



**HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

2021 – 2022

FIELDWORK HANDBOOK

《BACHELOR OF SOCIAL WORK》

September 2021

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PREAMBLE

Fieldwork Education

Fieldwork practice is an integral part of social work education and training. Through this education approach, classroom learning can be sorted out, integrated and put into practice. Moreover, working in the field can provide students with real-life exposure to different social work settings. It serves as a catalyst in aiding students to become more knowledgeable about social work profession on a practical level. Fieldwork practice also gives students an opportunity to put social work knowledge and values into practice. With the effort and expertise of experienced social work teachers and practitioners committed to social work education, students' learning experiences will be enhanced.

Objectives of Fieldwork Education

The fieldwork education programme aims at providing social work students with practical fieldwork experience through planned and supervised placements arranged in various social work settings. The following are objectives of the programme:

I. Professional Attitudes and Development

1. To cultivate social work values and develop appropriate work attitudes of students;
2. To enhance students' self-awareness as well as identification with the social work profession;
3. To enable students to develop a critical approach to practice open-mindedness to new ideas and evaluative attitudes towards their performance leading to further professional development.

II. Knowledge and Skills

1. To integrate social work theories and concepts into actual practice;
2. To apply different social work concepts, methods and models in working with service users from a variety of cultures and contexts;
3. To develop professional skills in both analytical and interactional aspects;
4. To acquire the disciplined and creative use of self in providing services for different service users through various social work methods;
5. To draw on fieldwork experiences so as to augment classroom learning.

III. Student in Agency as Social Work Practitioner

1. To demonstrate understanding on agency's organizational structure, administrative practice, history and service delivery system;
2. To acquire knowledge about the field of service, policies governing the development of services, community needs and the service user population;
3. To acquire experience and working as a member of a social service organization with specific responsibilities and accountabilities.

1. INTRODUCTION

The Department of Social Work at Shue Yan University provides a 4-year Social Work Honours Degree Programme. Within the 4-year period, students are required to go through a total of 1,024 hours of three supervised fieldwork placements. There is also a 100-hour Pre-placement Exposure (PPE) for Year 1 and 2 students. The Fieldwork Handbook delineates the policies and procedures of fieldwork education, outlining the roles of various parties involved in the fieldwork placement, namely, the Department, the agency, the fieldwork supervisor and the student.

This Handbook is a general guide for fieldwork supervisors and students involved in fieldwork placement. Users should give due recognition of the uniqueness of placement units, the teaching styles of fieldwork supervisors, the learning styles of students and the rapid changing needs of society. Periodic review of this handbook will be made and suggestions are welcomed. Comments and suggestions could be channeled to the Fieldwork Coordinator.

2. MODE OF FIELDWORK EDUCATION PROGRAMME

Fieldwork placement is a vital component of the social work curriculum which has been tailored to fit the education needs of students. Other than the three supervised fieldwork placements with a total number of 1,024 hours, students are required to undertake a pre-placement exposure of 100 hours. Pre-placement Exposure usually starts in the 1st semester of Year 1 and ends by the 2nd term of Year 2. In order to facilitate students to become proficient and competent social work practitioners upon graduation, the fieldwork education programme is designed with the following features:

Year 1 and 2	Year 3	Year 4
Pre-Placement Exposure	SW. 351-2	SW. 461-2
	Integrative Practice Seminar I and II	Integrative Practice Seminar III and IV
	SW. 361-2	SW. 471-2
	Fieldwork I and II	Fieldwork IV and V
	SW. 363 Fieldwork III Summer Block Placement	

2.1 Pre-requisite for Fieldwork Practicum

Students are expected to have reached a required academic standard of the department before undertaking fieldwork practicum. Students are required to pass all core courses of social work (i.e. to attain a “D” grade or above) before undertaking the fieldwork practicum.

● Requirements:

Requirement	1 st Placement (Concurrent) (i.e. SW. 361–362)	2 nd Placement (Summer Block) (i.e. SW. 363)	3 rd Placement (Concurrent) (i.e. SW. 471–472)
G.P.A.	2.0 or Above	2.0 or Above	2.0 or Above
Subject Pass	Pass in all social work courses in the first 2 years of study	Pass in all social work courses in the first 3 years of study	Pass in all social work courses in the first 3 years of study
Pre-placement Exposure	Complete 100-hour activities and voluntary service participation in relation to fieldwork preparation and submit a 2000-words report.	/	/

● Arrangement on Fail and Retake of Fieldwork Placement:

	Fail in 1 st Placement (Concurrent) (i.e. SW. 361–362)	Fail in 2 nd Placement (Summer Block) (i.e. SW. 363)	Fail in 3 rd Placement (Concurrent) (i.e. SW. 471–472)
Retake Arrangement	Retake in the 4th year of study	Retake in the 4th year of study	Retake in the 5th year of study
Remarks	<p>➤ Students who fail in the 1st Placement (Concurrent) or the 2nd Placement (Summer Block) are not allowed to undertake the subsequent placement in the same academic year. Accordingly, students are required to re-take the placement in the next academic year and obtain a "Pass" grade to proceed to the next placement.</p> <p>➤ Students who fail in any 2 placements throughout 3 years of study are not allowed to undertake fieldwork practicum and will be dismissed.</p> <p>➤ Core subjects are defined as courses begin with "SW." in the course code.</p>		

2.2 Pre-Placement Exposure (100 Hours)

● Purposes:

According to Social Workers Registration Board, social work students must complete 100-hour placement preparation and related activities, such as training workshops and voluntary service in order to strengthen their confidence and capability to undertake fieldwork placement. In order to enhance the quality and the effects of the pre-placement exposure, a series of useful and practical training workshops and seminars will be organized for students in Year 1 and Year 2 before the fieldwork placement commences.

● Requirements:

a.	Number of Hours:	100 hours' activities and voluntary service participation in relation to fieldwork preparation
b.	Duration:	From the 1 st semester of Year 1 and ends by the 2 nd term of Year 2.
c.	Assignment:	<p>After the completion of the pre-placement exposure, students are required to submit a Reflective Report not less than 2000 words in English to Fieldwork Coordinator by the end of the 2nd semester in Year.2.</p> <p>Students are expected to share their personal feelings and reflections throughout the pre-placement exposure in terms of the professional social work knowledge, principles and values.</p>

2.3 Pre-Placement Workshop (30 Hours)

Students are required to attend the orientation workshop(s) before the commencement of each placement to prepare for the practicum. The workshops aim at facilitating students to have a better understanding of the placement setting they will be placed and, in particular, assist them to understand the expected performance of the three respective placements.

2.4 Three Supervised Fieldwork Placements (1,024 Hours)

2.4.1 Rationales for Three Supervised Fieldwork Placements

The Department maintains the distinctive feature of having three supervised social work fieldwork placements for students, which is a unique pattern of fieldwork education in the local social work training. Our rationales are as follows:

- a) To acquaint students with a variety of social work approaches;
- b) To offer students a wider horizon to explore three different social work settings, enabling them to have better professional growth and development;
- c) To provide more opportunities for students to practice their knowledge and skills through the three fieldwork experiences. The wider practicum learning experience will facilitate in their social work career planning focus and development.

2.4.2 Specific Objectives of Different Modes of Placements

In year 3 and 4, students will undertake 3 supervised fieldwork placements. The 1st and 3rd placements are taken concurrently with course work. This arrangement provides the opportunity for students to integrate classroom learning and fieldwork practice. Integrative practice seminars conducted throughout the respective years will provide students with the opportunity to share and reflect on their practice experiences and enhance their ability to integrate theory with practice.

● **1st Placement (Concurrent) - (SW. 361–362)**

The major aims of the 1st Placement are to help students acquaint themselves with social work values, principles and assumptions; and acquire basic skills in intervention and assessment. The specific objectives are to enable students:

- a. to experience professional social work practice;
- b. to be familiar with the basic knowledge, values, and attitudes essential in fulfilling a variety of social work roles;
- c. to cultivate self-awareness and a sense of social responsibility;
- d. to acquire competence in generic social work practice;
- e. to relate, experience and integrate classroom knowledge into field practice.

● **2nd Placement (Summer Block) - (SW. 363)**

The summer block placement is scheduled in June. Given their prior experience in practicum learning, students are expected to assume more responsibility, be more familiar with the ways to utilize the agency and community resources. Student should also be able to work more independently applying relevant theories into practice.

● **3rd Placement (Concurrent) - (SW. 471-472)**

The above expectations also apply to the final placement, which is designed to prepare students to become professional social workers upon their graduation. The major aim of this placement is to train a reflective, critical, knowledgeable and competent social worker who is able to address the needs and problems of a society. The specific objectives are:

- a) to exercise initiative and independent judgment with critical thinking;
- b) to gain experience in relating and applying the theory and knowledge derived from classroom learning
- c) to examine and assimilate professional attitudes and values which affect social work practice;
- d) to develop competence in generic social work practice;
- e) to develop professional capability to adapt and network;
- f) to develop knowledge and skills to meet changing societal needs.

2.5 Fieldwork Arrangements

Students will spend over a quarter of the course time, i.e. **1,024** hours in fieldwork placement, covering **20** credits in total.

Placement	Year	Credits	Nature	Duration
1 st Placement (Concurrent) (SW. 361-2)	3	8	<ul style="list-style-type: none"> ● Concurrent Placement ● 2 days per week 	<ul style="list-style-type: none"> ● September to March of next year ● 23 weeks in total, excluding the term examination period
2 nd Placement (Summer Block) (SW. 363)	B/W 3&4	4	<ul style="list-style-type: none"> ● Summer Block Placement ● 4 days per week 	<ul style="list-style-type: none"> ● June to August ● 9 weeks in total
3 rd Placement (Concurrent) (SW. 471-2)	4	8	<ul style="list-style-type: none"> ● Concurrent Placement ● 2 days per week 	<ul style="list-style-type: none"> ● September to March of next year ● 23 weeks in total, excluding the term examination period

2.6 Nature of Fieldwork Placement

A variety of placement settings are offered so that students can receive a fruitful and richer understanding of social work practice at different levels. These include services for the elderly, rehabilitation and medical services, children and youth services, family services, residential care, services for ex-offenders and drug addicts, community development and organization, chronically-ill patients, minority groups, employment placement and labour related services etc. The Department will constantly look for new placements according to changing societal needs and students' preference.

3. RESPONSIBILITY STRUCTURE

Social service agencies have always been our close dedicated partners in the education process in providing placements for our students. It is a joint educational venture between the social service agencies and the Department in developing educational opportunity for students. The Department is responsible for the overall operation of the fieldwork education programme.

To assure a meaningful learning experience for students, the roles and responsibilities of the social service agencies and the Department are of equal importance.

3.1 Departmental Responsibility

1. To assess, recruit, arrange adequate and suitable social service agencies as fieldwork placement sites so as to maintain adequate initial-placement plan.
2. To match the students with the social service agencies and fieldwork supervisors concerned.
3. To provide placement orientation and support to fieldwork supervisors.
4. To coordinate and monitor the progress of fieldwork placement by the Fieldwork Team.
5. To provide guidelines for fieldwork education and assessment of student performance.
6. To liaise with social service agencies and provide direct communication channel between the Department and fieldwork supervisors so as to optimize the cooperative relationship among the parties concerned.
7. To make consultations in such cases when faculty's expertise may be warranted in issues concerning students' learning difficulties in the field.
8. To resolve problems and issues arising from placement students, agencies and fieldwork supervisors.

3.2 Agency Selection and Agency Responsibility

Students will be placed in social service agencies with registered social worker posting. The criteria are as below:

- **Criteria of Agency Selection**

1. Agencies have commitment to professional social work education as demonstrated by:
 - a. willingness to provide students with assignments geared to learning needs rather than the scheduling demands and workload of the agency only;
 - b. willingness to allow students to take part in staff meetings, in-service training, inter-agency conferences, and related learning opportunities that arise;
 - c. willingness to provide qualified staff members to conduct field instruction (if there is a need for agency supervision) and/or the resources necessary to provide field instruction in the agency.

2. A commitment to high quality service for the service users in an atmosphere compatible with the ethics and values of the social work profession as listed in the N.A.S.W. Code of Ethics as well as the Code of Practice for Registered Social Workers, Social Workers Registration Board, Hong Kong.

- Agency Responsibility

1. Fieldwork Orientation

- a. to orient assigned students concerning all applicable rules and regulations with which the students are expected to comply with;
- b. to provide orientation for students so that they can be well notified about the history, background, function and practice of placement agencies they will work with.

2. Enhancement of Students' Learning

- a. to provide physical facilities, supplies and equipment necessary for students' fieldwork practice;
- b. to provide practice opportunities for students.

3. Administration Duties

- a. to participate in joint evaluation meetings with the Fieldwork Supervisor and the students;
- b. to discuss with the fieldwork supervisor any problems which may arise during the students' placement;
- c. to convey information to the Fieldwork Coordinator regarding any changes in the fieldwork placement, policy, placement needs and arrangements;
- d. to allocate funds for students' approved work assignments and allow them to claim for reimbursement of expenses incurred during field practice.

3.3 Role of Fieldwork Supervisor

Fieldwork Supervisors are registered social workers under the Section 10 of the Social Workers Registration Board Ordinance (Chapter 505). They are required to conduct on site supervision with at least 1.5 hours and 2 hours per week for concurrent placement and summer block placement respectively. **At least 50% of the total supervision time should be provided on individual basis.** They carry the educational, supportive and administrative roles and they are expected to:

1. Demonstrate commitment to professional ethics and values, and without any history of ethical violation in his/her career.
2. Understand the nature and objectives of social work education and demonstrate commitment and capability to take up the roles of social work educator and mentor.
3. Demonstrate ability to conceptualize, communicate and practice the knowledge and skills of generalist social work.
4. Discuss the learning expectations with students and put them in learning contract.
5. Engage in a working relationship which includes educational-oriented supervision and the presentation of content relevant to the development of the students as a professional.
6. Facilitate students to focus on the integration of theories and knowledge into practice.
7. Meet regularly with students to provide a structured opportunity for instruction and learning.
8. Deal with any problems concerning about agencies, University and students in placements.
9. Attend fieldwork orientation programmes, sharing sessions and keep constant liaison with responsible staff of the placement agencies and the Fieldwork Co-ordinator of the University respectively.
10. Make assessment on the progress toward the objectives of the fieldwork placements with students.
11. Read and give comments on student's written work.
12. Launch live supervision at least one time, if possible. .
13. Discuss and complete the written report of evaluation with students and provide students with opportunities to make suggestions or add comments on evaluation reports.
14. Submit necessary documents to the Fieldwork Team to demonstrate competency and preparedness for the role of Fieldwork Supervisor.

- Duties of the Fieldwork Supervisors are:

Stages	Tasks
Pre-Placement Period	<ul style="list-style-type: none"> a. To understand the student's profile. b. To discuss the nature and objectives of the placement and the expectations of the student and the Supervisor. c. To reach an understanding amongst the Centre-in-Charge, the student and the Fieldwork Supervisor on both the quality and quantity requirements of student assignments. d. To orient student to the placement. e. To facilitate the student to write up a <u>Learning Contract (in English)</u>. The guideline of Learning Contract can be referred to Appendix 1. f. To attend the Fieldwork Supervisor Meeting.
Initial Placement Period	<ul style="list-style-type: none"> a. To discuss the mode, functions and schedule of supervision. b. To initiate the orientation programme, e.g. agency visits, meeting with local leaders. c. To facilitate student to write <u>Daily Logs</u> and submit the <u>Orientation Report</u> including the agency, community, service users and related observations. d. To discuss the workload that meets the objectives and expectations of students, agency and the Department. e. To discuss the system of written assignments with the students
Mid-Placement Period	<ul style="list-style-type: none"> a. To facilitate student to write up the <u>FORM 01: Student Mid-term Self-evaluation Report (for Concurrent Placement ONLY)</u>. b. To prepare for the mid-term evaluation with the student, contact the Centre-in-Charge and staff who work closely with the student in order to obtain feedback: <ul style="list-style-type: none"> - 12th week for the 1st Placement (Concurrent) - 5th week for the 2nd Placement (Summer Block) - 12th week for the 3rd Placement (Concurrent) c. To write up and submit the <u>FORM 02: Student Fieldwork Mid-term Evaluation Report (for Concurrent Placements only)</u> to the Fieldwork Coordinator within 2 weeks after conducting the evaluation. d. To discuss the workload, progress of tasks and effectiveness of supervision with student. e. To attend the Fieldwork Supervisor Meeting.

Late-Placement Period	<ul style="list-style-type: none"> a. To discuss with student the arrangement of termination of the tasks, e.g. cases, closing of cases or groups. b. To discuss with the Centre-in-Charge about the arrangement of termination. c. To collect verbal feedback from Centre-in-Charge on student's performance. d. To ensure that student has submitted all written reports including the <u>FORM 03: Student Final Self-evaluation Report</u> before conducting a final evaluation according to the following schedules: <ul style="list-style-type: none"> - 23rd week for the 1st Placement (Concurrent) - 9th week for the 2nd Placement (Summer Block) - 23rd week for the 3rd Placement (Concurrent) e. To ensure student has fully completed the handover procedures of the center administration tasks before the placement is terminated. f. To write up the <u>FORM 04 /05 /06: Student Fieldwork Final Evaluation Report</u> and ensure that student has adequate time for understanding the report before seeking the student's signature. g. To give comments about the suitability of placement settings through completing the Fieldwork Supervisor Feedback Form
Post-Placement Period	<ul style="list-style-type: none"> a. To submit the Final Evaluation Report to the Fieldwork Coordinator after having conducted the evaluation. The date of submission will be announced by email. b. To attend the Fieldwork Supervisor Meeting. c. To submit <u>FORM 08: Fieldwork Supervisor Feedback Form</u> one week after the completion of the placement.

3.4 Student Responsibility

Students are required to be fully involved as far as possible in the fieldwork education process and accept responsibility for and ownership of his/her own learning process. Students are expected to identify learning needs and wants with the help of the Fieldwork Supervisors. In the early placement period, students are encouraged to exchange relevant information with the Centre-in-Charge to ensure that both the students and the Fieldwork Supervisors have relevant information to decide the tasks for the placement. Students also need to remain actively involved in assignments, goal setting and evaluation process as well as in promoting the partnership with the Fieldwork Supervisors.

