

Department of Applied Social Sciences

Master of Social Work
社會工作碩士學位

FIELDWORK MANUAL (August 2020)



**THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES**

Master of Social Work

Fieldwork Manual

Table of Contents

	<u>Page</u>
1. PURPOSE OF THE MANUAL	1
2. FIELDWORK IN THE MSW PROGRAMME	1
2.1 Programme Objectives and the Curriculum	1
2.2 Objectives of Fieldwork in MSW Programme	5
3. ROLES AND RESPONSIBILITIES IN FIELDWORK	7
3.1 The Department of Applied Social Sciences (APSS)	7
3.2 The Agency	9
3.3 The Fieldwork Supervisor	10
3.4 The Students	12
4. MAJOR TASKS IN FIELDWORK PROCESS	13
4.1 Pre-placement Induction	13
4.2 Orientation Programme	15
4.3 Learning Contract	16
4.4 Fieldwork Assignments	17
4.5 Fieldwork Supervision	22
4.6 Fieldwork Evaluation	25
5. PRACTICAL ARRANGEMENTS IN FIELDWORK	32
5.1 Project Expenses	32
5.2 Absence from Fieldwork	33
5.3 Overtime in Fieldwork	34
5.4 Sexual Harassment	34
5.5 Public Liability Insurance and Group Personal Accident Insurance Claims	35
5.6 Infectious Diseases	35

Appendices

		Page
Appendix 1	Code of Practice for Registered Social Workers	A1_1-9
Appendix 2	Principles & Criteria for Application of Attached Placement	A2_1-2
Appendix 3	Master of Social Work Fieldwork Evaluation Report	A3_1-5
Appendix 4	Guidelines for Student Self Evaluation in Fieldwork	A4_1-3
Appendix 5	Student Questionnaire on Fieldwork (MSW)	A5_1-2
Appendix 6	Guidelines for Learning Contract in Fieldwork	A6_1-2
Appendix 7	Preparatory Workshops	A7_1
Appendix 8	Assessment Criteria in Fieldwork	A8_1-2
Appendix 9	Types and Workload of Written Assignments in Fieldwork	A9_1-2
Appendix 10a	Guidelines to Fieldwork Supervisors & Students (Re: Privacy and Personal Data Protection)	A10a_1-2
Appendix 10b	私隱及個人資料保障：實習導師及實習學生指引	A10b_1-2
Appendix 10c	Obligation to Privacy and Personal Data Protection	A10c_1
Appendix 10d	Consent Form for Release of Personal Information	A10d_1
Appendix 10e	提供個人資料同意書	A10e_1
Appendix 11	Student Placement / Attachment – Agency Feedback Form	A11_1-2
Appendix 12	Fieldwork Placement Student Application Form for Project Expenses Subsidy	A12_1-2
Appendix 13	Fieldwork Placement Supervisor's Recommendation Form for Project Expenses Subsidy	A13_1
Appendix 14	Project Expenses Claim Form	A14_1
Appendix 15	Application for Leave of Absence (Form APSS8)	A15_1
Appendix 15a	Application for Leave of Absence (Form AR 8)	A15a_1
Appendix 16	Policy on Sexual Harassment	A16_1
Appendix 16a	Regulations for the Resolution of Claims Concerning Sexual Harassment	A16a_1-6
Appendix 17a	Certificate of Insurance (Public Liability Insurance)	A17a_1
Appendix 17b	Certificate of Insurance (Group Personal Accident Insurance)	A17b_1-4
Appendix 17c	Department Guidelines for Group Personal Accident Insurance Claim	A17c_1-2
Appendix 17d	Group Personal Accident (Students) Claim Form	A17d_1-2
Appendix 17e	Accident / Incident Report Form	A17e_1-2
Appendix 18	APSS Guidelines on Suspension of Practicum in Relation to Infectious Diseases	A18_1-3
Appendix 19	接受錄音 / 錄影同意書	A19_1

1. PURPOSE OF THE MANUAL

This manual details the policies and procedures of fieldwork for the Master of Social Work (MSW) Programme. As practice teaching in fieldwork involves a large number of fieldwork supervisors, both faculty and agency-based, and the collaborative efforts of social welfare agencies, it is essential to lay down operational guidelines in the fieldwork process. It is intended for the use of fieldwork supervisors, faculty members and the Fieldwork Coordinating Team of the Department of Applied Social Sciences (APSS) of The Hong Kong Polytechnic University.

This manual should be used with the flexibility it allows. Users are urged to have due recognition of the special characteristics of placement units, the teaching styles of individual supervisors, and the learning needs and styles of particular students. In addition, it should be read and followed with close reference to the programme scheme of the MSW programme.

2. FIELDWORK IN THE MSW PROGRAMME

2.1 Programme Objectives

The MSW Programme aims to develop students' competence and resilience as professional social work practitioners. Students will learn to respond proactively to the challenges and changes in society in general and in the social work field in particular. Students will be encouraged to integrate theories and practice, to generate new insights to improve practice and to evolve a personalised approach to practice. The emphasis of the teaching and learning is to cultivate generic scholarship in social work practice for the development of competent and reflective practitioners.

To integrate theories and practice in social work practice with a broad knowledge base does not imply direct technical solutions to practical situations. Instead, it implies a systematic process to facilitate awareness among social workers of the issues and problems confronting them and to enable them to develop the ability to relate these issues to a holistic understanding of social work practice. The essence of this kind of development is to create reflective social workers who are able to think about, articulate, be self-critical of, and constantly evaluate their application of theories and knowledge in different contexts, and to evolve their own personal perspectives and approaches to professional practice.

Learning Outcomes of the Programme

- a. To acquire a contextualized understanding of social work practice in the political, economic, and social contexts of Hong Kong and the Chinese Mainland.
- b. To develop the humanistic value commitment of professional workers in order to acquire both the qualities and the ability to deal with the competing values and ethical dimensions of decision making and also the capacity to address the tensions, uncertainties, and conflicts arising from the decision-making process.

- c. To integrate a broad foundation of knowledge with the professional knowledge and skills of social work practice in order to resolve problems with clients in specific service settings.
- d. To develop the attitudes and methods required to continue to learn, change, and grow as a person and as a professional.

The Department has extensive experience in offering postgraduate social work training programmes for mature learners. The Programme has the following key features:

a. Advanced Generic Social Work Practice as the Training Focus

The main focus of our MSW Programme is on training advanced generic practitioners. We aim to facilitate practitioners' mastery of generic competences in order to promote the holistic well-being of individuals, families, groups, and communities with reference to the social work values, knowledge, and skills in any field of practice (e.g., hospitals, schools, government departments, business firms, and non-government organizations). The goal of the Programme is not to educate professionals as specialists, but professionals who are able to work with clients of different backgrounds despite challenges and uncertainties. This requires professionals to be capable of taking a generic knowledge base and converting it into professional practices that are tailored to the unique requirements of the client system.

b. Multidisciplinary Approach to Social Work Practice

Professional education with an emphasis on a multi-disciplinary approach to social work practice is our response to the common criticism that postgraduate programmes are often so specialized that the professionals have become unresponsive to social problems that require a multi-disciplinary and inter-professional perspective. Since most practice situations are indeterminate and complex in nature, students need to acquire different perspectives in order to understand uncertain practice situations. APSS has a multi-disciplinary faculty consisting of staff with sociology, psychology, philosophy, education, policy, administration, counselling, and social work backgrounds who are committed to educating students to become competent working in complex contexts.

c. Generic Social Work Practice with a Focused Integration

In order to enable students to develop personalized styles and frameworks of practice, many of our teaching and learning activities are designed to help students reflect on their professional self, personal values, and life experiences. The required subject MSW Integrative Seminar in Social Work Studies in the final year of the programme particularly serves to provide students with an opportunity to wrap up their insights and knowledge developed in the programme, and thereby enable them to transform these resources into ideas which are congruent with their personal styles of practice in focused contexts.

2.1.1 Curriculum structure of the programme

Since this Programme is intended to provide professional education for general degree holders to become professional social workers, it needs to fulfill the accreditation requirements stipulated by the Social Workers Registration Board. According to the Principles, Criteria & Standards for Accrediting Qualifications in Social Work as stipulated by the Registration Board, the curriculum should include the following five components:

- a. Human behaviour and social environment
- b. Social welfare systems and social policies
- c. Social work practice and theories
- d. Social sciences/liberal arts knowledge
- e. Field practicum

Taking into account these requirements, the needs of our society and the expertise of our Department's teaching staff, the curriculum of the MSW Programme is designed to include the following six components:

- a. Social work theory and practice
- b. Human behaviour, social sciences, and social environment
- c. Social welfare systems and social policies
- d. Research
- e. Integration
- f. Field practicum

The conceptualization of the respective curriculum components is as follows:

a. Social Work Theory and Practice

APSS5792	Critical Introduction to Social Work (2 credits)
APSS5780	Advanced Social Work Theory and Practice I (3 credits)
APSS5781	Advanced Social Work Theory and Practice II (3 credits)
APSS5790	Social Work Practice Workshop (3 credits)

These four core subjects provide the students with basic social work values, knowledge, skills, and processes relating to social work practice at different levels, with different groups, and in different settings. Efforts will also be made to facilitate our students to practice social work in a culturally sensitive manner in the Chinese cultural context.

b. Human Behaviour, Social Sciences, and Social Environment

APSS5782	Advanced Human Behaviour and Social Environment (3 credits)
APSS5788	Law and Social Work (2 credits)

The aim of these subjects is to provide the students with foundation knowledge on human behaviour from a psychological and social sciences perspective so as to equip them with the knowledge required to critically understand and analyse human behaviours and related social environments.

c. Social Welfare Systems and Social Policies

APSS5789	Principles & Methods of Social Service Administration (2 credits)
APSS5793	Social Problem, Policy Analysis & Accountability (3 credits)

The aims of these subjects are to provide the students with basic knowledge and understanding of social policy and social service administration and to acquire the ability to analyse and critically reflect on social policies and practices in context.

d. Research

APSS5791	Practice Research in Social Work (2 credits)
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The aim of this research subject is to provide the students with the knowledge and skills to appreciate, conduct, and analyse research studies in context.

e. Integration

APSS5785	MSW Integrative Seminar in Social Work Studies (2 credits)
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Elective	One elective subject (3 credits) from a pool of elective subjects
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The aim of the elective subject and the MSW Integrative Seminar is to provide opportunities for students to reflect upon ethical issues and their practice experiences and to integrate the substantive knowledge which they have acquired during their course of study with actual practice experiences.

f. Field Practicum Subjects

APSS5783	MSW Fieldwork I (4 credits)
APSS5784	MSW Fieldwork II (4 credits)

The two fieldwork placements provide opportunities for the students to apply classroom knowledge in real-life practice under the supervision of well-qualified fieldwork supervisors. While Fieldwork I provides an opportunity for the students to try out basic social work skills and to develop beginning competencies as social work professionals, Fieldwork II aims to help them

develop practice competencies at an advanced generic level and to actualise critical reflection in practice.

2.2 Objectives of Fieldwork in MSW Programme

2.2.1 MSW Fieldwork I

Normally, MSW students will undertake MSW Fieldwork I in the second year (Semester 1 & 2) of their three-year part-time studies. In total, there will be 400 hours in the fieldwork unit and students need to attend a series of workshops before placement. Students will be matched to non-government organizations, government departments, and social service organizations for their placement. Only those students who are registered social workers (RSW) can apply for attached placement in Fieldwork I.

By the time the placement commences, students should have acquired, through the subjects in human behaviour & social sciences, social welfare systems & social policy, the tools for reflecting on and analysing the social contexts in general, and the policy and organisational contexts in particular. The conceptual building blocks, as well as the espoused theories, should illuminate an understanding of human behaviour and its implications. Having taken the subjects of Critical Introduction to Social Work, Advanced Social Work Theory & Practice I, and the Social Work Practice Workshop, students should become oriented to the philosophy, values, skills, and knowledge of social work practice.

In addition, students are expected to acquire the knowledge and intervention skills focused around the complex needs and problems of a client system. Students will become increasingly oriented to their anticipated work roles and more competent in such skill areas as translating concepts and theories to the real world; transferring theories from one discourse to another, and problem-solving.

The major aim of Fieldwork I is a beginning phase of educating a professionally reflective, self-evaluating, knowledgeable, competent, and developing social worker who is starting to address the complex needs and problems of society with conflicting values. The specific objectives of Fieldwork I are to enable the students to:

- (a) Make conscious attempts to guide their own practice according to social work values and ethical principles;
- (b) Cultivate a sense of awareness of social problems and current issues towards the well-being of people;
- (c) Acquire knowledge relevant to the fieldwork practice;
- (d) Begin to develop competencies in generic social work practice;
- (e) Show effort to relate knowledge to practice; and

- (f) Demonstrate accountability in service delivery and for their own learning.

2.2.2

MSW Fieldwork II

Normally, MSW students will undertake MSW Fieldwork II in the third year (Semester 1 & 2) of their three-year part-time studies. Students are required to fulfill 400 hours in the fieldwork unit and attend relevant workshops relating to fieldwork. The fieldwork placement unit must be a social service organisation which is different from their first fieldwork placement. An alternate mode of Fieldwork Placement could also be adopted (concurrent or block placement) to maximize the learning opportunities for part-time students. Students may also choose to do their fieldwork in Mainland China or overseas countries.

Other than the subjects taken in year one, the students should have acquired, through the subjects in Practice Research and the fieldwork placement in year two, the knowledge and skills in analysing complex social problems. Students may begin to focus their efforts on a specific client group which he/she feels interested in. MSW Fieldwork II serves as a practice opportunity for students to realize and actualize intervention strategies and skills with social work values and a code of practice. In this fieldwork placement, individual students will develop his/her own personalized theory or style of practice.

The major aim of MSW Fieldwork II is the completion of educating a professionally reflective, knowledgeable, competent and developing social worker who is able to address the complex needs and problems of society with conflicting values. The specific objectives of Fieldwork II are to enable the students to:

- (a) Internalize professional values, attitudes and to enhance the effective functioning of the various roles of social workers;
- (b) Reflect on social problems and current issues from more than one perspective;
- (c) Develop competencies in social work practice with a specific client group and be ready to expand their knowledge base by various means;
- (d) Consolidate their in-depth critical understanding of the needs and problems of a specific client system and develop the skills in conducting social work tasks from data collection to termination;

- (e) Reflect on and identify the constraints and limitations of concepts and theories when they are applied to a specific client group; and
- (f) Critically reflect of supervision, management, and planning of social service programmes.

2.2.3 Attached placement

Part-time students with a full-time job in relevant social service organizations may consider taking attached placement if they decide not to take on a fieldwork placement arranged by the Fieldwork Team. However, students must apply within the said period announced at the beginning of each academic year. Each application will be assessed individually according to the Principles and Criteria in Appendix 2.

2.2.4 Offshore placement

Offshore placements, usually in the form of summer block placements, are arranged to promote an awareness of the international perspectives of social work and an appreciation of practice in different cultures. The number of places for offshore placements is limited, depending on the availability of funds and fieldwork opportunities outside of Hong Kong. Students are invited to apply for offshore placement for fieldwork II in Semester 1 of each academic year and a screening exercise is organized to select the suitable candidates. Selected students are assigned to undertake fieldwork in welfare agencies overseas or in Mainland China. Successful candidates with financial difficulty may apply for a financial subsidy from APSS. The financial subsidy from APSS is subject to available funding for the current year and vetting is required.

3. ROLES AND RESPONSIBILITIES IN FIELDWORK

To ensure achievement of the aforementioned objectives in fieldwork and to facilitate a student's effective learning, fieldwork must be perceived as a joint venture amongst all parties concerned, and such an understanding necessitates ongoing communication among APSS, the agencies, the fieldwork supervisors as well as the students. Their roles are often complementary, each contributing to a sound educational experience in the practice teaching in fieldwork.

3.1 APSS

APSS, through its Fieldwork Coordinating Team, is responsible for the planning, liaison, development, and coordination of fieldwork placements for various Social Work Programmes. The Team, composed of the Director of Fieldwork Education and a number of Fieldwork Coordinators, (contacts can be obtained from the website of Fieldwork Resources Website: <http://www.polyu.edu.hk/apss/spis/>) carries out the following duties:

3.1.1 *Projection and confirmation of placement*

- (a) To solicit the students' interest and choice of placement settings.
- (b) To explore and assess agencies for fieldwork placement.
- (c) To make placement requests to and confirm placement offers with agencies.
- (d) To confer with agency staff regarding the learning opportunities for students in general terms, thus paving the way for the fieldwork supervisor to follow-up on the specific assignments.

