilities and interest<sup>↵</sup>

FWS reminded the student to:<sup>↵</sup>

- Address the short attention span of the participants, keep the activity short, and invite 2 – 3 students to share for debriefing instead of all participants<sup>↵</sup>
- Seek prior approval from the school social worker (SSW) for the group proposal and session plan 1<sup>↵</sup>
- Update the SSW on the progress of the group session after the session.<sup>↵</sup>

↵

2. Discussion on Case Intake:<sup>↵</sup>

FWS helped the student recap the core elements of an intake summary. Enhanced student's awareness of the importance of being objective, differentiating facts from inference, assessing the client's strengths and resources, assessing the potential risk factors, and maintaining logical connections between assessment and intervention<sup>↵</sup>

↵

Group Supervision:<sup>↵</sup>

3. Suicidal Risk Assessment:<sup>↵</sup>

FWS facilitated student understanding of Signs & risk factors of Suicide and enhanced students' insight from suicidal statistics of the children and youth in HK with SW based on the shared articles<sup>↵</sup>

↵





# Learning Contract

**The University of Hong Kong  
Department of Social Work & Social Administration**

**Student Name:  
Student No. / Program:  
Concurrent/Block Placement Learning Contract Sample  
(For reference only)**

## **1 Learning Objectives:**

<b>Learning Objectives</b>	<b>Ways to achieve</b>
1.	-
2.	-
3.	-
4.	-
5.	

## **2 Workload Requirements**

## **3 Agency Requirements**

## **4 Work Schedule**

## **5 Supervision**

## **6 Assessment**

- Agency
- Clients
- Assignments
- Supervision
- Others: Fieldmate / Collaborators, if any



# Assessment Criteria

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

Assessment Criteria	1 <sup>st</sup> Placement	2 <sup>nd</sup> Placement
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 : Professional 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.*

	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		
	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		

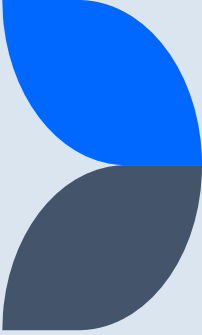
**BSW (Updated)**

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

## Section Two : Organizational requirements

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



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	
		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		

MSW (Updated)



# Assessment Criteria

## 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		
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.)		

**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%)
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		

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%)
3.9 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	N/A	
	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		

**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)**



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

# 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:

BSW (Updated)

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

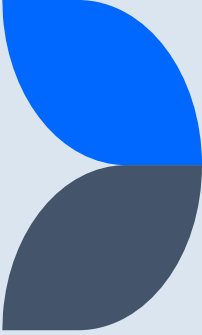
Student's comments, if any:

MSW (Updated)

37

# Assessment & Evaluation

- On-going process evaluation
- Keep a record of any verbal / written warnings
- **FSWs will 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)

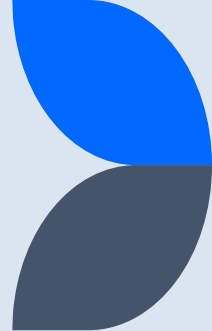
Student, FWS and related agency representative will be consulted and interviewed

**The Appeal Board will make the final decision**



# Online 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.**



# 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**  
**on or before April 19, 2025**

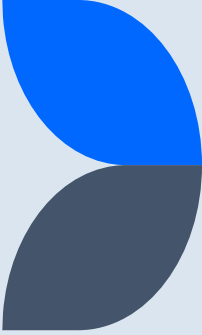
**Students Feedback Form (A-11) to be submitted online on or before the**  
**final evaluation with Fieldwork Supervisor**





## Concurrent Placement timeline 23 Sep, 2024 to 5 April, 2025

responsible parties, receiving party & Documents/ timeline and submission deadline	Time line/sub deadline	FWS timeline/sub deadline
Submission of A-05 page 1 & 2	Week 1	
Student's Mid E report (A-07b) <b>to FWS</b> : Mid E meeting with agency around mid Dec 2024 or before Jan 3, 2025 FSW's Mid E Reports (A-05, A-07a & Student's Mid E report) <b>to Department</b>	Before the mid E meeting with Agency	Jan 18, 2025
Student's Final E reports and assignments <b>to FWS</b> (A-08/A-08 updated, C-01a, C-01b (within 2 weeks after placement ends)	April 19, 2025	
Submission of A-11 <b>to Department</b>	Before Final E with FWS	
FSW's Final E Reports (A-09, A-10a/A-10a updated, A10c/1 <sup>st</sup> or 2 <sup>nd</sup> placement) <b>to Department</b>		May 3, 2025



# Roles and Responsibilities

## Responsible to Agency/Clients:

“Student social worker” (實習社工)

**Strictly comply with SWRB Code of Practice, agency policies, SQS, documentation procedures (including financial reimbursement procedures), office disciplines**

**Obtain prior approvals 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

# Roles and Responsibilities

- It is recommended that students share any medical conditions or personal constraints with their fieldwork supervisor and the agency. This will allow the agency to make appropriate adjustments to the placement and provide accommodations to meet their specific needs.
- The supervisor should not disclose their medical condition to the agency without the student's consent.

