



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

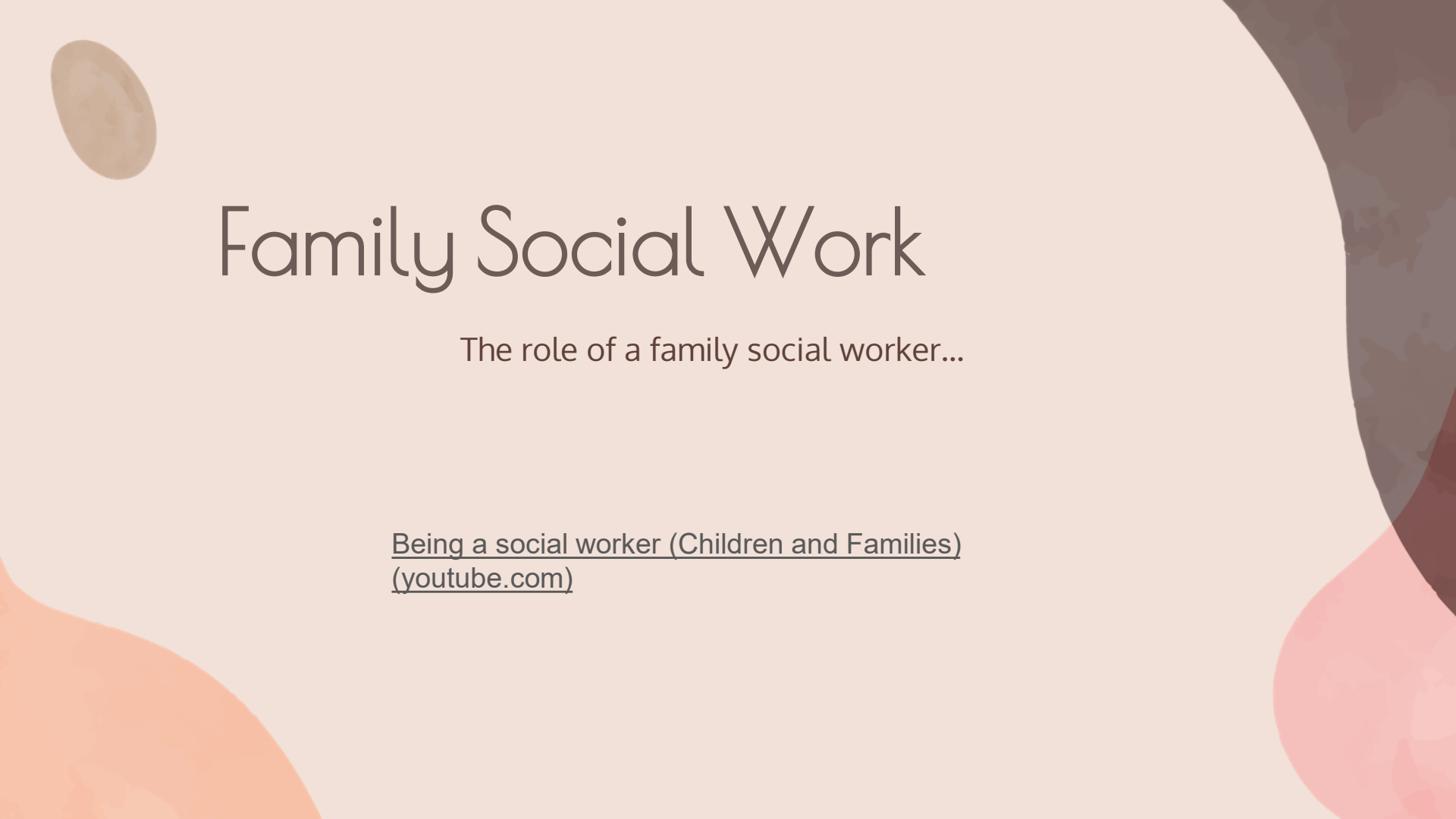
Concurrent Placement 2026 - 2027 Family Service Setting Briefing

September 5, 2026

FAMILY

Provide an intimate environment in which physical care, mutual support and emotional security are normally available.

To foster the development of children into healthy and responsible members of society.



Family Social Work

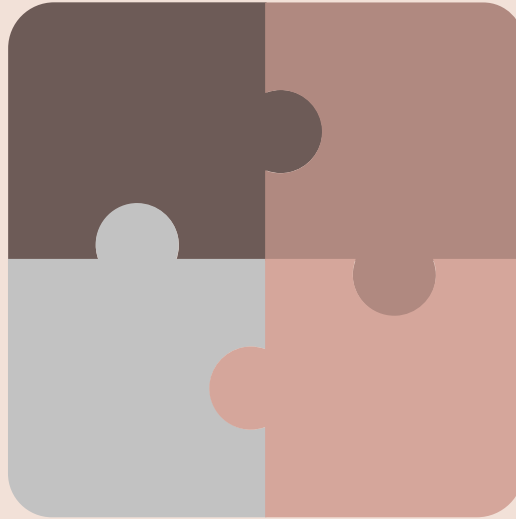
The role of a family social worker...

Being a social worker (Children and Families)
([youtube.com](https://www.youtube.com/watch?v=...))

Knowledge & Skills

Needs of
Different Service
Users

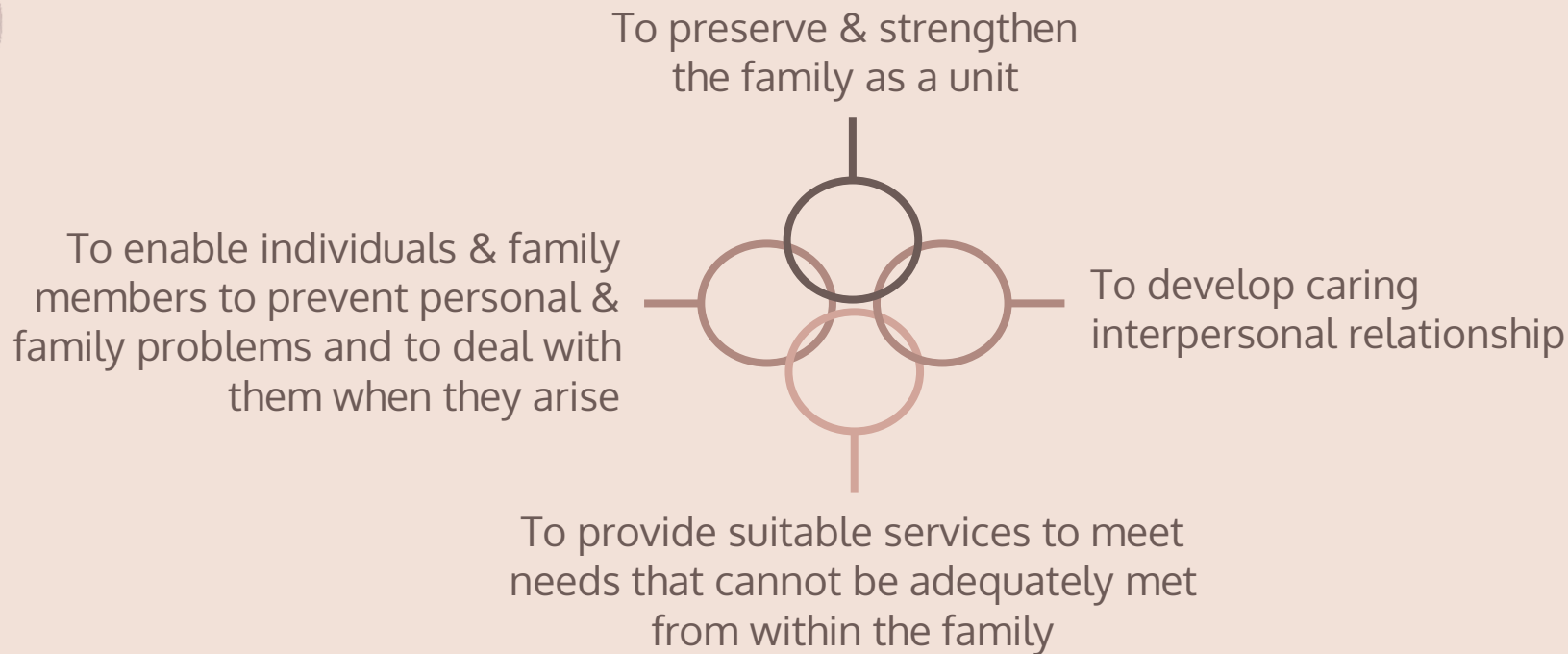
Community
Resources &
Services



Relative Conceptual &
Intervention Models,
Risk assessment

Communication
Skills

Family and Child Welfare Services



Integrated Family Services

Main Objective

Serve as a 'community-based' integrated service centre focusing on supporting and strengthening families.