3.1.2 *Preparation for commencement of placement*

- (a) To match students and fieldwork supervisors to placement units.
- (b) To inform agencies, fieldwork supervisors and students about fieldwork matching.
- (c) To prepare the students and fieldwork supervisors for the commencement of placements by the planning and convening of preparatory workshops and fieldwork supervisors' meetings respectively.

3.1.3 *Monitoring the progress of the placement*

- (a) To plan and convene the fieldwork supervisors' meeting(s) to review the progress of placement.
- (b) To provide consultation on policies and procedures to fieldwork supervisors, students, and agency staff in the course of fieldwork.
- (c) To handle special cases such as prolonged sickness of a student or a student with learning problems, and if necessary, to refer the case to the respective Programme Leader or Assistant Programme Leader(s).
- (d) To act as mediators in the case of formal or informal appeals, to handle disputes and disagreements on fieldwork supervision and assessment, and to take care of any other issues relating to fieldwork placement.

- (e) To review the suitability of a fieldwork placement unit for the course and solicit feedback from the agency, the fieldwork supervisor and the student.

3.1.4 Coordination and development of Fieldwork Supervisors

- (a) To coordinate fieldwork supervisors to take up active roles in fieldwork supervisor meetings, preparatory workshops, integrative workshops, and other fieldwork related activities.
- (b) To plan and convene staff development programmes on practice teaching in fieldwork.
- (c) To coordinate activities (e.g., visits) which are of common concern to supervisors in general or to groups of supervisors in one district or one particular client group.

3.1.5 Administrative responsibilities

- (a) To screen fieldwork project expenses claims submitted by students with the supervisor's endorsement.
- (b) To compile and revise documentaries on fieldwork, e.g., fieldwork manual and fieldwork evaluation form, etc.
- (c) To represent fieldwork supervisors on the Board of Examiners.

3.2 The Agency

Agencies are selected for their commitment and capacity to provide a suitable environment for students' learning and professional development. Their key responsibilities include the following:

- (a) To provide a learning atmosphere where students are received as professionals under training.
- (b) To discuss with APSS the range of learning opportunities that can be provided to the students.
- (c) To provide the necessary support in facilities such as office space, materials, and equipment, etc. so that the students can fulfill their duties adequately.
- (d) To provide the students with certain resources to cover costs incurred while carrying out agency duties, for example, travelling costs and project expenses, which have been agreed upon by the agency.

- (e) In conjunction with the fieldwork supervisor and/or the fieldwork coordinator, to arrange agency orientation programme for the students.
- (f) To facilitate students' participation in agency events such as conferences, staff meetings or staff training if appropriate.
- (g) To maintain close communication with APSS and the fieldwork supervisor, and to offer continuous feedback and suggestions for the general improvement of fieldwork supervision and academic curriculum review, etc.

In the social work curriculum, fieldwork placement is the mandatory practicum for registration of all graduates. Agencies offering fieldwork placement to students do not form the employer-employee relationship and thus it is not regulated by the Minimum Wage Ordinance introduced in May 2011.

3.3 The Fieldwork Supervisor

The fieldwork supervisor is a vital resource in developing a sound educational experience for the student throughout the learning process. The responsibilities of the fieldwork supervisor include:

3.3.1 Engaging students in fieldwork

- (a) To orientate students to the agency, its policies, and procedures in order that the students can begin practice immediately.
- (b) To facilitate the students to understand and assess the community.
- (c) To facilitate students to prepare a learning contract that is mutually agreed between supervisor and student; (please refer to para. 4.3).
- (d) To assign tasks that will best meet the educational needs of the students.
- (e) To make available to the students appropriate learning experiences, e.g., agency visits, attendance at seminars, conferences and staff meetings, etc.

3.3.2 *Supervision, evaluation and assessment*

- (a) To continuously assess the educational progress of the students, i.e., the level of competence the students have reached, their learning needs, and the best way of achieving them
- (b) To help the students integrate theoretical knowledge and previous experiences with present practice.
- (c) To provide at least 2 hours per week of supervision hours for each student in MSW Fieldwork I and MSW Fieldwork II for concurrent placement or 25 hours if summer block placement is adopted.

(The supervision hours should be direct contact with the students, and excluding time for reading written assignments. At least 50% of the total supervision hours should be conducted on-site and on an individual basis. Live supervision is also encouraged. It is desired that supervisory sessions be set aside at regular intervals and be held at the fieldwork setting, so that regular, frequent, and timely contact with the personnel of the placement units can be assured.)
- (d) To conduct the mid-term evaluation with students
 - (i) To review the progress of placement with reference to the learning contract;
 - (ii) To revise the learning contract with students if necessary; and
 - (iii) To give specific assessment comments on the level of performance of students.
- (e) To conduct a final evaluation with students to assess the performance of students.
- (f) To submit to APSS the supervisor's written evaluation report of the students' performance, with reference to the guidelines prescribed (Appendix 3), together with the students' self-evaluation report and learning contract.
- (g) To select and submit seven samples of students' written work to APSS. In general, samples of a student's work should be selected from the work proposal, recordings, and evaluation reports. For students whose work needs to be further examined, the supervisor should consult the fieldwork coordinator regarding the type and quantity of work to be selected as samples.

3.3.3 *Administrative responsibilities*

- (a) To participate in APSS supervisors' meetings, orientation, and staff development seminars/programmes, and when necessary, to attend the Board of Examiners Meetings.
- (b) To liaise closely with the fieldwork coordinator concerned especially when special difficulties in learning are identified in the students.
- (c) To recommend students, if appropriate, to claim for project expenses.
- (d) To hand in the claim forms or report any accident, if any, promptly.

3.4 *The Students*

Student-workers in fieldwork are expected to conduct themselves in a way that reflects their accountability to the clients, the agency, the community, and APSS. In addition, they should play an active role in their learning and demonstrate initiative that is commensurate with the responsibilities of a social worker.

The students' responsibilities include:

- (1) Preparing themselves with adequate time to be involved in the placement (Students have to fulfill the 400-hours required for placement, and will most likely fail the subject if this requirement is not met).
- (2) Working within agency policies and procedures;
- (3) Observing the agency's working hours.
- (4) Preparing a learning contract and carry out assignments responsibly.
- (5) Attending orientation meetings, seminars, workshops, and conferences, etc. as held by APSS, or the agency.
- (6) Maintaining suitable and timely records/reports/recording accounting for his/her progress in carrying out the assignments.
- (7) Participating actively in supervisory sessions and preparing adequately for such occasions.
- (8) Participating actively in the ongoing, mid-term and final evaluation of their performance and to submit a self-evaluation report to their fieldwork supervisors at the end of the placement, guidelines can be found in Appendix 4.

(9) Submitting the Online Student Fieldwork Questionnaire ([Appendix 5](#)) to Fieldwork Coordinators to facilitate future planning for placement.

4. MAJOR TASKS IN FIELDWORK PROCESS

APSS sees the fieldwork process consisting of a number of major tasks which are outlined below:

4.1 Pre-placement Induction

Pre-placement induction for students usually involves two types of activities:

4.1.1 Preparatory workshops

The Fieldwork Coordinating Team organizes preparatory workshops for students prior to the commencement of each placement (Appendix 7). The aim of such workshops is to provide students with a positive orientation and adequate preparation for the fieldwork experience. Specifically, the preparatory workshops cover the following important aspects:

- (a) Objectives and functions of fieldwork
The functions of fieldwork in social work education; the particular fieldwork objectives; the expected level of practice competence; the expectations of APSS, the agency, and the fieldwork supervisors in relation to the requirements of the placement, as specified in the Fieldwork Manual;
- (b) Assessment of fieldwork
An introduction to the performance assessment, the grading process, the failing grade in field placement and its effect on the student's continuation in the social work programme;
- (c) Nature of assignments and workload
The average workload that students will carry out (recognizing that there will be individual variation) including the requirements of APSS regarding written submissions such as written assignments and evaluation reports;
- (d) Professional values
Social work professional values will be highlighted and value dilemmas will be discussed;

- (e) **Written work**
A brief description of the importance and the content of each written assignment.
- (f) **Relationship between supervisors and students**
Common expectations of fieldwork supervisors, the common needs and anxieties of students in the field, the importance of regular supervisory contact, suggestions on what students can do if communication with their supervisors breaks down;
- (g) **Service overviews and understanding the characteristics of different clienteles**
An overview of different service settings and introduction to the characteristics of different clienteles;
- (h) **Practice approaches and skills in working with clients**
An introduction to practice approaches and skills in working with clients.

4.1.2 Pre-placement session of fieldwork supervisors and students

Other than making practical arrangements with the students such as when to report for duty on the first day of fieldwork, the pre-placement session between the supervisor and the students serves the major function of helping the students to move into the placement with greater ease, and of giving them a chance to briefly meet the supervisor in person before the placement starts.

This session may also be used by the fieldwork supervisor for

- (a) Assigning relevant readings to students;
- (b) Planning with the students regarding the work schedule for the beginning weeks of the placement;
- (c) Helping students to start thinking and drawing up specific learning objectives for the forthcoming placement, based on
 - (i) Students' perceptions of their own needs, and
 - (ii) Information from the subject coordinator or tutor relating to the students' weaknesses and strengths.

4.2 Orientation Programmes

Orientation programmes are usually of two types: (a) those planned by the fieldwork supervisor, in consultation with the agency and the student, to familiarize the student with the agency and the service unit to which they are attached; (b) those related to the neighbourhood of the placement unit, and to other organisations in Hong Kong running similar services.

4.2.1 Agency orientation

- (a) Background information on the agency services and functions should be given to students prior to the commencement of the placement or as soon as possible. Students should assume the responsibility to become acquainted with the agency as well.
- (b) As soon as the placement begins, the supervisor has the dual role of helping the students to integrate into the agency while at the same time helping the agency to accept and, as far as possible, to accommodate students' learning needs. Depending on the availability of resources, agency personnel may be invited to contribute to the orientation programme.
- (c) The students should be helped to familiarize themselves with
 - (i) The objectives and functions of the agency, the target clientele and their primary needs as well as the rules and regulations of the agency/unit, etc.;
 - (ii) The organizational structure of the agency, the various types, and levels of staff and their respective roles;
 - (iii) The procedures for compiling all agency-required reports in compliance with any specific requirements of the agency; and
 - (iv) The agency's support staff who can then refer calls to the students.
- (d) Students should have access to important reference materials such as procedure manuals, directories, and information regarding community resources. Students should learn to use these resources in order to help clients.

4.2.2 Additional orientation visits

Most students find it helpful to participate in orientation visits to agencies of related services and to key community resources. Such visits help to broaden the outlook of students especially if a discussion or a reporting back session can be held afterward. However, orientation

visits do not need to take place all at the same time in the initial phase of the placement, nor should they distract the students from completion of assignments which warrant immediate attention.

4.3 Learning Contract

A learning plan is a medium through which the students begin to consider their expectations on the forth-coming placement and to translate their expectations into real learning tasks and process. With the mutual agreement between the supervisor and student, the learning plan can be turned into a real **learning contract** that helps to guide the progress of learning in placement.

4.3.1 Functions of the learning contract

The functions of a learning contract are as follows:

- (a) To encourage students to be aware of and responsible for their own learning needs;
- (b) To set realistic learning tasks and a progress plan in consideration of the needs and constraints from the agency, community, clients, and student in placement;
- (c) To facilitate a sharing and understanding between the fieldwork supervisor and student on the mutual expectations of learning tasks, process, and progress in placement;
- (d) To improve standards in practice teaching and to facilitate consistency and accountability in the supervisory relationship.

4.3.2 Preparation and revision of the learning contract

Due to the power differential of assessment in the supervisor-student relationship, with the supervisor usually being more knowledgeable about the placement, the learning tasks and process in placement tend to be prescribed by the fieldwork supervisor. Therefore, both the fieldwork supervisor and student should pay more attention to the process through which the learning contract is formulated rather than just looking at the end product. It should be highlighted that the fieldwork supervisor should make good use of this process not only in understanding the learning needs of the student, but also to motivate the student to work out his/her own learning plan. Both the fieldwork supervisor and student should also make use of this opportunity to ensure good communication of their mutual expectations. An open and sincere attitude on both sides is essential and desirable.

While drawing up the learning contract, the student should not focus exclusively on his/her own needs, rather, a good balance among the

community needs, agency needs, client needs, and the student's own needs should be achieved. Moreover, realistic consideration should be given to the resources, opportunities, and constraints from the agency and community as well as to the student's personal strengths and weaknesses.

The learning contract, as prepared and agreed at the beginning of the placement, is subject to revision, if appropriate, after a period of progress in placement (e.g., in the mid-term evaluation). Any revision should be mutually agreed by both the fieldwork supervisor and the student, and a revised learning contract should be prepared.

4.3.3 Contents of the learning contract

The following areas are suggested to be included in a learning contract:

- (a) Knowledge of the service in Hong Kong, the community and the agency/unit;
- (b) Knowledge of the client group;
- (c) Selection of learning assignments and workload;
- (d) Knowledge and skills to be acquired by the end of the placement;
- (e) Particular learning needs of the student;
- (f) Supervision arrangements;
- (g) Evaluation and assessment.

The fieldwork supervisor and student can add new areas, which they consider appropriate. For specific guidelines delineating items for each area, please refer to Appendix 6.

4.4 Fieldwork Assignments

4.4.1 Guiding principles in selecting appropriate assignments

In selecting assignments for the student, the following suggestions can serve as guiding principles:

- (a) The tasks involved are deemed manageable to the students over the specified period of the placement. They should be appropriate to the objectives of the respective fieldwork and the level of competence and pace of learning of the individual student.
- (b) The assignment should provide the students with substantial face-to-face contact with the client system. Elements of planning, social welfare administration and small scale social research can also be included as subsidiary learning opportunities.

- (c) Should circumstances allow, the students should be given the opportunity to practise and gain competencies in more than one intervention approach. This will enrich the students' experience in consolidating any knowledge of and skills in different approaches to the solution of problems.
- (d) The total fieldwork experience should ideally consist of a range of the nature of problems, ages of clients, and forms of treatment where feasible. It is advisable to allocate some new cases/groups/projects to the students so that the students will have the opportunity to follow the entire helping process. For those tasks transferred by agency staff, the goal of intervention should be made explicit to the students. In matching the students to the placement setting, consideration is given to ensure that the students are likely to have substantial direct contact with the client system related to the student's choice of optional study. However, this does not imply confining the student's exposure to one type of problem.
- (e) The tasks assigned should progress gradually from a simple to complex and from lesser to greater demands on the students. Assignments requiring inter-agency collaboration, teamwork with other professionals at secondary settings, multi-dimensional assessment skills with malfunctioning individuals and families, techniques for resolving negativism and hostility of a community, competence in modifying destructive interaction patterns, and effecting environmental changes, etc. are considered appropriate when the students have tuned themselves into the field learning situation.
- (f) Opportunities in learning the differential use of self and the dynamic role of the social worker such as an enabler, advocate, and consultant should also be given. Similarly, the learning tasks should provide opportunities for examining social work ethics and professional attitudes.

4.4.2 MSW Fieldwork I

As most of the MSW students do not have much experience in the social work field, the first fieldwork placement is designed for the non-social work degree holders who usually have no or limited social work experience. Although the first year of study stresses experiential learning and students are provided opportunities to familiarise themselves with the social work field, they should be treated as new workers and well-planned orientation programmes are necessary.

As for MSW Fieldwork, it serves a major integrative function for the year two students, the fieldwork assignments should be related to the curriculum of the first year. In particular, the assignments should enable

the students to practise generic social work or employ the process model in social work intervention.

4.4.3 MSW Fieldwork II

MSW students are required to complete MSW Fieldwork II in their third year of studies. Fieldwork assignments should always be related to the curriculum and the level of work required for beginning graduate social workers.

The MSW students are mature adults with working experience. Therefore, general principles developed for teaching adult learners such as adopting a student-centered approach should be observed. In addition, the fieldwork situation may require the student to work with a specific client system, which is unfamiliar to the student. Therefore, students on their first entry into the present placement normally need a short period for recapitulation on those practice skills. During this period, the guidance and support of the supervisor are of paramount importance. After this initial period, the average student should be able to settle into the placement.

4.4.4 Amount of workload

In determining the overall loading of assignments for students, the fieldwork supervisor should take into consideration:

- (a) The nature of the assignments;
- (b) The ability of the students;
- (c) The expectations of APSS and the agency;
- (d) A balancing of servicing and learning; and
- (e) The need to train the students to shoulder the minimum workload required in a future job.

Concurrent placement

- (a) six to eight cases; or
- (b) One group plus two to four cases, or one group plus mass functions (depending on the scales), or two groups; or

- (c) One project plus one to two cases, or one project plus one group, or two projects.

