



The University of Hong Kong

Department of Social Work and Social Administration

Bachelor of Social Work Student Handbook

2022 intake

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Introduction

This Handbook aims to provide students with important information that facilitates their learning process as a student in the Bachelor of Social Work programme (BSW). Social work is a professional discipline that requires the support of a wide range of knowledge, skills, and values. The vigorous training is demanding on the students, and clear guidance on the training process is essential. Through consulting this Handbook, a student can acquire the essential information he/she needs in the course of his/her study.

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Learning Outcomes

The Department of Social Work and Social Administration in the Faculty of Social Sciences offers an undergraduate curriculum of professional studies in Social Work, leading to the Degree of Bachelor of Social Work. The degree curriculum has the following learning outcomes:

1. Show mastery of a critical and independent learning habit and readiness for lifelong learning
2. Apply multi-disciplinary knowledge and understanding to adapt to new and uncertain situations and problems
3. Show commitment to ethical practice and recognize personal strengths and weaknesses
4. Recognize multi-cultural diversity and identify socio-cultural factors that contribute to the development of social problems
5. Communicate effectively and ethically with clients and people from all walks of life and develop abilities in collaborative team work
6. Show readiness to serve the needy in society through direct service provision, strategic research and policy advocacy



Degree Regulations & Syllabuses

REGULATIONS FOR THE DEGREE OF BACHELOR OF SOCIAL WORK (FULL-TIME) (BSW)

These regulations apply to students admitted to BSW curriculum in the academic year 2022-2023 and thereafter.

(See also General Regulations and Regulations for First Degree of 4-year Curricula)

Definitions

BSW 1⁽¹⁾ In these Regulations, and in the Syllabuses for the degree of BSW, unless the context otherwise requires -

‘Core departments’ means the Departments of Geography, Politics and Public Administration, Psychology, Social Work and Social Administration, and Sociology.

‘Course’ means a course of study, with a credit value expressed as a number of credit-units as specified in the syllabus.

‘Credits’ means the value assigned to each course to indicate its study load relative to the total study load under a degree curriculum. The study load refers to the hours of student learning activities and experiences, both within and outside the classrooms, and includes contact hours and time spent on assessment tasks and examinations.

‘Prerequisite’ means a course or a group of courses which candidates must have completed successfully or a requirement which candidates must have fulfilled before being permitted to take the course in question.

Admission to the degree

BSW 2 To be eligible for admission to the degree of Bachelor of Social Work candidates shall

- (a) comply with the General Regulations;
 - (b) comply with the Regulations for First Degree Curricula; and
 - (c) complete the curriculum in accordance with the regulations that follow.
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Period of study

BSW 3 The curriculum shall normally require eight semesters of full-time study, extending over not fewer than four academic years, and shall include any assessment to be held during and/or at the end of each semester. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of six academic years.

Completion of the curriculum

⁽¹⁾ This regulation should be read in conjunction with UG1 of the Regulations for First Degree Curricula.

BSW 4

- (a) Candidates shall satisfy the requirements prescribed in UG5 of the Regulations for First Degree Curricula⁽²⁾.
 - (b) Candidates shall complete not fewer than 240 credits of courses.
 - (c) Candidates shall follow the required number of compulsory and elective courses as prescribed in the syllabuses, including a Professional Core of 150 credits, comprising 138 credits of required courses offered by the Department of Social Work and Social Administration and two 6-credit introductory courses, one each offered by the Department of Sociology and the Department of Psychology.
 - (d) Candidates shall normally be required to take not fewer than 24 credits nor more than 30 credits in any one semester (except the summer semester) unless otherwise permitted or required by the Board of the Faculty, or except in the final semester of study when the number of outstanding credits required to complete the curriculum requirements may be fewer than 24 credits.
 - (e) Candidates may, of their own volition, take additional credits not exceeding 6 credits in each semester, and/or further credits during the summer semester, accumulating up to a maximum of 72 credits in one academic year. With the special permission of the Board of the Faculty, candidates may exceed the annual study load of 72 credits in a given academic year provided that the total number of credits taken does not exceed the maximum curriculum study load of 288 credits for the normative period of study specified in BSW3, save as provided for under BSW4(f).
 - (f) Where candidates are required to make up for failed credits, the Board of the Faculty may give permission for candidates to exceed the annual study load of 72 credits provided that the total number of credits taken does not exceed the maximum curriculum study load of 432 credits for the maximum period of registration specified in BSW3.
 - (g) Candidates shall normally enrol in not more than 108 credits of introductory courses in the first three years of study.
 - (h) Candidates shall not enrol in any introductory courses in the final year of study.
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Selection of courses

BSW 5 Candidates who wish to change their selection of courses at the beginning of each semester may do so up to 2 weeks after the commencement of the semester. Requests for changes beyond the 2-week deadline will not be permitted, except for medical or other reasons accepted by the Faculty Board. Candidates' withdrawal from any course without permission will result in a fail grade.

Assessment

BSW 6 Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of continuous assessment of coursework, written examinations and/or any other assessable activities. Only passed courses will earn credits. Grades shall be awarded in accordance with UG8(a) of the Regulations for First Degree Curricula.