All students are expected to assume the professional role appropriate to their level of development including:

1. Adhering to the policies, procedures and regulations of the placement agency.
2. Following the agency's practice with respect to working hours, dress codes and general professional behaviour, etc. Absence and/or leaves due to illness or personal emergency have to be made up if the minimum hours of placement are not met.
3. Availing himself / herself of learning opportunities offered through in-service training, meetings and conferences.
4. Conducting himself/herself in ways consistent with the Code of Practice of the Social Work Profession.
5. Checking with the placement agency about the travel and transportation policies. The University does not provide reimbursement for travel, and students should inquire about the agency reimbursement policies to avoid misunderstanding.
6. Return the completed **FORM 09: Student Feedback Form** to Fieldwork Coordinator, via Assistant Fieldwork Coordinator in the last week of placement **(MUST submit before conducting the final evaluation with fieldwork supervisor)**.
7. Students should respect the privacy of service users and clear any confidential information. If they use any audio-visual aids to assist their learning, they should obtain users' prior consent in written form **(FORM 13: Service User Consent Form for Audio/Visual Recordings)**. Besides, they should declare with Declaration Form **(FORM 12 Declaration Form of Disposition of Personal Data of Service users)** and dispose all records containing the personal data of service users after the final grade is known and when there is no dispute.

4. **ABSENCE FROM FIELDWORK PLACEMENT**

For any fieldwork placement, student's attendance rate should be 100%. Any student who is absent from the placement will normally be required to make up for the missed placement hours later. Specifications and necessary procedures to handle different types of leaves by students are as follows:

Types of Leaves	Specifications and Necessary Procedures
Public Holidays	<ul style="list-style-type: none">Students are requested to make up all public holiday(s) so as to achieve the full attendance of the fieldwork placement.<u>If students work on public holiday(s), which is/are originally the placement day(s), they are not entitled to claim overtime.</u>
Compensatory Leaves	<ul style="list-style-type: none">Some occasional overtime work in fieldwork is considered normal and should be expected. Such overtime could not be credited and accumulated by students without obtaining approval from Fieldwork Supervisor and unit-in-charge concerned.Besides, compensation leave for overtime work should be recorded and might be reclaimed with the approval from Fieldwork Supervisor and unit-in-charge.<u>Students are not allowed to take compensatory leaves in the last week of placement.</u>
Sick or Emergency Leaves	<ul style="list-style-type: none">In case of illness and any other unforeseen emergency requiring absence for the placement day, students should inform Centre-in-Charge and Fieldwork Supervisor by telephone not later than the first hour of the office time. Sick leave certificate issued by recognized doctors should be submitted to the Fieldwork Supervisor if students ask for more than one day of sick leave.<u>Students are requested to make up the missed placement day(s) due to illness and emergency situation.</u>
Typhoon Signal and Rainstorm Warning	<ul style="list-style-type: none">Students should adhere to the policies of the placement agency.
Leave for Exchange and/or Study Programme	<ul style="list-style-type: none">Students must discuss with and seek initial approval from the Fieldwork Supervisor.Fieldwork Supervisor and student should discuss with the Centre-in-Charge of the placement unit if they want to apply for study leave or attending exchange program during placement period. Making up for the missed fieldwork day(s) is required and the application for leave should be made to the Fieldwork Coordinator accordingly.<u>Written application shall be made no less than one month before the first day of leave.</u>

- Students must make up all the missed day(s) before the end of the fieldwork placement period in regard to any other reasons leading absence.**

5. ACKNOWLEDGEMENT OF RISK IN FIELDWORK PLACEMENT

This document is designed to inform students of some of the potential risks associated with fieldwork placement. The Department has a duty to inform and the students have a right to be informed of risks associated with his/her fieldwork placement. The Department believes that risks can be minimized with proper knowledge and preparation. It is also the students' responsibility to discuss the policies and procedures of their placement agencies with Fieldwork Supervisors.

5.1 Automobile Liability Insurance

If students need to drive their personal vehicles in the field, it is strongly recommended that they should check with their insurance companies for a clear understanding of terms and coverage. The Department recommends students not to drive their personal vehicles to transport service users. If service users are to be transported, an agency arranged vehicle should be used.

5.2 Angry or Hostile Service Users Exhibiting Threatening Behaviour

When encountered angry or hostile service users exhibiting threatening behaviour in the fieldwork placement, it is important that students should discuss these matters with their Fieldwork Supervisors and Centre-in-Charge as early as possible because they should be knowledgeable about the related agency policies and recommended appropriate courses of action to the students.

5.3 Home Visit

It is a usual practice of social workers to conduct home visits for the benefits of the service users. Such visits could expose students to health and safety risks. All home visits must be fully informed to the Centre-in-Charge. The Centre-in-Charge should know about the time of home visits including departure time from agency and the expected returning time. Students should seek advice and approval from the Centre-in-Charge whether they are allowed to conduct a home visit alone. When feeling uncomfortable or threatened under any circumstances, they should return to the agency and report the incident to the Centre-in-Charge immediately. Beware of dogs or other household pets that might be a threat. In sum, students are advised not to take irresponsible risks.

5.4 After-Office Hours Meeting

Many social service settings have activities that occur beyond regular nine-to-five office hours. Be aware of the location and neighbourhood; street lighting, open spaces, and shrubs that might impair visibility. It is suggested that students should be accompanied by colleagues or placement partners if possible when leaving the office after office hours. Do not take irresponsible risks.

6. CONTINGENCY FIELDWORK ARRANGEMENTS UNDER THE THREAT OF INFECTIOUS DISEASES

In view of the risk of potential outbreak of infectious diseases particularly in residential home settings for the fragile service users during placement, the following suggestions are proposed as guidelines to address the safety need of students, Fieldwork Supervisors and service users' welfare.

Principles in Adjusting Fieldwork Arrangement

If suspected or confirmed case(s) is/are identified by the placement agency, students and Fieldwork Supervisors concerned should assess the situation in liaison with the agency and follow the advice of the placement agency. Should the fieldwork be unable to continue, the following arrangements are suggested:

1. With the consensus made among the agency, the Fieldwork Supervisor and the student, student can continue the learning tasks and assignments outside the fieldwork setting. The decision about adjustment in fieldwork arrangement should be conveyed to the Fieldwork Coordinator immediately.
2. In compliance with the requirement of the Hong Kong Social Workers Registration Board and the Hong Kong Shue Yan University, a total of 1,024 field hours for students have to be fulfilled. **Any shortage of field hours due to infectious diseases has to be made up at appropriate times in consultation with agency, Fieldwork Supervisor and student.**
3. Learning tasks and assignments stipulated in the learning contracts of students should be adhered to, if circumstances permit.
4. Interest and welfare of clients should be a priority in adjusting in fieldwork arrangement.
5. Fieldwork Supervisors and students are reminded to follow the precautions recommended by the Health Department and the agency.

7. **BACKGROUND STUDY IN INITIAL PLACEMENT PERIOD**

The aims of the background study are to provide students with basic understanding of the functions and operations of the attached agency, its role and interaction with the host community as well as the needs and characteristics of the service users. The background study consists of five different components: **Agency Study, Observational Study, Service Study, Community Study, Policy Study.**

These five different study components may serve as an introduction to students in determining their assignments. The details are as follows:

Tasks		Specifications
1.	Agency Study	<p>Critical understanding of:</p> <ul style="list-style-type: none">i. the agency's history and culture;ii. its vision and mission;iii. its service provided;iv. its organizational operation; andv. its management philosophy.
2.	Observational Study	<p>Observe the practice of professional activities carried out by agency staff in order to understand how:</p> <ul style="list-style-type: none">i. the professional staff perceives the needs of service users in the community;ii. the services are initiated;iii. the important steps in running the services;iv. the services provided are evaluated; andv. the whole process of service delivery.
3.	Service Study	<p>Students are encouraged to interact with service users so as to understand the following aspects between the service users and the agency:</p> <ul style="list-style-type: none">i. the needs and characteristics of service users;ii. the process of getting to know the agency services;iii. the process of service users approaching the agency and asking for services;iv. the steps they go through in using the services; andv. their feedback on the services.

Tasks		Specifications
4.	Community Study	<p>Students are expected to understand the community profile through the study of:</p> <ol style="list-style-type: none"> the socioeconomic data of the community; the roles played by the agency in the community; the data of the service users in the agency; the relationship between the agency and other statutory, private and community organizations; and the linkage of the agency and the community resources system, e.g. the utilization of community resources, the application of funds, etc.
5.	Policy Study	<p>Students are expected to explore and examine the related policies affecting the service delivery and well-being of service users through the study of:</p> <ol style="list-style-type: none"> related social and welfare policies of the service; current issues concerning the service setting; and related policies and practices announced by the Social Workers Registration Board (SWRB), International Council on Social Welfare (ICSW) and International Federation of Social Workers (IFSW).

- **Fieldwork Orientation Report** would be prepared with the information collected from related background studies. The studies mentioned above may serve as an exploration and facilitation for student to get acquainted with the host placement setting and service users at the beginning of each fieldwork placement. Fieldwork Supervisors are advised to discuss and clarify the different items of the above studies with their supervisees before their work assignments would be initiated. In addition to on-site observation and sharing with stake holders (e.g. service users and center staff), literature review, including review on the annual plan and publication of the host placement unit/agency, is needed.

8. RECORDING

8.1 The main purposes of records keeping are to help social workers perform their duties and enable social workers to obtain data from service users effectively. As a competent social worker, he/she should keep proper records for his/her work.

8.2 **Process recording** is very important to students since it can facilitate them to develop themselves in social work skills and techniques to solve problems in different situations. **Students should record the dialogue, actions and body language of service users and related persons and his/her use of skills adopted during intervention in detail.** The usefulness of process recording is that worker can record what is exactly happening and look at the happening in a reflective manner so as to debunk the underlying communication dynamics. Then, the professional exchange during supervision can be better facilitated. **Students should write a minimum of one piece of process recording, preferably in casework, with full process in each placement.**

Summary recording is also required for students to record the happening between the worker and service users and related persons. Although it is a basic recording format, it still needs to record the basic information of service users, social history, action plan, significant actions taken by worker and whether or not the tasks are compiled before the end of recording. Summary recording would be used whenever anything happens to the working process, including casework and group work. **Actually, each case interview and group session held by the student should be presented with summary recording to the respective fieldwork supervisor.**

Remarks: Please also make reference to the Advisory Committee on Social Work Training and Manpower Planning. (2001). English Writing Reference Kit for Social Workers. Hong Kong: Social Welfare Department.

9. STUDENT WORKLOAD AND FIELDWORK ASSIGNMENTS

9.1 Students Workload in Frontline Service

- 9.1.1 Students have to accomplish all three methods of social work practice, including Individual/Casework, Group Work and Mass Programme in each placement.
- 9.1.2 In some cases, the composition and the number of service delivery will be varied in accordance with the nature of service setting. Thus, fieldwork supervisor and students should carefully discuss and negotiate with the hosting unit before the placement commencement.

9.2 Fieldwork Assignments

- 9.2.1 Daily Logs : submit 4-6 times in the beginning stage of placement.
- 9.2.2 Learning Contract : should be submitted in the first month of the placement and write in English.
- 9.2.3 Orientation Report : should be submitted in the first month of the placement.
- 9.2.4 Individual/Casework : includes Intake Summary, Case Summary, Process Recording and Closing/Transferal Summary.
- 9.2.5 Group Work : includes Group Proposal, Session Plan, Group Summary and Group Evaluation Report.
- 9.2.6 Mass Programme : includes Proposal and Evaluation Report.

Students are required to complete all necessary written assignments and submit to fieldwork supervisor for final evaluation. **For those who fail to achieve the aforementioned condition, his/her final grade will be inevitably downward on a daily sub-scale basis.**

10. EVALUATION PROCESS

10.1 Continuous Assessment

- Fieldwork Supervisors will discuss the strengths and weaknesses of each student during supervision in order to develop student abilities and to improve performance. Student progress in assignments, development of strengths, and improvement of weaknesses must be specified in the Mid-term Evaluation to enable students to demonstrate improved strengths and performance in the later part of a placement.
- **For Year 3 students**, the Supervisor should focus on a student's capacity to understand basic knowledge, values, the attitudes essential for social work practice, and gains in generic social work skills for intervention.
- **For Year 4 students**, the Supervisor should focus on a student's capacity to reflect on values and practice and the generation of a new knowledge or understanding from past experiences in Hong Kong context. For assessment, integration of classroom learning and practice learning is paramount. Students are expected to try out theories in practice using previously acquired knowledge and skills.

10.2 Mid-term Evaluation

To obtain feedback for the Mid-term Evaluation, Fieldwork Supervisors will contact the Centre-in-Charge and/or staff who work closely with each student. In the evaluation, Fieldwork Supervisors are requested to review the Learning Contract with the students to discuss any needed modification of the work plan. In order to facilitate reflective learning and discussion during evaluation, students must write up **FORM 01: Student Mid-term Self-evaluation Report** (for the concurrent placements only).

10.3 Final Evaluation

- By the end of a placement, Fieldwork Supervisors are required to carry out the Final Evaluation by using **FORM 04/ 05/ 06: Student Fieldwork Final Evaluation Report**. Fieldwork Supervisors will obtain feedback from the Centre-in-Charge, and/or staff who have worked closely with the student. Students must submit **FORM 03: Student Final Self-evaluation Report** to reflect their learning experiences in which they identify areas for improvement.
- During the evaluation session, Supervisors should focus on the students' growth and state areas needed for improvement, giving reasons and specifications for change. **Fieldwork Supervisors are required to cite performance evidence to support their assessment.** They are also encouraged to state, at the end of each assessment area, what they looked for and what sort of performance evidence they drew on in making the assessment.
- The Final Evaluation should be conducted after the collection of student's assignments at the end of the placement. **FORM 03: Student Final Self-evaluation Report** and **FORM 04/05/06: Student Fieldwork Final Evaluation Report** should be submitted to the Fieldwork Coordinator on or before the due date as announced.

10.4 Student Self-evaluation

Student is usually carried out self-evaluation in the mid-term and final stage of the fieldwork placement. Self-evaluation serves as a review of the learning experiences, such as a review of learning objectives, expectations, self-awareness in the placement and their subjective experiences. Students should focus on the following areas of evaluation and their specifications:

Areas for Evaluation		Specifications
1.	Expectations	<ul style="list-style-type: none"> a. Review whether or not the expectations have been met in the practice; and b. Review the follow-up practice which students and Fieldwork Supervisors will carry out in order to attain the expectations.
2.	What have been learnt most	<ul style="list-style-type: none"> a. List out what has been learnt and stating categories of different types of learning such as supervision, experiential learning and learning by reflection, etc.; b. List out which types of learning the student values most; c. List justifications for the statements in a. and b.; d. Discuss and share the justifications with the Fieldwork Supervisor.
3	Reflections on Social work values and belief	<ul style="list-style-type: none"> a. Reflect on social work ethics, personal conduct, work attitude and passion of social work. b. Review the social work value and belief (e.g. 'social justice' and 'people can change') as well as personal values and belief. c. Review on the application of the Seven Principles of Social Work in relation to the placement experience (e.g. self-alertness and any questions arose in practice).
4.	Areas needed to pay attention	<ul style="list-style-type: none"> a. Show awareness of the shortcomings inherent in practice; b. Give reasons why mistakes can happen in a placement; c. Follow-up actions should be formulated in order to prevent recurrence in the next placement; d. Although mistakes can easily be committed in practice, reflect on how an appropriate learning attitude can help a social worker recover from these.
5.	Strengths as a social worker	<ul style="list-style-type: none"> a. Review the Learning Contract and the ways in which the student has performed best in the placement; b. Review whether or not the service users, staff of the agency and the Fieldwork Supervisor acknowledge good performance of students.
6.	Weaknesses as a social worker	<ul style="list-style-type: none"> a. Review the Learning Contract and identify those personal weaknesses that have affected performance in the placement; b. Review whether or not service users, staff of the agency and the Fieldwork Supervisor made comments about the student's poor performance.
7.	Feelings towards the placement	<ul style="list-style-type: none"> a. Discuss personal feelings about subjective experiences and attitudes towards service users, the Fieldwork Supervisor, the staff of agency and events.
8.	Additional remarks	<ul style="list-style-type: none"> a. Review the challenges that hindered learning opportunities in the placement agency. b. Review future learning opportunities and recommended additional experience.

10.5 Agency Feedback

10.5.1 Mid-term Evaluation Meeting

- Mid-term Evaluation Meeting should be conducted by Students, Fieldwork Supervisors, the Centre-in-Charge and/or agency staff who work closely with the students. Students should pay attention to the feedback and identified the needs for improvement and professional growth.
- Agency feedback should be incorporated into **FORM 02: Student Fieldwork Mid-term Evaluation Report** (for the concurrent placements only).

10.5.2 Final Evaluation Meeting

- Final Evaluation Meeting should be conducted by Students, Fieldwork Supervisors and the Centre-in-Charge. Fieldwork Supervisors are responsible to incorporate agency feedback into **FORM 04/ 05/ 06: Student Fieldwork Final Evaluation Report**.
- In order to review the performance of a placement student accurately, **FORM 07: Agency Feedback Form** will be provided to the Centre-in-Charge to fill in. The completed form should be returned to the Fieldwork Coordinator.

10.5.3 Agency opinions would be inclusively considered in the internal moderation whenever necessary.

10.6 Student Signature on the Evaluation Form

The student's signature is definitely required on every Evaluation Form, whether in agreement with the comments and grade given by the Fieldwork Supervisor or not. The purpose of the signature is to show that the student is fully aware of the evaluation. It does not indicate acceptance of the evaluation result.