Block placement

As a general guideline, the total workload for a block placement may consist of:

- (a) six to eight cases; or
- (b) one group plus two to four cases, or one group plus one project or mass programme (depending on the scales), or two short-term groups; or
- (c) one to two projects.

The above guidelines are for reference only. The actual assignments may be a flexible combination of the above, and the exact workload should be worked out mutually between students and their fieldwork supervisors. The work should be built up gradually over the placement period. Normally, the students are expected to devote at least half of their fieldwork time on direct service to clients. This may include preparing and conducting interviews, group sessions, or program sessions. Follow up actions are also included.

4.4.5 Additional learning experiences

As far as possible, students should be encouraged to participate in the agency's staff meetings, case conferences, team meetings or any other professional activities that are of learning value.

4.4.6 Guidelines on written assignments

- (a) Types and workload of written assignments.

Written assignments are an integral part of fieldwork learning. Students must complete both agency requirements and departmental requirements.

English is the expected language used in the written assignments except when the fieldwork agency requires otherwise. In addition, fieldwork recordings and reports which are to be selected as samples for submission to the external examiner should also be prepared in English. Please refer to Appendix 9 for a guideline on the types and workload of written assignments. In determining the appropriate written assignments for students, the fieldwork supervisor should consider the following:

- (i) The ability and the efficiency of the students in written work;
- (ii) The learning effect of each type/piece of written assignment;
- (iii) The progress of the fieldwork placement;
- (iv) The difference in the block and concurrent placement (i.e. competing demands on students during concurrent placement thus making the pressure of the written work feel to be more acute);
- (v) The first or second placement (i.e. for the first placement the efficiency in the written works is usually lower as the students are inexperienced).

(b) Difficulties in coping with the requirements of the written assignment:

Students are encouraged to examine and discuss the issue in an open manner with his/her supervisor. Without compromising the basic teaching and learning quality, the supervisor will give advice and explore measures that can help students to cope with the pressure. The supervisor should alert the related programme coordinators about the situation of the students, and seek advice or assistance whenever necessary.

4.4.7 Handling of written assignments

- (a) Forms, reports, and recordings required by the agency belong to the agency.
- (b) Seven samples of students' written work should be kept by the department.
- (c) The final evaluation report of the fieldwork supervisor should be read and signed by the student.
- (d) With reference to the Personal Data (Privacy Ordinance), all students must observe the guidelines in Appendices 10a to 10e.

4.5 Fieldwork Supervision

4.5.1 Aim of fieldwork supervision

The aim of supervision is to develop, reinforce and strengthen the students' ability in acquiring adequate knowledge of personality growth and of the dynamics of behaviour; establish an effective helping relationship; and enhance the constructive use of self and of resources in rendering services to people who come for help.

To develop the professional competence of the students, supervision should help the students to balance and integrate intellectual as well as affective responses in practice. Concern for the emotional maturity of the students, the development of appropriate attitudes, and the enhancement of self-awareness are all integral components in fieldwork supervision.

Social work supervision is made up of three main components, i.e. the educational function, the administrative function, and the supportive function. It is important that apart from giving guidance and instruction to students, fieldwork supervisors maintain effective liaison with the agency so as to facilitate the integration of the student in the agency. At the same time, supervisors should oversee all aspects of the fieldwork placement including service accountability to clients. Emotional reactions (including frustration, dissatisfaction, disillusionment, value conflicts... etc.) are seen as part of students learning. On the other hand, students should learn to monitor their negative emotions and prevent these from impeding their performance.

4.5.2 Types of supervision

(a) Individual Sessions

The individual supervisory session is important for the students' development as it affords them the opportunity of individual attention and personal understanding from the supervisor. This enables them to learn, to receive encouragement, and to grow in his/her ability to perform his/her duties with good judgment and gradual independence.

Weekly sessions are recommended. The students are expected to hand in their plans, recordings, and reports in advance so that both the students and the supervisor can prepare in advance for the substance of the supervision.

Guidance and support during individual supervisory sessions help the students to apply more effective knowledge and skills learned in class to the actual practice situation. The supervisor makes an effort to identify the level of learning of the students

and the relevant concepts taught in class so that the content of the sessions can be appropriately related to the theoretical input of the relevant subjects of the course.

A major component in the individual sessions is to develop the students' analytical thinking abilities. It is believed that a professional helping person must learn how to think analytically before effective practice is possible. The students' participation in supervisory sessions is therefore vital. Supervisory sessions should not be monologues or lectures. The students should be encouraged to engage in critical thinking and to seek clarification.

The students should be encouraged to use a variety of techniques such as reflection, confrontation, and empathy in practice situations demonstrating a growing awareness of these techniques. He/she should be able to explain why different behaviours and phenomena occur during supervisory sessions. The aim is to help the student be aware of differential and purposeful use of selected techniques.

(b) Group supervisory session

Supervisors may consider adopting a group approach in supervision. There has been increasing recognition of the potential of the group as an agent of change / educational process bringing about positive educational effects on the student.

In such instances, the reasons for using the group method of teaching in the field should be clearly pointed out to the students and the value of the participation of individual members emphasized. In order to maximize the learning potential of the group situation, adequate preparation should be made and relevant materials may be brought into the group for discussion.

Group supervisory sessions provide students with an opportunity to discuss their observations and share their experiences. They stimulate group thinking, often produce creative ideas and change the outlook of students. It also provides opportunities for students to develop their ability in preparing and presenting a case or group material as well as in chairing meetings for discussion.

(c) Live supervision

Fieldwork supervisors are required to conduct at least one live supervision, in the students' practice. These can make the supervision more reflective upon the mutually shared experience of practice instead of just discussion on recalled material from recordings. The client's consent needs to be solicited beforehand.

Usually, the supervisor would not intervene unless any urgent issues need to be addressed.

(d) Other forms of supervisory contact

Besides individual and group supervisory sessions, workshops on special topics may be organized so that students can benefit from comprehensive analysis of issues of common interest. Informal contact with students is also useful and conducive to a better understanding and rapport in the supervisory relationship.

4.5.3 Supervisory relationship

The supervisory relationship is an important element in the teaching-learning process. A positive supervisory relationship can help modify the students' attitudes and reduce anxiety. Sincerity and empathy are important if students are ever to learn in the process of supervision.

Some anxiety in the students is bound to be aroused by the demand for evaluation and self-critique. At times, the supervisory relationship may become tense and psychological support may be necessary. Sometimes, it is necessary to be more student-oriented so as to make it possible for the students to relax and to adopt a more open attitude to review and evaluate their work.

The use of confrontation is sometimes necessary in supervision in order to get across an important point. Conflicts can be healthy and lead to further development in the learning process.

Social work students are adult learners who require a highly individualised approach. An understanding of the strengths and limitations of each individual learner helps to set realistic goals and expectations of the students' performance.

Strains within the supervisory relationship may arise for various reasons. It is important that both the supervisors and students avoid interpreting such strains as merely a personality clash, or taking these strains personally. Should such strains exist, it is important for both the student and the supervisor to respect each other and wherever necessary to seek clarification on differences in viewpoints so that the progress of learning is not impeded.

4.6 Fieldwork Evaluation

4.6.1 Purpose

Fieldwork evaluation is an objective appraisal of the students' total functioning on the job over a specific period of time by their supervisor. It includes both the evaluation of learning experience in placement (usually with reference to the learning contract) and the assessment of performance.

Fieldwork evaluation has the following key characteristics:

- (a) It is a mutual process: the supervisor should adopt an unbiased, objective, and reasonable attitude whilst the student should uphold an open, positive, and receptive attitude.
- (b) It should be an ongoing process: evaluation begins at the initial stage of the fieldwork placement and proceeds throughout the whole fieldwork placement.
- (c) It is to be well substantiated: evaluation should be based on clearly specified, realistic, and achievable standards and judgments substantiated with evidence. Please refer to the Fieldwork Evaluation Form ([Appendix 3](#)) and in 4.6.3 (a). The artistic aspect of social work is recognized and it has to be admitted that such aspects are not always measurable. However, judgment with reference to the course content is still attainable.
- (d) It is job-related and time-limited.
- (e) It is concerned with both the quality of performance and the quality of accomplishment of the students.
- (f) It is an instrument that can contribute to the students' professional growth as a social worker.

4.6.2 Steps in carrying out fieldwork evaluation

It should be emphasized that the following steps are for guideline only.

- (a) From the very beginning of the placement, fieldwork supervisors should help students to appreciate the idea that evaluation actually commences at the initial stage and that it is an on-going process throughout the whole fieldwork placement.
- (b) A set of the MSW Fieldwork Evaluation Form and Guidelines for Students Self Evaluation Report on Fieldwork Placement should be given to students at the initial stage of each fieldwork placement.

- (c) Students will be asked to review these forms and to see if there are any questions or areas that they would like to clarify with the supervisors during supervision.
- (d) Students should be helped to realize that every fieldwork supervisory session is, in fact, a mini-evaluation exercise. Through the exchange of ideas and discussion between the supervisors and the students, the latter's performance and progress in fieldwork can be more thoroughly analyzed and assessed. Henceforth, students should uphold an open attitude and be ready to accept their supervisors' comments and criticisms.
- (e) In the middle of the fieldwork placement, a mid-term evaluation exercise should be carried out at a mutually agreed time. Evaluation can be in a verbal form and based on the learning contract, all or some of the items as listed in the Fieldwork Evaluation Report and Guidelines for Students Self Evaluation Report. Through this exercise, a student can develop a greater understanding of his/her previous performance, strengths, and weaknesses, etc. It can also serve as a reference point for a student to proceed and make further progress in the latter part of the fieldwork placement. No written mid-term evaluation report is required but fieldwork supervisors are encouraged to give clear written comments/warnings to students if deemed necessary.
- (f) When a fieldwork supervisor finds a student's performance unsatisfactory during this mid-term evaluation exercise, an initial warning, either verbal, written, or both, should be given. Most students appreciate supervisors who help them in formulating concrete steps to reach the level of competence expected. The fieldwork supervisor should immediately alert the responsible fieldwork coordinator for any potential failure cases when he/she detects any breach of professional ethics or lagging behind of submission of written assignment.
- (g) When the fieldwork placement is drawing to a close, a supervisor should remind students that an overall evaluation will be carried out at the end of the placement. The fieldwork supervisor and the student should then fix a date to carry out a final evaluation of the student's performance in the fieldwork placement.
- (h) Students will be asked to complete their self-evaluation reports of the fieldwork placement based on the guidelines for Students Self Evaluation Report on Fieldwork Placement. Additional points can also be added if there is such a need to do so. Students should then hand in the self-evaluation reports to their supervisors prior to fieldwork evaluation.

- (i) Meanwhile, it may also be necessary for a supervisor to go through students' past recordings, reports, and other relevant documents in order to formulate a more comprehensive analysis of the students' performance during the entire fieldwork placement. A draft of the Fieldwork Evaluation Report may be prepared prior to the final evaluation session for discussion purposes.
- (j) During the final evaluation session, the supervisor should carry out an overall evaluation exercise with the students based on the learning contract and items as listed in the Fieldwork Evaluation Report. A thorough sharing and discussion between fieldwork supervisor and student, particularly around points of different opinions, should be encouraged.
- (k) The supervisor will then prepare the written Fieldwork Evaluation Report. This report should be based on the supervisor's own analysis, with reference to discussions with the students in the final evaluation session and the students' self-evaluation reports.
- (l) The report should then be shown to the students so that the students can have a chance to go through what is written about them. The student concerned should then sign indicating he/she has read (not necessarily implying total agreement to) the report. The student can request, if necessary, to attach to the report statements of points of major differences in views, if any.
- (m) Unless stated otherwise, the Fieldwork Evaluation Report, together with the Student's Self Evaluation Report, the Learning Contract, and samples of student's work, should normally reach the Department of APSS on or before the date set by the Fieldwork Coordination Team. The date is usually set within a reasonable period upon official termination of the fieldwork placement.

4.6.3 Fieldwork supervisor's evaluation of a student's fieldwork performance

The written evaluation of a students' performance is actually to formalize what has been shared and given to the student by the supervisor during their weekly regular supervisory sessions. (Please refer to Appendix 8 for details of the assessment criteria in fieldwork.)

(a) Areas for evaluation

There are five areas of assessment in the evaluation of the student's performance. A student must pass ALL FIVE areas in order to pass fieldwork. Failure in one area of evaluation will cause the failure for fieldwork placement.

- (1) Professional Attitudes, Values & Behaviour
 - Belief in the basic assumptions and values of social work
 - Social awareness
 - Commitment to service
- (2) Knowledge Areas
 - Knowledge of social welfare policies and services
 - Understanding of the organisation
 - Understanding of the client system
 - Commitment to expand their knowledge base
- (3) Practice Competence
 - Observation and information collection
 - Assessment of needs and resources
 - Formulation of objectives and planning of intervention
 - Implementation and co-ordination of efforts
 - Termination and evaluation
 - Communication and relationship building
- (4) Integration of Theory and Practice
 - Orientation towards the integration of classroom learning
 - Understanding of theories and concepts
 - Application of theories and concepts in direct practice
- (5) Service and Learning Accountability
 - Observation of agency rules and regulations
 - Active participation and being responsible for learning
 - Timely implementation and completion of work tasks and assignments
 - Maintaining consistent and reasonable service output

(b) Failure in fieldwork

In addition to passing all five areas of assessment, a failing grade would be considered in fieldwork for any of the following circumstances:

- (1) Under normal circumstances, if a student demonstrates abilities below the standard as suggested in the assessment areas, a failing grade would be considered.
- (2) If a student manifests behaviour that seriously violates the Code of Practice stipulated by the Hong Kong Social Workers Registration Board (Appendix 1), a failing grade may result.
- (3) When a student demonstrates consistent failure to benefit from supervisor's suggestions and teaching and

holds a hostile and resistant attitude toward learning, a failing grade may result.

(4) When a student is frequently absent from fieldwork, though allowance would be given under special circumstances (e.g., a death in the family, illness), a failing grade may result.

(c) Termination of placement

Fieldwork placement would be terminated if a student performs unsatisfactorily and under the consensual agreement between the fieldwork supervisor and the Fieldwork Coordination Team in consultation with the placement agency.

(d) Grading of fieldwork performance

(i) The grading of fieldwork adopts the grades of the Grade Point Average system of the University. There are nine grades representing different levels of performance. 'C' is a passing grade while below C is the failure grade. These grades are summarised in the table below:-

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
A+		4.3
A	Outstanding performance	4
A-		3.7
B+		3.3
B	Good performance	3
B-		2.7
C+		2.3
C	Satisfactory performance	2
*F	Poor Performance (Failure)	0

The grade given is only an overall representation of the student's performance. Continuous and substantiated feedback from the supervisor throughout the placement as well as at the final evaluation is extremely important for the students' learning in the fieldwork placement.

For MSW Fieldwork I and II (APSS5783 and APSS5784), a student must achieve at least **Grade C** for graduation with the award in order to meet the requirements for an application for registration as a Registered Social Worker (RSW) with the Social Workers Registration Board (SWRB) in Hong Kong.

(ii) Differential weighing is assigned to the five areas of assessment and the distribution is as follows:

Fieldwork I and II

♦ Professional Attitude, Values & Behaviours	25%
♦ Knowledge Areas	15%
♦ Practice Competence	25%
♦ Integration of Theory and Practice	25%
♦ Service and Learning Accountability	10%

(iii) For the assessment of fieldwork, numeric marking is not required. The supervisor should assign a grade to each of the sub-areas. The overall recommended grade should be worked out in consideration of the sub-area grades and their weighting, based on the holistic impression of the supervisor. This **recommended** grade is suggestive only and will be finalised by the Fieldwork Team after moderation. Obviously, the incongruity between sub-area grades and the overall grade should be avoided. The supervisor should convey clearly to the student the reason why these grades are given.

(iv) APSS does not require the writing up of the mid-placement evaluation report. However, a verbal evaluation of such nature is required. It is a normal practice for supervisors to prepare a brief written mid-term evaluation report on students who may have a failing grade or who are vulnerable to achieve a failing grade. Fieldwork supervisors should report these cases to the fieldwork coordinators as soon as possible so that timely and additional support can be rendered.

(v) In case the student fails in fieldwork, the APSS Board of Examiners' Meeting will decide on the remedy to be taken. The decision will depend on each individual's merits/demerits.