Integrated Family Services

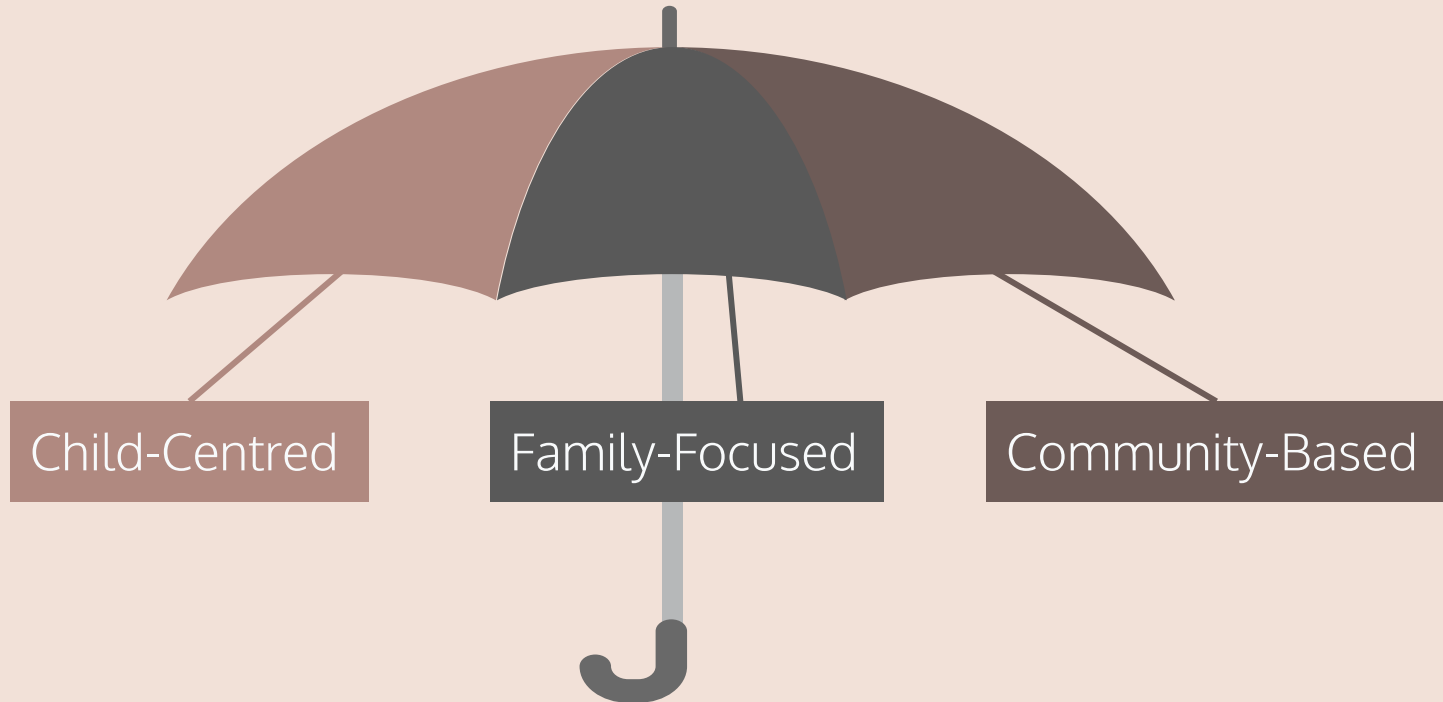
Service Content

- Enquiry service, resource corner, family life education, parent-child activities, group work service, program activities, volunteer training and service, outreaching service, counselling service and referral service.

Target Group

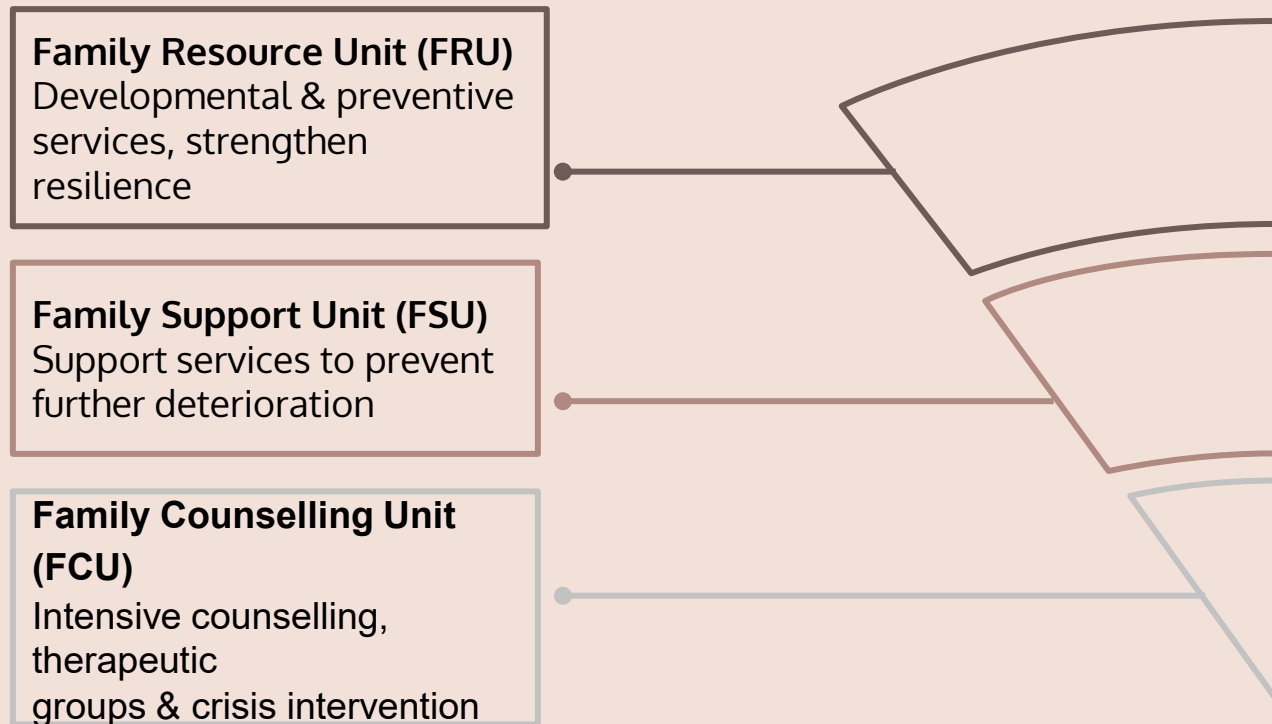
- Individuals and families in need with extended hour services.