11. **MAIN FOCUS ON FIELDWORK PLACEMENT EVALUATION**

In each placement, students are advised to pay special attention to each main focus area given for personal growth and development. Details are as follows:

Main Focus	Specifications
Professional Attitudes and Development	<ul style="list-style-type: none">a. Personal attitudesb. Self-understanding and sensitivityc. Maturity of personalityd. Genuine concern for the service user systeme. Commitment to social workf. Use of supervision
Knowledge and Skills	<ul style="list-style-type: none">a. Exploration and identification of problems and tasksb. Assessmentc. Skills in establishing a professional relationship with service usersd. Communication skillse. Skills in making contracts with service usersf. Ability in implementing a plan of actiong. Use of community resourcesh. Integration of theories into practice
Student as a Social Work Practitioner in the Agency	<ul style="list-style-type: none">a. Understanding of the agencyb. Involvement in the agency

12. SCORING AND RATING

12.1 Areas of Assessment

Fieldwork Supervisors are required to complete a Student Fieldwork Final Evaluation Report for each student by the end of the placement. Fieldwork Supervisors will calculate and apportion marks using the following total ratings in respect of various assessment area:

- **1st Placement – Concurrent (SW. 361-362)**

I.	Initiate Professional Social Work Practice	25
II.	Identify the Basic Knowledge, Values, and Attitudes Essential in Fulfilling a Variety of Social Work Roles <i>(Marks less than 12.5 in this part will be regarded as “FAIL” in this Fieldwork Placement.)</i>	25
III.	Enhance Self-awareness and Social Responsibility (Involvement)	20
IV.	Competence in Social Work Practice	15
V.	Relate, Test, and Integrate Classroom Knowledge into Practice in the Field	15

- **2nd Placement – Summer Block (SW. 363)**

I.	Student as a Social Work Practitioner in the Agency	20
II.	Use of Community Resources	15
III.	Application of Theories and Knowledge	25
IV.	Professional Attitude and Value <i>(Marks less than 12.5 in this part will be regarded as “FAIL” in this Fieldwork Placement.)</i>	25
V.	Awareness of Self and Social Environment	15

- **3rd Placement – Concurrent (SW. 471-472)**

I.	Initiative and Independent Judgment with Critical Thinking	20
II.	Professional Attitude and Value <i>(Marks less than 15 in this part will be regarded as “FAIL” in this Fieldwork Placement.)</i>	30
III.	Generic Social Work Practice	25
IV.	Master the Knowledge and Skills to Meet the Changing Societal Needs	25

12.2 Grading System

Weighted Total Score	Grade	Specification
87 or above	A	Excellent
83 – 86	A-	
79 – 82	B+	Good
75 – 78	B	
71 – 74	B-	Satisfactory
67 – 70	C+	
61 – 66	C	Pass
60 or below	F	Fail

Specification		
5	Excellent	Consistently reliable and competent, knowledgeable and has done outstanding work in nearly all the areas assessed.
4	Good	Responsible and competent with above average performance in most areas assessed, usually able to handle difficult situation sensibly.
3	Satisfactory	Average performance in general, is reliable and responsible in performing usual tasks but often needs help in unusual or difficult situations, and has uneven skills in the areas assessed.
2	Pass	Slightly below average, yet responsible and reliable in straight forward tasks; demonstrates bare essentials of knowledge and skill.
1	Fail	Consistently inefficient in planning and implementing plans; fail to demonstrate social work values, knowledge and skill; almost no successful outcome in his / her work.

12.3 Guidelines for Student Fieldwork Evaluation

- 12.3.1 The purpose of Evaluation is to provide a two-way feedback channel, through which, both the Supervisor and the student may better develop a sense of mutual understanding in terms of supervisory/learning expectations.
- 12.3.2 After writing up the Report, the Supervisor is expected to conduct an oral evaluation with the student in order to maximize the student's learning opportunity.
- 12.3.3 The Supervisor is requested to submit **FORM 02: Student Fieldwork Mid-term Evaluation Report (for concurrent placement only) and FORM 04/ 05/ 06: Student Fieldwork Final Evaluation Report (FORM 04/05/06)** to the Fieldwork Coordinator after the evaluation.

12.4 Instructions for Completing the Evaluation Report

- 12.4.1 **Brief Description on Student's Work Assignment:**
Nature and amount of work assigned during the placement, including student's participation in pre-placement visit, orientation program, community walk, staff training or centre meeting.
- 12.4.2 **Frequency and Nature of Supervisory Contact:**
Total numbers of supervisory sessions and hours in terms of pre-placement orientation, individual, conjoint and live supervision and evaluation meetings.
- 12.4.3 **Student's Ability in Understanding the Agency:**
Does student understand agency services and its underlying function? Is student able to understand his/her role in the agency and follow administrative procedures? Is he/she aware of the resources within the agency?
- 12.4.4 **Student's Ability to Communicate and Relate with People:**
Can student listen attentively and express himself/herself clearly? Can student respond appropriately to different service user groups? Can student relate positively with service users and colleagues? Can student handle both written and verbal communication?

- 12.4.5 Ability to Take Appropriate Action in Helping Service Users Solve Problem:**
Can the student collect relevant data before making an assessment of a situation? Can he/she analyze a situation with objectivity and see things from different perspectives? Can he/she appreciate the implication of various courses of action and plan realistically? Is the student willing to help service users by taking concrete actions? Is the student able to follow through the plan and change should needs arise?
- 12.4.6 Attitudes towards Work and Learning:**
Is the student hard-working, responsible and reliable in carrying out his/her work? Can he/she organize his/her work according to priorities? Is the student able to persist in spite of difficulties? Is he/she receptive to constructive criticisms?
- 12.4.7 Reflections on Social Work Belief and Principles:**
Can the student reflect on social work values (e.g. social justice), social work belief (e.g. people can change) as well as his/ her personal values and belief? Can he/she observe and work with the Seven Principles of Social Work in practice?
- 12.4.8 Any Additional Comments:**
Any area or understanding characteristic that is not covered by the items above or any strength and weakness of the student that you would like the Department to be informed.

13. FIELDWORK ASSESSMENT MECHANISM

The Department has developed a quality assurance system to ensure the quality of teaching and learning as well as fieldwork education through which the Fieldwork Team is accountable to internally, the Quality Assurance Committee and externally, the Fieldwork Education Advisory Committee as in Chart 1. A three-tier assessment mechanism in assuring the quality of fieldwork education, in particular, is established as shown in Chart 2.

Chart 1: Quality Assurance System

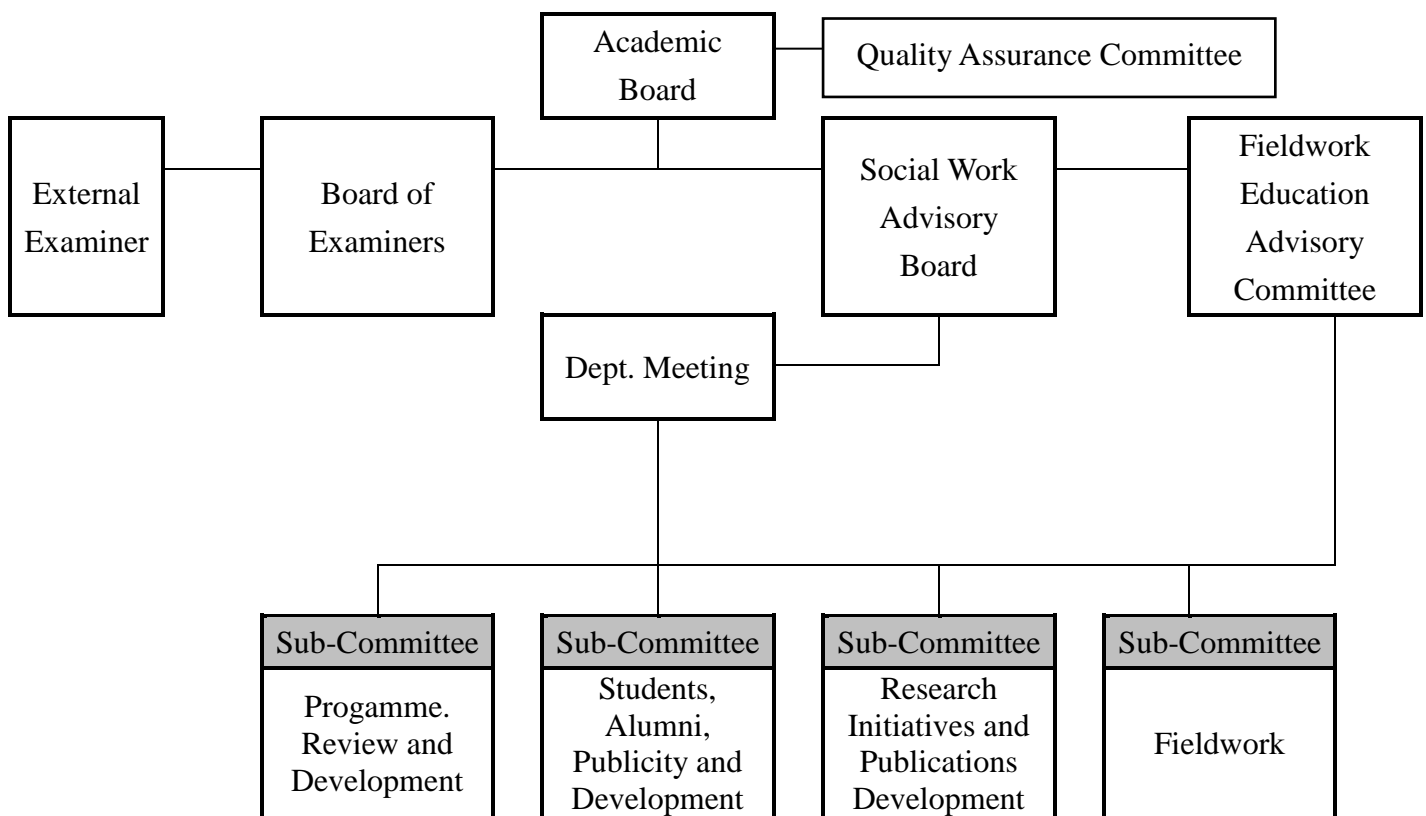
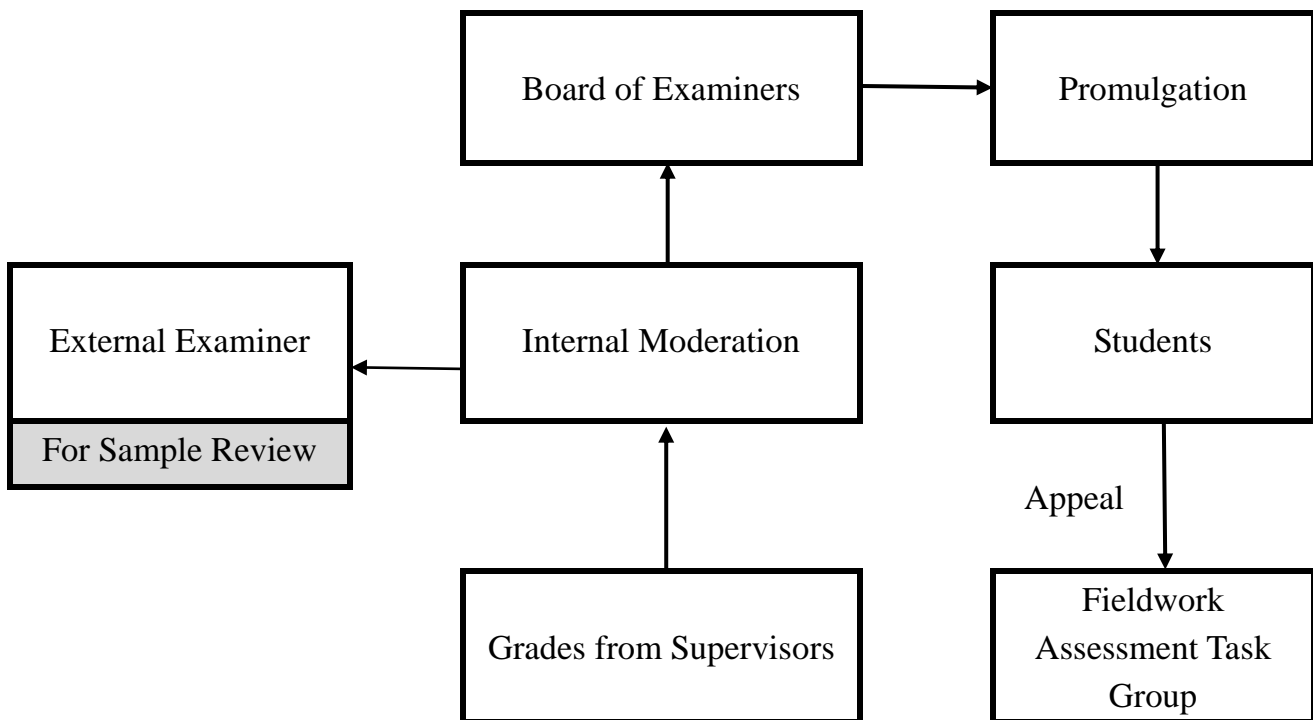


Chart 2: Fieldwork Assessment Mechanism



13.1 Fieldwork Sub-committee

Established in September 2018, the Fieldwork Sub-committee is to advance the fieldwork education and teaching excellence of the Department of Social Work and contribute to the attainment of solid and holistic capability to students.

13.1.1 Responsibilities

- To initiate internal moderation of the grades of students for their fieldwork placement.
- To handle students' code of practice and failure in placement.
- To study agency feedback and student feedback surveys for continuous improvement.
- To maintain regular liaison between the Department and fieldwork placement agencies.
- To co-ordinate staff development activities for Fieldwork Supervisors.
- To submit annual report to the Fieldwork Education Advisory Committee.

13.1.2 Composition

Fieldwork Coordinator, Assistant Fieldwork Coordinator and teaching staff of the department. The number of members would not exceed 7.

13.1.3 Terms of Office

Members shall serve a term of 2 years and no more than 2 consecutive terms.

13.1.4 Proceedings

- a. Fieldwork Sub-committee shall meet at least two times a year and at any such time as may be deemed necessary.
- b. Fieldwork Sub-committee shall keep minutes of all its meetings and records on all its actions.
- c. All amendments should be submitted to the Quality Assurance Committee and the Fieldwork Education Advisory Committee for endorsement.

13.1.5 Roles and Functions of Fieldwork Coordinator

Fieldwork Coordinator is responsible for coordinating the Fieldwork Team and maximizing students' learning opportunities in fieldwork education. Besides, he/she is responsible for liaising with the agencies, the fieldwork supervisors and students to help optimize students' learning. The specific responsibilities of the Fieldwork Coordinator are:

- a. To keep close liaison with agencies and to continuously explore new opportunities in placements in accordance with societal, agency and students' needs.
- b. To monitor student professional growth and development in fieldwork education.
- c. To arrange placement orientation programmes for students.
- d. To coordinate with Fieldwork Supervisors for maximizing efficient and effective teaching and learning in fieldwork placements.
- e. To arrange Fieldwork Supervisors to attend related staff development programmes.
- f. To organize Fieldwork Supervisors' meetings.
- g. To co-ordinate the internal moderation and appeal cases.
- h. To chair the Fieldwork Team and the Fieldwork Assessment Task Group.
- i. To serve as Secretary of the Fieldwork Education Advisory Committee.

13.1.6 Internal Moderation Exercise

The purpose of internal moderation exercise is to seek for credibility of assessment by ensuring that assessment is valid, and grade judgements are verified in line with the similar standard of grading to each student. **Initially, the grades given by the Fieldwork Supervisors are solely considered as unmoderated grades.** Final grades will be eventually confirmed after completing the internal moderation exercise.

13.1.7 Suspension, Expulsion from the University and Termination of Placement by Violation of Code of Ethics and Misconduct

Suspension of studentship, expulsion and termination of placement will be exercised if students are found to exhibit misbehaviours including the lack of personal integrity, and violation of the Code of Practice under the Social Worker Registration Ordinance (Chapter 505) ,

The Case should be made by the Fieldwork Supervisor or the placement agency in writing. Fieldwork Coordinator will make initial exploration and recommendation to the Fieldwork Sub-Committee to decide whether the Case is established. If further examination is needed, the Fieldwork Sub-Committee would explore with the concerning staff of the placement agency, the Fieldwork Supervisor and the students for further understanding of the situation. Recommendations will be made by the Fieldwork Sub-Committee to the Student Discipline Committee of the University if misconduct or violation of code of ethics is found. Disciplinary actions will then be taken accordingly, e.g. termination of failure of placement, suspension of studentship and expulsion from the University, etc.

13.1.8 Students, Fieldwork Supervisor and Agency Feedback

Fieldwork Sub-Committee has the duties to review the feedback of students, placement agencies and Fieldwork Supervisors to ensure the quality of the fieldwork teaching and learning. In case of special circumstances, the Sub-Committee has authority to further collect opinions from the stake holders (students, respective fieldwork supervisor and agency representatives) by inviting them to join the meetings with committee members. The information collected shall then be brought forth to the Quality Assurance Committee for record and reference with a view of strengthening fieldwork education.

13.1.9 Failure

When the student is unable to complete one of the following requirement of placement, the final result should be graded as “Fail”

- Incompletion of all kinds of direct service;
- Unable to submit all necessary assignments and reports;
- Unable to achieve the requirement of social work professional values, beliefs and principles stated in evaluation report.

Any failure cases must go through the following procedures:

- a. Verbal warning shall be given to the student by the Fieldwork Supervisor when the student shows unmotivated attitude, incompetency and unsatisfactory performance during the placement period. The Fieldwork Supervisor has to report the verbal warning matter to the Fieldwork Coordinator by email.
- b. The Fieldwork Supervisor shall then give a written warning thereafter if the student still could not reach the standard of performance in terms of work attitude or competency. The Fieldwork Supervisor has to report and send the copy of written warning to the Fieldwork Coordinator by email.

- c. The Fieldwork Coordinator will contact the student concerned in person and explore any possible assistance.
- d. Given that the student concerned has already received a verbal warning and a written warning accordingly and he/she is still unable to achieve the standard requirement, as a result, the Fieldwork Supervisor may consider to fail the pertinent fieldwork placement.
- e. Regarding the final evaluation form, **if the student's performance is graded as 'F' in any of the following item, that particular placement is classified as 'Fail' :**
 - **1st placement in Item II:** Identify the Basic Knowledge, Values, and Attitudes in Fulfilling a Variety of Social Work Roles; or
 - **2nd placement in Item IV:** Professional Attitude and Values; or
 - **3rd placement in Item II:** Professional Attitude and Values.
- f. **Incomplete fieldwork practicum ('I')** is excluded from the marking scheme as it means that the placement is terminated under the agreement of placement agencies, fieldwork supervisor and Fieldwork Coordinator due to the following conditions:
 - Student's physical or/and psychological health condition is/are proved to unsuitable to continue the placement. Official medical certificate must be shown;
 - Student encounters accident or unexpected situation which cause the termination of placement.