BSW 7 Candidates are required to make up for failed courses in the following manner

- i) undergoing re-assessment/re-examination in the failed course to be held no later than the end of the following semester (not including the summer semester); or
- ii) re-submitting failed coursework, without having to repeat the same course of instruction; or
- iii) repeating the failed course by undergoing instruction and satisfying the assessments; or
- iv) for elective courses, taking another course in lieu and satisfying the assessment requirements.

⁽²⁾ Specific requirements are spelt out in the syllabuses.

BSW 8 Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading.

Discontinuation of studies

BSW 9 Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of their studies if they have:

- i) failed to complete 36 or more credits in two consecutive semesters (not including the summer semester), except where they are not required to take such a number of credits in the two given semesters; or
 - ii) failed to achieve an average Semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester); or
 - iii) exceeded the maximum period of registration specified in BSW3.
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Absence from examination

BSW 10 Candidates who are unable, because of illness, to be present at the written examination of any course may apply for permission to present themselves at a supplementary examination of the same course to be held before the beginning of the first semester of the following academic year. Any such application shall normally be made on the form prescribed within two weeks of the first day of the candidate's absence from any examination. Any supplementary examination shall be part of that academic year's examinations, and the provisions made in the regulations for failure at the first attempt shall apply accordingly.

Advanced standing

BSW 11 Advanced standing may be granted to candidates in recognition of studies completed successfully before admission to the University in accordance with UG 2 of the Regulations for First Degree Curricula. Credits gained for advanced standing will not be included in the calculation of the GPA but will be recorded on the transcript of the candidate.

Credit transfer

BSW 12 Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions at any time during their candidature. The number of transferred credits may be recorded in the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The number of credits to be transferred shall not exceed half of the total credits normally required under the degree curricula of the candidates during their candidature at the University.

Award of the degree

BSW 13 To be eligible for award of the degree of BSW, candidates shall have:

- (a) achieved a cumulative GPA of 1.00 or above;
- (b) passed courses of a minimum of 240 credits; and
- (c) satisfied the requirements in UG5 of the Regulations for First Degree Curricula.

Honours classification

BSW14

- (a) Honours classification shall be awarded in five divisions: First Class Honours, Second Class Honours Division One, Second Class Honours Division Two, Third Class Honours, and Pass. The classification of honours shall be determined by the Board of Examiners for the degree in accordance with the following Graduation GPA scores (GGPA), with all courses taken (including failed courses) carrying weightings which are proportionate to their credit values⁽³⁾:

<i>Class of honours</i>	<i>CGPA range</i>
First Class Honours	3.60 – 4.30
Second Class Honours	(2.40 – 3.59)
Division One	3.00 – 3.59
Division Two	2.40 – 2.99
Third Class Honours	1.70 – 2.39
Pass	1.00 – 1.69

- (b) Honours classification may not be determined solely on the basis of a candidate's Cumulative GPA and the Board of Examiners for the degree may, at its absolute discretion and with justification, award a higher class of honours to a candidate deemed to have demonstrated meritorious academic achievement but whose Cumulative GPA falls below the range stipulated in BSW14(a) of the higher classification by not more than 0.1 Grade Point.
- (c) A list of candidates who have successfully completed all the degree requirements shall be posted on Faculty noticeboards.

SYLLABUSES FOR THE DEGREE OF BACHELOR OF SOCIAL WORK

1. Objectives

The Department of Social Work and Social Administration in the Faculty of Social Sciences offers an undergraduate curriculum of professional studies in Social Work, leading to the Degree of Bachelor of Social Work (BSW). The degree curriculum has the following objectives:

- To graduate social workers committed to pursue academic and professional excellence to advance social justice;
- To develop fully the competence in leadership and advocacy of students for them to improve the human condition through service provision and research;
- To develop a stimulating and supportive learning environment that cultivates students' ability to implement ethical and reflective practice based on analysis of theories and evidence;
- To promote students' awareness of the social inclusion perspective and develop their competence for working with people from diverse cultural and ethnic backgrounds in building local and global communities;
- To apply inter-disciplinary knowledge to tackle ever-changing situations and problems through collaboration with the community, NGOs, service users and other social institutions;
- To equip social work graduates with essential knowledge, values and skills of becoming effective team

⁽³⁾ For students in the 2017-18 intake and thereafter who have successfully completed six Common Core courses, the calculation of Graduation GPA is subject to the proviso that either five Common Core courses with the highest grades (covering all four Areas of Inquiry), or all six courses will be counted towards Graduation GPA, depending on which generates the higher Graduation GPA

players and responsive leaders to enhance collaboration for productive engagement and social action.

2. Curriculum requirements

The regulations specify the requirements with which candidates have to comply for completion of the BSW degree curriculum. For the fulfilment of Regulation UG5 “Requirements for Graduation” of the Regulations for First Degree Curricula, candidates shall complete successfully the three language enhancement courses and six Common Core Courses from different Areas of Inquiry.

The curriculum of the degree of Bachelor of Social Work normally extends over a period of four academic years. Candidates are required to follow instruction through the medium of lectures, workshops, laboratory work, small group tutorials and field instruction etc.

Candidates may opt for a minor, which is defined as completing not fewer than 36 credits of courses in a particular programme including all pre-requisites unless specified. Candidates may opt for a minor offered by the Faculty of Social Sciences or other Faculties.