(e) The evaluation report

Compiling written comments for the evaluation report is a way of elaborating on the performance of a student other than just assigning grades. Thus the supervisors are invited to elaborate on the student's performance in more detail by providing concrete examples to justify the grades on each of the five areas and overall comments. This elaboration gives APSS a better understanding of an individual student's level of competence and highlights his/her future training needs in professional development. APSS also believes that an evaluation report, written in a precise and concise manner, and well-illustrated with examples drawn from the actual assignments, will help the student to be aware of his/her own strengths and weaknesses. Therefore, it is the policy of APSS that reading the written report by the student is a requirement. Fieldwork supervisors should also observe the date by which evaluation reports have to be submitted.

SOFT COPY of the final evaluation reports without identifiable data of clients and agencies could be given to students for their learning purpose upon their request within 1 month after the announcement of final grade from the department. Students are required to apply for the report by approaching the responsible program clerk.

(f) Students' feedback on fieldwork supervision and placement

It is both a right and responsibility of the students to feedback on the learning opportunities available at the placement and the quality of fieldwork supervision received. Feedback from students helps both the supervisors and the fieldwork team to improve the quality of practice teaching in social work education. Hence, all students are expected to complete the online feedback form ([Appendix 5](#)) and forward to the Fieldwork Coordination Team by the end of their fieldwork placement.

(g) Student appeals

In case there are any points written in the report that the student does not agree to, further discussion should be carried out between the fieldwork supervisor and the student. Should the disagreement remain unresolved, the student can put in a statement stating his/her reasons for the disagreement and submit it via the supervisor, to both the Fieldwork Coordinator and the Director of Fieldwork Education with a copy to the Programme Leader for appropriate follow-up action, as necessary.

Once the marks and grades have been endorsed by a Subject Assessment Review Panel (SARP) / Board of Examiners, the formal and standard procedures of academic appeal against a decision of the SARP / Board of Examiners, adopted by The Hong Kong Polytechnic University, shall apply.

5. PRACTICAL ARRANGEMENTS IN FIELDWORK

5.1 Project Expenses

The provision of project expenses by APSS is to take care of situations where an agency cannot, or can only partially, pay for the costs of programme expenses incurred by a student in the field. The student can apply for the provision only when all the probable agency and community resources have been exhausted, and the programme is indispensable for student's learning. It is normally expected that the agency should contribute to a programme which is a service to the client group, besides being an opportunity for learning for the student. Thus all contributions from non-Polytechnic University sources should first be deducted before any claim is made.

The procedures in applying for and in claiming project expenses from APSS are as follows:

- 5.1.1 Since APSS does not set aside a fixed amount of its annual budget for this purpose, it is of paramount importance that the students should initiate the discussion with the fieldwork supervisor on the intention to apply as soon as possible after the commencement of the placement.
- 5.1.2 The fieldwork supervisor and students then explore and exhaust the agency resources and other possible community resources and obtain approval from the agency staff to offer such a programme.
- 5.1.3 With the assistance of the fieldwork supervisor, the students then should complete the Application Form for Project Expenses Subsidy (Appendix 12). The supervisor also has to complete a recommendation form (Appendix 13). These two forms should be submitted via the Director of Fieldwork Education to the Head of APSS.
- 5.1.4 As a general guideline, the normal limit for project subsidy is \$200 per student per placement. (The amount will be under review from time to time and supervisor and students will be informed of the change.) For projects which are particularly worthwhile to learning, the students and the supervisor may submit their case where the request for subsidy is above the normal limit for special consideration of APSS. Special justifications should be included.

- 5.1.5 The students and the fieldwork supervisor will be notified of the outcome of the application by the Director of the Fieldwork Education.
- 5.1.6 Reimbursements are normally made after the project is completed. Claims should be itemized on the standardized form ([Appendix 14](#)), accompanied by relevant receipts countersigned by the fieldwork supervisor. The claim form, once properly completed in duplicate, should be submitted to the General Office of APSS to allow early processing and reimbursement.
- 5.1.7 The Administrative Assistant or a delegate will then inform the students to collect the reimbursement at an appropriate time.

5.2 Absence from Fieldwork

- 5.2.1 For any fieldwork placement, attendance should be 100%. Fieldwork days missed for any reason will normally need to be made up later. Absence from the field for personal reasons without prior approval of the fieldwork supervisor will not be accepted. In case of illness necessitating absence from the field, the fieldwork supervisor should be promptly notified. If the extended leave of absence or hospitalisation is anticipated, the Fieldwork Coordinator concerned should be consulted so that a prompt decision as to whether the placement might be concluded prematurely should be made. The minimum number of hours in fieldwork is stipulated in the course scheme. Any time missed must be made up at the agency, under the joint arrangement of the Fieldwork Coordinator and the supervisor.
- 5.2.2 As a general rule, the APSS allows the making up of fieldwork days lost by overtime work. However, if the number of hours lost extends over a lengthy period of time or is so sporadically spread over the placement that the continuity of services to clients as well as learning of the student are jeopardised, APSS may consider terminating the placement of the student upon consultation with the agency. Under such circumstances, whether or not a student is allowed to repeat the entire placement, or to make up for the fieldwork time lost, or to do any other type of remedial work at a later day is to be considered individually on his/her own merits at the APSS Board of Examiners' Meeting.
- 5.2.3 All students applying for leave of absence on regularly scheduled fieldwork days must inform the Fieldwork Supervisor and the agency both verbally and in writing so that arrangements can be made to ensure that services to clients are minimally disrupted. Students should make reference to prescribed forms APSS 8 and AR 8 when applying for leave of absence (see [Appendix 15 & 15a](#)). Applications occasioned by illness should be accompanied by a sick leave certificate signed officially by a qualified medical practitioner.

5.3 Overtime in Fieldwork

- 5.3.1 Some occasional overtime work in fieldwork is considered normal and should be expected. Such overtime may not be credited. The occasional claim for overtime must follow agency policies. If the students find their fieldwork assignments are such that they result in the problem of recurring over time, they should discuss this with the Fieldwork Supervisor so that a review of the workload, the students' abilities and other related issues can be made. This is particularly essential because classroom and field learning go side by side. Overspending of time on either one aspect of the curriculum can upset the balance of the students' learning.
- 5.3.2 At times, the nature of the fieldwork assignment is such that the fieldwork should be regularly scheduled on a day other than normal fieldwork days. If, in the judgment of the fieldwork supervisor and the students, it is preferable or necessary for the students to be in the field on weekend or public holiday, for example, rather than on a regularly scheduled fieldwork day, weekend or public holiday may be counted as a substitute.
- 5.3.3 Extra fieldwork time may not be accumulated by students in order to leave early before regularly scheduled school holidays, to return late after school holidays, or to complete the required duration of fieldwork before the regularly scheduled final day of fieldwork. Exceptional circumstances which might reasonably qualify this should be worked out or cleared with the supervisor and the agency.

5.4 Sexual Harassment

The Hong Kong Polytechnic University is committed to equal opportunities in academic pursuits and employment and to eliminating any form of discrimination against all staff, students, and other persons who have dealings with the University. Sexual harassment, being a form of discrimination, is prohibited and is unacceptable at all levels in the University community. Any staff member or student who is found to have contravened the University's Policy will be subject to disciplinary action. See (Appendix 16 and 16a) for a full description of the policy and practices in handling complaints concerning sexual harassment.

5.5 Public Liability Insurance and Group Personal Accident Insurance Claims

The University has a public liability insurance policy which protects it against claims which may be brought by third parties in those instances in which the University may be proven legally liable. The Group Personal Accident (for students) Policy has been in place since January 1998 for the better protection of students. It covers all students who suffer accidental bodily injury or death while participating in any curricular (including fieldwork) or extracurricular activities of the University, on and off-campus, within or outside Hong Kong. Details and claiming procedure can be found in Appendices 17a to 17e.

5.6 Infectious Diseases

The Hong Kong Polytechnic University bears the responsibility to ensure students and supervisors are able to conduct the fieldwork placement/attachment in a safe and suitable environment by a set of policies. Students and supervisors are advised to refer to the guidelines (Appendix 18) for when suspicion of an infectious disease is identified in the agency.

Appendices

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 (including ethical matters relating to such conduct, of social workers)”.

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 recognise 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 recognise 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 recognise 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 recognised 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, competence, 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 recognise 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 recognise 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 recognise 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 recognise 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 recognise the need to promote conditions that encourage respect for diversity of cultures in the society.
- 53 Social workers recognise the need to encourage informed participation by the public in formulating and developing social policies and institutions.

Notes

- (1) *“Clients” refers to direct service recipients currently receiving individual, group services or programme activities provided by social workers.*
- (2) *“Interest of clients” – Social workers should make professional judgement 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.).*
- (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.)

First gazetted on 16 October 1998
Amended on 15 January 2010
Part 2 Paragraph 7 amended on 15 November 2013

Principles & Criteria for Application of Attached Placement

On-the-job (Attachment) Placement as termed by the SWRB is referred to as attached placement in APSS. Since attached placement provides a different learning experience to students in terms of direct service delivery and administration, it is necessary for APSS to state clearly the principles in order to ensure the quality of the student's learning experience.

Rationale of attached placement

- a. To deepen and broaden a student's experience in the placement as he/she will continue to develop professionally in his/her employing agency.
- b. Further development in service is designated to a student by his/her employing agency.
- c. The attached placement agency can provide appropriate learning opportunities in terms of designated social work assignments commensurate with the curriculum and level of the education programme.

Application of attached placement

Students who wish to undertake attached fieldwork in their workplace should apply for approval from the Fieldwork Team. Applications will be assessed by responsible fieldwork coordinator. Once the application is approved, the fieldwork coordinator will follow-up with an assignment via written correspondence with the placement agency.

Conditions for approving the attached placement

- 1 Students' eligibility for application are listed as follows:

Programme	MSW		BASW (PT)
	RSW	Non-RSW	RSW
Foundation	✓	x	NA
Professional	✓	✓	✓

- 2 Students applying for attached placement should occupy a full-time social work post in a welfare agency. Applications of those occupying **non-social work posts in welfare agencies, or social work posts in non-welfare agencies**, will be subject to individual assessment on the availability of learning opportunities and professional support in their service unit.
- 3 In order to ensure adequate time and effort necessary for fieldwork, students should make a realistic time schedule and consider taking annual leave that allows sufficient time and space for conducting fieldwork .

- 4 Students should provide their plans in how they intend to address the competing demands of the course work, fieldwork placement and their work duties in the 'Duty Plan for Attached Placement Application'. The Duty Plan should be submitted with the Application for Attached Fieldwork Placement to the fieldwork coordinator.
- 5 Preference will be given to applicants who placement agency would provide time-release for undertaking an attached placement.
- 6 Fieldwork assignments of the attached placement must meet the requirements of the respective programme curriculum and level. There must be learning elements NEW to a student's routine work experience.
- 7 Students should have worked in their agency for **at least one year**.
- 8 The attached placement should be in a welfare service unit, or in a service unit that is an established welfare service delivery system with established social work posts, such as a primary school or a social enterprise, and in which sufficient agency support is available. The student must be released from his/her work duties when he/she needs to carry out his/her fieldwork assignments.
- 9 There should be **NO role conflict**, as a staff member and as a student social worker, in the attached placement. For example, a teacher with a disciplinary role should not take an attached placement in his/her own school; a unit in-charge should not take an attached placement in his/her own unit. The applicant should declare his/ her possible conflict of interest in the application.
- 10 Only one attached placement is permitted per program. If a student takes one attached placement each for two different programmes, the attached placements must be in different services.

Updated on August 2019

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Master of Social Work

Fieldwork Evaluation Report
(for 2016 cohort onwards)

Part One Basic Information

Name of Student : _____ (English) (Chinese)

Student Number : _____

Mode of Study : Part Time

Fieldwork : I (Foundation) / II (Professional)

Placement Period : From _____ to _____
(dd/mm/yy) (dd/mm/yy)

Mode of Fieldwork : Concurrent / Block

Agency : _____

Unit : _____

Nature of Service : _____

No. of Fieldwork Days Lost : Nil / _____ Days
(Specific Reasons: _____)

No. of Placement Hours : _____

Supervision Hours :

	Individual	Group	Total
On-site			
Off-site			
Live			
Total			

Name of Supervisor : _____ (English) (Chinese)

Telephone No. for contact : _____ (Mobile)

Email : _____

Part Two Learning Experiences in the Field

I. Brief description of service carried out by the student - summary of the situations (individuals, families, groups, projects) in which the student was required to intervene; indicate the major social work tasks involved, the outcome of intervention and the learning points for the student.

II. Summary of any additional educational experiences – observational visits, case conferences, staff meetings, seminars etc.

III. Circumstances, if any, in the setting or of the student, e.g., health, which have contributed to or impeded learning.

Part Three Areas of Assessment

I. Professional Attitudes, Values and Behaviour (25%)

(Please refer to “Assessment criteria” in Guidebook for Supervisors, and provide evidence/ observations justifying the above grading and other comments)

II. Knowledge Areas (15%)

(Please refer to “Assessment criteria” in Guidebook for Supervisors, and provide evidence/ observations justifying the above grading and other comments)

III. Practice Competence (25%)

(Please refer to “Assessment criteria” in Guidebook for Supervisors, and provide evidence/ observations justifying the above grading and other comments)

IV. Integration of Theory and Practice (25%)

(Please refer to “Assessment criteria” in Guidebook for Supervisors, and provide evidence/ observations justifying the above grading and other comments)

V. Service and Learning Accountability (10%)

(Please refer to “Assessment criteria” in Guidebook for Supervisors, and provide evidence/ observations justifying the above grading and other comments)

VI. Comments on the overall weaknesses and strengths of the student and recommendations for future development

(Please comment on the student’s learning objective and the progress made, student’s individual characteristics, strengths and deficits, etc.)

MSW Fieldwork Evaluation

1. The fieldwork performance of students under the credit-based system in each sub-area should be assessed as follows:

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
A+	Excellent performance	4.3
A		4
A-		3.7
B+	Good performance	3.3
B		3
B-		2.7
C+	Satisfactory performance	2.3
C		2
*F	Poor performance	0

C is the passing grade for fieldwork placement

2.

Summary of Fieldwork Assessment		
(Student must pass all 5 areas of assessment in order to pass fieldwork)		
Area of Assessment	Grade	Weighting
Professional Attitudes, Values & Behaviour		25%
Knowledge Areas		15%
Practice Competence		25%
Integration of Theory & Practice		25%
Service and Learning Accountability		10%

***RECOMMENDED GRADE** _____ (A+, A, A- B+, B, B-, C+, C, F)

Supervisor : _____ (Signature)

Date : _____

Read by Student : _____ (Signature)

Date : _____

**Subject to review of Internal Modification of Fieldwork Team and endorsement of Board of Examination.*

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Master of Social Work

Guidelines for Student Self Evaluation in Fieldwork

1. At the end of each placement, students are required to submit a written self-evaluation report to the Department of Applied Social Sciences VIA their respective fieldwork supervisor.
2. The major purpose of this assignment is to help the student systematically reflect on how and what he/she has learnt and developed over the placement period. This can only fulfil its purposes if the student handles it in a self-reflective and honest manner.
3. This reflective self-evaluation is a useful document to be discussed during the final evaluation session with the supervisor. For this reason, the report should be submitted to the fieldwork supervisor before the session, which is normally set at a mutually convenient time.
4. The report must be written in English.
5. Below are some suggested guidelines. As these guidelines are designed to fit in a variety of fieldwork settings, students may add or delete items at their discretion where necessary.

Fact Sheet

- a) Name of student and year of study
- b) Name of fieldwork supervisor
- c) Name of agency and/or centre, unit, institution, etc.
- d) Option of study chosen
- e) Duration of the placement and number of working days per week
- f) Number of days absent, if any (with reasons)

Description of Range of Experience

- a) Brief summaries of work done, including objectives, social work method(s) used and outcomes.
- b) Summaries of additional experience i.e. conferences, meetings, visits etc. and any special circumstances which may contribute to or impede learning.

Major Areas of Evaluation

1. Policy and Services in an Agency

- a) Understanding of agency policy and services, and their place in meeting community needs.
- b) Ability to work within the agency setting, including relationship with agency staff.

2. Knowledge and Skills in Working with Client Systems

This includes the ability to:

- a) identify and assess individual, group and community needs;
- b) gain access to client systems and establish a positive working relationship with them;
- c) plan remedial, preventive and developmental interventions;
- d) enlist the participation of client systems and mobilise resources to facilitate the implementation of agreed plans;
- e) evaluate the outcome of interventions with clients based on valid indicators;
- f) integrate classroom learning into practice.

3. Use of Supervision

This includes the:

- a) learning domain;
- b) service domain; and
- c) administrative domain.