13.1.10 Appeal Mechanism

- a. Fieldwork Sub-Committee shall initiate the internal moderation of grades of students for their fieldwork placements.
- b. After conducting internal moderation, the result is then submitted to the Departmental Board of Examiners for approval.
- c. The University shall promulgate the approved grades of students for their fieldwork placements.
- d. Students could make appeal to the Fieldwork Assessment Task Group within two weeks after the promulgation of examination results with reference to the University's existing administrative procedures.
- e. The Task Group shall deliberate on the case by making reference to the student's portfolio of work done in the placement. The Task Group may also invite the parties concerned to resolve the disagreement in the spirit of professional exchange. The Task Group holds the final responsibility in recommending students' grades.

13.2 Fieldwork Education Advisory Committee (FEAC)

The Fieldwork Education Advisory Committee plays an essential role in ensuring that the Fieldwork Programme is well developed, appropriately delivered, and periodically reviewed.

13.2.1 Terms of Office: Each term of office shall last for 4 years.

13.2.2 Functions

- a. To advise on the fieldwork education policy and mechanism for review.
- b. To handle issues related to the code of practice in fieldwork.
- c. To review annual reports of the Fieldwork Team.
- d. To set up the Fieldwork Assessment Task Group to handle appeal cases in fieldwork placements.

13.2.3 Composition

The Committee is composed of staff members of the Department and agency people:

- a. 4 external members;
- b. Fieldwork Coordinator & Assistant Fieldwork Coordinator
- c. Head of Department (Ex-officio);
- d. Additional Co-opt members (not exceeding 4) in special field as needed.

13.2.4 Proceedings

- a. The Advisory Committee shall meet not less than once a year and at such other time as may be deemed necessary;
- b. The Advisory Committee shall keep minutes of all its meeting and records on all its actions.

13.3 Fieldwork Assessment Task Group

13.3.1 Functions

- a. To settle appeal cases;
- b. To make recommendations on the assessment mechanism.

13.3.2 Composition

- a. A member of the Fieldwork Sub-Committee;
- b. A full-time teaching staff specialized in the service of the placement;
- c. An external member from the Fieldwork Education Advisory Committee, and/or;
- d. A third party, e.g. Centre-in-Charge of the placement agency who works closely with the student concerned.

13.3.3 Proceedings

- a. The Task Group shall meet at such time as may be deemed necessary.
- b. The Fieldwork Coordinator should act as Chairperson of the meeting.
- c. The Task Group shall keep minutes of all its meetings and records on its actions.

Appendix 1: Learning Contract

Learning Contract

The Learning Contract is made between the students and the Fieldwork Supervisor and it aims to map out the progress of learning throughout the placement. This Learning Contract serves as a tool of self-directed learning as students participate in setting up and planning of the content and format of their own learning.

Content of Learning Contract

- 1. Set the learning objective(s) and the way to achieve the following concerned areas:**
 - 1.1 The professional aspect;
 - 1.2 The personal aspect;
 - 1.3 The application of theories and micro-skills
 - 1.4 The interpersonal and cooperation relationship with the respective parties;
 - 1.5 The fieldwork supervision.
- 2. Work Requirements:**
 - 2.1 Number of placement days and duration;
 - 2.2 Arrangement relating to overtime work, compensation leave, sick leave, etc.
 - 2.3 Workload and initial assignment deadline in placement.
- 3. Agency Requirements:**
 - 3.1 Duty Schedule;
 - 3.2 Work delegation and/or regular meeting to attend;
 - 3.3 Rules and procedures of agencies to be observed, etc.
- 4. Supervision:**
 - 4.1 Duration and frequency of the supervision;
 - 4.2 Preparation and other arrangement, etc.
- 5. Assessment:**
 - 5.1 Arrangement and report/assignment submission for Mid-term and Final Evaluation.

Appendix 2: Social Workers Registration Board:

Code of Practice for Registered Social Workers

Preamble

In accordance with Section 10 of the Social Workers Registration Ordinance (Chapter 505), the Social Workers Registration Board approves and issues this Code of Practice for Registered Social Workers "for the purpose of providing practical guidance in respect of the professional conduct of registered social workers (including ethical matters relating to such conduct)".

The primary objective of the Code of Practice is for the protection of clients⁽¹⁾ and the members of society at large. To enhance public trust and confidence in the social work profession, the issue of a code of practice is essential.

This document serves as a guide to the everyday conduct of social workers. Under section 11 of Social workers Registration Ordinance, this Code of Practice will be used as a basis for adjudication when the conduct of a social worker is alleged to have violated the standards specified in this document. It represents standards of ethical behaviour for social workers in professional relationships with clients, with colleagues, with agency, with profession, and with society as a whole. It is applicable to any professional conduct of social workers.

Social workers are required to cooperate in the implementation of this Code of Practice and abide by any disciplinary rulings based on it. They should also keep abreast of the laws of Hong Kong which may be amended from time to time. Social workers should take adequate and appropriate measures and action to prevent, discourage, correct, or expose the unethical conduct of other social workers. They should also take reasonable and appropriate measures to monitor all staff under their supervision and other persons assisting them in delivering service not to violate the Code of Practice or jeopardize the interest of clients⁽²⁾.

Part 1: Basic Values and Beliefs

1. Social workers' primary mission is to help people in need and to strive to address social problems.
2. Social workers respect the unique value and dignity of every human being irrespective of one's ethnicity, colour, family/social/national origin, nationality, culture, birth, sex, age, language, beliefs, political and other opinion, family/social/economic status, disability, educational attainment, contribution to society, or sexual orientation.
3. Social workers believe that individuals have the potential to develop and thus accepts a responsibility to encourage and facilitate the self-realization of individuals with due regard to the interest of others.
4. Social workers accept responsibility to advance social justice and to safeguard the cause of human rights.
5. Social workers believe that each society, regardless of its form, should provide maximum benefits to its members.
6. Social workers accept responsibility to update, upgrade and devote their professional knowledge and skills to the

betterment of individuals and society, with the aim to empower people to act on their own behalves as far as possible.

7. Social workers recognize the central importance of human relationships and seek to strengthen relationships among people in a purposeful effort to promote, maintain and enhance the well-being of individuals, families, social groups, organizations and communities for the prevention and relief of hardship and suffering.

Part 2: Principles and Practices

Related to Clients

■ **Responsibility**

1. Social workers have a primary responsibility to the clients.

■ **Cultural Awareness**

2. Social workers should recognize the ethnic and cultural diversity of the communities being served.
3. Social workers should be acquainted with and sensitive to the cultures of clients and appreciate the differences among them in respect of their ethnicity, national origin, nationality, religion and custom.

■ **Informed Decision and Self-determination**

4. Social workers acknowledge a responsibility to inform clients of their rights and help them to obtain appropriate services. Clients should also be informed of, as far as possible, obligations and possible consequences associated with services provided to them.
5. Social workers should clearly inform clients, who are using services under compulsion, of their rights as well as the limits of their rights and assist them in attaining as much autonomy as possible.
6. Taking into account the limit of clients' rights to self-determination, social workers should encourage clients to participate as far as possible in decision-making about the goals, alternatives and services available to them.

■ **Use of Information and Principles of Confidentiality**

7. Social workers should respect clients' right to privacy and confidentiality of their information, subject to other statutory requirements including, in particular the Personal Data (Privacy) Ordinance (Cap. 486). They should also, as far as possible, fully inform clients of the limits of confidentiality in a given situation, the purpose for which information is obtained, and how it may be used.
8. In disclosing case materials, social workers should make necessary and responsible efforts to remove all identifying information and to seek consent, as far as possible, from the client and the relevant agency.
9. Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of electronic media. Disclosure of identifying information should be avoided whenever possible.
10. Social workers should inform clients of the limitation and risks associated with such services provided via electronic media.
11. Social workers should not discuss confidential information in any setting unless privacy can be ensured.
12. Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law.

■ **Conflicts of Interest**

13. Social workers should not abuse the worker-client relationship in pursuit of personal interests.

■ **Sexual Relationship**

14. Social workers should under no circumstances be engaged in any sexual activities or sexual contacts with clients, whether such activities or contacts are consensual or forced.
15. Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship.

■ **Continuation of Service**

16. If and when a fee for service is required, social workers should ensure that clients would not be denied timely services they need because of financial constraints.

■ **Billing Practice**

17. Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided. Those being engaged in private or independent practice should also enable such billing practices to identify who has provided the service in the practice setting.
18. Social workers should clearly inform clients of all fee rates and charges before services are delivered.

Related to Colleagues

■ **Respect**

19. Social workers should pay due respect to different opinions and practices of other social workers, other professionals and volunteers. Any suggestion or criticism should be expressed and conflicts resolved in a responsible manner.

■ **Interdisciplinary Collaboration**

20. Social workers should discharge duties and treat co-workers, irrespective of which organizations they are from, in a fair and professional manner.
21. Social workers should collaborate as far as possible with other social workers and colleagues from other disciplines to enhance service effectiveness.
22. Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. They should induce and help the interdisciplinary team as far as possible to clearly define the professional and ethical obligations of the team as a whole and of individual team-members.
23. Social workers on whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other appropriate avenues to address their concerns consistent with clients' well-being.

■ **Supervision and Training**

24. Social workers, who provide supervision or professional consultation, should possess and maintain necessary knowledge, skills and methodology through appropriate education, training, consultation and research to facilitate them to perform the tasks in professional supervision and training competently. Social workers should provide training or instructions only within their areas of knowledge or competence.
25. Social workers who provide supervision should recognize a supervisor's educational, supportive, developmental and work-focused role and should not abuse the professional relationship with supervisees for any interests.
26. Social workers who provide supervision should monitor their supervisees to act in accordance with this Code of Practice.

■ **Consultation**

27. Social workers should seek the advice and counsel from colleagues whenever such consultation is in the best interests of clients.
28. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
29. Social workers, for the purpose of consulting with colleagues about clients, should provide information on clients on a need-to-know basis.

■ **Clients' Right of Choice**

30. Social workers respect clients' right of choice. With due respect to other agencies and colleagues, they should not solicit the clients of other social workers.

■ **Communications between Co-workers**

31. Without the explicit permission of the author of the communications between co-workers, social workers should not convey to clients any contents of such communications that are beyond the scope of the clients' personal particulars.

■ **Sexual Relationship**

32. Social workers who function as supervisors or educators should not be engaged in any sexual activities or sexual contacts with supervisees, students, or trainees over whom social workers exercises professional authority.

Related to Agency

33. Social workers should be responsible to the employing agency for the efficient and effective performance of professional duties.
34. Social workers should act constructively and responsibly to influence and to improve policies, procedures, and practice of their employing agencies in order to continuously improve the quality of service and to prevent social workers from violating this Code of Practice when enforcing agency policies.
35. Social workers should make clear in any public statements or when undertaking public activities whether they are acting in a personal capacity or on behalf of a group or an organization.
36. Social workers should not use institutional affiliation to recruit clients for private practice without the consent of the institution.

Related to Profession

■ **Professional Responsibilities**

37. Social workers should maintain honesty, integrity and responsibility in professional practice.
38. Social workers should uphold the values and ethics, and advance the knowledge of the profession.
39. Social workers should bring to the attention of appropriate bodies any violation of this Code of Practice that may put the interests of clients at risk, and should be ready to defend other social workers against unjust accusations.

■ **Competence**

40. Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, professional consultation, supervised experience, or other relevant professional experience.
41. Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after being engaged in appropriate studies, training, professional consultation, and supervision by people who are competent in those interventions or techniques.
42. When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps, including appropriate education, research, training, professional consultation, and supervision, to ensure the competence in their work and to protect clients from harm.

■ **Respect**

43. In criticizing the profession, social workers should do so in a responsible and constructive manner.

■ **Representation**

44. Social workers should make no misrepresentation or false claim as to personal particulars, professional qualifications, credentials, education, competency, nature of service, and method of service or results to be achieved.

■ **Independent Practice**

45. Social workers who are engaged in private or independent practice should practise only within their areas of competence and offer suitable referrals when clients' needs go beyond their areas of competence. Any publicity on their practice should be made based on the actual qualifications, experience and expertise.

■ **Professional Development**

46. Social workers should accept responsibility for upgrading their professional skills and knowledge.
47. Social workers should take responsibility to help those who are entering the profession to establish, strengthen and develop their ethics, values, skills and knowledge.

■ **Call to Duty**

48. Social workers should respond to calls to duty⁽³⁾ when an explicit request is made and when a call is made specifically for social workers on the spot to render certain service under specific circumstances.

Related to Society

49. Social workers recognize the need to bring to the attention of policy makers or the general public any policies, procedures or activities of governments, societies or agencies which create, contribute to, or militate against the relief of hardship and suffering.
50. Social workers recognize the need to advocate changes in the formulation of policies and legislation to improve social conditions, to promote social justice and general welfare of the society. Social workers also recognize the need to contribute to the implementation of policies for human welfare and should not allow one's knowledge, skills or experience to be used to further unjust policies or inhuman practices.
51. Social workers recognize the need to prevent and eliminate discrimination, and the need to strive for a more reasonable distribution of resources and to ensure that all persons should have equal opportunity to access to the necessary resources and services.
52. Social workers recognize the need to promote conditions that encourage respect for diversity of cultures in the society.
53. Social workers recognize the need to encourage informed participation by the public in formulating and developing social policies and institutions.

Notes

Note 1: **「Clients」** refers to direct service recipients currently receiving individual, group services or programme activities provided by social workers.

Note 2: **「Interest of clients」** – Social workers should make professional judgment after considering and striking a balance among the interests of clients and those of other related bodies (including family members, agency, community and society, etc.).

Note 3: **「Call to duty」** in this context is not applicable to calls made through mass media to social workers at large.

Remark Chinese version prevails over English version if there is any discrepancy.

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First gazetted on 16 October 1998

Amended on 15 January 2010

Part 2 Paragraph 7 amended on 15 November 2013

社會工作者註冊局

註冊社會工作者工作守則

前言

根據《社會工作者註冊條例》(第五零五章)第十條，「為了就註冊社會工作者的專業操守(包括關乎該等操守的道德事宜)提供實務指引」，社會工作者註冊局批准及發出此《社會工作者工作守則》。

制訂《工作守則》的主要目的是為保障服務對象^(註一)及社會人士。為加強社會人士對社工專業的信任和信心，制訂工作守則實屬必要。

這份文件是註冊社會工作者(以下簡稱社工)日常操守的指引。根據《社會工作者註冊條例》第十一條，當社工被指控其操守違反本文件內所列明的專業標準時，註冊局將以此《工作守則》作為裁決的依據。這份文件列明社工與其服務對象、同工、所屬機構、專業及社會建立專業關係時的道德行為標準。它適用於社工的任何專業行為。

社工須協力推行此《工作守則》，並遵從依據這些守則作出的所有紀律判決，亦應與時並進，緊貼可能不時修訂的香港法律。此外，社工應採取足夠的措施或行動去預防、勸阻、糾正或揭發其他社工違反《工作守則》的行為。社工也應採取合理和適當的措施，監察其轄下的所有員工及協助社工提供服務的其他人士不會因抵觸《工作守則》而引致服務對象的利益^(註二)受損。

第一部分：基本價值觀及信念

- 1 社工的首要使命為協助有需要的人士及致力處理社會問題。
.
- 2 社工尊重每一個人的獨特價值和尊嚴，並不因個人的族裔、膚色、家庭 / 社會 / 國家本源、國籍、文化、出生、性別、年齡、語言、信仰、政治或其他主張、家庭 / 社會 / 經濟地位、殘疾、教育程度、對社會的貢獻或性傾向而有所分別。
- 3 社工相信每一個人都有發展的潛質，因而有責任鼓勵及協助個人在顧及他人權益的情況下實現自我。
.
- 4 社工有責任維護人權及促進社會公義。
.
- 5 社工相信任何社會都應為其公民謀取最大的福祉。
.
- 6 社工有責任更新、提升及運用本身的專業知識和技能去推動個人和社會的進步，務求每一個人都能盡量發揮自己的所能。
- 7 社工認同人際關係的重要性，會盡力加強人際關係，務求維持、促進及提高個人、家庭、社團、機構、社群的福祉，幫助社會大眾預防及減少困境與痛苦。

第二部分：原則及實務

與服務對象有關

■ 職責

1. 社工首要的責任是向服務對象負責。

■ 文化意識

2. 社工應認同其服務的社群在種族及文化方面存在差異。
3. 社工應對其服務對象的文化熟悉和敏銳，並明白到他們之間在族裔、國家本源、國籍、宗教和習俗各方面的分別。

■ 知情決定及自決

4. 社工有責任讓服務對象知悉本身的權利及協助他們獲得適切的服務，且應盡量使服務對象明白接受服務所要作出的承擔與及可能產生的後果。
5. 如果服務對象是在強制情況下使用服務，社工應向服務對象清楚說明他們的權利和權限，並協助他們盡量獲取最大的自主權。
6. 因應服務對象在自決權方面的限制，社工應鼓勵服務對象盡量參與有關其目標、選擇和可獲得服務的決定。

■ 使用資料及保密原則

7. 社工應尊重服務對象在保障私隱和保密個人資料方面的權利，除非其他法例特別是個人資料（私隱）條例（香港法例第486章）有所訂明。社工也應盡可能充分告知服務對象在某種情況下，保密性所受到的限制，蒐集資料的目的及資料的用途。
8. 在公開個案資料時，社工應採取必要及負責任的措施，刪除一切可以識別個案中人士身份的資料，並應盡可能事先取得服務對象及相關機構的同意。
9. 社工應採取預防措施，確保和維持透過電子媒介傳達至其他人士的資料的保密，並應盡量避免披露足以識別服務對象身份的資料。
10. 當社工透過電子媒介提供服務時，應告知服務對象有關該等服務的限制和風險。
11. 除非能確定私隱得到保障，否則社工不應在任何環境下討論機密資料。
12. 當法律程序在進行中，社工應在法律容許的範圍內，保護服務對象的機密資料。

■ 利益衝突

13. 社工不得濫用與服務對象的關係，藉以謀取私人的利益。

■ 性關係

14. 在任何情況下，不論是經雙方同意或以強迫方式，社工不應與服務對象進行任何涉及性的活動或性接觸。
15. 社工不應為過去曾與其本人有性關係的人士提供臨床服務。