(For the detailed requirements and course descriptions of minors, please refer to the syllabuses of the respective programmes)

3. Course registration

Course registration will take place before the commencement of each semester. Candidates are advised to consult relevant teachers or Heads of Departments on the suitable combinations of courses and to adhere closely to the normal study pattern. Less suitable combinations of courses may not be permitted because of timetabling difficulties. Courses listed in the syllabuses may not necessarily be offered every year; depending on the exigencies of staffing, additional courses may be offered.

Candidates may change their course selection during the two-week add/drop period which is scheduled at the beginning of each semester. Requests for changes beyond the 2-week deadline will not be permitted, except for medical or other reasons acceptable by the Faculty Board. Candidates’ withdrawal from any course without permission will result in a fail grade. In course registration, candidates should pay special attention to the pre-requisite and co-requisite requirements of courses as specified in the syllabuses. A prerequisite is a course which candidates must have successfully completed in accordance with the conditions stipulated by the Head of Department before being permitted to take a course in question. A co-requisite is a course which candidates must take at the same time as the course in question.

4. Coursework and examination ratio

Unless otherwise specified, the examination for each 6-credit course consists of a two-hour written examination paper. The final grading will be determined by performance in the examination and an assessment of coursework in the ratio of 60:40, unless otherwise specified.

Required Courses offered by the Department of Social Work and Social Administration

Course	Credits	Prerequisite
SOWK1002. Introduction to social work	6	Nil
SOWK1004. Human behaviour and the social environment (I)	6	Nil
SOWK1008. Social welfare system and social policy	6	Nil
SOWK1009. The reflective practitioner	6	Nil
SOWK2008. Human behaviour and the social environment (II)	6	SOWK1004. Human behaviour and the social environment (I).
SOWK2015. Research on social work practice I	6	SOWK1002. Introduction to social work and SOWK1008. Social welfare system and social policy
SOWK2107. Foundation of social work practice I	6	SOWK1002. Introduction to social work
SOWK3015. Social work practice laboratory I	6	SOWK2107. Foundation of social work practice I SOWK3108. Foundation of social work practice II
SOWK3016. Social work practice laboratory II: Field attachment	6	SOWK3015. Social work practice laboratory I
SOWK3030. Law and social administration	6	SOWK1002. Introduction to social work or SOWK1008. Social welfare system and social policy
SOWK3108. Foundation of social work practice II	6	SOWK1002. Introduction to social work
SOWK3109. Foundation of social work practice III	6	SOWK1002. Introduction to social work
SOWK3010. Research on social work practice II	6	SOWK2015. Research on social work practice I
SOWK4002. Advanced social work practice I	6	SOWK2107. Foundation of social work practice I SOWK3108. Foundation of social work practice II SOWK3109. Foundation of social work practice III
SOWK4003. Advanced social work practice II	6	SOWK2107. Foundation of social work practice I SOWK3108. Foundation of social work practice II SOWK3109. Foundation of social work practice III
SOWK4006. Fieldwork placement I	15	SOWK2107. Foundation of social work practice I SOWK3016. Social work practice laboratory II: Field attachment SOWK3108. Foundation of social work practice II SOWK3109. Foundation of social work practice III
SOWK4007. Fieldwork placement II	15	SOWK4006. Fieldwork placement I
SOWK4055. Management in human service organizations	6	Nil
Disciplinary Electives	12	Subject to individual requirements set out in the course description prescribed in the syllabus
Total number of credits	138	

Recommended sequence of required courses

Semesters I & II	<p>SOWK1002. Introduction to social work SOWK1004. Human behaviour and the social environment I SOWK1008. Social welfare system and social policy SOWK1009. The reflective practitioner PSYC1001. Introduction to psychology SOC1001. Introduction to sociology or SOC1003. Introduction to anthropology CAES1000. Core University English Three Common Core Courses selecting not more than one course from the same Area of Inquiry Remaining credits are for free electives</p>
Semesters III & IV	<p>SOWK2008. Human behaviour and the social environment II SOWK2015. Research on social work practice I SOWK2107. Foundation of social work practice I SOWK3108. Foundation of social work practice II SOWK3109. Foundation of social work practice III CSSC9001. Practical Chinese for social sciences students or CUND9002. Practical Chinese and Hong Kong society (<i>for Putonghua-speaking students</i>) or CUND9003. Cantonese for non-Cantonese speaking students (<i>for Putonghua-speaking Students</i>) CAES9925. Academic and professional literacies in social work Two to Three Common Core Courses Remaining credits are for disciplinary or free electives</p>
Semesters V & VI	<p>SOWK3010. Research on social work practice II SOWK3015. Social work practice laboratory I SOWK3016. Social work practice laboratory II: Field attachment SOWK3030. Law and social administration* SOWK4006. Fieldwork placement I Zero to One Common Core Courses Remaining credits are for disciplinary or free electives</p>
Semesters VII & VIII	<p>SOWK4002. Advanced social work practice I SOWK4003. Advanced social work practice II SOWK4007. Fieldwork placement II SOWK4055. Management in human service organizations* Remaining credits are for free electives</p>

* Students are recommended to take these courses within semester V to VIII according to their learning progress.