4. Professional Development as a Social Worker

- a) Identification with and internalisation of professional values and ethics
- b) Commitment to the social work profession
- c) Confidence in integrating theory and practice as well as in carrying out social work tasks at the MSW level

5. Personal Strengths and Weaknesses

- a) Strengths and weaknesses as a social worker
- b) Further educational needs

6. Overall Remarks

Assessment on how far the placement experiences have helped a student meet his/her learning needs and objectives.

Summary of Work Undertaken in the Placement

A. Statistics on services rendered:

1.	Casework: No. of counselling cases _____	Total No. of activities _____
	Interviews _____	_____
	Telephone contacts _____	_____
	Home visits/accompanying clients _____	_____
	Collateral contacts _____	_____
	Case conferences/meetings* _____	_____
	Other activities related to client contacts, please specify: _____	
2.	Group work: No. of groups _____	
	Nature of group(s): _____	
	Membership (each group): _____	Total No. of activities _____
	Group sessions _____	_____
	Individual discussions (with members) _____	_____
	Telephone contacts _____	_____
	Meetings/discussions with colleagues in/outside agency* _____	_____
	Other activities related to client contacts, please specify: _____	
3.	Projects:	
	Nature of Project(s): _____	
	Attendance by clients (each session): _____	Total No. of activities _____
	Programme sessions _____	_____
	Individual sessions with clients/home visits _____	_____
	Telephone contacts with clients _____	_____
	Meetings/discussions with colleagues in/outside agency* _____	_____
	Other activities related to clients/collaborative organisations, please specify: _____	

* Please include only those meetings/discussions held to discuss tasks assigned to the student.

B. Non-agency written work (please give figures):

Orientation Report _____	Group Proposal _____
Learning Contract _____	Session Plan _____
Case Intake Report _____	Group Process Recording _____
Interview/HV Summary _____	Group Summary Recording _____
Periodic Summary _____	Group Evaluation Report _____
Case Process Recording _____	Project/Programme Proposal _____
Transfer/Closing summary _____	Project/Programme Plan _____
Self-evaluation Report _____	Project/Programme Evaluation Report _____
Reflective Journal (including those submitted via e-portfolio) _____	

The Hong Kong Polytechnic University
Department of Applied Social Sciences
Student Questionnaire on Fieldwork (MSW)

All students are required to **complete the online feedback form** in the web-based system. Therefore, this form is for your reference only.

Name of Student : _____ Student No.:

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Mode of Study : Part-time

Fund Type : Self-financed

Mode of Placement : Block Placement Concurrent Placement

Fieldwork I Fieldwork II

Placement Period : _____ Name of Fieldwork Supervisor : _____

Instructions

1. Please mark your responses to the items below by filling the most appropriate oval with a blue/black ball-pen:
 Please fill in marks like this: ● not like this: ⊗ ⊖
2. For the questions below, please fill in the circle alongside the question number to indicate your level of agreement with the statements below. Please choose the most appropriate response to each question.
 ⑤ - Strongly Agree ④ - Agree ③ - Neutral ② - Disagree ① - Strongly Disagree

(A) Feedback on setting

		SA	A	N	D	SD
1	The setting provided adequate learning opportunities for me as a student.	⑤	④	③	②	①
2	I received consistent and clear instructions on agency policies and administrative procedures.	⑤	④	③	②	①
3	The physical environment (space, equipment, and facilities) of the placement setting was conducive to learning.	⑤	④	③	②	①
4	Staff members of the placement/attachment setting were generally helpful and supportive to my learning.	⑤	④	③	②	①
5	Overall, I would recommend placing students in the setting in the future.	⑤	④	③	②	①

(B) Feedback on supervision

		SA	A	N	D	SD
6	The supervisor made clear to me his/her expectations of me in the placement.	⑤	④	③	②	①
7	The supervisor offered help and guidance on direct practice and administrative matters whenever I encountered difficulties.	⑤	④	③	②	①
8	The supervisor helped me to reflect on my own values, feelings and strengths/weaknesses in practice.	⑤	④	③	②	①

		SA	A	N	D	SD
9	Feedback provided to me on my performance was sufficient, timely and constructive.	5	4	3	2	1
10	There were enough opportunities for me to ask questions and/or discuss ideas with the supervisor.	5	4	3	2	1
11	The supervisor gave me adequate support and suggestions for improvement.	5	4	3	2	1
12	The supervisor helped me to understand the roles and functions of a professional practitioner.	5	4	3	2	1

(C) Feedback on coordination/coursework

		SA	A	N	D	SD
13	The theoretical knowledge taught at the University was adequate in preparing me for the application of such knowledge in the placement/attachment setting.	5	4	3	2	1
14	The professional skills taught at the University were adequate in preparing me for their application in the placement/attachment setting.	5	4	3	2	1
15	The critical analytical skills taught at the University sufficiently prepared me for their application in the placement/attachment setting.	5	4	3	2	1
16	The briefing/orientation programmes organised by the fieldwork co-ordinators were useful for professional practice.	5	4	3	2	1
17	The placement/attachment was generally well-organised.	5	4	3	2	1

(D) Self-assessment

		SA	A	N	D	SD
18	In this placement/attachment, I have learned the roles and functions of social workers/social administrators.	5	4	3	2	1
19	In this placement/attachment, I have learned the appropriate professional values, attitudes, and behaviours.	5	4	3	2	1
20	In this placement/attachment, I have consolidated my knowledge and skills in social work practice/social administration.	5	4	3	2	1
21	In this placement/attachment, I have assumed responsibility for my learning and made good use of supervision.	5	4	3	2	1
22	In this placement/attachment, I was satisfied with my own performance.	5	4	3	2	1

(F) Open-ended comments

**THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES**

Guidelines for Learning Contract in Fieldwork

(Please indicate the service and knowledge you intend to learn and the means to achieve your learning goal. The framework below is a guideline and you may add new items according to your service setting and individual learning needs.)

I. Basic Information

Name of student, student no., mode and year of study, placement period, placement unit, name of fieldwork supervisor, etc.

II. Knowledge of the Service and Clientele

A. Knowledge of the Service

- a. Knowledge of the service in the Hong Kong social services context: related policy papers, services provided by different agencies, etc.
- b. Knowledge of the service in the agency/unit context: philosophy, policy, functions, organisational structure, communication structure, funding sources, resources, physical setting, personnel, operation procedure, facilities, services/programmes provided, etc.
- c. Knowledge of the service in its geographical/functional community context: physical setting of the community, population profile, socio-economic activities, community resources and facilities, social service and welfare agencies, etc.

B. Knowledge of the Client Group

- a. Characteristics and needs
- b. Problems facing the client group and their coping methods
- c. Potential problems
- d. Responses of the agency and the community towards the client group's problems

III. Types and Workload of Assignments

- A. The target client group, problems and programmes the student wants to work with
- B. The relevant theoretical frameworks and intervention approaches the student wants to apply in order to facilitate changes in this particular client group and their social environment

- C. The working schedule to guide student's management of assignments
- D. Types and workload of written assignments

IV. Knowledge and Skills to Be Acquired by the End of the Placement

- A. The areas of the student's knowledge and skills
- B. The learning areas the student anticipates will be covered in the fieldwork supervision

V. Particular Learning Needs

- A. Own strengths and weaknesses that the student would like to work on
- B. The areas of learning, either required by the agency or APSS, that are of concern or interest the student
- C. The kinds of support the student considers important in meeting his/her learning needs

VI. Supervision Arrangements

- A. Schedule of supervision - frequency and timing
- B. Venue for supervision sessions
- C. Channel of communication

VII. Evaluation & Assessment

- A. The assessment tools supervisors and students employ to facilitate the learning process
- B. Student's participation in defining roles and responsibilities in assessment
- C. Form and structure of evaluation with reference to relevant Fieldwork Manual

Preparatory Workshops

Workshops (Each workshop will be approximately three hours)		Fieldwork I (FWI)	Fieldwork II (FWII)
1. Fieldwork Placement Arrangement		✓	
2. Professional Values		✓	
3. Proposal Writing		✓	
4. Recording Writing		✓	
5. Report Writing		✓	
6. Fieldwork Placement Briefing for FW I		✓	
7. Service Overview and Understanding of the Characteristics of Different Clients		✓	
8. Practice Approaches and Skills in Working with Clients		✓	
9. Integrative Workshop			✓
10. Enhancement Workshop	Use of games and debriefing		✓
	Risk assessment		✓
	Working in secondary settings		✓
	Community resources		✓
	Advocacy strategies		✓
	New or innovative approaches I		✓
	New or innovative approaches II		✓
11. Fieldwork Placement Briefing for FW II			✓
12. Service Overview & Understanding of the Characteristics of Clients			✓
13. Practice Approaches and Skills in Working with Clients			✓
Total		24 hours	33 hours

Remarks:

1. Total hours of Placement Preparation Activities should be 111 hours including 39 hours of Social Work Practice Workshop (APSS5790), 15 hours of Self Understanding and Induction Workshop (SUI) and 57 hours of Preparatory Workshops.
2. Before MSW Fieldwork I (APSS5783), students are required to complete the Self Understanding & Induction Workshop (SUI) and the courses in Advanced Social Work Theory and Practice I & II (APSS5780 and APSS5781), and Social Work Practice Workshop (APSS5790).
3. Students are required to complete 24 hours of Preparatory Workshops before MSW Fieldwork I (APSS5783).
4. Students are required to complete 33 hours of Preparatory Workshops before MSW Fieldwork II (APSS5784).

Master of Social Work
Assessment Criteria in Fieldwork

Area of Assessment/ Weighting	Grade A	Grade B	Grade C	Grade F
	Excellent performance	Good performance	Satisfactory performance	Poor performance
Professional Attitude, Values and Behaviour 25 %	Uphold and put into practice beliefs, values and principles of social work throughout the placement. High commitment to the profession with strong social awareness, good self-understanding, and sensitivity with reflective capability to develop as a professional worker.	Be aware and put into practice professional beliefs, values and principles with commitment, and social awareness. Demonstrate self-understanding, sensitivity, and reflection in task assignments.	Be socialized within the social work domain and accept professional beliefs, values, and principles. Begin to nurture a sense of identity with the profession.	Fail to observe the code of practice or violation of codes of ethics, acting against agency policy and professional practice.
Knowledge Areas 15 %	Demonstrate excellent knowledge of social welfare policy and services, organization and client system. Ready and enthusiastic to extend knowledge base with various means.	Demonstrate good knowledge of service, policy, organization and client system. Able to grasp and follow the rules and regulation of the organization at the operation level.	Able to understand service, policy, organization and client system. Demonstrate improvement under guidance.	Fail to demonstrate adequate knowledge base for practice or fail to grasp related knowledge for fieldwork practice.
Practice competence 25%	Effective application of skills in conducting social work tasks from data collection to termination and demonstrate remarkable outcome.	Effective use of skills in conducting social work tasks from data collection to termination.	Able to apply skills appropriately in the social work process. Able to achieve effective outcome under guidance.	Fail to demonstrate adequate competence or fail to learn or improve skills. Fail to follow the instruction that leads to malpractice.

Integration of Theory & Practice 25%	<p>Excellent integration of classroom learning into work setting with clear purposes. Reflect the constraints/limitation of concepts and theories. Able to transfer knowledge.</p>	<p>Demonstrate the ability to integrate theories to practice for planning and intervention. Attempt to reflect on the practice. Demonstrate ability to transfer knowledge.</p>	<p>Demonstrate knowledge of theories and concepts, and try to apply sensibly in both analysis and practice.</p>	<p>Fail to show adequate understanding of theories and concepts. Fail to learn, apply theories and concepts even after repeated reminders.</p>
Service and Learning Accountability 10 %	<p>Show great initiative and sense of responsibility, with well-defined learning needs and very good learning attitude. Demonstrate a capacity for independent learning and professional practice.</p>	<p>Good learning attitude, assume responsibility in work and learning, present systematic and up-to-date written work. Alert to issues and able to discuss with other staff.</p>	<p>Hand in written work on time. Be able to share and discuss with supervisor about special issues. Responsible for providing service</p>	<p>Fail to response to supervisor's or staff's suggestions. Fail to meet minimum requirements in learning and providing service</p>

The student must achieve at least Grade C for graduation with the award in order to meet the requirements of the Social Workers Registration Board (SWRB) in Hong Kong to register as a Registered Social Worker (RSW).

Indicative descriptors for modifier grades

Main Grade (solid)	<p>The student generally performed at this level, indicating mastery of the subject intended learning outcomes at this level.</p>
+ (exemplary)	<p>The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.</p>
- (marginal)	<p>The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.</p>

Updated on 29 August 2020

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Types and Workload of Written Assignments in Fieldwork

A. Essential Written Assignments are as follows:

Types	Purposes	Remarks
Learning Contract	To clarify expectations, set learning objectives and serve as the learning plan in placement.	Essential
Time Sheet	To account for how the placement sessions are being used and keep a record of placement hours.	Compulsory for record
Group or Project Proposal(s)	To understand the ability of student in applying knowledge to a specific situation, assessing the needs of clients and programme planning.	Essential
Session Plan(s)	To understand the detailed planning of the student and to benefit the student with mindful comments from supervisor.	Essential
Case Intake Summary	To understand the ability of student in case assessment, intervention strategies and expected overall outcomes.	Essential
Process Recordings	To get a detailed account and analysis of work done by student for supervision and assessment on both service quality and skill performance.	Essential

Types	Purposes	Remarks
Summary Recordings	To provide a brief account of work carried out with detailed analysis by student for supervision and assessment.	Essential
Report Forms and Records Required by Agency	To acquire competency in providing appropriate forms and records according to agency's requirements.	Essential
Evaluation Report on Service Completed and/or Transfer/Termination Report	To get an overall evaluation from the student on each piece of work. To assess the ability of the student to make improvements.	Essential
Self-evaluation Report	To get a self-evaluation of student's learning experience, performance and own strengths and weaknesses.	Essential

B. Desirable Written Assignments are as follows:

Type	Purpose	Remarks
Orientation Report	To understand student's learning of the service context and to assess the observational and analytical ability of student.	Desirable written assignment
Reflection Journal	To understand the student's feelings, thinking and learning at different stages of the placement.	Supervisors may assign students to write reflective journals whenever appropriate especially at the beginning of the placement

**THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES**

Guidelines to Fieldwork Supervisors & Students
(re: Privacy and Personal Data Protection)

The purpose of the following guidelines is to sensitise students' awareness of the implementation of the Personal Data (Privacy) Ordinance (PDO) and to minimise the risk of being unintentionally involved in a breach of specific areas of the Ordinance.

1. Data Protection Principles

The contents of all written materials handed into fieldwork supervisors and/or academic staff should be free from personal data or information leading to direct identification of clients.

It is suggested that disguised names can be used for individual clients: for example, Mrs. Chan or Ah Keung; family genograms can be drawn using one person as the client and all others as related persons such as father, mother, grandfather, grandmother, brother, sister, etc. In the case of community work projects, the exact location or names of districts can be verbally mentioned but not recorded, numbers can be used to denote households.

2. Client's Right to be Informed

In circumstances requiring the collection of personal data, the Ordinance requires clients to be explicitly or implicitly informed, hence the identity of a student as a social work student from the Hong Kong Polytechnic University. The main purposes for which personal data are used should be properly disclosed to clients.

3. Fairness of Interpretations Made

In the writing down of client information and social work intervention, summary or process recording can be used as deemed appropriate. With the help of supervisors, students should make sure that their description and interpretation of clients' behaviour should be evidenced, impartial, and non-judgmental. They should also be mindful of the accuracy of information recorded and legitimacy and fairness of interpretations and analyses made. All recorded data are subject to access and correction by clients.

4. Principle of Confidentiality

Students and supervisors are reminded not to remove, take away or make copies of any of the **formal documents or personal data files of clients** that belong to the fieldwork agency. These should be treated as confidential documents. Student

recordings and reports which are generated from client information are, in one sense, also to be regarded as properties of agencies. Students and supervisors have the right to make copies and use those reports for training purposes but such information should also be handled with care.

5. **Use of Fax**

Fax machine or e-mail should not be used for transmission or communication of client information.

6. **Audio/Video Tapes**

Video or tape-recordings that reflect clients' wordings and responses more directly can only be used for training purposes. Client's consent should be obtained.

7. **Storage & Retention Period**

Throughout the training period, students and supervisors are strictly obliged to observe the principle of confidentiality in respect of client information and are advised to take good care in the security and storage (including lock and file) of materials relating to client information. Students and supervisors are personally responsible and liable in case of the client and/or service agency complaints arising from undue exposure of the personal information of clients.

During the placement, students may send reports and recordings to supervisors via e-mail. These electronic files should not carry agency information or personal information of clients and should be encrypted. The use of portable storage devices such as USB is prohibited.