Integrated Family Services - Direction



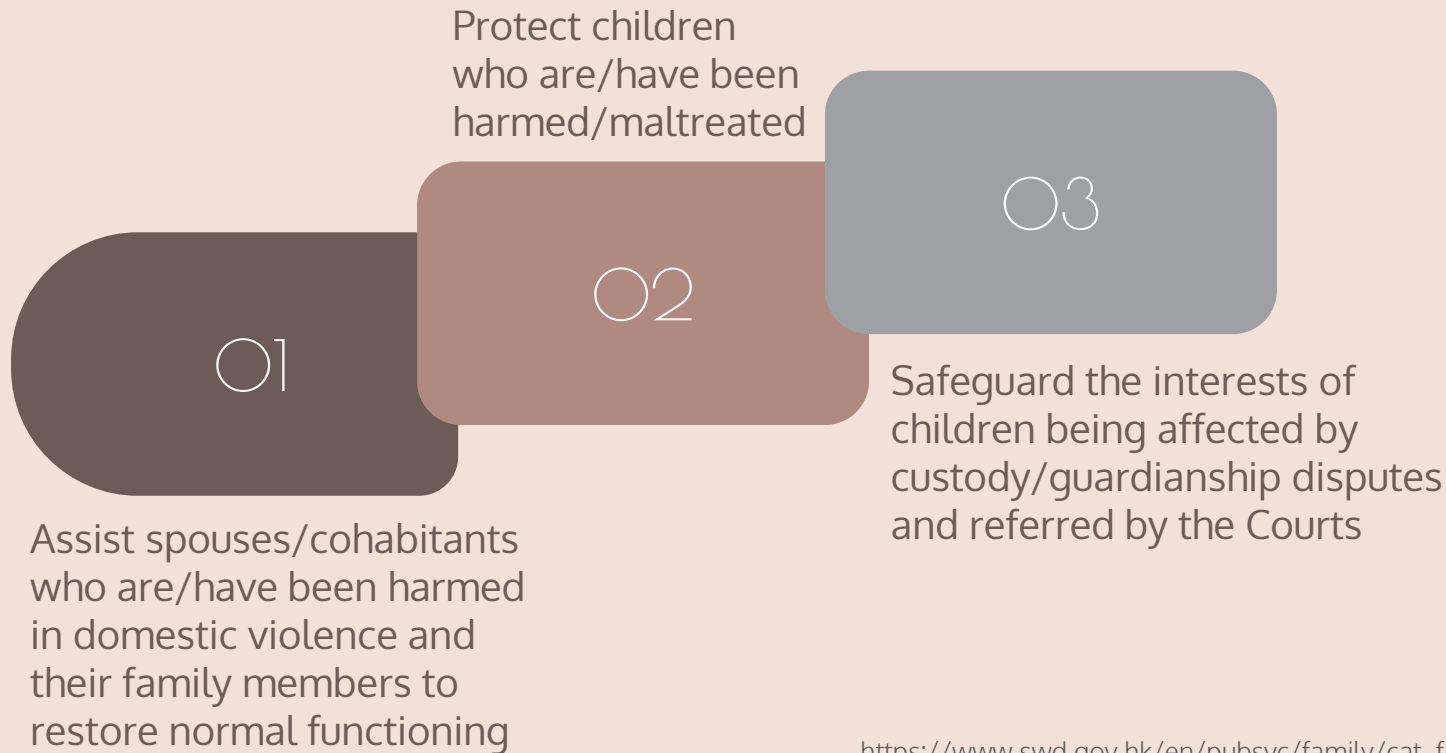
Integrated Family Services

IFSC 3 Tiered Delivery Model



Family and Child Protective Services (FCPSU)

Objectives



Family and Child Protective Services (FCPSU)

- Direct Services
 - outreaching, investigation, early intervention, statutory protection, casework and group work services.
- Supportive services including clinical psychological services, child care services, residential child care services, residential services for victims of domestic violence and family aide service.
- Beware of envelope and phone number used; home visits risk assessment.

Family and Child Protective Services (FCPSU)

- A multi-disciplinary approach is adopted in the handling cases of child protection and domestic violence.
- Work with the Police for joint investigation on certain cases and to conduct video-recorded interviews for taking statement with children having been harmed/maltreated, aiming to minimising their trauma during the course of investigation.
- Focused on couple disputes, marital conflicts, child welfare cases.
- Launch Public education programmes to arouse public attention.

Family Crisis Support Centre (Caritas-HK)

O1

Aim at tackling family crisis at an early stage.

O2

Provide a package of integrated and easily accessible services to assist individuals or families in crisis or distress.

O3

Services:

- 24-hour hotline service (18288)
- Short-term emergency intervention with overnight accommodation
- Temporary retreat & other support services

Caritas Addicted Gamblers Counselling Centre

Objectives

- Specialized gambling counselling service provided by registered social workers / professional counsellors
- Adopted of "Measurement - based Care" counselling model
- Incorporated the theory of "Gambling Disorder" into gambling counselling case
- Family-oriented approach to intervention

Services

- Gambling Counselling & Family Counselling
- Helpline Inquiry
- Debt Consultation
- Treatment / Support / Peer Support Group
- Professional Training
- Community Prevention Education

CEASE Crisis Centre, TWGH

Multi-purpose Crisis Intervention and Support Centre

Objectives

- Provide comprehensive support to victims of sexual violence and individuals/families facing domestic violence or in crisis and to network them with appropriate health care and social services units for necessary protection and services.

Services

- Include a 24-hour hotline and immediate counseling
- Outreaching services are provided for victims of sexual violence on 24-hour basis and victims of elder abuse after office hours of the Social Welfare Department
- Short-term accommodation service
- Referral services

Hong Kong Christian Service Jockey Club Baby Blossom Project

Objectives

- Provide holistic support including "Reaching-Out" (families) & "Bridging-In" (provide these families with access to the Hub and other community services) services for children and parents in need.
- Children-level, Family-level, Community-level, and Sector-level.

Services

- Developmental need Screening - Parental interviews and infant developmental screening;
- Home visitation by multidisciplinary professionals;
- Child developmental monitoring, screening and assessment;
- Parent and Infant Stimulation Programme;
- Community Hub services (language and cognitive development program, sensory stimulation programme, parent-infant free play);
- Maternal Care Assistant Training; and
- Health and emotional support services for parents.

International Social Services Hong Kong Branch – Family Service, Cross Boundary and Inter-Country Social Service

Objectives

- Provide cross-boundary or international social services to help individuals or families divided by geography, with the assistance of ISS international network.

Services

- Court reports to local and overseas authorities
- International/cross border family mediation
- International tracing service
- Cross-boundary and international family counseling
- Pre-migration counseling
- Service for cross-boundary students and their families
- Ripples Academy for Women Empowerment

Harmony House - Jockey Club Harmony Link Domestic Violence Prevention Centre

Objectives

- To tackle the social problems of domestic violence using diverse approaches and promote harmonious and healthy relationships in families with a comprehensive range of preventive and therapeutic services.
- To change the misconceptions and incorrect attitude towards domestic violence through community education, impart appropriate knowledge and skills to handle domestic violence.

Services

- Crisis Intervention and Safety Assessment
- Emotional Support and Individual Counselling and Child Support Services
- Support Services for Perpetrator
- Domestic Violence Prevention and Recovery Support
- Support for Individuals with Adverse Childhood Experiences (ACEs)

Against Child Abuse Limited

Objectives

- To promote a caring and non-violent environment for the optimal growth and development of children.
- Through delivering quality services in the areas of prevention, training, crisis intervention, treatment and advocacy.

Services

- Outreach service and case assessment
- Parent-child Support Line and Parents Networking Project
- Counselling
- Treatment Groups
- Psychoeducation of knowledge and skills of positive parenting
- Home Visitation Projects
- Child Abuse Treatment Corner" Volunteer Service

The Boys' & Girls' Clubs Association of Hong Kong – Parent Child LINK Specialised Co-parenting Support Centre

Objectives

- To facilitate the parents to formulate and implement child(ren)'s care and contact arrangement; and carry out child-focused parental responsibilities more effectively;
- To enhance children's ability in coping and adapting to parental separation/divorce and family changes, for the sake of their healthy development;
- To provide a safe, conflict-free contact environment for children, parents, and/or significant others; and promote parental responsibility

Services

- To provide one-stop child-focused co-parenting services for separated/divorcing/divorced parents (the parents) and their children.
- Assist parents to carry out parental responsibilities under child-focused principles; to strengthen parent-child connection; and to provide support to children affected by parental separation/divorce and family change, so to promote their healthy growth and development.