■ 持續提供服務

16. 如服務需要收費，社工應盡量使服務對象不會因經濟能力而不能及時獲取所需要的服務。

■ 收費措施

17. 社工應制訂及維持收費的措施，使之能準確地反映所提供的服務的性質和範圍；如為私人或獨立執業的社工，更應使該等措施能識別由誰人提供有關服務。
18. 在提供服務之前，社工應清楚告訴服務對象各種服務的收費率和費用。

與同工有關

■ 尊重

19. 社工應尊重其他社工、其他專業人士及義務工作者不同的意見及工作方法。任何建議、批評及衝突都應以負責任的態度表達和解決。

■ 跨界別協作

20. 社工應以公平和專業的方式執行職務及對待同工，無論對方隸屬哪個機構，對他們均一視同仁。
21. 社工應盡量與其他社工及其他界別的人士協作，以提高服務的成效。
22. 當社工作為一個跨界別小組的成員時，應本著社工專業的角度、價值和經驗，參與和促成將會影響服務對象福祉的決定。社工應盡量促使及協助該跨界別小組清楚界定小組整體及其個別成員的專業和道德責任。
23. 如果一個跨界別小組的決定引起關於社工道德上的問題，該社工應設法透過恰當的渠道來解決分歧。如果這樣仍未能解決分歧，社工應尋求其他適當和符合服務對象利益的途徑，來處理他們所關注的問題。

■ 督導及培訓

24. 負責督導或提供專業諮詢的社工，應透過適當的進修、培訓、諮商和研究，以獲得和繼續具備所需的知識、技能和方法，使自己能夠勝任專業督導和培訓方面的工作。社工應只在其知識領域或工作能力範圍內提供訓練或發出指示。
25. 提供督導的社工應該認同督導在教育、支援、發展和工作上所扮演的角色，而不應濫用與下屬的專業關係，藉以謀取任何利益。
26. 負責督導的社工有責任監察其下屬按照本《工作守則》辦事。

■ 諮詢

27. 無論何時，如諮詢同工是為了使服務對象獲得最大利益，社工應向同工尋求意見及指導。
28. 社工應只向那些已顯示其具備與須諮詢議題有關的知識、專長和工作能力的同工，諮詢他們的意見。
29. 當社工為了服務對象而須諮詢同工的意見時，應只向該同工提供必須的資料。

■ 服務對象的選擇權

30. 社工尊重服務對象的選擇權，並不應在不尊重其他機構和同工的情況下奪取其他社工的服務對象。

■ 共事同工間的溝通

31. 社工與共事同工之間溝通時所談及的內容，在未得到原說者明確許可之前，該社工不應向服務對象透露任何超出服務對象個人資料範圍以外的內容。

■ 性關係

32. 作為督導或培訓者的社工，不應與在其專業權力下督導的下屬、學生或受訓學員，進行任何涉及性的活動或性接觸。

與機構有關

33. 社工應向其僱用機構負責，提供具效率及效能的專業服務。
34. 社工應作出建設性及負責任的行動，以影響並改善僱用機構的政策、程序及工作方式，務求令機構的服務水準不斷提昇，及使社工不會因執行機構的政策時而抵觸這份《工作守則》。
35. 社工在發表任何公開言論或進行公開活動時，應表明自己是以個人身份抑或代表團體或機構名義行事。
36. 社工不應在未經其服務機構同意下，利用機構與外界的聯繫，為個人的私人業務招攬服務對象。

與專業有關

■ 專業責任

37. 社工從事其專業工作時，應持著誠實、誠信及盡責的態度。
38. 社工應持守專業的價值觀和操守，並提升專業的知識。
39. 社工應向有關機構報告任何有違專業工作守則而危害接受社會工作服務對象利益的行為，並在有需要時維護那些受到不公正指控的社工。

■ 職效能力

40. 社工應只在其教育、訓練、執照、證書、專業諮詢、被督導的經驗或其他相關的專業經驗的範疇內，提供服務

及聲稱自己具備有關的職效能力。

41. 社工應只在參與研究、訓練、專業諮詢，及經由熟悉該等介入方法或技巧的人士的督導後，才在實質的範疇內提供服務，或採用對他們來說新的介入技巧或方法。
42. 如果在新興的實務領域中，仍未有普遍認可的標準，社工應小心判斷，並採取負責任的措施，包括適當的進修、研究、培訓、專業諮詢和督導，以確保他們的工作成效，以及保護服務對象免受傷害。

■ 尊重

43. 社工對專業提出評論時，應持著負責任和有建設性的態度。

■ 陳述

44. 社工不應就個人資料、專業資格、證書、教育、職效能力、服務性質、服務方法或將可達致的成果，作出不確的聲明或虛假的陳述。

■ 獨立進行社工實務

45. 從事私人執業或獨立進行社工實務的社工，應只在其能力範圍內提供服務。一旦服務對象的需要超出其能力範圍，社工應予以適當的轉介。任何有關其服務的宣傳，均應建基於該等社工的實際資格、經驗和專長。

■ 專業發展

46. 社工有責任不斷增進本身的專業知識和技能。
47. 社工有責任協助新加入社會工作專業的同工建立、增強與發展其操守、價值觀、與及專業上的技能與知識。

■ 奉召當值

48. 當有關方面提出明確的要求，特別召集在場的社工，在特定的情況下提供某些服務，社工應奉召當值^(註三)。

與社會有關

49. 當政府、社團或機構的政策、程序或活動導致或構成任何人士陷入困境及痛苦，又或是妨礙困境及痛苦的解除時，社工認同有需要喚起決策者或公眾人士對這些情況的關注。
50. 社工認同有需要倡導修訂政策及法律，以改善有關的社會情況，促進社會的公義及福祉。社工亦認同有需要致力推動社會福利政策的實施。社工不可運用個人的知識、技能或經驗助長不公平的政策或不人道的活動。
51. 社工認同有需要致力防止及消除歧視，令社會資源分配更為合理，務使所有人士有均等機會獲取所需的資源和服務。
52. 社工認同有需要推動大眾尊重社會的不同文化。
53. 社工認同有需要鼓勵社會大眾在知情的情況下參與制訂和改善社會政策和制度。

註釋

註一： 「服務對象」是指目前正在接受社工所提供的個人、小組或項目活動等直接服務的人士。

註二： 「服務對象的利益」— 應由社工在考慮、平衡其服務對象的個人利益及其他有關人士（包括家庭成員、機構、社群、社會等）的權益後，作出專業判斷。

註三： 「奉召當值」不適用於透過大眾傳媒向全體社工發出的呼召。

附註： 如中英文版的內容有歧義，以中文版為準。

一九九八年十月十六日首次刊憲生效

二零一零年一月十五日修訂

第二部分第7段於二零一三年十一月十五日修訂

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (HONOURS)
FIELDWORK HANDBOOK

For Student Use

This report must be typed. Handwriting is unacceptable.

FORM 01: Student Fieldwork Mid-term Self-evaluation Report

Name of Student:			
Student Number:			
Year of Study:			
Name of Placement Agency:			
Name of Placement Unit:			
Name of Supervisor:			
Period under Review:	From:		To:
Date of Mid-term Evaluation:			
Date(s) of Absence (If any):	Date: _____ Reason: _____ Date: _____ Reason: _____		
Supervision Record			
Individual Session:	(1) _____ (Live Supervision Date: _____)		
Conjoint Session:	(2) _____ (Live Supervision Date: _____)		
Pre-Placement Meeting/Visit:	(3) _____ (Date: _____)		
Mid-term Evaluation Meeting with Placement Unit	(4) _____ (Date: _____)		
Total Supervisory Session(s):	(1)+(2)+(3)+(4) = _____		
Total Supervisory Hours:	_____		
Number of On-site Supervision :	Total: _____		

I. Review of Progress

1. Engagement and Orientation

2. Job Delegation from Agency/Hosting Placement Unit

3. Casework

4. Group Work

5. Mass Programme/Activities

6. Administrative Tasks

7. Meeting/Training/Others

II. Strengths

1. Professional Knowledge in Application

2. Professional Skills in Case/Group/Mass Programme

3. Work Ethics, Principles and Attitudes

4. Professional Growth and Development

III. Areas for Further Improvement

1. Professional Knowledge in Application

2. Professional Skills in Case/Group/Mass Programme

3. Work Ethics, Principles and Attitudes

4. Professional Growth and Development

IV. Other Comments

1. Progress and Achievement of Supervision

2. Personal Observation

3. Others

Prepared and Signed by Student: _____

Name of Student (in Block): _____ Date: _____

Read and Signed by Supervisor: _____

Name of Supervisor (in Block): _____ Date: _____

Read and Signed by
Assistant Fieldwork Coordinator
/ Fieldwork Coordinator
/ Head of Department: _____ Date: _____

End

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (HONOURS)
FIELDWORK HANDBOOK

For Supervisor Use

This report must be typed. Handwriting is unacceptable.

FORM 02: Student Fieldwork Mid-term Evaluation Report

Name of Student:			
Student Number:			
Year of Study:			
Name of Placement Agency:			
Name of Placement Unit:			
Name of Supervisor:			
Period under Review:	From:		To:
Date of Mid-term Evaluation:			
Date(s) of Absence (If any):	Date: _____ Reason: _____ Date: _____ Reason: _____		
Supervision Record			
Individual Session:	(1) _____ (Live Supervision Date: _____)		
Conjoint Session:	(2) _____ (Live Supervision Date: _____)		
Pre-Placement Meeting/Visit:	(3) _____ (Date: _____)		
Mid-term Evaluation Meeting with Placement Unit	(4) _____ (Date: _____)		
Total Supervisory Session(s):	(1)+(2)+(3)+(4) = _____		
Total Supervisory Hours:	_____		
Number of On-site Supervision :	Total: _____		

Brief Description of Work Assignments under the Review Period, including:

1. Orientation and Supervision Arrangement

2. Job Delegation from Agency/Hosting Placement Unit

3. Casework

4. Group Work

5. Mass Programme/Activities

6. Administrative Tasks

7. Meeting/Training/Others

I. Professional Attitudes and Development (Please TICK in the box)

		Excellent	Good	Satisfactory	Poor	Fail
1.	Personal attitudes					
2.	Self-understanding and sensitivity					
3.	Mature Personality					
4.	Genuine concern for and belief in the worth and dignity of service user system.					
5.	Commitment to the purposes and values of social work and awareness in its limitations					
6.	Supervision					
a.	Has the desire to learn from fieldwork placement and the initiative to take responsibility for own learning including the following areas:					
b.	Is able to view supervision as an educational process					
c.	Is able to view own achievement and failure as part of learning					
d.	Can incorporate the following in recording-facts, behaviour and feelings and shows capacity to write clearly, concisely and systemically of student / service user / case / group / community, and evaluation of own practice					

II. Knowledge and Skills (Please TICK in the box)

		Excellent	Good	Satisfactory	Poor	Fail
1.	Exploration and problem identification					
2.	Assessment					
3.	Establish relationship with service users					
4.	Communication skills					
5.	Contracting with service users					
6.	Action plan and implementation					
7.	Use of community resources					
8.	Integration of theories into practice					
9.	Administrative Competency					

III. Student as a Social Work Practitioner in the Agency (Please TICK in the box)

		Excellent	Good	Satisfactory	Poor	Fail
1.	Understanding the agency					
2.	Involvement in the agency					

IV. Comments on Student's Performance:

1. Professional Knowledge in Application

2. Professional Skills in Case/Group/Mass Programme

3. Observation on Work Ethics, Principles and Attitudes

4. Observation in Live Supervision

5. Any Others Comments/Observation

V. Overall Performance (Please Circle)

Excellent	Good	Satisfactory	Pass	Fail
-----------	------	--------------	------	------

* Please give concrete and lengthy justification in Part IV if the grade of Excellent or Good is ranked.

Prepared and Signed by
Supervisor:

Name of Supervisor (in Block):

Date:

Read and Signed by Student:

Name of Student (in Block):

Date:

Read and Signed by
Assistant Fieldwork Coordinator
/
Fieldwork Coordinator
/
Head of Department:

Date:

End

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (HONOURS)
FIELDWORK HANDBOOK

For Student Use

This report must be typed. Handwriting is unacceptable.

FORM 03: Student Final Self-evaluation Report

Name of Student:			
Student Number:			
Year of Study:			
Name of Placement Agency:			
Name of Placement Unit:			
Name of Supervisor:			
Period under Review:	From:		To:
Date of Final Evaluation:			
Date(s) of Absence (If any):	Date: _____ Reason: _____ Date: _____ Reason: _____		
Supervision Record			
Individual Session:	(1) _____ (Live Supervision Date: _____)		
Conjoint Session:	(2) _____ (Live Supervision Date: _____)		
Pre-Placement Meeting/Visit:	(3) _____ (Date: _____)		
Mid-term Evaluation Meeting with Placement Unit	(4) _____ (Date: _____)		
Final Evaluation Meeting with Placement Unit	(5) _____ (Date: _____)		
Total Supervisory Session(s):	(1)+(2)+(3)+(4)+(5)= _____		
Total Supervisory Hours:	_____		
Number of On-site Supervision :	Total: _____		

1. Summarization of workload (i.e.: casework, group work and mass program/community project) and the professional knowledge application.

2. Achievement(s) upon the Learning Contract

3. Areas in which I have learnt the most (e.g. understanding of service users and related service and policies, social work values and principles, theory integration, etc.)

4. Areas where I need to have further improvement

5. My strengths as a social worker

6. My weaknesses as a social worker

7. Additional remarks

Prepared and Signed by Student: _____

Name of Student (in Block): _____ Date: _____

Read and Signed by Supervisor: _____

Name of Supervisor (in Block): _____ Date: _____

Read and Signed by
Assistant Fieldwork Coordinator
/ Fieldwork Coordinator Date:
/ Head of Department: _____

End

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (HONOURS)
FIELDWORK HANDBOOK

For Supervisor Use

This report must be typed. Handwriting is unacceptable.

FORM 04: 1st Placement – Concurrent: SW. 361 – 362
Student Fieldwork Final Evaluation Report

Name of Student:				
Student Number:				
Year of Study:				
Name of Placement Agency:				
Name of Placement Unit:				
Name of Supervisor:				
Period under Review:	From:		To:	
Date of Final Evaluation:				
Date(s) of Absence (If any):	Date: _____ Reason: _____ Date: _____ Reason: _____			
Supervision Record				
Individual Session:	(1) _____ (Live Supervision Date: _____)			
Conjoint Session:	(2) _____ (Live Supervision Date: _____)			
Pre-Placement Meeting/Visit:	(3) _____ (Date: _____)			
Mid-term Evaluation Meeting with Placement Unit	(4) _____ (Date: _____)			
Final Evaluation Meeting with Placement Unit	(5) _____ (Date: _____)			
Total Supervisory Session(s):	(1)+(2)+(3)+(4)+(5)= _____			
Total Supervisory Hours:	_____			
Number of On-site Supervision :	Total: _____			

Brief Description of Work Assignments under the Review Period, including:

*** Fieldwork Supervisors are required to cite performance evidence to support their assessment.**

1. Orientation and Supervision Arrangement

2. Job Delegation from Agency/Hosting Placement Unit

3. Casework

4. Group Work

5. Mass Programme/Activities

6. Administrative Tasks

7. Meeting/Training /Others

A. Areas of Assessment

I. Initiate Professional Social Work Practice	[25]	
II. Identify the Basic Knowledge, Values, and Attitudes Essential in Fulfilling a Variety of Social Work Roles <i>(Marks less than 12.5 in this part will be regarded as “FAIL” in this Fieldwork Placement.)</i>	[25]	
III. Enhance Self-awareness and Social Responsibility (Involvement)	[20]	
IV. Competence in Social Work Practice	[15]	
V. Relate, Test, and Integrate Classroom Knowledge into Practice in the Field	[15]	

B. Course Intended Learning Outcomes (C.I.L.O.s)

- Upon the completion of Fieldwork I, students will be able to:
 1. Initiate professional social work practice;
 2. Identify the basic knowledge, values, and attitudes essential in fulfilling a variety of social work roles;
 3. Enhance self-awareness and social responsibility (involvement);
 4. Demonstrate knowledge in social work practice;
 5. Relate, test, and integrate classroom knowledge into practice in the field.
- Grading Guidelines
Please complete the assessment of your student(s) on the attached sheets for evaluation according to the following guidelines.

Weighted Total Score	Grade	Specification
87 or above / 83 – 86	A / A-	Excellent
79 – 82 / 75 – 78	B+ / B	Good
71 – 74 / 67 – 70	B- / C+	Satisfactory
61 – 66	C	Pass
60 or below	F	Fail

Specification		
5	Excellent	Consistently reliable and competent, knowledgeable and has done outstanding work in nearly all the areas assessed.
4	Good	Responsible and competent with above average performance in most areas assessed, usually able to handle difficult situation sensibly.
3	Satisfactory	Average performance in general, is reliable and responsible in performing usual tasks but often needs help in unusual or difficult situations, and has uneven skills in the areas assessed.
2	Pass	Slightly below average, yet responsible and reliable in straight forward tasks; demonstrates bare essentials of knowledge and skill.
1	Fail	Consistently inefficient in planning and implementing plans; fail to demonstrate social work values, knowledge and skill; almost no successful outcome in his / her work.