In the administrative set-up of the Department of Applied Social Sciences of the Hong Kong Polytechnic University, all materials relating to client information and fieldwork intervention will not be kept longer than necessary, and no more than a month after the announcement of overall results.

8. **Consent Forms**

Students should adhere to all necessary procedures required by the fieldwork agency in obtaining the consent of clients in the provision of personal data, including the administration of consent forms (sample attached) if so required.

9. **Remarks**

Finally, it is important to note that the spirit of the Ordinance is to alert our sense of responsibility to protect client information; and not to impede legitimate action. The Ordinance should not become an excuse for not asking for information or for not intervening when it is necessary to do so.

香港理工大學
應用社會科學系

私隱及個人資料保障：實習導師及實習學生指引

下列指引之目的，是提高實習學生對政府的〈個人資料（私隱）條例〉（以下簡稱條例）的意識，以避免他們在非故意的情況下違反條例的內容。

1. 保障資料的原則

所有呈交實習導師及/或教員的文字資料，內容不應包含任何個人資料，或任何導致可直接辨認服務對象的資料。

我們建議使用假名來代替個別服務對象，例如稱為陳太或阿強；而繪製家族系譜時，應以服務對象作為中心，其餘有關的家人，以父親、母親、祖父、祖母、兄弟、姊妹來稱呼。在社區工作計劃中，可以口頭提及實際地點或地區名稱，毋須筆錄，並可以數目來代表不同家庭。

2. 服務對象的知情權

在需要搜集個人資料的情況下，條例要求服務提供者以明確或暗示的方式知會服務對象，因此實習學生應適當地向服務對象透露其香港理工大學應用社會科學學系實習學生身分，及表達搜集服務對象之個人資料的主要用途。

3. 對資料作公平的闡釋

在記錄服務對象的資料及進行社會工作介入過程中，在認為適當的情況下，實習學生可使用摘要或記錄整個過程的方式。在導師的協助下，實習學生應確定他們對服務對象行為的形容和闡釋是基於事實根據，不偏不倚和不含批判性的。他們亦應留意所記錄的資料是否正確，以及其所作的闡釋和分析是否合理和公平。服務對象有權獲取及修訂所有記錄的資料。

4. 保密的原則

實習學生及導師須注意，不應移走、取去或複製存於實習機構的正式文件或服務對象的個人資料檔案，上述資料應被視為保密的資料。至於實習學生根據服務對象資料所撰寫的記錄及報告，在某種意義來說，亦應被視為實習機構的資產。實習學生及導師可使用這些報告進行培訓，但應小心處理此等資料。

5. 傳真的使用

實習學生不應使用傳真機或以各類電子媒介，如電郵，來傳遞服務對象的資料。

6. 錄音 / 錄影帶

錄音或錄影可更直接地記錄服務對象的言行，導師及實習學生可使用這類媒體/途徑作培訓用途，但事前必須要取得機構及服務對象的同意。在錄音及錄影前亦須向服務對象清楚表明錄音及錄影的用途，保存及銷毀之期限及方法。

7. 儲存及保留期

在培訓期間，導師及實習學生對服務對象的資料應嚴格遵守保密的原則，妥善儲存有關服務對象的一切資料，必須把錄音、錄像和文字檔案鎖好和存檔。若服務對象因其個人資料不適當地被公開而作出投訴，實習學生及導師需要負上個人的責任。

實習期間，學生與導師可能透過電子媒介傳送實習記錄，這些記錄絕不應載有機構資料及服務對象的個人資料。傳送有關記錄時，所有檔案必須加密。禁止使用任何可攜式貯存裝置，例如USB或可攜式硬碟機等。

根據香港理工大學應用社會科學學系的行政安排，實習學生須呈交工作檔案，其中涉及服務對象的資料，將不會保留長於所需時間，而在任何情況下，不會超過考試委員會會議後的一個月。

8. 同意書

實習學生應遵守實習機構要求的所有程序，以徵求服務對象同意提供個人資料，包括在需要時使用同意書（見所附樣本）。

9. 備註

最後，實習學生應注意個人資料（私隱）條例的精神是提高我們對服務對象個人資料之責任感，而非阻礙我們提供優質的服務。有關條例不應成為實習學生在有需要的情況下不搜集資料，或不作適當介入的藉口。

Department of Applied Social Sciences

Obligation to Privacy and Personal Data Protection

I, _____ (Student's name) undertake to strictly follow the Department's guidelines on Privacy & Personal Data Protection and shall take the responsibility to delete all written, printed, and/or electronic copies and notes which containing any specific client's personal information from my records, within one month after the announcement of overall results.

Signature: _____ Date: _____

Name of Student: _____ Student No.: _____

Programme Title (Mode): BASW(FT)/ BASW(PT)/ MSW(PT) *

Placement Period: _____

Name of Field Unit Placed: _____

•Please delete if inappropriate

**THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES**

Consent Form for Release of Personal Information

I understand that Mr. / Ms* _____ who is a social work student of the Department of Applied Social Sciences of The Hong Kong Polytechnic University is going to have discussions with me over matters relating to my personal and family life. I would like to give consent to release the necessary personal information so as to facilitate his/her work. I also understand that his/her supervisor will be consulted over problems relating to my personal and family situation and hence some of the relevant information (excluding personal names of myself and my family) will be shared with the supervisor.

* delete if inappropriate.

Name: _____

Signed: _____

Date: _____

香港理工大學
應用社會科學系

提供個人資料同意書

本人明白 _____ 先生/小姐/女士*為香港理工大學應用社會科學系社會工作學生。 他/她* 將與本人討論我之個人資料及家庭事項。

本人同意提供所需資料以協助其工作，本人亦明白及同意他/她* 將有關之個人資料及家庭事項（本人及家庭成員姓名除外）轉向其督導員諮詢。

簽名： _____

姓名： _____

日期： _____

* 請刪去不適用者

**[PLEASE SEND PART B OF THIS FORM TO
DIRECTOR OF FIELDWORK EDUCATION IN THE SELF-ADDRESSED ENVELOPE
PROVIDED]**

Name of Student(s): _____

Name of PolyU Fieldwork Supervisor: _____

Name of Agency: _____

Field Unit: _____

PART B (Feedback on Fieldwork Arrangements)

(I) Satisfaction with fieldwork coordination (i.e. fieldwork arrangements and coordination between agency/fieldwork unit and the Fieldwork Coordination Team of APSS)

Excellent Very Satisfactory Satisfactory Not Satisfactory

Comments:

(II) Satisfaction with Fieldwork supervision

Excellent Very Satisfactory Satisfactory Not Satisfactory

Comments:

(III) Supervision Hours

Over 50% of supervision was conducted on-site
 Less than 50% of supervision was conducted on-site
 Not sure

Comments:

(IV) Any other comments

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Fieldwork Placement
Student Application Form for Project Expenses Subsidy

(To be filled in by student(s) undertaking the project and submitted together with the Supervisor's Recommendation Form to the Director of Fieldwork Education.)

The information you provide in this form and subsequently in the event of this form being either processed or given further effect will be used for the purposes of estimation and preparation of claims/subsidies/allowances. The completion of all the fields of the form is obligatory. Failure to complete one or more of the fields may cause delay in payment. The information you provide in this form may be disclosed to other departments or units within the University for one or more of the purposes specified above or a purpose that is directly related to any such purpose or purposes.

I) Basic Information (*delete of appropriate)

Programme : MSW

Mode of Study : Part-time

Year of Study : I / II / III / IV*

Nature of Placement : Block / Concurrent *

(Chinese)

Name of Student(s) : _____ ()
Involved
_____ ()
_____ ()
_____ ()
_____ ()

Name of Agency : _____

Tel. for Contact : _____

II) Project Description

A) Name of Program : _____ (English)
_____(Chinese)

B) Introduction : _____

C) Objectives of the Program : _____

D) Nature and Number of Clientele : _____

E) Main Program Tasks : _____

F) Evaluation : _____

III) Financial Implications

Budget Proposed (Must provide detailed breakdown)

Item	Income	Expenditure
	Total	
	Deficit	

Amount Requested and Reason for Applying Subsidy from Hong Kong Polytechnic University, APSS

(Indicate whether you have explored all the available resources, for example, agency's funding, special grant from foundation(s), and client's contribution etc. Please indicate the items with a "*" that you apply for subsidy by HK Polytechnic University)

Signature of Student(s) : _____

Date of Application : _____

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Fieldwork Placement
Supervisor's Recommendation Form for Project Expenses Subsidy

(This form should be turned in to APSS together with the Student Application Form as early as possible following the commencement of the field.)

To : **Director of Fieldwork Education, APSS**

From : _____

Tel. for Contact : _____

Date : _____

Essential Information

Name of Student : _____

Course of Study : _____ Mode : _____ Year : _____

Project Title : _____ (English)

(Chinese)

Comments : _____

Amount of Subsidy
Recommended : _____

Will the subsidy be matched by any contribution from the agency/other funding source and it has been included already in the student's budget estimation?

Yes Amount \$ _____

No (Please explain briefly) _____

I have examined the student(s) application form carefully and am in support of the application.

Signature : _____

Recommended by : _____ Approved by : _____
Director of Fieldwork Education Head of Department

Date : _____ Date : _____

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Project Expenses Claim Form

Programme : _____ Ref. Approval dated : _____

Mode : _____ Year : _____

Name of Project : _____

Agency/Unit : _____

Project Period : _____

Item	Amount	Voucher No. (For Office Use)
TOTAL		

Submitted by : _____
 (Name of Student) Signed : _____

Student No. : _____ Student Tel. No.: _____

Counterchecked by : _____
 (Member of Staff) Signed : _____

Approved by : _____ Dated : _____
 (Head of Department)

Received by : _____ Dated : _____

Note : To be completed in duplicate

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Application for Leave of Absence

1. An APSS student who wishes to obtain approval for leave of absence on a temporary basis is required to complete 1 copy each of Form AS 8 and this form. (Form APSS 8)
2. The duly completed forms together with valid documentary proof to support the application should be handed to the tutor if the student is absent from class and to the fieldwork supervisor concerned if the student is absent from fieldwork.
3. If the period of absence affects both class and fieldwork, separate application has to be made to both the tutor and the fieldwork supervisor.
4. The tutor/fieldwork supervisor, upon receiving and having commented on the leave of absence, is requested to pass the forms to the General Office of the Department for entry into the student's record/necessary follow up action.
5. A student who has to be absent from class/fieldwork for a long period of time owing to sickness or other circumstances is advised to consult his/her tutor for guidance at the earliest opportunity.

I. Personal Particulars

Name of Student : _____ Student No. : _____

Programme : _____ Mode : _____ Year : _____

Signature of Student : _____

II. Comments of Fieldwork Supervisor

Absence is * **recommended / not recommended / noted and recommended / noted but not recommended (see note)**

Remarks : _____

Name of agency if the student is absent from fieldwork : _____

Name of Fieldwork Supervisor: _____

Signature of Fieldwork Supervisor: _____ Date: _____

* Please delete where inappropriate

Note : 'recommended/not recommended' is applicable to application made prior to the leave of absence whereas 'noted and recommended/noted but not recommended' is applicable to notification made after the leave of absence has been taken.

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Policy on Sexual Harassment

I. Definition of Sexual Harassment

Sexual advances, requests for sexual favours, and other verbal, non-verbal, or physical conduct of a sexual nature constitute sexual harassment if they are unwelcome.

In determining whether conduct constitutes sexual harassment, a totality of circumstances of the conduct will be considered.

II. Policy Statement

The Hong Kong Polytechnic University is committed to equal opportunity in academic pursuit and employment and to eliminating any form of discrimination against all staff, students, and other persons who have dealings with the University. Since sexual harassment is a form of discrimination which makes the harassee feel degraded, all members of the University community shall take necessary steps to ensure that the workplace and educational environment are free of sexual harassment.

The sexual harassment policy applies to both men and women. Sexual harassment is prohibited and is unacceptable at all levels in the University community. Persons who feel sexually harassed, offended, humiliated or intimidated by unwelcome sexual advances, requests for sexual favours, or other conduct of a sexual nature should make it known to the harasser that the conduct is unwelcome.

All members of the University community should be acquainted with this Policy and are encouraged to report cases of sexual harassment to the relevant authorities. Any staff member or student who is found to have contravened the University's Policy will be subject to disciplinary action.

III. Examples of Sexual Harassment *

Depending on the circumstances, the following may constitute sexual harassment:

- Repeated attempts to make a date, despite being told "No" each time
- Comments with sexual innuendoes and suggestive or insulting sounds
- Relentless humour and jokes about sex or gender in general
- Sexual propositions or other pressure for sex
- Implied or overt threats for sex (e.g., demanding sexual favours in exchange for a promotion or a passing grade in examination)
- Obscene gestures or inappropriate touching (e.g., patting, touching, kissing or pinching)
- Persistent phone calls or letters asking for a personal or sexual relationship
- Displaying sexually obscene or suggestive photographs or literature

* Examples are taken from the pamphlet "Preventing & Dealing with Sexual Harassment" issued by the Equal Opportunities Commission.

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Regulations for the resolution of claims concerning sexual harassment

The following means of resolving claims of sexual harassment endeavour to strike a balance between early resolution and the need for a thorough investigation. It is understood that the earlier an accusation of sexual harassment is dealt with, the better the chance that it will not lead to confrontation that is potentially damaging for both the person who claims to have been sexually harassed (the accuser) and the accused. However, it may be that time needs to be spent gathering information and dealing with the matter more formally. Alternative procedures, informal and formal, are therefore proposed but first the accuser needs to be advised of these alternatives. As a matter of principle, all information related to claims of sexual harassment should be kept confidential by persons who handle the claims, including advisers, conciliators, and members of the Inquiry Panel, the Investigation Committee and the Ethics Committee.

1. Initial advice

- 1.1 When a person feels sexually harassed, a request for initial advice concerning the procedures which may be followed to resolve the claim may be made to an adviser.
 - 1.1.1 For the purposes of these regulations, the Officer-in-charge of the Unit in which the staff member concerned is employed or of the Department offering the programme on which the student concerned is registered can act as an adviser.
 - 1.1.2 In addition to Officers-in-charge of Unit, a list of the persons who may, and who agree to, act as an adviser will be compiled by the Director of Student Affairs together with the Head of Department of Applied Social Sciences. The list will comprise volunteers who may be counsellors in the Counselling Services Section of the Student Affairs Office, staff members of the Department of Applied Social Sciences, and any other staff members of the University. The list is hereinafter referred to as the 'approved list'.
 - 1.1.3 A person who is included in the approved list of advisers may also act as a conciliator if he / she so agrees, see para. 2.1.2 below. Whether an adviser is also a conciliator must be indicated in the approved list.
- 1.2 The adviser concerned must explain to the accuser that there are two procedures for resolving such claims, conciliation and a formal complaint, and the differences between these procedures.
- 1.3 An accuser, having met with an adviser, may decide to take no further action at that point in time, request conciliation or make a formal complaint.

2. Conciliation

- 2.1 The accuser may request the appointment of a conciliator who will be expected to provide advice or support, or who would otherwise assist him / her in resolving the claim.
 - 2.1.1 The accuser's request for conciliation may be made verbally.
 - 2.1.2 The persons who may be appointed as conciliators will be indicated in the approved list, see para. 1.1.2 above.
 - 2.1.3 The accuser may request the appointment of a conciliator, even though the accuser does not reveal the identity of the accused person or persons.
- 2.2 An accuser requesting conciliation may accept the adviser's offer to conciliate, if the adviser is also a conciliator, or may request that another person from the 'approved list' be appointed as conciliator.
 - 2.2.1 In the event that the accuser requests the appointment of a person other than the adviser to act as conciliator, the accuser must be asked whether a male or female conciliator is preferred.
 - 2.2.2 The adviser must appoint a conciliator from the approved list, taking into account the accuser's gender preference, and inform the conciliator appointed accordingly.
- 2.3 The process of conciliation should involve the following:
 - 2.3.1 When the conciliator meets with the accuser, the accuser may request any person to act as his or her 'friend' except that a person with legal qualifications may not act as such a 'friend'.
 - 2.3.2 If requested by the accuser, the conciliator may meet with the accused. The accused may invite a person to act as a 'friend' at such a meeting provided that the person does not possess legal qualifications.
 - 2.3.3 Both the accuser and the accused may invite persons who witnessed the alleged act of sexual harassment to attend any meeting in the conciliation process.
 - 2.3.4 The conciliator should record the name of the accuser, the date (s) and time (s) when meetings are held and, if disclosed, the name of the person or persons accused of the sexual harassment, together with a written record of the major points discussed in the conciliation process. The record must be sent under confidential cover to the Chairman of the Ethics Committee and kept by the Ethics Committee secretariat.
- 2.4 When conciliation fails to resolve a situation that the accuser feels is sexually harassing, or if the accuser forms the opinion that only a formal complaint can provide relief, he / she may lodge a formal complaint in accordance with the procedures stated in para. 3 below.