Candidates should complete the following courses by the end of the second semester:

CAES1000. Core University English* 6 credits

Candidates should complete the following course by the end of the sixth semester:

36 credits of courses in the Common Core Curriculum, comprising at least one and not more than two courses from each Area of Inquiry with not more than 24 credits of courses being selected within one academic year except where candidates are required to make up for failed credits. 36 credits

CAES9925. Academic and professional literacies in social work 6 credits

CSSC9001. Practical Chinese for social sciences students 6 credits

or
CUND9002. Practical Chinese and Hong Kong society (*for non-Cantonese speaking students*)

or
CUND9003. Cantonese for non-Cantonese speaking students (*for non-Cantonese speaking students*)

Candidates who have not studied the Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CSSC9001 may apply to take a credit-bearing Cantonese or Putonghua language course offered by the School of Chinese (especially for international and exchange students), or may apply for exemption and take an elective course in lieu.

* *Students who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement, and Core University English is optional. Those who do not take this course should take an elective course in lieu, see Regulation UG6.*

INTRODUCTORY COURSES

Language Enhancement Courses

CSSC9001. Practical Chinese for Social Sciences Students (6 credits)

Featuring problem-based learning (PBL) and collaborative learning approaches, this course aims to help students, through seminars and cases-based workshops, develop the ability to use the Chinese language effectively in the workplace. A key focus is on the use of Putonghua in presenting information for audiences. Essential techniques for producing office documents as well as reports will be discussed. Training in reading and writing the correct forms of traditional and simplified Chinese characters will also be provided. Assessment: 70% coursework, 30% examination.

CUND9002. Practical Chinese and Hong Kong Society (6 credits)

This course is specifically designed for the students from the Mainland. With *Putonghua* as the medium of instruction, it aims to underscore the characteristic styles and formats of practical Chinese writings in the workplace context in Hong Kong. Topics addressing the rhetorical strategies for reader-oriented professional writings are included to strengthen the students' command of the language. In the "Chinese Characters" component, drilling practices provide ample opportunity for the students to learn to convert simplified characters into their traditional forms. The evolution of Cantonese and the lexical and phonetic systems of

this dialect will be explored. The local history and culture of Hong Kong will also be considered. On-site visits are organized to deepen the students' understanding of local traditions and, more importantly, to enhance their ability to appreciate and accept cultural and regional differences.
Assessment: 50% coursework, 50% examination.

CUND9003. Cantonese for non-Cantonese Speaking Students (6 credits)

Through a comparative analysis of Putonghua and Cantonese, this course enables students to learn the characteristics of Hong Kong Chinese, to discover the differences in vocabulary and expression between the Cantonese dialect and Mandarin, to strengthen their communication skills in everyday life, and to have a proper understanding of the culture, traditions and people in Hong Kong.
Assessment: 60% coursework, 40% examination.

CAES1000. Core University English (6 credits)

The Core University English (CUE) course aims to enhance first-year students' academic English language proficiency in the university context. CUE focuses on developing students' academic English language skills for the Common Core Curriculum. These include the language skills needed to understand and produce spoken and written academic texts, express academic ideas and concepts clearly and in a well-structured manner and search for and use academic sources of information in their writing and speaking. Students will also complete four online-learning modules through the Moodle platform on academic grammar, academic vocabulary, citation and referencing skills and understanding and avoiding plagiarism. This course will help students to participate more effectively in their first-year university studies in English, thereby enriching their first-year experience. Assessment: 65% coursework, 35% examination.

Core Courses

SOWK1002. Introduction to social work (6 credits)

The course introduces the basic principles and concepts of social work. Students will obtain an understanding of the philosophy, knowledge and values which form the base for social work practice, social work as a profession, and the role of the social worker in modern society.
Assessment: 100% coursework.

SOWK1004. Human behaviour and the social environment (I) (6 credits)

This course introduces a holistic approach to an exploration of normal patterns of development from infancy to old age. Social and familial conditions affecting growth at different stages in the life-cycle will be studied, together with related problems of adaptation and adjustment.
Assessment: 100% coursework.

SOWK1008. Social welfare system and social policy (6 credits)

This course introduces the basic concepts and function of social welfare and social services, and the principles and methods of social policy and social planning. Analysis will be undertaken on a range of social services in Hong Kong such as housing, health, labour, education, social security and social welfare services including family, children and youth, community development, rehabilitation, elderly and other relevant services. Students taking the course will also acquire an understanding of the philosophy, mechanism and processes of policy making and planning, the methods of analysing and evaluating social policy.
The two courses, SOWK1001 Introduction to social administration and SOWK1008 Social welfare system and social policy, are mutually exclusive. Students can only enrol in either one of these two courses within their whole course of study.

Assessment: 100% coursework.

SOWK1009. The reflective practitioner (6 credits)

Social work practice is carried out through interactions between social workers and individuals, families, organizations and society. Social workers are inevitably shaped by their own experiences, beliefs, upbringing and culture, which might affect their interactions with these systems. This course encourages the students to start the reflective journey in visiting issues of self in relation to the perceived identity, intimacy, loss, family, and society. Through reflective exercises, discussions, and assigned readings, the students will develop a deeper understanding of their values, philosophy of life and behaviors, and how these in turn impact social work practice. The course adopts an active-learning and experiential approach.

Assessment: 100% coursework.

PSYC1001. Introduction to psychology (6 credits)

Discussion of basic concepts in psychology and a preliminary survey of representative work carried out in various areas of psychological investigation, together with an investigation at some length of one such area.