[HKU System and Practices](#)



# 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

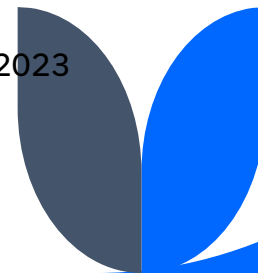
*The record files should be stored in designated password-protected electronic storage devices*

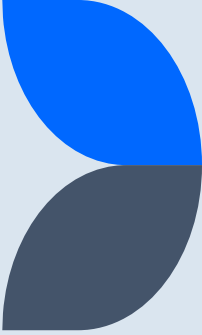
<https://www.youtube.com/watch?v=YUMUminf5Is>

Confidentiality

A-05 Record Keeping: Guidelines for Students in Fieldwork Placement\_2023

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

[HKU System and Practices](#)

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*

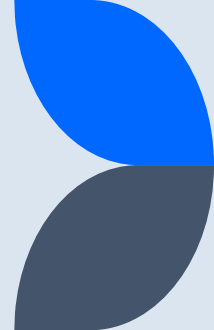




# Social Media

***May include (although it is not limited to):***

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



# 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.**

**Remark: Use of Grammarly is acceptable**



# 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 explain the reasons for applying 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.
- **Deadline of application: 2 weeks before placement ends**



# Travelling Allowance Application Sample

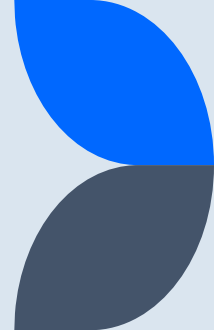
- Student's Name/Program:
- Reason for applying for travelling allowance: CSSA/TSFS
- Total Applied Amount: \$XXX
- Home full address: XXX
- Agency Name and full address: XXX
- Mode of transport and fare: e.g. MTR from XX to XX Fare: \$XXX /Bus No. XXX from XXX to XXX Fare: \$XXX
- One-way fare: \$XXX/trip
- 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.





# 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

## **No gifts to fieldwork supervisors**

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



# Placement Preference

If you don't have casework experience in your first placement, make sure to choose a setting with casework learning opportunities for your second placement. Otherwise, you may miss out on chances to practice your casework skills.



# **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

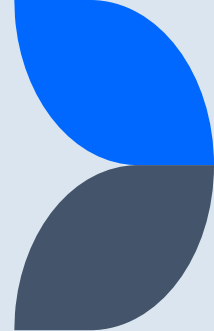
**Psychologically and Physically** well prepared for the workloads of placement

**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

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



# Enquiry and Consultation

Placement Website:

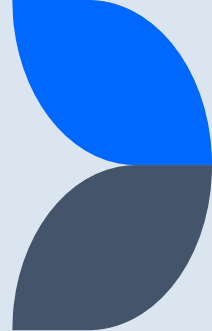
<https://placement.socialwork.hku.hk>

Placement Setting Coordinators

*(Refer to List of Settings & Coordinators)*

Skills Lab / Skills Training / PBL / other course work teachers /  
classmates.....





# Central Enquiry

## Contact Person:

**Ms. Lydia Lam (Director of Field Instruction)**

(lamls@hku.hk) (3917 7031) (CJT 5.53)

**Ms Omi Ng (Acting Director of Field Instruction)**

(oytng @ hku.hk)(3917 2070) (CJT 5.55)

**Miss Nancy Lee(Secretary)**

(nancylny@hku.hk) (3910 2560) (CJT 5.34)

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



**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

# Placement Team



**Ms. Lydia Lam Lai Sam**  
Director of Field Instruction  
Rehabilitation Service  
Setting Coordinator



**Ms. Debby Ko Lee Yau**  
Medical Social Work Service Setting  
Coordinator



**Ms. Edith Fung Siu Ha**  
Elderly Service  
Setting Coordinator



**Dr. Lo Kai Chung**  
CD & MCSW Service  
Setting Coordinator



**Ms. Ng Yee Ting**  
Acting Director of Field Instruction  
Family Service  
Setting Coordinator



**Ms. Irene Law Hing Hiu**  
School Social Work  
Service Setting  
Coordinator



**Ms. Jake Pang Tsz Nga**  
Children & Youth Service  
Setting Coordinator



**Ms. Nancy Lee**  
Secretary



## References

1. Edmondson, David (2014) *Social Work Practice Learning – A Student Guide*. London : Sage.
2. Mathews, I., Simpson, D. & Crawford K. (2014) *Your Social Work Practice Placement : From Start to Finish*. London : Sage.
3. Corey, M.S. & Corey, Gerald (2011) *Becoming a Helper, Sixth Edition*. USA : Brooks/Cole.
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







**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

**Q & A**