3. Formal complaint

- 3.1 A person who feels sexually harassed and chooses to make a formal complaint must report the matter in writing to the Chairman of the Ethics Committee. The report must describe the relevant conduct and identify the accused person or persons*.
- 3.2 On receipt of a formal complaint, the Chairman of the Ethics Committee must appoint an Inquiry Panel to determine whether there is merit in the complaint.
 - 3.2.1 The Panel will comprise a chairman, two other members and a secretary. In the event that the accused is a student, the Director of Student Affairs or his / her delegate must be appointed as one of the two members of the Panel.
 - 3.2.2 When appointing the Inquiry Panel, the Chairman of the Ethics Committee will take into account the gender and language preferences of both the accuser and the accused, *i.e.*, ascertain from them whether a male or female Inquiry Panel member is preferred and whether the meetings are preferred to be conducted in Chinese or English.
 - 3.2.3 The Chairman and the Secretary of the Inquiry Panel must be staff members of the University.
 - 3.2.4 Members of the Inquiry Panel must be members of the University community and may be either staff or students.
- 3.3 Complaint (s) lodged by person (s) from outside the University should also be referred to the Chairman of the Ethics Committee for consideration and if deemed necessary, the Committee may set up and decide on the membership of an Inquiry Panel to investigate the complaint.
- 3.4 The Inquiry Panel must proceed to investigate the complaint and should convene at least a meeting with the accuser and a separate meeting with the accused.
 - 3.4.1 The Panel will arrange for meetings to be held forthwith.
 - 3.4.2 If the accuser and the accused so choose, they may each invite a ‘friend’ to attend the meetings. These friends may answer questions on their behalf, or otherwise give them support.
 - 3.4.3 The accuser and the accused may request any person to act as his / her ‘friend’ except that a person with legal qualifications may not act as such a ‘friend’.
 - 3.4.4 Both the accuser and the accused may invite persons who witnessed the alleged act of sexual harassment to attend a meeting of the Inquiry Panel.
 - 3.4.5 A written record of the major points discussed at the meetings must be compiled and signed by all the persons present in each meeting as representing a true and

* The University will not normally handle anonymous complaints. Depending on the substance of the information provided and the evidence available in the report, the Chairman of the Ethics Committee will determine whether there are *prima facie* cases for further action in respect of an anonymous complaint on an exceptional basis.

accurate record of what was said. The record must be sent under confidential cover to the Chairman of the Ethics Committee and kept by the Ethics Committee secretariat.

- 3.4.6 If the accused is invited but fails to attend the meeting (s) arranged by the Inquiry Panel without acceptable reasons, the Panel may nevertheless form an opinion as to whether the accused sexually harassed the accuser and determine the appropriate action.
- 3.4.7 The Inquiry Panel must endeavour to determine whether sexual harassment has occurred and the seriousness of the sexual harassment.

3.5 If at any stage of the investigation it is found that the accuser's claim is malicious, the accuser will be subject to disciplinary action, regardless of whether the claim has been withdrawn.

3.6 The Inquiry Panel may, at any stage of its investigation, form the opinion that the accusation is especially serious and that the President should appoint an Investigation Committee. It should then inform the Chairman of the Ethics Committee and advise the President accordingly, see paras. 3.8 and 3.9 below.

3.7 If the Inquiry Panel forms the opinion that the accused sexually harassed the accuser, it must proceed to determine the appropriate action and inform the accuser, the accused, the Chairman of the Ethics Committee and the President accordingly.

3.8 In the event that the Inquiry Panel advises the President to appoint an Investigation Committee, the President will determine the membership of the Committee.

- 3.8.1 The Committee must proceed to investigate the complaint in accordance with the provisions stated in para. 3.4 above, substituting Committee for Panel, wherever it occurs.

3.9 If the Investigation Committee forms the opinion that the accused sexually harassed the accuser, the Committee must recommend the appropriate action and inform the President. The President will then decide on the action to be taken and inform the accuser and the accused accordingly.

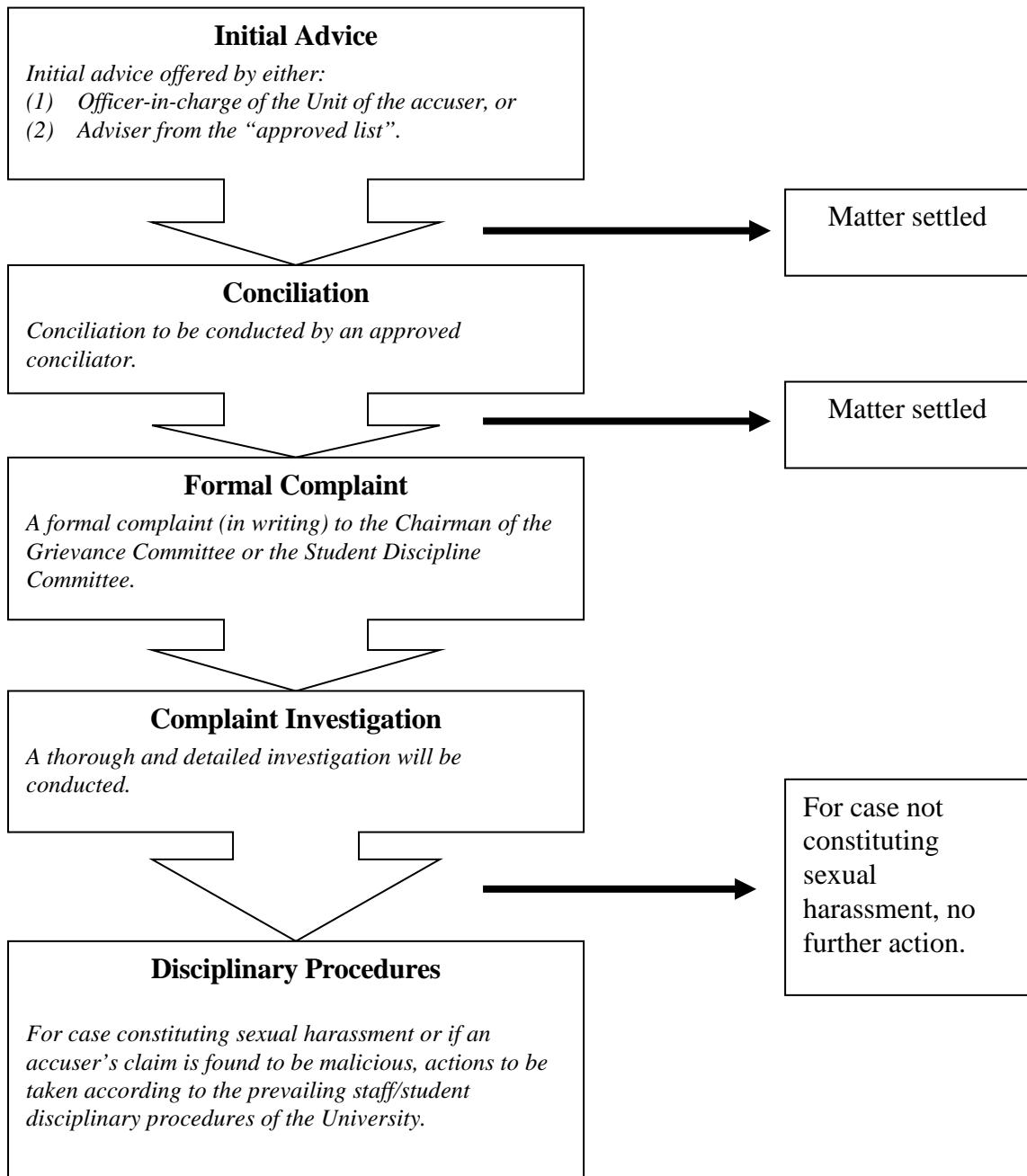
3.10 If at any stage of the investigation it appears to the Inquiry Panel or the Investigation Committee that the accused may have committed a criminal offence, the Panel or the Committee (as the case may be) must immediately inform the Chairman of the Ethics Committee as appropriate and the President, and advise the accuser to make a report to the Police.

3.11 If the Inquiry Panel or the Investigation Committee forms the opinion that the allegation of sexual harassment as stated in the accuser's report is malicious, the Panel or the Committee (as the case may be) must recommend disciplinary action and inform the Chairman of the Ethics Committee as appropriate and the President. The President will then decide on the action to be taken and inform the accuser and the accused accordingly.

4. Appeal

- 4.1 Both the accuser and the accused should be advised that they may appeal against a decision of the Inquiry Panel.
 - 4.1.1 In the case where both the accuser and the accused are students, the appeal will be considered by the Student Discipline Committee.
 - 4.1.2 In the case where both the accuser and the accused are staff members, the appeal will be considered by the Appeals and Grievance Committee.
 - 4.1.3 For all other cases where the accuser is a student and the accused is a staff member (or vice versa), or the accusers and the accused are a group of students and staff members, the appeal will be considered either by the President or by a committee to be appointed by the President.
- 4.2 An appeal must be lodged within 30 calendar days of receiving the Inquiry Panel's decision.
- 4.3 The record compiled in the process of the Inquiry Panel's meetings as described in para. 3.4.5 above must be submitted to the appropriate appeal body as stated in para. 4.1 above.
- 4.4 A decision of the President, the Investigation Committee, the Student Discipline Committee, or the Appeals and Grievance Committee is final within the University.

Summary Flow Chart on Resolving Claims/Complaints Concerning Sexual Harassment



Note: The above chart is only a summarized version of the overall flowchart. Please refer to the web site in the University's Intranet at <https://www2.polyu.edu.hk/ethics/Polyu/sexhars/index.html> for the detailed version depicting the exact procedures for resolving claims/complaints concerning sexual harassment.



CERTIFICATE OF INSURANCE

This is to certify that the following insurance has been covered by the Company:

Class of Insurance : Public Liability Insurance

Policy No. : C030225/005

Insured : The Hong Kong Polytechnic University &/or its subsidiary companies

Type of Cover : Against the legal liability of the Insured to the public for accidental physical damage to third party property and/or personal injury incurred in the course of the Insured's business operation.

Period of Insurance : From 01/07/2020 to 30/06/2021 (both dates inclusive)

Limit of indemnity : HKD100,000,000 any one Accident / Unlimited any one Period of Insurance

Particular : Student activities &/or placements arranged or organized or endorsed or recognized or approved by the Insured.

Territorial Limits/Jurisdiction : Worldwide

Special Endorsement : The Company will treat as though he were the Insured any student of The Hong Kong Polytechnic University &/or its subsidiary companies whilst engaged on the Insured's business provided that:

- a) Such Student shall observe the terms of this Policy in so far as they can apply;
- b) Such Student is not entitled to indemnity under any other policies;
- c) If in respect of any claim or number of claims arising out of one cause the Company is liable to indemnify more than one party the total amount of indemnity to all parties shall not exceed the sum of HKD100,000,000 any one occurrence and in aggregate any one period of insurance.

The risk insured is fully covered by this Company subject to the terms and conditions of the Policy.

Issued on 24 June 2020 in Hong Kong by Allied World Assurance Company, Ltd.

THIS IS A COMPUTER-GENERATED DOCUMENT, NO SIGNATURE IS REQUIRED.



CERTIFICATE OF INSURANCE

This is to confirm that the following insurance has been effected by this Company.

POLICY TYPE : Group Personal Accident
POLICY NO. : BDCPG20000172
POLICYHOLDER : The Hong Kong Polytechnic University &/or its subsidiary companies
BUSINESS : Professional Academic & Technical Education, Property Owner, Property/Facilities Management of the Insured's Own Property, Clinics & Training, Research, Consultancy, Software/Technology/Product Development, Investment Holdings, Management & Operation of Hotel and Arrangement of Volunteering Activities
PERIOD : From 1 July 2020 To 30 June 2021 both days inclusive
INSURED PERSON :

1. All full time and part time registered students (including exchange students). For the students who are joining the endorsed activities but ceased to be registered students, cover will be provided until the completion of the activities.
2. All students before official registration as student while participating in Orientation Programme organized/ arranged/ endorsed/ recognized/ approved by the Insured anywhere within Hong Kong; &
3. All de-registered students whilst in process of academic appeal and until the decision is known. Cover will be automatically ceased once the appeal result is confirmed.
4. All registered outpost students (overseas).

AGE LIMIT : 13-70 years
BENEFICIARY/RELATIONSHIP : Insured Person's Own Estate

SCOPE OF BENEFITS/ SUM INSURED PER INSURED PERSON :

Accidental Death and Permanent Disability (Scale 3)
 HKD100,000.00 for both Full Time and Part Time Students

Accidental Medical Expenses with no deductible
 HKD10,000.00 for any one accident when occurring in Hong Kong, including Chinese bonesetters and acupuncturists subject to HKD300.00 per visit per day and HKD2,500.00 per accident

HKD25,000.00 for any one accident when occurring outside Hong Kong, including Chinese bonesetters and acupuncturists subject to HKD300.00 per visit per day and HKD2,500.00 per accident.

**COVERAGE**

: In respect of school time, coverage shall commence from the time the Insured Person arrives at the school campus and coverage shall cease at the time the Insured Person leaves the school campus or two hours upon the school closing, whichever comes first. It is extended to provide cover to the Insured Person whilst he/she is travelling between all PolyU campuses while using shuttle bus which is arranged & organized by The Hong Kong Polytechnic University/ Hong Kong Community College/ College of Professional and Continuing Education Limited.

In respect of school activities organized or arranged or endorsed or recognized or approved by the Insured or student organizations (except Work Integrated Education ("WIE") and/or other types of placements, Community Service Learning Programme ("CSLP") and Service Learning Activities ("SLA")), coverage shall commence from the time the Insured Person arrives at the meeting point and coverage shall cease at the time when the Insured Person leaves the dismissal point upon completion of such activities or such time when the Insured Person disperses from the group, whichever comes first.

In respect of WIE &/or other types of placements (not forming part of WIE) organized or arranged or endorsed or recognized or approved by the Insured, the coverage shall commence at the time when the Insured Person travel directly from his/her home to the WIE &/or other types of placements (not forming part of WIE) organized or arranged or endorsed or recognized or approved venue within three (3) hours and ceases at the time the Insured Person arrives home directly from the WIE &/or other types of placements (not forming part of WIE) organized or arranged or endorsed or recognized or approved venue within three (3) hours, whichever comes first.

In respect of CSLP / SLA, the coverage shall commence at the time the Insured Person leaves home and travels directly to the meeting point or three (3) hours before the scheduled meeting time for the purpose of participating the insured activity, whichever occurs later, coverage shall cease at the time the Insured Person arrives home directly from the dismissal point upon completion of such activity or three (3) hours after the Insured Person disperses from the insured activity, whichever occurs earlier.

In respect of outpost students, coverage shall commence from the time the Insured Person arrives at the school campus/ designated venue and coverage shall cease at the time the Insured Person leaves the school campus/ designated venue or two (2) hours upon the school closing, whichever comes first.