Assessment: 100% coursework

SOCI1001. Introduction to sociology (6 credits)

This course introduces students to the nature of sociological enquiry and the basic concepts used in sociological analysis. After some reference to the influence of inheritance and environment on human social behaviour, the course will focus on key concepts used in the analysis of cultures, social structures, social processes and social change. The relationship between research, concepts and contemporary theory will be explored at an introductory level.

SOCI1003. Introduction to anthropology (6 credits)

This course will explore, through cross-cultural comparison, key social and cultural issues, such as marriage and the family, caste and class, ethnicity and identity, language and culture, state formation, economic values, gender and religion. The course will draw on studies of the peoples and cultures of Asia.

Assessment: 100% coursework

ADVANCED COURSES

Language Enhancement Courses

CAES9925. Academic and Professional Literacies in Social Work (6 credits)

This 6-credit course aims to help students learn about the writing style and language demands of professional writing in the social work settings. The course involves discussion of the principles and practice of writing social work documents such as summaries, reports, and proposals. Students will analyse the writing style and linguistic features of a range of sample social work documents, and learn the skills of organising and presenting information effectively using appropriate rhetorical devices and professional vocabulary.

Assessment: 100% coursework.

Core courses

SOWK2008. Human behaviour and the social environment (II) (6 credits)

This course studies a spectrum of disturbed behaviours, from concepts of normality, abnormality, classification and assessment, to the clinical syndromes: neuroses, psychoses, personality disorders, psycho-physiologic disorders, organic brain syndromes, and mental retardation; sociopathy, sexual deviations and drug abuses; and behavioural disorders of childhood and adolescence.

Prerequisite: SOWK1004. Human behaviour and the social environment (I)

Assessment: 100% coursework.

SOWK2015. Research on Social Work Practice I (6 credits)

This course aims to give students a basic grounding in social work research methodology. Focused on the field of social work, rationale of doing research, major research concepts, data collection methods, and analytical strategies of scientific research will be illustrated. Upon the completion of this course, students will enhance their reasoning abilities in research and obtain fundamental statistical knowledge and hands-on experiences in analysing quantitative data, all of which will equip students to design and carry out social work research.

Prerequisite: SOWK1002. Introduction to social work

Assessment: 100% coursework.

SOWK2107. Foundation of social work practice I (6 credits)

The course aims to critically deliberate the nature of casework in the context of social work practice. The major models of casework practice will be examined, and the dynamic interface between casework and counselling/psychotherapy will be discussed. Through various experiential learning activities, students will master the essential knowledge and skills in relation to the process of casework, starting from initial engagement/assessment to the termination of a professional working relationship.

Prerequisite: SOWK1002. Introduction to social work

Assessment: 100% coursework.

SOWK3010. Research on Social Work Practice II (6 credits)

Through this course, students will gain substantive knowledge about qualitative research methods, practice critically appraising research reports, and make intelligent use of research findings for the purposes of social policy planning and administration. Aside from lectures and tutorials, students will be guided to analyse data collected from their research project. The course will conclude with a series of student-led seminars to present study findings.

Prerequisite: SOWK2015. Research on social work practice I

Assessment: 100% coursework.

SOWK3015. Social work practice laboratory I (6 credits)

Students can learn and practice social work skills through in-house role plays, video demonstrations and workshops. In-house skills teaching and demonstration are structured to help students gain mastery of basic communication and social work practice skills. It serves as a preparatory course for the students to acquire intervention skills in case work, group work and community work; to critically reflect the social work values and to enhance their self-understanding for the preparation to the course of Social Work Practice Laboratory II (Field Attachment) and their first block fieldwork placement.

Prerequisite: SOWK2107. Foundation of social work practice I and

SOWK3108. Foundation of social work practice II

Assessment: 100% coursework.

SOWK3016. Social work practice laboratory II: Field attachment (6 credits)

The aim of this course is to foster social work students' competence in practice knowledge, skills and attitudes via an action-learning approach. It also serves as the placement preparation for the students as well as to fulfil the necessary requirement of Social Workers' Registration Board. Students will conduct field projects in a variety of social service settings through which they can apply the knowledge and skills learnt in Social Work Practice Laboratory I in the field projects. Students are required to participate actively in the design and implementation of the field projects, and to reflect on their practice. On-site supervision is provided to facilitate students' reflection and integration of knowledge, skills and values required for professional practice.

Prerequisite: SOWK3015 Social work practice laboratory I

Assessment: 100% coursework.

SOWK3030. Law and social administration (6 credits)

Family disputes, juvenile delinquency, child abuse, mental disorder, different forms of discrimination, and industrial accidents are some of the common problems faced by the clients of social workers. These issues interface with various aspects of the legal system. This course equips students with the legal analytic skills and knowledge that are relevant to social work practice. It introduces the legal principles, institutions and processes that underpin the Hong Kong legal system. In particular the law relating to children, families and vulnerable adults is illustrated. It examines the nexus relationship between law and social work practice.

Prerequisite: SOWK1001. Introduction to social administration or
SOWK1002. Introduction to social work or
SOWK1008. Social welfare system and social policy

Assessment: 100% coursework.