Suicide Prevention Services

Objectives

- Serves people who are suicidal, despairing or distressed by means of befriending and other preventive services by supporting them to regain control of their emotions and the will to live on.
- Also aim at raising general awareness towards suicide and identifying ways in which suicide can be effectively addressed.

Services

- Suicide Prevention: Telephone Contact; Home Visits; Support Groups; Seasonal Visits
- Services for Survivors of Suicide Loss; Case Support; Mutual Support Groups
- Volunteer Training & Support
- Community & Life Education
- Public and School Talks; Corporate Training
- Press Conferences
- Exhibitions and Educational Activities

SideBySide - Hong Kong Revival Hub

Objectives

- To provide one-stop integrated rehabilitation and community support services for the ex-offenders and their family members.
- To help the service users to reintegrate into the society and become law-abiding and contributive citizens.
- To better prepare the inmates who are about to be released to adjust to the society.

Services

- Individual and Family Counseling Service
- Health Screening and Test
- Pre-release Preparation Service
- Training and Employment Service, Accommodation Service, Short-term Aid
- Social Skills and Interests Development Programmes
- Hotline Service



Other Useful Services

Social Resources, Community
Centres & Units

Family Life Education Unit

- A form of community education which is preventive and developmental in nature.
- It aims to enhance family functioning, strengthen family relationship and prevent family breakdown.
- Services provided through a wide range of educational and promotional programs such as seminars, talks, groups, family activities and exhibitions, etc.
- The major target groups include adolescents, couple- to-be, married couples, parents-to-be and parents.

Parents/ Relatives Resource Centre

- To provide community support for the parents and relatives/ carers of persons with disabilities. They would learn how to take care of persons with disabilities, exchange experience and establish mutual support.
- Help strengthen the function of family and help parents and relatives/ carers to cope with the difficulties and pressure.
- Services include:
 - Individual-based support services such as counselling, provision of resource materials, service referrals.
 - Support groups and activities such as therapeutic groups, educational programmes, family activities; and community education programmes.

Alternative Housing Assistance

- An inter-departmental referral mechanism between SWD and HD.
- Nature : Public Rental Housing (PRH) transfer, splitting of PRH tenancy, addition of family member(s) to PRH tenancy and other housing assistance for PRH tenants and PRH applicants.
- Remarks: Carefully consult agency and follow its procedures before responding to client, avoid false hope.

Compassionate Rehousing (CR)

- Aim at providing housing assistance to individuals and families who have genuine and imminent long-term housing needs but, due to their special social and medical needs, have no other feasible means to solve their housing problem.
- To be assessed comprehensively by professional social workers with their centre-in-charge/District Heads for recommendation to Housing Department.
- **Note:** Do **NOT** offer or mention to client prior to approval and consult centre in-charge.

List of Family & Child Welfare Services

- Charitable/ Trust Funds
- Departmental Hotline Service
- Family Aide Service
- Family & Child Protective Services
- Child Care Services
- Compassionate Rehousing
- Family Crisis Support Centre
- Multi-purpose Crisis Intervention & Support Centre
- Family Life Education
- Foster Care
- Integrated Family Services
- Refuge Centre for Women
- Services for Street Sleepers
- Services for victims of sexual violence
- Suicide Prevention Services
- Temporary Shelter/Urban Hostel for Single Persons
- Website on Support for victims of child abuse, spouse/cohabitant battering & sexual violence
- Working Group/Advisory Committee
- Adoption Service
- Residential Child Care Services
- Victim Support Programme for Victims of Family Violence
- Short-term Food Assistance Service Team
- Cross-Boundary and Inter-Country Social Services
- Project on Child Care Training for Grandparents
- Specialised Co-parenting Support Centre (support service for divorced/separated families)
- Support Programme for Enhancing Peaceable Relationship
- Outreaching Teams for Ethnic Minorities

Short-term Food Assistance Service Team

Objectives

NGOs are commissioned to operate Short-term Food Assistance Service (STFAS) to help individuals and families who have difficulties in coping with their daily food expenditure.

Target group

- Unemployed
- Low-income earners
- New arrivals
- Street sleepers
- Individuals or families facing sudden change & immediate financial hardship

Waitlist: Pre-School Rehabilitation Services

- Early Education and Training Centre (EETC) 0 – 6 years old
- Integrated Programme in Kindergarten-cum-Child Care Centre (IP) 2 -6 yrs old
- On-site Pre-School Rehabilitation Services (OPRS) below 6 mild disabilities
- Special Child Care Centre (SCCC) 2- 6 moderate – severe disabilities
- Residential Special Child Care Centre (RSCCC) 2- 6 moderate – severe disabilities with residential care needs
- Occasional Child Care Service (OCCS) children 2 – 6 with disabilities & their siblings with temporary hrs – day care needs
- Training Subsidy Programme for Children on the Waiting List of Subvented Pre-school Rehabilitation Services (TSP)

Training Subsidy Program (TSP)

target

Children under 6 on the waiting List of subvented pre-school rehabilitation services, not attending any subvented pre-school rehabilitation services.

The monthly household income does not exceed 75% of the Median Monthly Domestic Household Income (MMDHI).

Application

SWD will issue letters to parent(s)/guardian(s) of children on the waiting list for subvented pre-school rehabilitation services to invite their application for TSP.

Applicants

Applicants could submit the original copy of the completed application form together with a copy of supporting documents by post or by hand to Rehabilitation and Medical Social Services Branch of SWD or submit the electronic form (e-Form) online.

Regularisation on Tier 1 Support Services to On-site Pre-school Rehabilitation Services (OPRS)

target

1. Children under 6 and studying in KGs/KG-cum-CCCs: Assessed or waitlisting assessment by CAC or having disabilities/special needs
2. Parents / carers and teachers / childcare workers of the children above.

Services

1. Consultation and training for teachers and childcare workers to conduct initial screening and teaching adaptation
2. Short-term training for children
3. Support for parent

Application

1. Parents/carers may consult the teachers or other professions if the child is assessed or awaiting assessment by CAC
2. Parents/carers can also approach the Project Team direct

Out of Home Care Service: Foster Care Services

Foster Care

- Provides residential family care for children under 18 years of age
 - Whose parents cannot adequately take care of them due to special family circumstances.

Foster Care (Emergency)

- Provide immediate & short-term residential family care for children under 18 years of age.
 - Whose parents cannot care for them due to emergency/crisis situation.
- Duration of care should not exceed 6 weeks.