C. Rubrics

The objectives are delineated to be in form of rubrics and the details are as follow:

I. Initiate Professional Social Work Practice

[Subtotal marks: 25]

A. Understanding and Involvement in the Agency and the Service						
1.	Be familiar with the agency policy, objectives, functions, and structures as a whole, including its historical and recent development;	5	4	3	2	1
2.	Be familiar with its resources, issues and limitations governing the development of its service;	5	4	3	2	1
3.	Takes initiative to seek information on the working environment and its serving community;	5	4	3	2	1
4.	Attends to the agency procedure and meets with administrative requirements;	5	4	3	2	1
5.	Takes initiative to involve in the daily operation of the agency;	5	4	3	2	1
6.	Eagers to build up relationships with the agency staff and learn to work as a team;	5	4	3	2	1
7.	Follows the agency communication channel and participates competently in its daily operation.	5	4	3	2	1

B. Understanding of the Service User System						
1.	Recognizes the characteristics, needs and problems of a specific service user group;	5	4	3	2	1
2.	Identify the social, cultural and psychological factors contributing to the needs of a specific service user group;	5	4	3	2	1
3.	Recognizes the variety of methods and approaches that can be used in working with a specific service user system;	5	4	3	2	1
4.	Identify resources that exist within and without the agency that can be mobilized in helping a specific service user system.	5	4	3	2	1
5.	Takes initiative to reach out for service users in various service occasions;	5	4	3	2	1

C. Supervision						
1.	Takes initiative and responsibility for own learning (e.g. set agenda and thinking out areas for discussion);	5	4	3	2	1
2.	Prepare adequately for supervision sessions (e.g. room reservation, attend on time and submit written assignments in advance);	5	4	3	2	1
3.	Treasure supervision as a platform for professional advancement and make full use of it for learning purpose (e.g. actively participate into discussion and open to criticisms and suggestions);	5	4	3	2	1
4.	Seeks and uses consultations appropriately and ready to share feelings and frustrations encountered in direct practice;	5	4	3	2	1
5.	Is able to consolidate and implement what has been learned in supervision.	5	4	3	2	1
6.	Familiarizes with the format of different kinds of written work and provide presentable report.	5	4	3	2	1

Subtotal: [_____] x 0.28 = [_____] marks [Subtotal marks: 25]

II. Identify the Basic Knowledge, Values, and Attitudes Essential in Fulfilling a Variety of Social Work Roles [Subtotal marks: 25]

A. Professional Integrity and Ethics						
1.	Be aware of the codes of practice, legislation, governance frameworks of social work profession of Hong Kong;	5	4	3	2	1
2.	Upholds the values and reputation of social work profession with conviction of professional ethics and behavior;	5	4	3	2	1
3.	Being trustworthy as work in a way that is honest, reliable and open;	5	4	3	2	1
4.	Be aware of the professional boundary / the impact created by the authority and not abuse their position for personal benefit (e.g. financial gain or sexual exploitation);	5	4	3	2	1
5.	Be aware of service users' right to privacy and confidentiality of their information;	5	4	3	2	1
6.	Informs service users of the purpose for which information is obtained and how it may be used;	5	4	3	2	1

7.	Takes precautions and responsible efforts to ensure and maintain the confidentiality principle.	5	4	3	2	1
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B.	Personal Attitudes					
1.	Be clear about own learning objectives of fieldwork practice (e.g. initiate work plan and learning contract);	5	4	3	2	1
2.	Be open and receptive to advices and comments;	5	4	3	2	1
3.	Behaves properly and dress appropriately in social occasions;	5	4	3	2	1
4.	Be aware of deadline and have good time management (e.g. be punctual and complete required paperwork timely).	5	4	3	2	1

C.	Commitment to the Purposes and Values of Social Work and Awareness in Its Limitations					
1.	Recognizes and comply with basic social work assumptions, values and principles;	5	4	3	2	1
2.	Makes an attempt to put into practice such social work principles as self-determination, individuality, confidentiality etc.;	5	4	3	2	1
3.	Is able to identify one's own value positions which may differ from the professional expectations;	5	4	3	2	1
4.	Be aware of its limitation and any dilemma in existing value.	5	4	3	2	1

D.	Genuine Concern for and Belief in the Worth and Dignity of Service User System					
1.	Shows genuine concern for and desire to help service users, regardless of their ethnic background, religion, sex, age, level of education, etc.;	5	4	3	2	1
2.	Has belief in service users' capacity for change and growth;	5	4	3	2	1
3.	Respects service users' self-determination and individuality;	5	4	3	2	1
4.	Places service users' welfare before worker's personal interest / reference.	5	4	3	2	1

Subtotal: [_____] x 0.26 = [_____] marks [Subtotal marks: 25]

Please note that marks less than 12.5 in this part will be regarded as “FAIL” in this Fieldwork Placement.

III. Enhance Self-awareness and Social Responsibility**[Subtotal marks: 20]**

A. Mature Personality						
1.	Is able to be responsible in dealing with staff, students, service users and community figures;	5	4	3	2	1
2.	Works competently and independently in day-to-day matters;	5	4	3	2	1
3.	Shows motivation to learn from experience, especially from mistakes;	5	4	3	2	1
4.	Shows perseverance even when faced with difficulties, frustrations and resistance.	5	4	3	2	1

B. Self-understanding and Sensitivity						
1.	Demonstrates the readiness and ability of self-reflection and evaluation;	5	4	3	2	1
2.	Has knowledge of own feelings and needs, strength and weakness, values and biases, and specific ways that would affect fieldwork practice;	5	4	3	2	1
3.	Be sensitive to own preconception, prejudice and resistance when relating with others;	5	4	3	2	1
4.	Accepts criticisms and is willing to acquire new knowledge and expanding his / her horizon / comfort zone as an effective social worker.	5	4	3	2	1

C. Social Awareness and Justice						
1.	Shares and upholds the principle of promoting social justice and empowering service user systems (individual, family, group and community);	5	4	3	2	1
2.	Be aware of current social issues (e.g. poverty, unemployment and other forms of social Injustice) concerning specific service user system;	5	4	3	2	1
3.	Be conscious of all forms of structural discrimination where they are affecting services to service user systems;	5	4	3	2	1
4.	Be aware of the impact of social policy, programs and institutions on service user systems or welfare sectors in terms of some specific topics.	5	4	3	2	1

D. Social Responsibility and Advocacy						
1.	Recognizes advocacy is both considered professional and ethical obligations;	5	4	3	2	1
2.	Desires to work for the betterment of service users with special regard for vulnerable, disadvantaged, oppressed, and exploited service user systems;	5	4	3	2	1
3.	Be aware of various roles of social worker (enabler, advocator, educator, mediator, facilitator, etc.) in contributing to the enhancement of social service and policy;	5	4	3	2	1
4.	Is able to empower service users to become independent and exercise influence and control over their lives.	5	4	3	2	1

Subtotal: [_____] x 0.25 [_____] marks [Subtotal marks: 20]

IV. Competence in Social Work Practice

[Subtotal marks: 15]

A. Exploration and Assessment						
1.	Is able to explore and collect relevant information (e.g. feeling, patterns of behaviors, environmental pressures, and supportive network) of specific service user systems (individual, group, family and community);	5	4	3	2	1
2.	Is able to identify the concerns or difficulties facing specific service user system;	5	4	3	2	1
3.	Is able to use the data gathered and on the basis of which, makes an assessment of needs and resources (formal / informal), and set priorities for intervention;	5	4	3	2	1
4.	Is able to identify the stake holders or various action systems that might work together for positive change.	5	4	3	2	1

B. Relationship Building and Engagement						
1.	Creates an atmosphere of warmth, empathy and genuineness that enables a service user to enter into a helping relationship;	5	4	3	2	1
2.	Be alert to the defensive / resistant behavior of service user system;	5	4	3	2	1
3.	Is able to involve and facilitate participation of service user system in the change process (e.g. assessing the difficulties and resources);	5	4	3	2	1
4.	Learns to seek support or develop collaborative relationship with action system (e.g. outside parties / other discipline);	5	4	3	2	1
5.	Sustains the motivation and involvement of the service user system and action system in the course of intervention.	5	4	3	2	1

C.	Goal Setting, Contracting and Action Plan					
1.	Involves the service users in determining the areas of intervention and setting specific objectives during intervention process;	5	4	3	2	1
2.	Has the ability to negotiate and establish contract / make agreement with the service user systems / action system in defining the goals and action plan;	5	4	3	2	1
3.	Is able to refine the contract / specific objectives in respect to the changing need or unexpected situation;	5	4	3	2	1
4.	Shows capacity to prepare work plan / program plan of related areas based on understanding of the situation;	5	4	3	2	1
5.	Takes initiative to implement work plan and make adjustment comfortably;	5	4	3	2	1
6.	Be conscious of and explore the formal and informal resources (e.g. human / tangible resource) for goal attainment;	5	4	3	2	1
7.	Be able to monitor and co-ordinate efforts to work on different aspects of the action plans and copes with the unexpected in a flexible manner;	5	4	3	2	1
8.	Acknowledges and explores a creative use of self in terms of various social work roles (e.g. clinical counselor, enabler, educator, broker, facilitator, mediator, advocator, etc.).	5	4	3	2	1

D. Termination and Evaluation						
1.	Involves service users to evaluate and stabilize changes;	5	4	3	2	1
2.	Be aware of and prepare appropriate assessment tool / means for evaluation;	5	4	3	2	1
3.	Be aware of and recognize the dynamics in the termination phase and handles properly its effects on service users, the worker and the agency;	5	4	3	2	1
4.	Recommends possible ways for future improvement;	5	4	3	2	1
5.	Prepares administrative document (e.g. financial report, closing / transfer summary) for termination in accordance with agency requirement.	5	4	3	2	1

Subtotal: [_____] x 0.14 = [_____] marks [Subtotal marks: 15]

V. Relate, Test, and Integrate Classroom Knowledge into Practice in the Field

[Subtotal marks: 15]

A. Identifying the Relevant Theory for Intervention						
1.	Consciously employ knowledge and skills in intervention learned in class (e.g. initiate discussion on selection and application of theories in supervision);	5	4	3	2	1
2.	Demonstrates in writing how the knowledge and skills learnt applied in direct practice;	5	4	3	2	1

B. Applying the Relevant Theory for Intervention						
1.	Conceptualizes and analyzes the causation and the dynamics of the phenomena;	5	4	3	2	1
2.	Formulates intervention objectives, steps, alternative ways and means of intervention, and justifying choice;	5	4	3	2	1
3.	Evaluates and explains the outcome.	5	4	3	2	1

C. Reflection						
1.	Reflects on and identifies the constraints and limitations of concepts and theories when they are applied in the fieldwork contexts;	5	4	3	2	1
2.	Is able to draw on fieldwork experience in enriching classroom learning and making conclusion after reflection.	5	4	3	2	1

D. Conceptualization						
1.	Shows flexibility and understands the needs to modify own theoretical framework in respect to uniqueness of circumstances or specific service user group;	5	4	3	2	1
2.	Is able to strike a balance between intellectualizing practice and responding effectively to needs of the service user systems.	5	4	3	2	1

Subtotal: [_____] x 0.33 = [_____] marks [Subtotal marks: 15]

Total Scores: _____

**Please keep the scores in two decimal places*

D. Comments on Student's Performance

1. General Comments

1. Professional Knowledge in Application

2. Professional Skills in Case/Group/Mass Programme

3. Observation on Work Ethics, Principles and Attitudes

4. Advancement/Progress Comparing to the Early Stage of Placement

5. Any Other Comments/Observation

2. Major Strengths of the Student

3. Areas of Improvement

4. Grading

Final Grade: (In Letter)

(In Number)

(Please round up the scores into an integer)

Remarks: The final grade shall be endorsed subject to the internal moderation and final decision of the Examination Board.

Prepared and Signed by
Supervisor:

Name of Supervisor (in Block):

Date:

Read and Signed by Student:

Name of Student (in Block):

Date:

Read and Signed by
Assistant Fieldwork Coordinator
/ Fieldwork Coordinator
/ Head of Department:

Date:

End

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (HONOURS)
FIELDWORK HANDBOOK

For Supervisor Use

This report must be typed. Handwriting is unacceptable.

FORM 05: 2nd Placement – Summer Block: SW. 363
Student Fieldwork Final Evaluation Report

Name of Student:				
Student Number:				
Year of Study:				
Name of Placement Agency:				
Name of Placement Unit:				
Name of Supervisor:				
Period under Review:	From:		To:	
Date of Final Evaluation:				
Date(s) of Absence (If any):	Date: _____ Reason: _____ Date: _____ Reason: _____			
Supervision Record				
Individual Session:	(1) _____ (Live Supervision Date: _____)			
Conjoint Session:	(2) _____ (Live Supervision Date: _____)			
Pre-Placement Meeting/Visit:	(3) _____ (Date: _____)			
Mid-term Evaluation Meeting with Placement Unit	(4) _____ (Date: _____)			
Final Evaluation Meeting with Placement Unit	(5) _____ (Date: _____)			
Total Supervisory Session(s):	(1)+(2)+(3)+(4)+(5)= _____			
Total Supervisory Hours:	_____			
Number of On-site Supervision :	Total: _____			

Brief Description of Work Assignments under the Review Period, including:

*** Fieldwork Supervisors are required to cite performance evidence to support their assessment.**

1. Orientation and Supervision Arrangement

2. Job Delegation from Agency/Hosting Placement Unit

3. Casework

4. Group Work

5. Mass Programme/Activities

6. Administrative Tasks

7. Meeting/Training/Others

A. Areas of Assessment

I. Student as a Social Work Practitioner in the Agency	[20]	
II. Use of Community Resources	[15]	
III. Application of Theories and Knowledge	[25]	
IV. Professional Attitude and Value	[25]	
<i>(Marks less than 12.5 in this part will be regarded as "FAIL" in this Fieldwork Placement.)</i>		
V. Awareness of Self and Social Environment	[15]	

B. Course Intended Learning Outcomes (C.I.L.O.s)

- Upon the completion of Fieldwork II, students will be able to:
 1. Demonstrate understanding on agency's organizational structure, administrative practice, history and service delivery system;
 2. Identify and use community resources;
 3. Work independently with the application of relevant theories and social work process into practices;
 4. Master the theory and knowledge as derived from classroom learning;
 5. Enhance students' awareness of self and social environment.
- Grading Guidelines
Please complete the assessment of your student(s) on the attached sheets for evaluation according to the following guidelines.

Performance of students in fieldwork placement is graded according to the Grading Key as follows:

Weighted Total Score	Grade	Specification
87 or above / 83 – 86	A / A-	Excellent
79 – 82 / 75 – 78	B+ / B	Good
71 – 74 / 67 – 70	B- / C+	Satisfactory
61 – 66	C	Pass
60 or below	F	Fail

Specification		
5	Excellent	Consistently reliable and competent, knowledgeable and has done outstanding work in nearly all the areas assessed.
4	Good	Responsible and competent with above average performance in most areas assessed, usually able to handle difficult situation sensibly.
3	Satisfactory	Average performance in general, is reliable and responsible in performing usual tasks but often needs help in unusual or difficult situations, and has uneven skills in the areas assessed.
2	Pass	Slightly below average, yet responsible and reliable in straight forward tasks; demonstrates bare essentials of knowledge and skill.
1	Fail	Consistently inefficient in planning and implementing plans; fail to demonstrate social work values, knowledge and skill; almost no successful outcome in his / her work.

C. Rubrics

The objectives are delineated to be in form of rubrics and the details are as follow:

I. Student as a Social Work Practitioner in the Agency

[Subtotal marks: 20]

A. Understanding the Agency and the Service						
1.	Be familiar with the agency policy, objectives, functions, and structures as a whole, including its historical and recent development;	5	4	3	2	1
2.	Be familiar with its resources, issues and limitations governing the development of its service;	5	4	3	2	1
3.	Recognizes the environment in which the organization is located and how it affects the shaping of the organizational mission and goal; purpose and objectives etc.;	5	4	3	2	1
4.	Realizes the organizational structure, formal and informal; lines of authority and communication and the process of decision-making;	5	4	3	2	1
5.	Be aware of the role of the organization within the social welfare contexts in Hong Kong, both at present and in the light of the changing needs.	5	4	3	2	1

B. Involvement in the Agency						
1.	Establishes positive working relationship with agency staff at all levels and shows competence as a member of the working team;	5	4	3	2	1
2.	Shows ability to participate and contribute in its daily operation, including relevant meetings and conferences;	5	4	3	2	1
3.	Attends to the agency procedure and meets with administrative requirements;	5	4	3	2	1
4.	Acts as representative of the agency and interprets its service constructively to service users.	5	4	3	2	1

C. Understanding of the Service User System						
1.	Recognizes the characteristics, needs and problems of a specific service user group;	5	4	3	2	1
2.	Be aware of the social, cultural and psychological factors contributing to the needs of a specific user group;	5	4	3	2	1

3.	Recognizes the variety of methods and approaches that can be used in working with a specific service user system;	5	4	3	2	1
4.	Is able to identify resources and policy that exist within and without the agency that can be mobilized in helping a specific service user system.	5	4	3	2	1

Subtotal: [_____] x 0.31 = [_____] marks [Subtotal marks: 20]

II. Use of Community Resources

[Subtotal marks: 15]

1.	Examines and mobilizes community resources adequately in relation to service users' needs and makes appropriate referrals;	5	4	3	2	1
2.	Has ability to appraise the adequacy of existing services and resources and works with limitations;	5	4	3	2	1
3.	Makes appropriate use of manpower in planning and implementing intervention;	5	4	3	2	1
4.	Questions the availability of resources to address particular problems and issues in the community.	5	4	3	2	1

Subtotal: [_____] x 0.75 = [_____] marks [Subtotal marks: 15]

III. Application of Theories and Knowledge

[Subtotal marks: 25]

A. Commitment to the Purposes and Values of Social Work and Awareness in Its Limitations						
1.	Recognizes and comply with basic social work assumptions, values and principles;	5	4	3	2	1
2.	Makes an attempt to put into practice such social work principles as self-determination, individuality, confidentiality etc.;	5	4	3	2	1
3.	Is able to identify one's own value positions which differ from the professional expectations;	5	4	3	2	1
4.	Be aware of its limitation and any existing value dilemma.	5	4	3	2	1

B. Exploration and Assessment						
1.	Is able to identify the concerns or difficulties facing specific service user system;	5	4	3	2	1
2.	Is able to explore and collect relevant information (e.g. feeling, patterns of behaviors, environmental pressures, and supportive network) of specific service user systems (individual, group, family and community);	5	4	3	2	1
3.	Is able to use the data gathered and on the basis of which, makes an assessment of needs and resources (formal / informal), and set priorities for intervention;	5	4	3	2	1
4.	Makes an on-going assessment with the ability to modify it when necessary.	5	4	3	2	1

C. Relationship Building and Engagement						
1.	Is able to develop a professional relationship (acceptance, trust, non-judgmental attitude, etc.) with different service user system and action system;	5	4	3	2	1
2.	Is able to handle the defensive / resistant behavior of service user system;	5	4	3	2	1
3.	Is able to involve and facilitate participation of service user system in the change process (e.g. assessing the difficulties and resources);	5	4	3	2	1
4.	Is able to sustain an effective working relationship with service user system and action system through difficult phases / unexpected situation.	5	4	3	2	1

D. Goal Setting and Contracting						
1.	Involves the service users in determining the areas of intervention and setting specific objectives during intervention process;	5	4	3	2	1
2.	Is able to refine the contract / specific objectives in respect to the changing need or unexpected situation.	5	4	3	2	1