SOWK3108. Foundation of social work practice II (6 credits)

The course aims to critically deliberate the nature of group work in the context of social work practice. The major models of group work and their underpinning theories will be examined. Different natures of group will be thoroughly discussed, which include developmental, psychoeducational and therapeutic groups; and time-limited and open-ended groups. Through various experiential learning activities, students will master the essential knowledge and skills in running a group, starting from initial formulation of common goals, to termination of the group or if the group intends to become an open-ended one, withdrawal of the formal leader from the group.

Prerequisite: SOWK1002 Introduction to social work

Assessment: 100% coursework.

SOWK3109. Foundation of social work practice III (6 credits)

The course introduces the nature of community in contemporary context and its evolution from past to present, including the different types of communities that provide the context for community practice. It introduces the historical evolution of 'community practice' in overseas and local contexts. Core values and principles underlying community practice are covered, and students are encouraged to have self-reflection upon such values. It also covers the wide variety of models, methods and intervention strategies that can be employed by community practitioners. The two major trends—consensus and conflict strategies—will be discussed to provide a balanced perspective to students.

Prerequisite: SOWK1002. Introduction to social work

Assessment: 100% coursework.

SOWK4002. Advanced social work practice I (6 credits)

This advanced course builds on the students' previous knowledge of social work theories and practice, and

their fieldwork placement experiences. Adopting a student-directed learning approach, it consolidates and integrates different theoretical approaches in facilitating changes in clients and related social systems. Students' mastery of case, group and community work will be enhanced through various experiential learning activities.

Prerequisite: SOWK2107. Foundation of social work practice I and
SOWK3108. Foundation of social work practice II and
SOWK3109. Foundation of social work practice III

Assessment: 100% coursework.

SOWK4003. Advanced social work practice II (6 credits)

This course is a continuation of SOWK4002 Advanced Social Work Practice I. Adopting a student-directed learning approach, it consolidates and integrates different theoretical approaches in facilitating changes in clients and related social systems. Students' mastery of case, group and community work will be enhanced through various experiential learning activities.

Prerequisite: SOWK2107. Foundation of social work practice I and
SOWK3108. Foundation of social work practice II and
SOWK3109. Foundation of social work practice III

Assessment: 100% coursework.

SOWK4006. Fieldwork placement I (15 credits)

Fieldwork practice is an integral part of social work education with the emphasis on learning through practicum. In this course, students are placed in real life work situations to deliver services commensurate with social work professional requirement under the guidance of Field Instructors. Students have to acquaint with social work values and assumptions, develop continuous self-reflection on learning, and demonstrate the application of basic social work service skills in practice. For professional accreditation, the Social Workers' Registration Board requires the fulfillment of 800 placement hours plus 100 hours for placement preparation. Students taking this course have to fulfill at least 450 placement hours.

Prerequisites: SOWK2107. Foundation of social work practice I and
SOWK3016. Social work practice laboratory II: Field attachment and
SOWK3108. Foundation of social work practice II and
SOWK3109. Foundation of social work practice III

Assessment: 100% coursework.

SOWK4007. Fieldwork placement II (15 credits)

Field work placement II serves as a transition practicum for student social workers to move towards becoming a full-fledged social worker. Students are trained to be responsible and independent and to cope with pressurizing and crisis situations. Conscious application of theories in the intervention process is expected. Students are expected to be aware of their strengths and weaknesses, and be willing to make continuous efforts to further develop their professional competence after graduation. For professional accreditation, the Social Workers' Registration Board requires the fulfillment of 800 placement hours plus 100 hours for placement preparation. Students taking this course have to fulfill at least 450 placement hours.

Prerequisite: SOWK4006. Fieldwork placement I

Assessment: 100% coursework.

SOWK4055. Management in human service organizations (6 credits)

This course enables students to understand the recent business-oriented reforms in human service organizations. Human service organizations provide welfare, education and medical services to their users. The dynamics of quality improvements, strategic planning, monitoring and control, management information system, performance appraisal, supervision, stress management, teamwork, financial management and change are included.

Assessment: 100% coursework.

Elective Courses in Macro Application

SOWK2023. Social policy issues in Hong Kong (6 credits)

This course examines the issues of social policy in Hong Kong including privatization of welfare services, the impact of welfare ideology on the state of welfare development in Hong Kong, the issue of equity and equality in welfare provision, community care and service needs of the new arrivals from the mainland. Different theories of welfare will be discussed in relation to local welfare issues.

Assessment: 100% coursework.

SOWK2029. Comparative social administration (6 credits)

This course introduces students to the comparative study of social policy in selected countries, including Mainland China, and examines the provision of social development programmes and social services through the analysis and evaluation of cross-country case studies.

Assessment: 100% coursework.

SOWK2050. Government and politics of social services in Hong Kong (6 credits)

This course explores the evolution of social policy in Hong Kong. Alternative approaches to understanding the political, economic, and social dynamics that influence social policy and the implications of these dynamics for social reform will be considered. The formation of political responses to human problems and the impact of such responses on social policy will be discussed with reference to the constitution, the legislature, the Chief Executive and the Executive Council, political parties, pressure groups and the electoral system.

Assessment: 100% coursework.

SOWK2051. Information and communication technology in human services (6 credits)

This course introduces students to the utilization of information and communication technology in human service settings. The major areas are (a) a review of the trends in the human service agencies' use of information and communication technology; (b) an exploration of software frequently used in the human services; and (c) the ethics of IT usage in the human services.