Out of Home Care Service: Small Group Homes

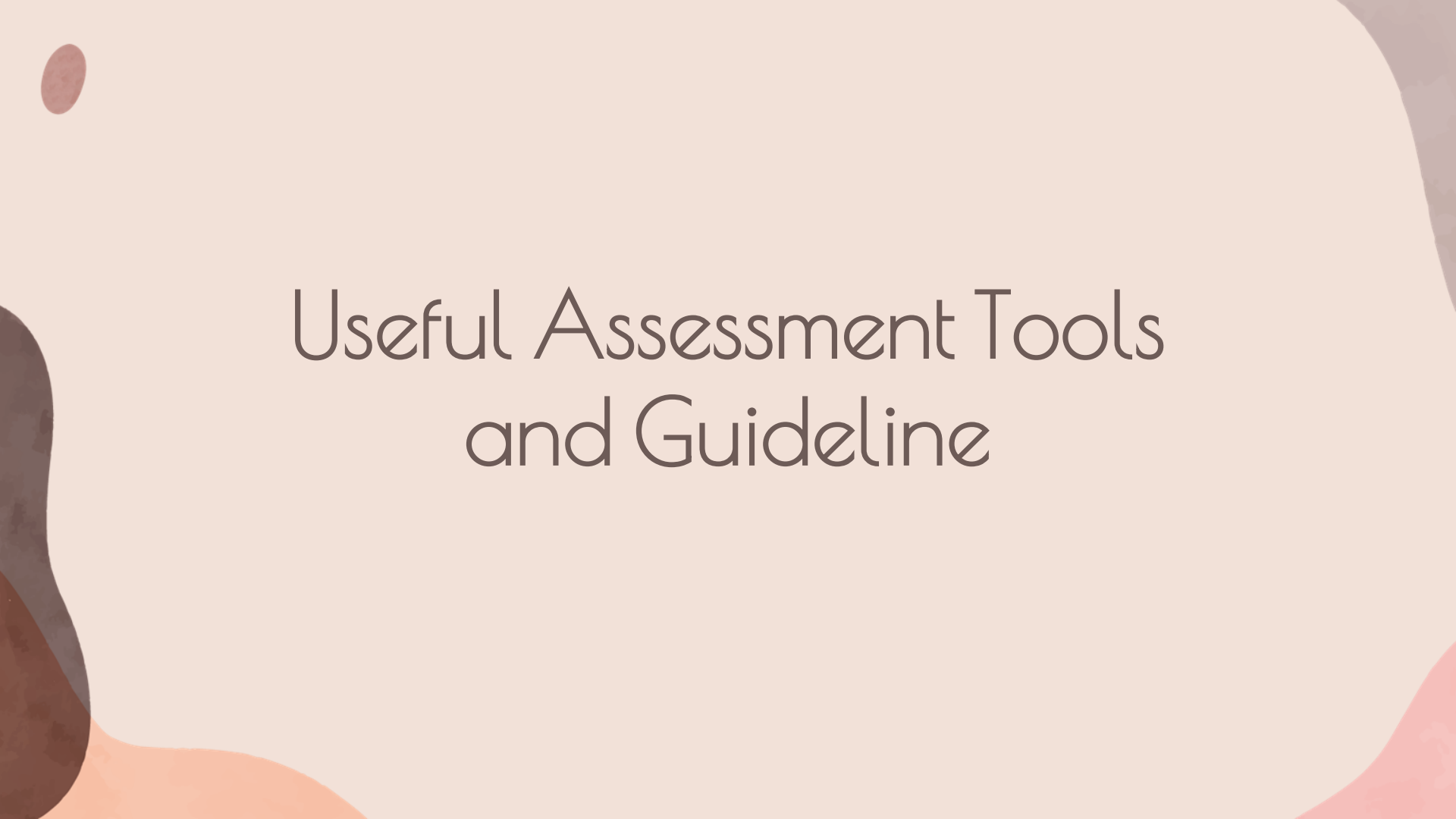
Small Group Homes

Provides residential family care for children from 4 to under 18 years of age.

Child welfare case: Case review meetings to conduct for children termly to review developmental needs and welfare plans.

Small Group Homes (Emergency)

- Provide immediate & short-term residential family care for children from 4 to under 18 years of age.
 - Whose parents cannot care for them due to emergency/ crisis situation.
- Duration of care subject to review.



Useful Assessment Tools and Guideline

The Mandatory Reporting of Child Abuse Ordinance (January 2026)

https://www.isd.gov.hk/eng/tvapi/25_sw108.html

The Mandatory Reporting of Child Abuse Ordinance

- To strengthen early identification and intervention of child abuse cases.
- Mandates specified professionals in the social welfare sector, education sector and healthcare sector to report serious child abuse cases.
- Creating a wide and effective protection web for children and sending a strong deterrent to potential perpetrators that their abuse behaviours will easily be exposed.
- Aims to assist mandated reporters in mastering child protection principles and identifying cases to be reported under the mandatory reporting regime.



When working with a family ...

Assessment of needs

Assessment Report Guide

- Source of Referral (i.e. Self-approached, MSSU, Police, School, District Council, Housing Department, etc.)
- Background/ Family Information (i.e. family of origin, household members, financial condition, education & career, major incidents)
- Requested Services & Assessed Needs
 - Emotional support and counselling, housing (short-term/ long-term), financial (one-off/ food bank/ social security), family relationship (couple, marital, parent-child, elderly, siblings, in-laws, etc.), waitlist/ referral of services (i.e. SEN, elderly care, carer stress, parents support, etc.)
- Treatment Plan/ Intervention Model
 - Solution Focused, Strength-based, CBT, ACT, EFT, SLT, Mindfulness, Self-compassion, Positive Parenting, etc.

Assessment Report Guide

- Service Rendered

- Emotional support, counselling & psychoeducation
- Assessed needs, risks & reminded consequences (i.e. child/ elderly protection/ personal safety, etc.)
- Referral/ introduction of services
- Liaised with professionals (i.e. referral SW, MSW, SSW, teachers, police, service officers, etc.)
- Conducted home visits/ other visits/ escort services/ review meetings
- Reviewed and monitored problems & condition

- Follow-up Areas

- To review waitlist process and facilitate; monitor condition and needs
- To provide continuous support/ counselling

Suicide Risk Assessment Guide

- Psychosocial factors associated with risk for suicide and suicide attempts.
- These include recent life events such as losses (esp. employment, careers, finances, housing, marital relationships, physical health, and a sense of a future).
- Psychological states of acute or extreme distress (especially humiliation, despair, guilt and shame) are often in association with suicidal ideation, planning and attempts.
- These are warning signs of psychological vulnerability and indicate a need for mental health evaluation to minimize immediate discomfort and to evaluate suicide risk.

Crisis Intervention

- Conduct initial assessment and identify immediate risk factors.
- Encourage the victims to stay safe/remain in the agency and report immediately to the agency supervisor (senior social worker or intake worker), then FWS.
- Consult agency supervisor for agency protocol in handling procedures (i.e. conduct crisis out-reaching, escort services, arrangement of shelter or tangible resources, etc.).
- Pair-up with agency colleagues when conducting crisis intervention.
- FWS would discuss with agency for case follow-up or transferal for agency colleague's follow-up after assessment and discussion with agency.

Assessment of Child Protection and Domestic Violence Guidelines

- Procedural Guide for Handling Intimate Partner Violence Cases (Revised 2011)
- Procedural Guidelines for Handling Adult Sexual Violence Cases (Revised 2021)
- Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2026)
- Guidelines on Subvention and Subsidies for Aided Standalone Child Care Centres (September 2025)

Data Protection – PDPO

- 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).
- All clients' identifiable data should be decoded.
- Avoid using personal data storage, request data storage device from agency and **seek approval** prior to usage.
- **Do NOT record (video or voice) any content during placement except for process recording, with prior approval sought from the agency IC.**
- Any information leaks of clients or agency would result to **termination of placement or grade deduction.**

Professional Boundaries

- For the protection of clients. To enhance public trust and confidence in the social work profession, the issue of a code of practice is essential (**SWRB Code of Practice**).
- **No outside work contacts with clients** should be made during or after the placement completes. Do not leave personal contacts with clients or placement related parties.
- **Interdisciplinary Collaboration:**
- **Do not share personal contacts** of FWS, field-mate, Agency mentor, Agency Colleagues, or related professions to client, classmates, or anyone, unless with prior consent obtained. (**Remarks:** Recommended to use office phone or device, or work-phone for contact).
- Failing to comply would result to **termination of placement or grade deduction**.



Sample Scenarios

Reflections and Appropriate Handling
Q & A

Scenario 1 – Professional Boundaries

You organized a group for several parents, one of the parents was client of your field-mate's case.

This client asked for your field-mate's personal mobile number for an urgent call to re-schedule a home visit, hence, wanted the direct contact number instead of the office phone number.

Q: Would you provide the contact of your field-mate? What would you do?

Scenario 1 – Professional Boundaries

- **Data protection and personal information covers across all professional parties and clients.**
- A: Suggest passing the message to field-mate to contact the client instead. Explain to client that contact between social workers and clients would remain to official contact numbers. For groupwork management, consult agency for work-phone/ otherwise, consult FWS for phone-card application from department office, fieldwork team secretary.
- No sharing of personal information should be allowed. Avoid over-sharing or disclosing personal contacts or information to clients.
- **Avoid** using personal device for contacting clients or placement related duties. Report to agency supervisor/ mentor; then FWS.