E. Action Plan and Implementation						
1.	Shows capacity to prepare work plan / plan program of related areas based on understanding of the situation;	5	4	3	2	1
2.	Takes initiative to implement work plan and make adjustment competently and independently;	5	4	3	2	1
3.	Is able to monitor and co-ordinate efforts to work on different aspects of the action plans and copes with the unexpected in a flexible manner;	5	4	3	2	1
4.	Demonstrates disciplined and creative use of self in terms of various social work roles (e.g. clinical counselor, enabler, educator, broker, facilitator, mediator, advocator, etc.).	5	4	3	2	1

F. Termination and Evaluation						
1.	Continually reassesses and re-evaluates progress towards agreed objectives;	5	4	3	2	1
2.	Is able to solicit feedback and opinions from appropriate sources (e.g. various action systems) by means of appropriate assessment tools and means;	5	4	3	2	1
3.	Weighs and evaluates different alternatives, in terms of both immediate and long term consequences;	5	4	3	2	1
4.	Is able to well prepare for termination in advance for stabilizing changes or generating further endeavor of action systems (e.g. prepare documents / making referral / consolidate intervention experience for others reference).	5	4	3	2	1

Subtotal: [_____] x 0.23 = [_____] marks [Subtotal marks: 25]

IV. Professional Attitude and Value**[Subtotal marks: 25]**

A. Genuine Concern for and Belief in the Worth and Dignity of Service User System						
1.	Shows genuine concern for and desire to help service users, regardless of their ethnic background, religion, sex, age, level of education, etc.;	5	4	3	2	1
2.	Has belief in service users' capacity for change and growth;	5	4	3	2	1
3.	Respects service users' self-determination and individuality;	5	4	3	2	1
4.	Places service users' welfare before worker's personal interest / reference.	5	4	3	2	1

B. Professional Integrity and Ethics						
1.	Be aware the codes of practice, legislation, governance frameworks of social work profession of Hong Kong;	5	4	3	2	1
2.	Upholds the values and reputation of social work profession with conviction of professional ethics and behavior;	5	4	3	2	1
3.	Being trustworthy as work in a way that is honest, reliable and open;	5	4	3	2	1
4.	Is highly sensitive to the professional boundary / the impact created by the authority and not abuse their position for personal benefit (e.g. financial gain or sexual exploitation).	5	4	3	2	1

C.	Confidentiality					
1.	Be aware of service users’ right to privacy and confidentiality of their information;	5	4	3	2	1
2.	Informs service users of the purpose for which information is obtained and how it may be used;	5	4	3	2	1
3.	Takes precautions and responsible efforts to ensure and maintain the confidentiality principle.	5	4	3	2	1

D. Social Work Practice in Micro, Mezzo and Marco Level						
1.	Exhibits practice skills enabling them to help individuals enhance their well-being from a strengths based perspective;	5	4	3	2	1
2.	Applies entry-level social work generalist practice with an ecological systems perspective;	5	4	3	2	1
3.	Demonstrates knowledge of group processes, structure, and dynamics in social work group practice;	5	4	3	2	1
4.	Understands the stages of group development as they apply to group process;	5	4	3	2	1
5.	Demonstrates an understanding of service users advocacy knowledge and skills at the macro level;	5	4	3	2	1
6.	Recognize the impact of social policy on agencies, workers, and populations at risk.	5	4	3	2	1

Subtotal: [_____] x 0.29 = [_____] marks [Subtotal marks: 25]

Please note that marks less than 12.5 in this part will be regarded as “FAIL” in this Fieldwork Placement.

V. Awareness of Self and Social Environment

[Subtotal marks: 15]

A. Self-understanding and Sensitivity						
1.	Demonstrates the readiness and ability of self-reflection and evaluation;	5	4	3	2	1
2.	Is able to critically evaluate own feelings and needs, strength and weakness, values and biases, and specific ways that would affect fieldwork practice;	5	4	3	2	1
3.	Is able to critically evaluate any preconception, prejudice and resistance when relating with others.	5	4	3	2	1

B. Social Awareness and Justice						
1.	Shares and upholds the principle of promoting social justice and empowering service user systems (individual, family, group and community);	5	4	3	2	1
2.	Is able to review current social issues (e.g. poverty, unemployment and other forms of social Injustice) concerning specific service user system;	5	4	3	2	1

3.	Is able to review the impact of social policy, programs and institutions on service user systems or welfare sectors from more than one perspective (micro, mezzo and macro level);	5	4	3	2	1
4.	Challenges all forms of structural discrimination where they are affecting services to service user systems.	5	4	3	2	1

C. Social Responsibility and Advocacy						
1.	Recognizes advocacy is both considered professional and ethical obligations;	5	4	3	2	1
2.	Desire to work for the betterment of service users with special regard for vulnerable, disadvantaged, oppressed, and exploited service user systems;	5	4	3	2	1
3.	Is able to critically review various roles of social worker (advocator, enabler, educator, mediator, facilitator, etc.) in contributing to the enhancement of social service and policy.	5	4	3	2	1

Subtotal: [_____] x 0.30 = [_____] marks [Subtotal marks: 15]

Total Scores: _____

***Please keep the scores in two decimal places**

D. Comments on Student's Performance

1. General Comments

1. Professional Knowledge in Application

2. Professional Skills in Case/Group/Mass Programme

3. Observation on Work Ethics, Principles and Attitudes

4. Advancement/Progress Comparing to the Early Stage of Placement

5. Any Other Comments/Observation

2. Major Strengths of the Student

3. Areas of Improvement

4. Grading

Final Grade: (In Letter)

(In Number)

(Please round up the scores into an integer)

Remarks: The final grade shall be endorsed subject to the internal moderation and final decision of the Examination Board.

Prepared and Signed by
Supervisor:

Name of Supervisor (in Block):

Date:

Read and Signed by Student:

Name of Student (in Block):

Date:

Read and Signed by
Fieldwork Coordinator / Head
of Department:

Date:

End

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (HONOURS)
FIELDWORK HANDBOOK

For Supervisor Use

This report must be typed. Handwriting is unacceptable.

FORM 06: 3rd Placement – Concurrent: SW. 471 – 472
Student Fieldwork Final Evaluation Report

Name of Student:				
Student Number:				
Year of Study:				
Name of Placement Agency:				
Name of Placement Unit:				
Name of Supervisor:				
Period under Review:	From:		To:	
Date of Final Evaluation:				
Date(s) of Absence (If any):	Date: _____ Reason: _____ Date: _____ Reason: _____			
Supervision Record				
Individual Session:	(1) _____ (Live Supervision Date: _____)			
Conjoint Session:	(2) _____ (Live Supervision Date: _____)			
Pre-Placement Meeting/Visit:	(3) _____ (Date: _____)			
Mid-term Evaluation Meeting with Placement Unit	(4) _____ (Date: _____)			
Final Evaluation Meeting with Placement Unit	(5) _____ (Date: _____)			
Total Supervisory Session(s):	(1)+(2)+(3)+(4)+(5)= _____			
Total Supervisory Hours:	_____			
Number of On-site Supervision :	Total: _____			

Brief Description of Work Assignments under the Review Period, including:

*** Fieldwork Supervisors are required to cite performance evidence to support their assessment.**

1. Orientation and Supervision Arrangement

2. Job Delegation from Agency/Hosting Placement Unit

3. Casework

4. Group Work

5. Mass Programme/Activities

6. Administrative Tasks

7. Meeting/Training /Others

A. Areas of Assessment

I.	Initiative and Independent Judgment with Critical Thinking	[20]	
II.	Professional Attitude and Value <i>(Marks less than 15 in this part will be regarded as "FAIL" in this Fieldwork Placement.)</i>	[30]	
III.	Generic Social Work Practice	[25]	
IV.	Master the Knowledge and Skills to Meet the Changing Societal Needs	[25]	

B. Course Intended Learning Outcomes (C.I.L.O.s)

- Upon the completion of Fieldwork III, students will be able to:
 1. Exercise initiative and independent judgment with critical thinking;
 2. Examine and assimilate professional attitudes and values which affect effective functioning of the social workers;
 3. Exert generic social work practice; and
 4. Master the knowledge and skills to meet the changing societal needs.

- Grading Guidelines

Please complete the assessment sheets of your student(s) on the attached sheets for evaluation according to the following guidelines.

Performance of students in fieldwork placement is graded according to the Grading Key as follows:

Weighted Total Score	Grade	Specification
87 or above / 83 – 86	A / A-	Excellent
79 – 82 / 75 – 78	B+ / B	Good
71 – 74 / 67 – 70	B- / C+	Satisfactory
61 – 66	C	Pass
60 or below	F	Fail

Specification		
5	Excellent	Consistently reliable and competent, knowledgeable and has done outstanding work in nearly all the areas assessed.
4	Good	Responsible and competent with above average performance in most areas assessed, usually able to handle difficult situation sensibly.
3	Satisfactory	Average performance in general, is reliable and responsible in performing usual tasks but often needs help in unusual or difficult situations, and has uneven skills in the areas assessed.
2	Pass	Slightly below average, yet responsible and reliable in straight forward tasks; demonstrates bare essentials of knowledge and skill.
1	Fail	Consistently inefficient in planning and implementing plans; fail to demonstrate social work values, knowledge and skill; almost no successful outcome in his / her work.

C. Rubrics

The objectives are delineated to be in form of rubrics and the details are as follow:

I. Initiative and Independent Judgment with Critical Thinking

[Subtotal marks: 20]

A. Independent Judgment with Critical Thinking						
1.	Is able to identify and critically review resources and policy that exist within and without the agency that can be mobilized in helping a specific service user system;	5	4	3	2	1
2.	Is able to critically evaluate dilemmas / limitations about social work principles;	5	4	3	2	1
3.	Is able to critically evaluate own feelings and needs, strength and weakness, values and biases, and specific ways that would affect fieldwork practice;	5	4	3	2	1
4.	Is able to critically evaluate any preconception, prejudice and resistance when relating with others;	5	4	3	2	1

B. Professional Initiative with Critical Thinking						
1.	Is able to explore and collect relevant information (e.g. feeling, patterns of behaviours, environmental pressures, and supportive network) of specific service user or service user systems (individual, group, family and community) purposefully;	5	4	3	2	1
2.	Is able to identify the concerns and critically review the difficulties facing specific service user or service user system from more than one level (micro, mezzo and macro);	5	4	3	2	1
3.	Is able to use the data gathered and on the basis of which, makes an assessment of needs and resources (formal / informal), and set priorities for intervention;	5	4	3	2	1
4.	Is able to identify the stake holders or various action systems that might work together for positive change;	5	4	3	2	1
5.	Makes an on-going assessment with the ability to modify it when necessary;	5	4	3	2	1

Subtotal: [_____] x 0.45 = [_____] marks [Subtotal marks: 20]

A. Personal Attributes						
1.	Be clear about own learning objectives of fieldwork practice (e.g. initiate work plan and learning contract);	5	4	3	2	1
2.	Be open and receptive to advices and comments;	5	4	3	2	1
3.	Behaves properly and dress appropriately in social occasions;	5	4	3	2	1
4.	Be aware of deadline and have good time management (e.g. be punctual and complete required paperwork timely).	5	4	3	2	1

B. Mature Personality						
1.	Be able to be responsible in dealing with staff, students, service users and community figures;	5	4	3	2	1
2.	Be able to assess the relative importance of matters and issues in day-to-day matters and proceed with them confidently and accordingly;	5	4	3	2	1
3.	Shows motivation to learn from experience, especially from mistakes;	5	4	3	2	1
4.	Shows perseverance even when faced with difficulties, frustrations and resistance.	5	4	3	2	1

C. Personal Attitudes						
1.	Be able to exercise discipline in expression of feelings commensurate with helper's role;	5	4	3	2	1
2.	Be punctual and reliable;	5	4	3	2	1
3.	Shows readiness to function independently and with confidence when required;	5	4	3	2	1
4.	Shows initiative, imagination and creativity in work;	5	4	3	2	1

D. Commitment to the Purposes and Values of Social Work and Awareness in its Limitations						
1.	Recognizes and comply with basic social work assumptions, values and principles;	5	4	3	2	1
2.	Is able to actively apply such social work principles as self-determination, individualization, confidentiality etc. into practice;	5	4	3	2	1
3.	Is able to identify one's own value positions which differ from the professional expectations;	5	4	3	2	1
4.	Is able to critically review its limitation and shows ability to cope with any existing value dilemma.	5	4	3	2	1

E. Genuine Concern for and Belief in the Worth and Dignity of Service User System						
1.	Shows genuine concern for and desire to help service users, regardless of their ethnic background, religion, sex, age, level of education, etc.;	5	4	3	2	1
2.	Has belief in service users' capacity for change and growth;	5	4	3	2	1
3.	Respects service users' self-determination and individuality;	5	4	3	2	1
4.	Places service users' welfare before worker's personal interest / reference.	5	4	3	2	1

F. Professional Integrity and Ethics						
1.	Be aware the codes of practice, legislation, governance frameworks of social work profession of Hong Kong;	5	4	3	2	1
2.	Upholds the values and reputation of social work profession with conviction of professional ethics and behaviour;	5	4	3	2	1
3.	Being trustworthy as work in a way that is honest, reliable and open;	5	4	3	2	1
4.	Is highly sensitive to the professional boundary / the impact created by the authority and not abuse their position for personal benefit (e.g. financial gain or sexual exploitation).	5	4	3	2	1

Subtotal: [] x 0.25 = [] marks [Subtotal marks: 30]

Please note that marks less than 15 in this part will be regarded as “FAIL” in this Fieldwork Placement.

III. Generic Social Work Practice**[Subtotal marks: 25]**

A.	Relationship Building and Engagement					
1.	Is able to develop a professional relationship (acceptance, trust, non-judgmental attitude, etc.) with different service user system and action system;	5	4	3	2	1
2.	Is able to handle the defensive / resistant behaviour of service user system;	5	4	3	2	1
3.	Is able to involve and facilitate participation of service user system in the change process (e.g. assessing the difficulties and resources);	5	4	3	2	1
4.	Learns to seek support or develop collaborative relationship with action system (e.g. outside parties / other discipline);	5	4	3	2	1
5.	Is able to sustain an effective working relationship with service user system and action system through difficult phases / unexpected situation.	5	4	3	2	1

B. Goal Setting and Contracting						
1.	Involves the service users in determining the areas of intervention and setting specific objectives during intervention process;	5	4	3	2	1
2.	Has the ability to negotiate and establish contract / make agreement with the service user systems / action system in defining the goals and action plan;	5	4	3	2	1
3.	Is able to refine the contract / specific objectives in respect to the changing need or unexpected situation.	5	4	3	2	1

C. Action Plan and Implementation						
1.	Shows capacity to prepare work plan / plan program of related areas based on understanding of the situation;	5	4	3	2	1
2.	Takes initiative to implement work plan and make adjustment competently and independently;	5	4	3	2	1
3.	Is able to identify and utilize formal and informal resources (e.g. human / tangible resource) for goal attainment;	5	4	3	2	1

4.	Is able to monitor and co-ordinate efforts to work on different aspects of the action plans and copes with the unexpected in a flexible manner independently;	5	4	3	2	1
5.	Demonstrates disciplined and creative use of self in terms of various social work roles (e.g. clinical counsellor, enabler, educator, broker, facilitator, mediator, advocator, etc.).	5	4	3	2	1

D. Termination and Evaluation						
1.	Continually reassesses and re-evaluates progress towards agreed objectives;	5	4	3	2	1
2.	Is able to solicit feedback and opinions from appropriate sources (e.g. various action systems) by means of appropriate assessment tools and means;	5	4	3	2	1
3.	Weighs and evaluates different alternatives, in terms of both immediate and long term consequences;	5	4	3	2	1
4.	Recognizes the dynamics in the termination phase and handles properly its effects on service users, the worker and the agency;	5	4	3	2	1
5.	Is able to well prepare for termination in advance for stabilizing changes or generating further endeavor of action systems (e.g. prepare documents / making referral / consolidate intervention experience for others reference).	5	4	3	2	1

E. Management Competence and Accountability						
1.	Is able to comply with operational procedure and administrative guideline of a program / welfare agency;	5	4	3	2	1
2.	Is able to demonstrate effective leadership in program / project management;	5	4	3	2	1
3.	Is able to mediate and develop various resource system (e.g. human / tangible resources) for the betterment of a program / project;	5	4	3	2	1
4.	Is able to well manage budget plan of a program / project and familiarize with the financial system of the agency / welfare sector;	5	4	3	2	1
5.	Recognizes the importance of risk management and preparing contingency plan in advance.	5	4	3	2	1

Subtotal: [_____] x 0.22 = [_____] marks [Subtotal marks: 25]

IV. Master the Knowledge and Skills to Meet the Changing Societal Needs**[Subtotal marks: 25]**

A. Knowledge on Social Welfare Policy and Social Issues						
1.	Shows consciousness towards social problems and issues;	5	4	3	2	1
2.	Shows flexibility and understands the needs to modify own theoretical knowledge in relation to the agency / H.K. situation (e.g. uniqueness of circumstances and cultural biases);	5	4	3	2	1
3.	Shows capacity to plan programme and to take action for possible change in environment and related areas based on understanding of the situation;	5	4	3	2	1
4.	Uses appropriate means to suggest the need for changes and / or revisions to current agency policies / practices that would benefit clients;	5	4	3	2	1
5.	Demonstrates awareness of the impact of social, economic, and policy changes on practice;	5	4	3	2	1
6.	Identifies environmental, psychological, and social and cultural influences on client;	5	4	3	2	1
7.	Formulates and advocates for policies that promote client well-being at agency and community level;	5	4	3	2	1
8.	Recognizes the impact of changing government policy on the agency's service users' population and agency function.	5	4	3	2	1

B. Social Awareness and Justice						
1.	Shares and upholds the principle of promoting social justice and empowering service user systems (individual, family, group and community);	5	4	3	2	1
2.	Be aware of current social issues (e.g. poverty, unemployment and other forms of social Injustice) concerning specific service user system;	5	4	3	2	1
3.	Be conscious of all forms of structural discrimination where they are affecting services to service user systems;	5	4	3	2	1
4.	Be aware of the impact of social policy, programs and institutions on service user systems or welfare sectors in terms of some specific topics.	5	4	3	2	1

C. Social Responsibility and Advocacy						
1.	Recognizes advocacy is both considered professional and ethical obligations;	5	4	3	2	1
2.	Desires to work for the betterment of service users with special regard for vulnerable, disadvantaged, oppressed, and exploited service user systems;	5	4	3	2	1
3.	Be aware of various roles of social worker (enabler, advocator, educator, mediator, facilitator, etc.) in contributing to the enhancement of social service and policy;	5	4	3	2	1
4.	Is able to empower service users become independent and exercise influence and control over their lives.	5	4	3	2	1

Subtotal: [_____] x 0.31 = [_____] marks [Subtotal marks: 25]

Total Scores: _____

***Please keep the scores in two decimal places**

D. Comments on Student's Performance

1. General Comments

1. Professional Knowledge in Application

2. Professional Skills in Case/Group/Mass Programme

3. Observation on Work Ethics, Principles and Attitudes

4. Advancement/Progress Comparing to the Early Stage of Placement

5. Any Other Comments/Observation

2. Major Strengths of the Student

3. Areas of Improvement

4. Grading

Final Grade: (In Letter)

(In Number)

(Please round up the scores into an integer)

Remarks: The final grade shall be endorsed subject to the internal moderation and final decision of the Examination Board.