Assessment: 100% coursework.

SOWK2062. Special topics in policy study (6 credits)

This course examines special topics in policy study that reflect current topical and changing needs in the community.

Assessment: 100% coursework.

SOWK2084. Theoretical foundations in social policy and planning (6 credits)

This course examines various models for the analysis of social policy, as well as basic concepts of social planning, programme design and implementation. Selected social policy issues in Hong Kong and neighbouring countries will be critically analyzed to enhance students' understanding of the subject.

Assessment: 100% coursework.

SOWK2122. Community building and the civil society (6 credits)

This course examines the various theories related to community building and the development of civil society. It also highlights the development of civil society organizations (CSOs) in Hong Kong and internationally, and their growing importance both in the international and global scene. Relevant public policies including urban development, housing, social welfare, home affairs, sustainable development, etc., that are both relevant and important to community building will also be examined. The role played by the CSOs in various public policies in Hong Kong will also be discussed.

Pre-requisite: SOWK1001. Introduction to social administration or
SOWK1002. Introduction to social work or
SOWK1015. Introduction to social policy and social development

Assessment: 100% coursework.

SOWK2128. Basic medical knowledge for social work students (6 credits)

Medical Social Work is a very important component in our health care system. It is a crucial interface between the health care and social welfare sector. Medical education and social work education however has not been developed from the same vein historically. Their fundamental outlooks and values are often different. There is a need to bridge the two. This course is designed to help social work students understand the perspectives of medical practitioners and enhance their communication with the medical team.

SOWK2129. Special topics in social administration (6 credits)

With rapid social changes, there are new issues arising in social policy and administration, such as new tensions in the interface between the State and civil society, the formulation and implementation of social policies, the management of human, financial, informational and other resources in the social service sector, and the like. This course examines selected emergent issues with the aim of equipping students with relevant knowledge and skillsets to develop appropriate strategies which will help tackle such issues within an ever-changing social context.

Assessment: 100% coursework.

SOWK2130. Social policy and public opinion (6 credits)

In open societies, public opinion is a key factor affecting the formulation and success of social policies. To some extent it also affects the survival of many non-governmental organizations. This course introduces the basic concepts of public opinion as applied in areas of social and public policies like housing, social security, public health surveillance, public discontent management, corporate social responsibility, sexuality and gender identity, through the study of local applications. Students will also learn how to conduct a simple opinion research, how to interpret findings from sophisticated policy consultation studies, and how to using existing datasets for secondary analysis.

Assessment: 100% coursework.

SOWK2131. Behavioural economics for social change (6 credits)

This course will examine the relationship between behavioural economics and social change. Individuals frequently make decisions that systematically depart from the predictions of standard economic models based on a purely rational model. Behavioral economics attempts to integrate the understanding of the psychology of human behavior into economic and policy analysis. The course will review the major themes of behavioral economics and address the implications for social policy and social change in a wide variety of domains, including social security, health care, labour, education and social welfare programmes.

Pre-requisite: SOWK1001. Introduction to social administration or
SOWK1002. Introduction to social work or
SOWK1015. Introduction to social policy and social development

Assessment: 100% coursework.

SOWK2132. International comparative social policy (6 credits)

This course examines international social policy in comparative perspective. The aim is to help you understand not only the varying ways in which nations have addressed social issues, but also the political and social forces that have shaped these responses. The course will introduce students to conceptual thinking on a range of social policies –including employment, family policy, child protection and education – drawing on case studies from global regions including North America, Europe, sub-Saharan Africa and Asia. A particular focus is given to understanding the social policy of East Asia through the international comparative lens. It will emphasize alternative program designs and implications to introduce students to the potential and limitations of different alternatives. After completing the module, students will be knowledgeable about a variety of social policies in major regions of the world.

Assessment: 100% coursework.

SOWK2133. Population aging and the controversies (6 credits)

This course studies the ways in which social and cultural factors enter into the aging process. The practical and immediate effects of aging on society are examined. This course provides a comprehensive description of the dimensions of aging. The goal is to provide a holistic view of aging and to point to the ways in which the personal, social and structural levels of the process interact to shape the daily life of the elderly. With these understandings, the ways to deliver appropriate services to the elderly will also be discussed.

Assessment: 100% coursework.

SOWK2134. Social development in modern China (6 credits)

Over three decades, China has substantially developed in various social areas. The course offers an overview of social development in modern China. The major areas of social development, such as public policy, socio-economic status, urbanization, social welfare, population mobility and migrant workers, family, aging, and health care are presented. The major issues of social development in contemporary China are discussed.

Assessment: 100% coursework.

SOWK2139. Human-centered approach for social innovation: Design thinking (6 credits)

Design Thinking is a very useful tool for social innovation. It helps re-framing problems that are ill-defined or unknown, and facilitates generation of new ideas and solutions for social problems. This course helps students develop a good understanding about the human-centered approach and equip them with the essential skills of design thinking to create innovative solutions for identified social issues. Students will form into teams and work collaboratively to design solutions for specific social problems.

Pre-requisite: SOWK2141. Social entrepreneurship and social innovation

Assessment: 100% coursework.