GEOGRAPHICAL LIMITS

: Worldwide

AGGREGATE LIMITS

: HKD30,000,000.00 any one occurrence

EXTENSIONS

1. Emergency Medical Evacuation – Unlimited (Actual Cost) .- not applicable to outpost students (overseas)
2. Repatriation of Mortal Remains – Unlimited (Actual Cost) .- not applicable to outpost students (overseas)



- 3. Free Hotline Worldwide Assistance
- 4. Full Terrorism Cover
- 5. Second & Third degree burns cover of HKD100,000.00 per person
- 6. Unprovoked Strike & Riot
- 7. Exposure and Disappearance (within one year)
- 8. Suffocation by Smoke, Poisonous Fumes, Gas & Drowning
- 9. Passive War Cover including Civil Commotion
- 10. Disfigurement / Scarring of the Face up to HKD10,000.00 per person
- 11. Trauma Counselling Benefits up to HKD1,500.00 per visit & HKD15,000.00 in the aggregate per person
- 12. Funeral Expenses up to HKD20,000.00 per person
- 13. Coma at HKD500.00 per week and up to 52 weeks subject to two weeks waiting period after an accident.
- 14. Rehabilitation Expenses up to HKD20,000.00 in the aggregate per person
- 15. Credit Card Protection up to HKD20,000.00 in the aggregate per person

CONDITIONS

- :
 - 1. All claims must be verified by the Insured. Injury occurring during the coverage period must be acknowledged by the Insured in writing
 - 2. Cover shall be provided for all PRC students (including exchange students) while they are attending the activities including WIE &/or other types of placements (not forming part of WIE), CSLP and SLA in China, which are organized or arranged or endorsed or recognized or approved by the Insured
 - 3. Repatriation of Remains
 - 3.1 The Hong Kong Polytechnic University's registered students who participate in activities organized or arranged or endorsed or recognized or approved by The Hong Kong Polytechnic University are under the coverage of Repatriation of Remains.
 - 3.2 For local students participating in overseas activities organized or arranged or endorsed or recognized or approved by The Hong Kong Polytechnic University, their mortal remains will be repatriated to Hong Kong.
 - 3.3 For non-local students participating in activities organized or arranged or endorsed or recognized or approved by The Hong Kong Polytechnic University, either within Hong Kong or overseas, their mortal remains will be repatriated to their home countries.
 - 4. 60 Days' Notice of Cancellation and Non-Renewal Notice by Insurer
 - 5. Loss Notification Clause
 - 6. Deleting Pregnancy or Childbirth Exclusion
 - 7. Limitation of Insured
 - 8. Rights of Third Parties Clause

EXCLUDED ACTIVITIES

- :
 - 1. Flying or taking part in any aerial activities except whilst travelling as a passenger in an aircraft and not as pilot or aircrew nor for the purpose of any trade or technical operation in or on the aircraft. Hot-air ballooning over an established route and as a fare-paying passenger is covered.
 - 2. Whilst engaging in any sports in a professional capacity
 - 3. Whilst engaging in any parachuting, hang-gliding or hot-air ballooning without established route &/or as a pilot or aircrew



Special acceptances to provide cover for the activities may be provided and it shall be subject to separate terms and conditions, which will apply on case-by-case basis.

In terms of our credit arrangements with the Policyholder, the premium under the said Policy will be paid as arranged and the risk insured is fully covered by this Company subject to the terms and conditions of the Policy.

For and on behalf of
Allied World Assurance Company, Ltd

A handwritten signature in black ink, appearing to read 'John'.

Authorized Signature
Date : 24 June 2020

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

Departmental Guidelines for Group Personal Accident Insurance Claim

The Hong Kong Polytechnic University has purchased health insurance for all students taking fieldwork placements/attachments in Hong Kong and offshore including mainland China and overseas. If you are injured during the placement period while carrying out fieldwork duties, you are entitled to compensation as long as you follow the procedures below:

1. To REPORT the incidents immediately (or within three days) to your Fieldwork Supervisor, the Center-in-charge of your fieldwork unit, and the Fieldwork Coordinators of your programme, who will then inform the Finance Office and the Insurer.
2. To CONSULT a doctor (including Traditional Chinese Medicine Practitioners) as soon as possible and obtain formal medical receipts (including official receipts from the Accident and Emergency Department, out-patient and in-patient units of public or private hospitals with diagnosis).
3. To FILL OUT and submit the Accident/Incident Report Form (HSE Form 2/Appendix 17e) to the Department which in turn, will be sent to HSEO within three days or 72 hours of the accident. For the first claim of insurance, the completed Group Personal Accident (Students) Claim Form (Appendix 17d) and the original medical receipts should be submitted together to the Senior Fieldwork Coordinator within 90 days of the accident. Please remember to sign your name on both forms.
4. The Finance Office shall send the compensation cheque and Discharge Form, if any, received from the insurance company to the injured student through the Department.
5. The student shall return the Discharge Form to the insurance company via the Department and Finance Office.

Please note:

1. Fees incurred from purchasing medicines at a drug store/ pharmacy will not be reimbursed.

2. It will take at least three months for the student to receive reimbursement from the insurance company.
3. To claim benefits for consultation with a specialist, a referral letter from a general medical practitioner must be obtained.
4. All PRC citizens who reside and work in mainland China will not be covered within the territory of the Mainland.
5. In the case of Fatal Claims and Permanent Disability Claims, further information will be required. The medical report should cover the nature of injury and doctor's comments on the degree of permanent disability. Independent medical examination may be arranged by the Insurer if necessary.
6. For Accidental Death, immediate notice must be given. Death Certificate and medical report, mortem report (if any) and Letter of Administration should be submitted at the expense of the representative of the Insured Person.
7. For non-local students participating in activities organized by the Department **within Hong Kong**, no coverage of Repatriation of Remains is granted.
8. For non-local students participating in **offshore** (including mainland China and overseas) activities organized by the Department, their mortal remains will be repatriated to Hong Kong, not to their home countries.

Allied World Assurance Company, Ltd
Group Personal Accident (Students) Claim Form

The Hong Kong Polytechnic University

Name of Claimant : _____

HKID/Passport Number : _____

Date of Accident : _____

Place of Accident : _____

Occupation : _____

Description of Accident and Nature of Injury : _____

Treatment Completed (Delete if not applicable) : Yes/No

No. of Receipt(s) attached : _____

Claim Amount : _____

I do not intend to receive any promotion materials or updates on other products, services or offers of Allied World.

Reminders

1. One sheet per claimant.
2. Please attach original medical receipt(s).
3. Sign and chop the Claim Form both by the claimant and The Hong Kong Polytechnic University.
4. Return the completed Claim Form and all the relevant papers to Jardine Lloyd Thompson Limited.

Claimant Signature

Sign with Chop

Position & Full Name

The Hong Kong Polytechnic University

Date:

Personal Information Collection Statement

Purpose of Collection

Allied World Assurance Company, Ltd ("Allied World") may collect and use your personal data to enable it to carry on its insurance business and to serve the purposes of:

- Processing your insurance application;
- Arranging a contract of insurance with you and administering the policy issued;
- Claims handling, investigation and analysis;
- Designing products and/or services for customers;
- Promoting, improving and furthering the provision of products and/or services by Allied World and its group companies; and
- Complying with any legal or regulatory requirements applicable to Allied World.

In general it is voluntary for you to provide Allied World with your personal data. However, if you do not provide sufficient information, Allied World may not be able to provide insurance services to you.

Transferee

Data held by Allied World relating to you will be kept confidential but Allied World may, for the purposes set out above, transfer your personal data to:

- Allied World's companies;
- Reinsurers;
- intermediaries including insurance brokers and insurance agents;
- claims investigators, loss adjusters and other professional advisors;
- Allied World's other appointed service providers, including for the following services: telecommunications, information technology, administration, data processing, payment processing, emergency assistance, legal, and medical;
- any insurance industry association or federation and their respective members; and
- any other person necessary to comply with applicable legal or regulatory requirements, or orders of competent authorities,

in each case both within and outside of the Hong Kong Special Administrative Region.

Marketing and Promotion

Treating you as a valued customer, Allied World and its group companies may use the personal data, including name and contact details, collected from you for the purposes of direct marketing of Allied World and its group companies' general insurance products, services or offers and for sending you the promotional materials or updates of such products, services or offers when they become available.

Allied World may not use your personal data for direct marketing if you have indicated objection to such use by ticking the box next to the statement above the proposer's signature block in the proposal form. You may also, at any time, request Allied World to cease the use of your personal data for direct marketing purposes, by informing Allied World's Compliance Officer at the contacts set out below.

Access Requests and Corrections

You have the right to obtain access to and to request correction of any personal information concerning yourself held by Allied World. Requests can be made to the Compliance Officer of Allied World Assurance Company, Ltd by mail to 32/F, Dorset House, Taikoo Place, 979 King's Road, Quarry Bay, Hong Kong or fax to +852 2968 5111, or email to hkcompliance@awac.com.

Allied World Assurance Company, Ltd
(Incorporated in Bermuda with limited liability)



Accident/Incident Report Form

意外/事故報告表

Note: This report form should be completed and sent to the Health, Safety and Environment Office in sealed envelop through the Head of Department within 72 hours of the accident/incident. Please refer to Accident/Incident Reporting and Investigation Procedure (Section A400, Health and Safety Guide). The information provided herein will be used for investigation and compiling accident statistics.

In case of work-related accident to employee of the University which results in death or partial incapacity, the concerned department should complete HR Form 67 instead of this form. The HR Form 67 should be filed with the Human Resources Office immediately after such an accident is known and a copy of the form be sent to the Health, Safety and Environment Office.

注意：此表格須經部門主管於意外/事故發生後七十二小時內批注，以密封函件轉交健康安全及環境事務處。本表格內容只供意外調查及統計之用。請參考理工大學安全健康指引中A400號文件：事故及意外之報告及調查程序。

若為僱員因工遭遇意外而致死亡或喪失部份工作能力，有關部門應填寫人力資源處表格HR Form 67，並將副本呈送健康安全及環境事務處。

1. General Information of Accident: 意外資料

Date 日期:

Time 時間:

Location of
Incident/Accident
事發地點: _____

Department in charge
of the location
事發地點所屬部門:

2. Nature of Incident: 事故性質

- i. Personal injury 個人損傷
- ii. Damage to property/equipment 財物損失
- iii. Spillage of chemicals 化學品洩漏
- iv. Fire 火警
- v. Incident of significant environmental impact
嚴重環境影響的事故
- vi. Others (Please specify)
其他 (請詳述之)

3. Personal Data (Complete this section for each injured reporting person): 個人資料 (各傷者需個別填寫此格)

Name 姓名: _____ (_____) Sex 性別: _____ Age 年齡: _____
English (Surname first) 英文 Chinese 中文

* Student / Staff / Visitor / Contractor

Contact Telephone: * Staff / Student No.
聯絡電話 * 職員 / 學生編號

Nature of injury: * Amputation / burn / contusion / fracture / laceration / sprain/ others (please specify)
受傷性質 * 切斷 / 燒傷 / 撞傷 / 折骨 / 割傷 / 扭傷 / 其他 (請詳述之)

Part of body injured: * Hand / leg / head / eye / others (please specify)
受傷部位 * 手 / 腳 / 頭 / 眼 / 其他 部位 (請詳述之)

Name of hospital/clinic where injured person received medical treatment:
就醫醫院/診所名稱



**The Hong Kong Polytechnic University
Health, Safety and Environment Office**
香港理工大學
健康安全及環境事務處

Sick leave recommended: _____ days (from _____ to _____)
建議病假 日 由 至

4. Details on how the accident/damage occurred. Sketch on separate sheet, if applicable.
事故發生的詳細內容，如有需要請附圖例。

5. Causes of accident/incident
事故發生原因

6. Recommendation for prevention of recurrence
建議預防措施

Reported by:

報告者

(

Endorsed by HoD:

部門主管批注

)

Date 日期:

Date 日期:

For HSEO Use

Separate investigation report required No Yes report no. _____

* Please delete as appropriate 請刪除不適用

THE HONG KONG POLYTECHNIC UNIVERSITY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

For Social Work Programmes

**APSS Guidelines on Suspension of Practicum in Relation to
INFECTIOUS DISEASES***

1. If a suspected or confirmed case of INFECTIOUS DISEASES* (student, supervisor, agency staff, or client) is identified by the local health authority, both the student and the supervisor should notify the respective Fieldwork Team members immediately (see attached contact list).
2. For **suspected** cases, the practicum may be suspended temporarily in consultation with the concerned practicum unit until further information is obtained.
3. For **confirmed** cases, the practicum will be suspended for a period recommended by the local health authority and/or the Fieldwork Team in consultation with the concerned practicum unit.
4. Under one of the following conditions, the Fieldwork Team will assess the suitability of individual practicum:
 - a) The influenza pandemic alert is raised to level 6;
 - b) Travel restriction is imposed to the destination country by World Health Organization (WHO);
 - c) There is an outbreak or anticipated outbreak in the local community as advised by the local health authority;
 - d) Overseas counterparts decide to suspend the activities / services;
 - e) Infectious diseases are spreading in the placement agency and under such circumstances students are not able to contact service users, or the agency suspends the placement of the students.

When the learning opportunity of the practicum is significantly deprived by the situation, the practicum will be suspended or a change of agency will be considered.

5. If the practicum is resumed after a suspension, the student(s) should catch up with their assignments during weekends and evenings. If the practicum is not possible to be carried out in the fieldwork unit, the supervisor should instruct the students to carry out alternate practicum assignments (preferable direct services) to be done outside the fieldwork unit (e.g. in the community or at the university). The goal is to maintain the required fieldwork hours as far as possible. For students who are affected by the suspension of offshore practicum, alternate practicum assignments will be arranged by the Fieldwork Team.
6. For offshore practicum, students are responsible for purchasing a medical insurance policy during the period of practicum for illness while the insurance policy of PolyU covers only accidents. They clarify with the insurance agent about the coverage of the policy.
7. All students are strongly advised NOT to travel to the affected area with confirmed cases of Influenza A (H1N1) in order to reduce chances for being contracted before, during, and after the practicum.

* *These guidelines apply to local/China/overseas practicum and should be followed strictly by both students and fieldwork supervisors. Infectious diseases include all communicable diseases such as SARS, Avian Flu (H5N1), T.B., Influenza A (H1N1), etc.*

Reminders to Supervisors

When you pay visit to an agency/fieldwork unit, please:

1. Identify special arrangements /procedures that are adopted by the agency/placement unit to prevent the spread of INFECTIOUS DISEASES. Pay special attention to the operational details of these procedures.
2. Inform the unit-in-charge about the guidelines of APSS on placement suspension if there is any outbreak of INFECTIOUS DISEASES within the placement period.
3. Discuss with the unit-in-charge, if possible, on an alternate placement assignment plan for your students, in case there is an outbreak of INFECTIOUS DISEASES in the placement unit.

When you meet your placement students:

1. Explore the anxiety level of your students on INFECTIOUS DISEASES. Help them develop a right attitude towards the crisis (not too panic and not too aloof). Make good use of this opportunity to educate your students on social work values and professional responsibilities.
2. Equip your students with information, knowledge and skills on the prevention of INFECTIOUS DISEASES (e.g. Guidelines from Department of Health, SWD and other web-sites)
3. Explain the guidelines of APSS on placement suspension relating to the INFECTIOUS DISEASES outbreak.

Reminders to Students

1. Develop a right attitude towards the INFECTIOUS DISEASES crisis (not too panic and not too aloof).
2. Equip yourself with information, knowledge and skills in INFECTIOUS DISEASES prevention (e.g. Guidelines from Department of Health, SWD and other web-sites)
3. Some agencies may require their fieldwork units to follow special procedures to minimize the risk of contracting INFECTIOUS DISEASES by their clients or staff members. As a placement student, you should follow these procedures or instructions closely.
4. If you have any symptoms of INFECTIOUS DISEASES, inform your supervisor and the center-in-charge immediately. Stay at home and consult a doctor as soon as possible.
5. Understand the guidelines of APSS on placement suspension relating to the INFECTIOUS DISEASES outbreak.
6. Just in case your placement is suspended due to the INFECTIOUS DISEASES outbreak in the fieldwork unit, be prepared to take up alternate placement tasks assigned by your supervisor.
7. Please consult your supervisor or a fieldwork coordinator if you have questions regarding the above instructions.

Contact Information of Fieldwork Team Members:

Dr. WONG Sau Kuen, Stella, Ms Winnie WONG and respective fieldwork coordinator would be the first contact for report of any cases or problems of practicum in relation to infectious diseases.

Dr. Stella WONG Director of Fieldwork Education	sau.kuen.stella.wong@polyu.edu.hk	3400 3683
Ms. Rebecca Chan Fieldwork Coordinator (MSW-PT, Fieldwork I)	rebecca-hy.chan@polyu.edu.hk	2766 5783
Ms Ella CHOW, Fieldwork Coordinator (MSW-PT, Fieldwork II)	ella.chow@polyu.edu.hk	2766 5707
Ms. Rita CHEUNG Fieldwork Coordinator (BASW-FT)	rita.cheung@polyu.edu.hk	2766 7727
Ms. Joanna Chung Fieldwork Coordinator (BASW-PT)	joanna.chung@polyu.edu.hk	3400 3492
Ms. Winnie WONG Clerical Officer	winnie.wong.apss@polyu.edu.hk	2766 5720

Appendix 19

香港理工大學
應用社會科學系

接受錄音 / 錄影同意書

本人_____同意與香港理工大學應用社會科學系社會工作實習社工_____先生 / 小姐 / 女士 * 在面談 / 小組 * 進行時，接受錄音 / 錄影 *。本人亦同意該錄音 / 錄影 * 帶可用作社會工作實習社工個案檢討、督導及訓練用途。若非得到本人同意，該錄音 / 錄影 * 帶不得用作其他用途，本人亦明白該錄音 / 錄影 * 帶將於實習結束後被銷毀。

簽署：_____

姓名：()

身份証號碼：_____

日期：_____

* 劃去不適用者

副本分送當事人及機構檔案存檔