Scenario 2 – Risk Assessment/ Crisis Intervention

You were meeting a client who reported to you, being slapped on the face several times by the parent and being hit when failing to finish homework or study. The age of client was 12.

This client would return home alone after meeting you, there would be no one at home waiting when returned, as the parents would be at work until mid-night.

Q: Are there any imminent risks? What would you do?

Scenario 2 – Risk & Crisis Intervention

- Core of SWRB is to **safeguard clients' welfare interests** and principle of social work is to **"do-no-harm"**.
- **A: Approach and consult agency supervisor/ mentor immediately without letting client leaving the agency** before initial assessment of risk and safety plans made.
- Make quick initial risk assessment and collect required information for intervention plans, **paired up by agency social workers** (i.e. First incident, frequency, level of harm done, last incident, etc.).
- For high-risk cases, the case would be transferred back to agency social workers for follow-up or a caseworker would be assigned to pair-up, consult agency and FWS for arrangement.

Scenario 3 – Social Work Values & Ethics

During an ad-hoc support of groupwork in the agency, you saw your field-mate secretly recording the members' faces and interaction with own phone; and took a decoration belonged to the agency and gave it to a member as a gift without agency prior consent.

You reached out to remind and stop your field-mate, but your field-mate requested you to keep this between you two and promised the recording would be deleted afterwards; and the decoration was only a small item belonging to the agency and passing it to the service user was not a big deal at all. A few days later, the recording was uploaded to your field-mate's social media platform.

Q: Would this pose any threats to clients or agency? What would you do?

Scenario 3 – Social Work Values & Ethics

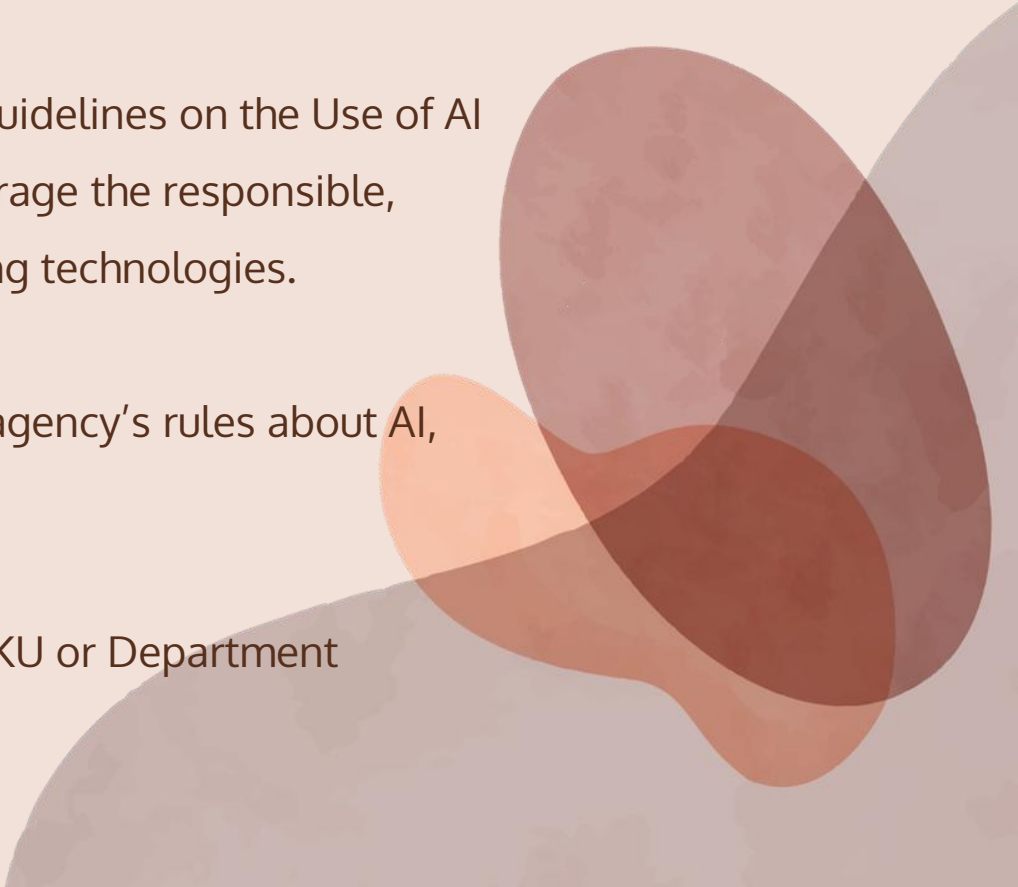
- **Do not promise or agree** to anything which could pose potential risks or harms to clients or agency.
- **A: Report to FWS for prompt action.** FWS would approach agency for follow-up work and arrangements for risk and harm prevention.
- For clients requesting keeping “secrets” which involves, abuse, maltreatment or criminal offence related issues, **do NOT agreed to keep any secret** but explain to clients, your role as social worker and your responsibility to make prompt action to safeguard their welfare and interests. Show your sincere concern and empathy. Then, **report to agency supervisor/ mentor, then FWS immediately** to obtain support and back-up. **Do not take or shoulder risks alone.**

Role: Protecting Clients & Yourself

- Always consult your agency supervisor/ mentor; then, your fieldwork supervisor for advice; **especially at times of emergency or crisis situations when RISKS are presented.**
- Potentials of harming the clients, agency, or professionals would lead to consequences of **grades deduction, immediate termination of placement, or failing the placement.**
- Think twice and carefully, do **NOT** take risks.

AI Use in Fieldwork Placements

IMPORTANT:

- The practices below align with *HKU Guidelines on the Use of AI in Teaching and Learning, which encourage the responsible, transparent, and ethical use of emerging technologies.
 - Students must follow their placement agency's rules about AI, data use, and confidentiality.
 - If the agency's rules are stricter than HKU or Department guidelines, follow the agency's rules.
- 

Appropriate and Inappropriate Use

You are always responsible for checking that AI content is correct, relevant, and appropriate. Talk to your supervisor about anything AI helped you with.

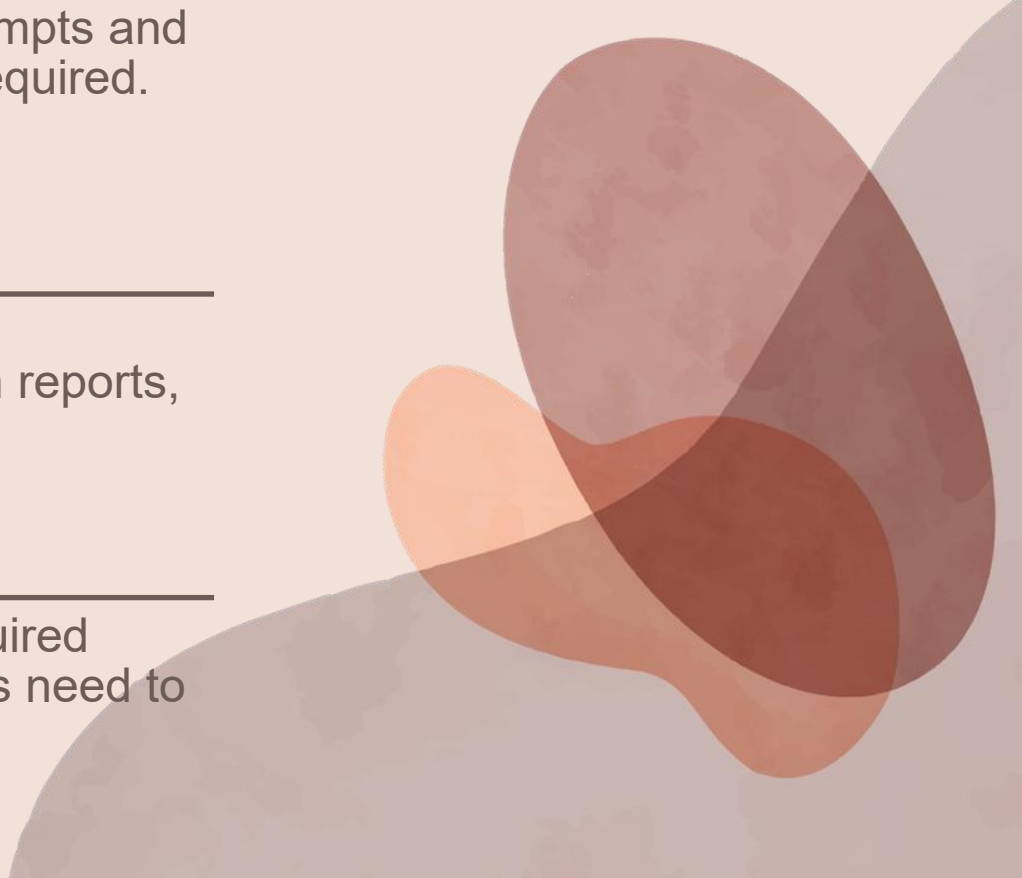
Examples	Allowed?	Notes
Reviewing general social work concepts or frameworks	✓	General psychological concepts or therapeutic approaches.
Brainstorming group or programme ideas	✓	No identifiable information.
Checking grammar or clarity of anonymised group/programme text	✓	Student authorship and professional judgement must remain central.
Creating promotional materials and presentation materials for groups and programmes	✓	The student should disclose that the image was created using AI tool(s).
Summarising publicly available policy or research	✓	Read and verify the original source.
Writing or editing case notes, recordings, summaries, assessments, diagnoses, risk judgements, or intervention plans	✗	Strictly prohibited for specific clients or confidential records.
Entering service user, participant, or identifiable agency information	✗	Strictly prohibited.
Using AI to generate a complete/major part of a proposal or report without substantive student work	✗	Strictly prohibited.
Asking AI to analyse the dynamics of a specific group or to advise on managing particular members.	✗	Strictly prohibited.