Prepared and Signed by
Supervisor:

Name of Supervisor (in Block):

Date:

Read and Signed by Student:

Name of Student (in Block):

Date:

Read and Signed by
Fieldwork Coordinator / Head
of Department:

Date:

End

FORM 07 : Agency Feedback Form

Remarks:

1. The Form is to be completed by an agency staff member who has worked closely with the student during the placement.
2. The Feedback Form will be accessed by the Fieldwork Sub-committee of the Department and serve as a reference for continuous quality improvement. The Fieldwork Sub-committee would further follow up with the concerned agency via the Fieldwork Supervisor or wherever necessary. Feedback would be shared with respective student for learning purpose.
3. In compliance with the Personal Data (Privacy) Ordinance, the Feedback Form would be accessed by the student concerned upon request.
4. **Please return the completed Form preferably within ONE week after the Last day of placement.**

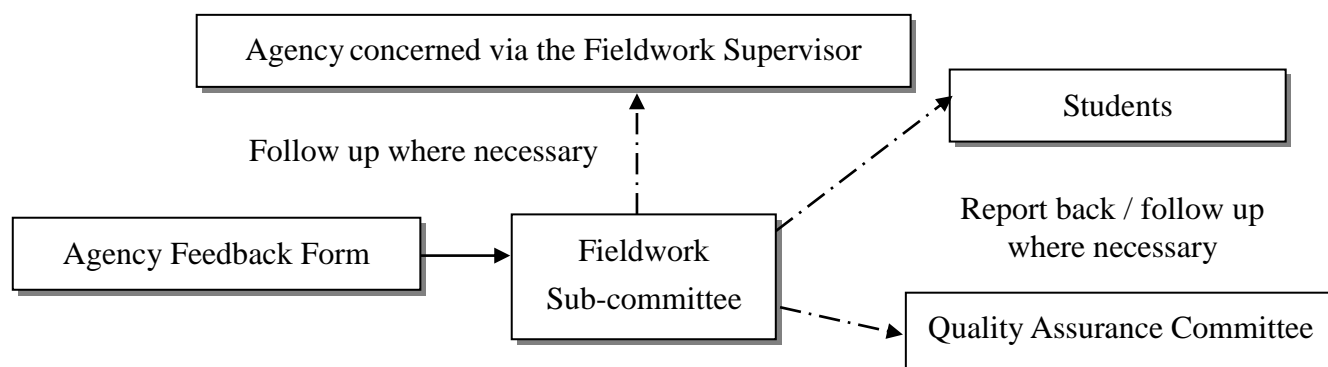


Chart 2: The path of handling Agency feedback received via fieldwork mechanism

Name of Placement Student: _____

Number of Placement: (Please tick)

- ☐ 1st Placement (Concurrent)
☐ 2nd Placement (Summer Block)
☐ 3rd Placement (Concurrent)

Placement Period: _____

Name of Placement Agency / Unit _____

Name of Responsible Staff: _____

Position: _____

Signature: _____

Submission Date: _____

1. Administration (Please circle the number)

	Good	Satisfactory	Not Satisfactory	Poor
Clearance of Financial Matters	4	3	2	1
Handover / Transferal of Case / Group / Project	4	3	2	1
Submission of Statistics / Reports / Recordings	4	3	2	1
Return of Stationery / Borrowed Materials / Documents and Property	4	3	2	1

2. Attitudes (Please circle the number)

	Good	Satisfactory	Not Satisfactory	Poor
Punctuality	4	3	2	1
Honesty	4	3	2	1
Courtesy	4	3	2	1
Self-awareness	4	3	2	1
Self-motivation	4	3	2	1
Openness to comments / criticism	4	3	2	1

3. Professional Practice (Please circle the number)

	Good	Satisfactory	Not Satisfactory	Poor
Confidentiality	4	3	2	1
Understanding of Agency/Unit Policy and Administrative Competency	4	3	2	1
Ability to Co-operate with Colleagues	4	3	2	1
Ability to Work with Service Users	4	3	2	1
Ability to Use Information and Communication Technology	4	3	2	1
Language Proficiency	4	3	2	1

4. The Students' Strengths as a Social Worker

5. Areas for Improvement as a Social Worker

6. Working Relationship of Fieldwork Supervisor with Agency Staff

7. Other Comments / Suggestions for Fieldwork Placement Arrangement

Thank You

FORM 08: Fieldwork Supervisor Feedback Form

Remarks:

1. The Fieldwork Supervisor shall return the completed Form to the Fieldwork Coordinator **ONE WEEK after the completion of placement.**
2. The Feedback Form will only be accessed by the Fieldwork Sub-committee of the Department for reviewing the appropriateness of the placement in the future.
3. The Fieldwork Sub-committee would further follow up with the concerned Supervisor wherever necessary.

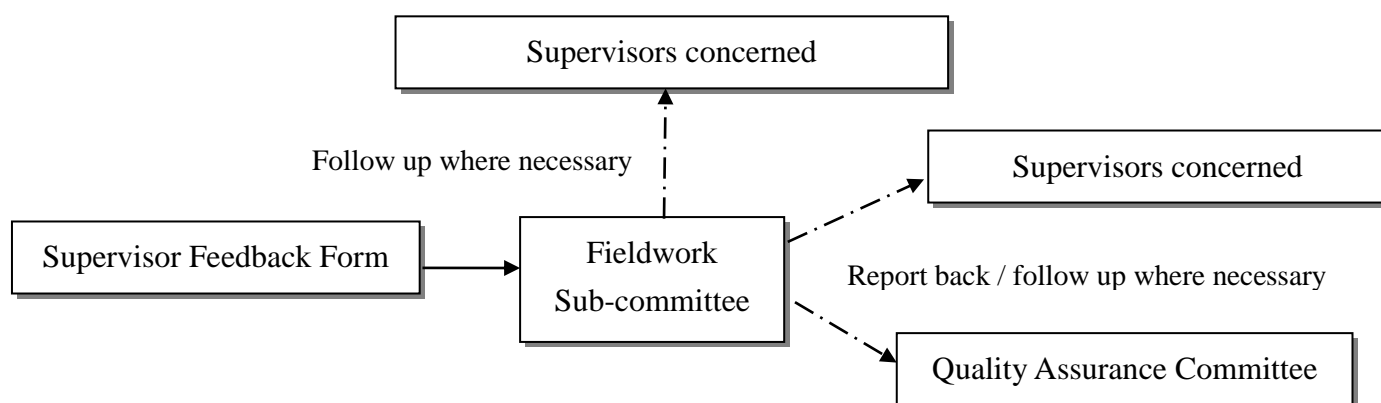


Chart 1: The path of handling Supervisor feedback received via fieldwork mechanism

Placement Agency / Unit: _____

Name of Supervisor: _____

Name of Supervisee(s): (1) _____

(2) _____

(3) _____

Number of Placement: ☐ 1st Placement (Concurrent)

(Please tick)

☐ 2nd Placement (Summer Block)

☐ 3rd Placement (Concurrent)

Submission Date: _____

I. Suitability of the Placement Setting (Please circle the number)

		Excellent	Very Good	Good	Average	Below Average
1.	The placement Agency provides adequate facilities and resources to support students	5	4	3	2	1
2.	The placement Agency is clear and consistent in Agency policies and procedures	5	4	3	2	1
3.	The placement Agency provides sufficient, adequate and appropriate assignments	5	4	3	2	1
4.	The placement staff possesses a helpful manner and supportive attitude to student difficulties	5	4	3	2	1
5.	The placement Agency demonstrates the spirit of professional values and ethical practices	5	4	3	2	1

II. Do you recommend to use this placement in the future? (Please tick in the box)

<input type="checkbox"/>	Highly recommend
<input type="checkbox"/>	Recommend
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Do not recommend (* please specify the reasons for this item)
<input type="checkbox"/>	Would never recommend (* please specify the reasons for this item)

* Reasons for not recommending this placement: (If you choose 4 or 5 in Part II.)

III. Comments on Fieldwork Placement Agency / Unit in general:

IV. Other comments / suggestions for fieldwork arrangement:

Thank You

FORM 09: Student Feedback Form

Remarks:

- Student should submit the feedback form to the Fieldwork Coordinator via Assistant Fieldwork Coordinator by hand or by email in the LAST WEEK of placement.**
- The Feedback Form will be accessed by the Fieldwork Sub-committee of the Department for continuous quality improvement. The Fieldwork Sub-committee would further follow up with the student concerned and Fieldwork Supervisor whenever necessary.
- Both the aggregated and individual feedback will be given to the Fieldwork Supervisor concerned anonymously after the completion of placement for continuous improvement.

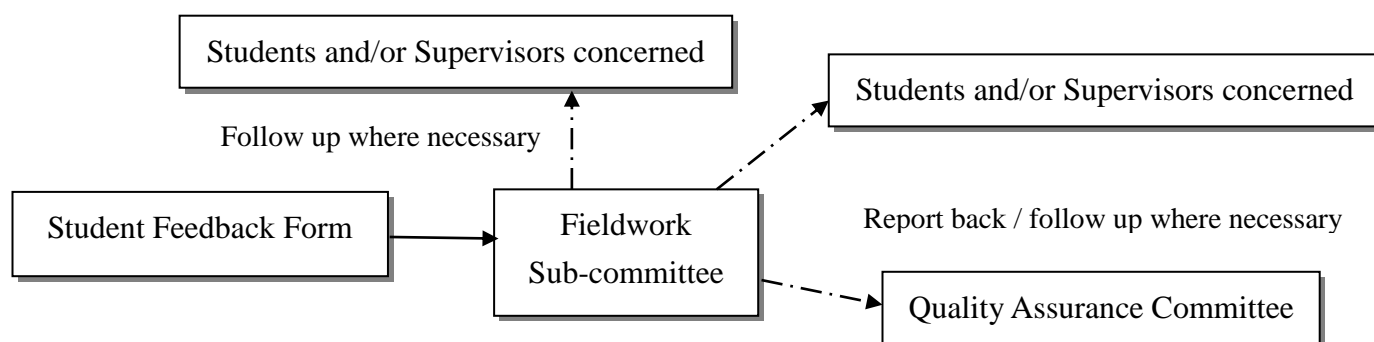


Chart 1: The path of handling student feedback received via fieldwork mechanism

Name of Student: _____

Student Number: _____

Year of Study: _____

Placement Agency/Unit: _____

Number of Placement: ☐ 1st Placement (Concurrent)
(Please tick) ☐ 2nd Placement (Summer Block)
☐ 3rd Placement (Concurrent)

Placement Period: _____

Name of Supervisor: _____

I. Suitability of the Placement Setting

		Excellent	Very Good	Good	Average	Below Average
1.	The placement agency has adequate facilities and resources to support students	5	4	3	2	1
2.	The placement office is clear and consistent in agency policy and procedure	5	4	3	2	1
3.	The placement agency provides adequate and sufficient assignment	5	4	3	2	1
4.	The placement staff possesses helpful manner and attitude to students' difficulties	5	4	3	2	1
5.	The placement agency possesses the spirit of professional values and ethical practice	5	4	3	2	1
6.	I can obtain additional learning opportunities, e.g. staff meeting, staff development programmes, routine office practice and meetings	5	4	3	2	1

II. The Process of Students Learning Experience from the Placement

		Always	Most of Time	Sometimes	Seldom	Never
1.	I utilize my knowledge and skills in planning, implementing and evaluating my assignment	5	4	3	2	1
2.	I ask for fieldwork supervisor's advice to initiate my assignment	5	4	3	2	1
3.	I learn the skills in handling assignment by observing staff's practice	5	4	3	2	1
4.	I discuss the progress of assignment with fieldwork supervisor in different stages	5	4	3	2	1
5.	I go through the process of assignment with staff and obtain feedback from fieldwork supervisor	5	4	3	2	1
6.	I rehearse skills in handling work with the fieldwork supervisor before the real practice	5	4	3	2	1
7.	I take initiative to collect feedback from service users	5	4	3	2	1

III. On a whole, are you satisfied with this placement? (Please tick in the box)

<input type="checkbox"/>	Very satisfied
<input type="checkbox"/>	Satisfied
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Not quite satisfied (please specify for this item)
<input type="checkbox"/>	Very dissatisfied (please specify for this item)

Comments on placement experience:

IV. Do you recommend to use this placement in future? (Please tick in the box)

<input type="checkbox"/>	Highly recommend
<input type="checkbox"/>	Recommend
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Not recommend (please specify for this item)
<input type="checkbox"/>	Never recommend (please specify for this item)

V. Teaching Patterns of Fieldwork Supervisor

		Always	Most of Time	Sometimes	Seldom	Never
1.	He/she gives me freehand to plan and implement the assignment by giving me advice in different stages	5	4	3	2	1
2.	He/she facilitates my analysis toward my assignment	5	4	3	2	1
3.	He/she encourages me to reflect my learning and problems encountered in the placement	5	4	3	2	1
4.	He/she provides concrete comments on my assignment	5	4	3	2	1
5.	He/she facilitates me to appreciate the ethics and values of practice	5	4	3	2	1
6.	He/she facilitates me to view things from different prospective	5	4	3	2	1
7.	He/she facilitates me to develop the ability toward the integration of knowledge into practice	5	4	3	2	1
8.	He/she provides emotional support when I encounter difficulties and frustration from the placement	5	4	3	2	1
9.	He/she maintains appropriate liaison with the placement agency in the initial, middle and ending phases of placement to facilitate student learning	5	4	3	2	1
10.	He/she provides weekly supervision in the placement agency	5	4	3	2	1
11.	He/she provides professional advice in the process of supervision	5	4	3	2	1

VI. Comments on Supervision

Name of Supervisor: _____

VII. Other Comments

~ Thank You ~

FORM 10: Student Absence Notification Form

To: Fieldwork Coordinator
Department of Social Work
Hong Kong Shue Yan University

Part 1 To be completed by the student

Name of Student: _____
Student Number: _____
Name: of Placement Agency: _____
No. of Day(s) Absent: _____
Period: From _____ To _____
Reason _____

Part 2 To be completed by the Fieldwork Supervisor and sent to the Fieldwork Coordinator of the Department

Suggested Way for Making-up the Missed Fieldwork Hours:

Signature of Student: _____
Name of Student: _____
Student No.: _____
Date: _____

Signature of Fieldwork Supervisor: _____
Name of Fieldwork Supervisor: _____
Date: _____

Approved by Fieldwork Coordinator: _____
Name of Fieldwork Coordinator: _____
Date: _____

cc.: Supervisor of the Placement Unit

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (HONOURS)
FIELDWORK HANDBOOK

FORM 11: Personal Information Disclosure Agreement

披露個人資料同意書

* Please sign either the English or Chinese version. 只須簽署英文或中文其中一個版本

I was informed that _____ (Name of student) is a student in the Department of Social Work of Hong Kong Shue Yan University. During *his/her fieldwork placement, he/she will disclose my and/or my family members' personal information to the respective fieldwork supervisor and/or the placement unit solely for the learning purpose as well as to provide appropriate service.

I acknowledge that I have the right to ask for immediate termination of the above agreement when necessary. And my and/or my family members' personal data will be destroyed after the completion of fieldwork placement.

Service User's Date:
Signature: _____
(Name of Service User)

* Please delete where appropriate

本人明白_____（實習學生姓名）為香港樹仁大學社會工作學系學生，在實習過程中 他/她* 會向督導老師或機構同工透露關於本人或家人之個人資料，本人理解此做法純為學習用途和為本人提供更合適服務。

本人知悉有權在任何時間中止此項同意決定，並要求樹仁大學實習學生及督導老師在實習完畢後銷毀相關文件。

簽署：_____ 日期：_____
(服務使用者姓名)

*請刪去不適用者

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (HONOURS)
FIELDWORK HANDBOOK

Form 12: Service User Consent Form for Audio / Visual Recordings 服務對象錄影 / 錄音同意書

Name of Agency / Unit 機構 / 單位名稱	:	
Date of Interview / Activity 面談 / 活動日期	:	
Time / 時間:	:	

1.	I agree and understand the purpose of *Audio / Visual recording solely for teaching and learning enhancement. 本人同意和明白 *錄影 / 錄音 的目的及用途，純粹用於提升教學效能。
2.	I *request / do not request to *watch / listen the respective recording. 本人 *要求 / 不要求 *觀看 / 收聽 相關紀錄。
3.	I clearly know that the respective *Audio / Visual recording will be deleted after three months of the fieldwork completion. 本人明白相關之 *錄影 / 錄音紀錄 會在實習期結束後三個月銷毀。

*Please delete where appropriate

*請刪去不適用者

Name of Service User 服務對象	Signature 簽名	Date 日期
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
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Student Worker's Name 實習社工姓名	Signature 簽名	Date 日期
<hr/>	<hr/>	<hr/>
Fieldwork Supervisor's Name 督導老師姓名	Signature 簽名	Date 日期
<hr/>	<hr/>	<hr/>
Centre-in-charge's Name 機構負責人姓名	Signature 簽名	Date 日期
<hr/>	<hr/>	<hr/>

Telephone: 2806-5192
Facsimile: 2806-8044
Address: Department of Social Work
Hong Kong Shue Yan University
10 Wai Tsui Crescent
Braemar Hill
North Point
Hong Kong

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Global Definition of the Social Work Profession

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing.”

International Federation of Social Work, 2014