Notes

Retain AI-use records, including prompts and outputs verbatim, for verification if required.

“Writing” includes text produced for proposals, presentations, orientation reports, and other written materials.

Retain original non-AI work and required supporting documents, if supervisors need to review the original work.

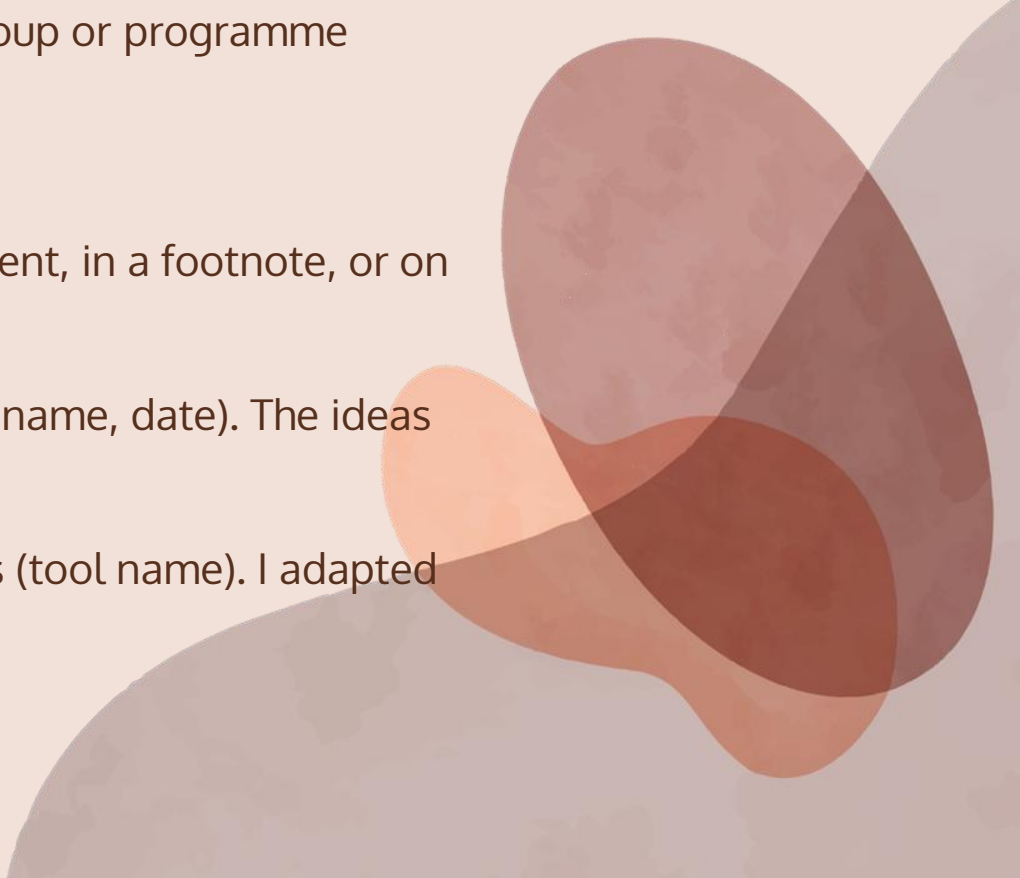


Telling Us You used AI

If AI helped you outline, write, or edit a group or programme document, say so.

Add a short note at the start of the document, in a footnote, or on a cover page. For example:

- "AI helped with language editing (tool name, date). The ideas and judgement are my own."
- "AI helped generate ideas for activities (tool name). I adapted them to fit the agency."



Assignments (A-O3)

First Placement (Please refer to the first session orientation slide for information)

- Case + group + program: 2 cases + 1 group + 1 program
- Case only settings: at least 4 cases
- Group + project/ program only settings: 2 groups + 1 program OR 1 group + 2 programs/ projects (both have at least 2 sessions), Community Development Project: 1 - 2

Second Placement

- Case + group + program: 3 cases (6 – 8 sessions for each case) + 1 group (5 – 6 sessions) + 1 program (1 session)
- Case only settings: at least 5 cases (6 – 8 sessions for each case)
- Group + project/ program only settings: 2 groups + 1 program OR 1 group + 2 programs/projects (both have at least 2 - 3 sessions)
- Community Development Project: 1 - 2

Note: The assignments may take the form of direct service, such as case/ group/ program / project/ campaign of a social work nature, and/ or indirect service, such as staff training and project planning.

Case Nature

Counselling:

- Family relationship
- Marital relationship
- Emotional/stress challenges
- Parenting: SEN, study, emotional management
- Mental health
- Risk taking behavior: Self Harm, addiction/substance abuse, etc.



Case Nature

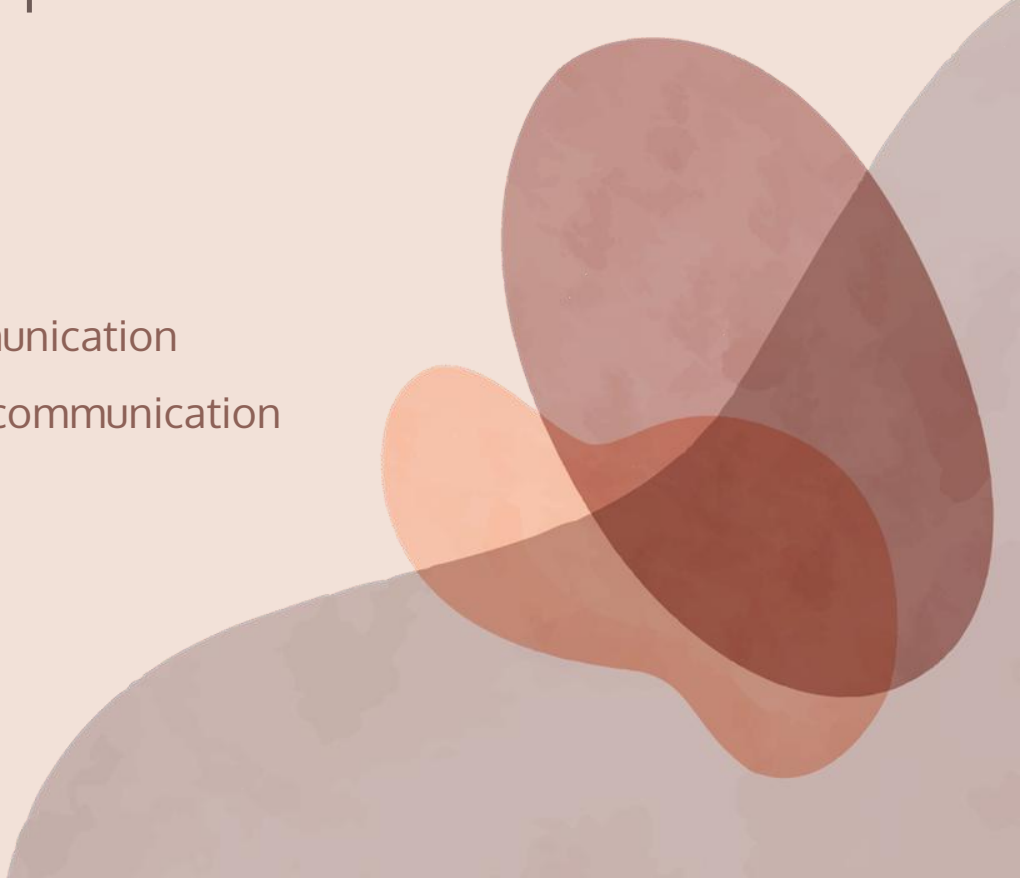
Tangible:

- Recommendation for location preference, social-housing
- Recommendation for split household for , alternative housing assistance (SWD IFSC only)
- DCA application, Rainbow Fund application
- Pre-School Rehabilitation Services application (e.g. EETC, OPRS, SCCC)
- Long Term Care Services Delivery System (e.g. SCNAMO, LDS)
Referral for food assistance, ICCMW, shelter, financial assistance, temporary housing, etc.

Group Ideas

Parent/ adult:

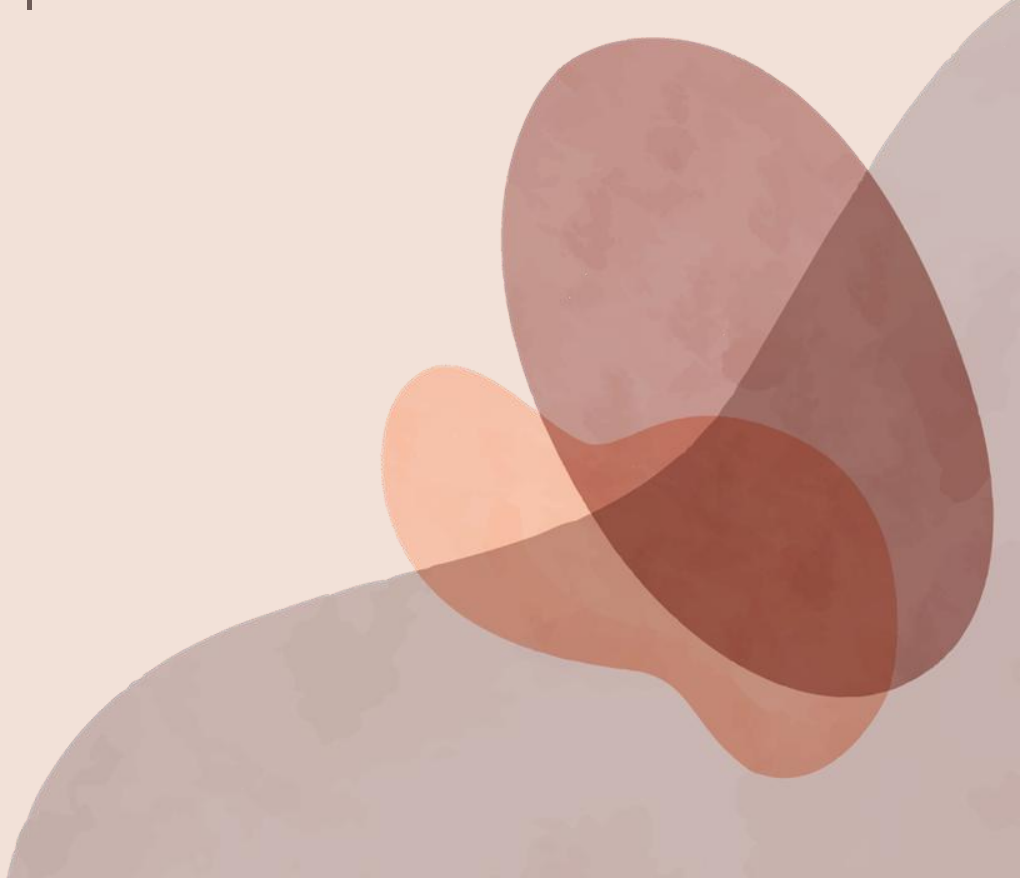
- Parenting skills training
- Self Care/ Self Compassion
- Parent Group: Parent-child communication
- Stress/ emotional management communication
- Networking against loneliness
- Couple/ marital relationship



Group Ideas

Children/ teenagers/ volunteers:

- Resilience building
- Emotional/ stress management
- Social skills training
- Volunteer training
- Leadership training
- Peer relationship strengthening
- Social skills enhancing



Programme Ideas

- Family – 5 Love Languages, positive communication, parent-child relationship
- Carers & Parenting Stress – Mindfulness, positive psychology, art-therapy
- Play & Fun – The importance of play, gaming sports related
- Road Show – Mental health, suicide prevention, against child abuse, against domestic violence, family harmony, positive parenting

Attitude



Punctual



Self-initiative to learn
from service team



Responsible,
early preparation



Polite, respect
& care



Confidentiality &
Social Media



Self-discipline, time &
work management



Flexibility & shoulder
additional duties



Blend into
the team
& dress code

Recommended Professional Dress Code

- Shirts/ Tops covering chest and shoulder (avoid big logos or prints)
- Long Trousers/ bottom wear (avoiding jeans, especially in SWD)
- Shoes covering toes
- Hair colors of dark shades
- Covering up tattoos



Tips for Placement in Different Agency Settings

- **Agency NGOs:** Blend in their culture, background and mission, follow trends and policy.
- **SWD:** Strictly follow usage of presentation and jargons, CIS & recording format, be mindful in frontline practice as a “public officer”.
- **For Crisis units:** Be cautious on contact number usage (i.e. front desk no./ work phone/ non-identified no.), envelope (i.e. with or without agency logo); and usage of office or venues (recording facilitates/ home visits/ direct service locations); always consult office-in-charge or mentor prior to practice.

Agency Visit 1

Agency

TWGHs Even Centre

Date

Sep 15, 2026 (Tues)

Time

10:00 am – 12:30 pm

Venue

9/F, Tung Chiu Commercial Centre, 193 Lockhart Road, Wan Chai, Hong Kong (Entrance at No. 22-26 Fleming Road)

Agency Visit 2

Agency	The Salvation Army Shining Grace – Child Protection Support Service
Date	Sep 17, 2026 (Thurs) – Group 1 or Group 2 (*Refer to list in classroom & reminder email for attendance list)
Time	2:00 pm – 3:30 pm (Group 1) 4:00 pm – 5:30 pm (Group 2) (*Please only arrive 10 – 15 minutes earlier)
Venue	10/F, Wing Kwok Centre, 182 Woosung Street, Jordan, Kowloon

Midterm Sharing

Content

Sharing and feedback on mid-placement learning journey and outcome, training on Trauma-Informed Care (TIC) crisis work

Date

Dec 30, 2026 (Wed)

Time

10:00 am – 12:30 pm

Venue

CPD-2.37

Agency Visits & Mid-placement Sharing

- Two agency visits and 1 mid-placement sharing.
- All compulsory, absence of approval is required from FWS and setting coordinator in advance.
- Punctuality and appropriate dress code is required.
- Count as placement hours as Part A in placement hours form (C-01a).
- Mealtime and travelling hours between mid-sharing venue(HKU) and placement agency could be counted.

THANKS

Do you have any questions?

Good luck 🍀