SOWK2140. Diversity and social inclusion (6 credits)

Students will critically examine how cultural diversity, social inclusion and exclusion operate within and shape Hong Kong and contemporary societies. The course takes a multi-level approach to analyzing cultural diversity at micro (identity and interpersonal relations), meso (institutional) and macro (structural) levels, with focus on education, work and participation in social life. The first part of the course provides students a theoretical foundation to explore and analyze cultural diversity and social inclusion. This includes: theories of equality equity, equal opportunities, anti-discrimination, oppression and marginalization. The second part

of the course emphasizes the experiences of specific marginalized populations, including: refugees and immigrants (incl. cross-boundary students); ethnic minorities; LGB and T/GNC communities; persons with disabilities; older adults; and people living in poverty. The third part of the course considers intersectionality, intersectionality-based policy analysis (IBPA) and critical reflection on the complexity of analyzing multiple, identity-based realities in a globalizing world.

Through in-class participation, individual assignments, intercultural dialogue and teamwork, students will develop important knowledge and skills related to cultural diversity and social inclusion, and their applications in the areas of social policy, social development and/or social work.

Pre-requisite: SOWK1001. Introduction to social administration or
SOWK1002. Introduction to social work or
SOWK1015. Introduction to social policy and social development

Assessment: 100% coursework.

SOWK3058. Managing people in human services (6 credits)

This course introduces concepts which will aid in the understanding of organizational behaviour and emphasizes the application of these concepts and skills in managing people in non-profit making organizations. This course is particularly suitable for students who have not taken any management courses before but will be soon required to take up people management responsibility as a team leader or supervisor in the course of their own professional career development. The topics include basic concepts on management functions, purposes of a managerial position and the roles of a manager; and skills in managing subordinates including motivation, morale, leadership, coaching, performance management and disciplinary actions.

Assessment: 100% coursework.

SOWK3061. Financial development and management for social service organizations (6 credits)

This course introduces and examines concepts and practices critical to good financial management of social service organizations. The focus is on preparing students to understand the financial activities and reports essential to management, to mobilize financial resources for the organization and to analyse and use financial information in planning, budgeting and measuring results to promote the organization's mission and goals.

Assessment: 100% coursework.

SOWK3090. Human behavior and emerging technology (6 credits)

Our understanding of human behaviour is largely based on theories and evidence developed in an era before the emergence of technologies in the world around us today. In this course, we will explore the interactions between technology on human behaviours in the life-course, and critically examine their implications for social institutions including health and social care services, education, employment, family, community, and society.

Assessment: 100% coursework.

SOWK3092. Migration and mobility (6 credits)

Population mobility bridges the local and global across the 21st century world. This course covers topics of specifically relevant to the HK context such as cross-border migration of new arrivals from China, topics relevant to HK and the wider world such as the integration of ethnic minority migrants, and different types of migrant populations, including low-wage/skill, high-wage/professionals, voluntary (labor) and forced (refugee, humanitarian, trafficking) migration. Theories of globalization, modernization, multiculturalism and social inclusion will be examined to enable students to appreciate and apply relevant concepts to their future practice in various positions locally and globally.

Pre-requisite: SOWK1001. Introduction to social administration or
SOWK1002. Introduction to social work or
SOWK1015. Introduction to social policy and social development
Assessment: 100% coursework.

SOWK3098. Community partnership, public engagement and political dynamics (6 credits)

The development of social policy, social programmes and projects involves various stakeholders in the community including political groups, local organizations, NGOs, professional bodies and the general public. Public engagement and community partnership become the core process and relationship that underline the formulation of policy, programmes and projects and the provision of human services in the community including health, education, labour, and welfare services involves the development of strategic partners within the community. This course enables the students to develop in-depth understanding of the social, political and administrative structures in both the district and societal levels, the political and inter-group dynamics in the community, and the theory and practice in promoting community partnership and public engagement.

Assessment: 100% coursework.

SOWK3099. Population and Development (6 credits)

This course introduces you to population issues, concepts, theories and methods by encompassing the entire field of demography, including principle and practice. It offers an overview of various aspects of demographic growth and transition relating to changes in health and mortality, fertility, migration, age structure, urbanization, family and household structure. This course also examines the relations between population and development and their potential consequences from a sociological, economic and geographical perspective. Other topics include global variation in population size and growth, various demographic perspectives and their modern implications, environmental impacts, and population policy. Special emphasis on demographic transition in Hong Kong and its neighborhood region will be highlighted in the course.

Assessment: 100% coursework.

SOWK3133. Policy advocacy practice (6 credits)

This advanced level course will deepen students understanding of policy advocacy and social change. Students will learn theoretical and conceptual information about policy advocacy and social change including topics such as the policy process, influencing social change, building coalitions, stakeholder theory, social activism and social movements. In addition the course will focus on the application of policy advocacy theory to practice, offering students the opportunity to learn through participation in the policy process, and from guest speakers working in diverse policy advocacy roles. Course format will include lectures, case studies, interactive seminar and debate.

Assessment: 100% coursework.

SOWK3135. Doing good and doing well: Business model for social enterprises (6 credits)

Social entrepreneurs make use of social business or social enterprise for the creation and sustainability of social values. Yet, many social enterprises fail as a result of unsound business models or poor management. To sustain social values, it is important to ensure “doing good and doing well”. This course equips students with the basic concept and knowledge about the different business models and strategies for social business

and social enterprise. Different challenges of operating and managing social enterprises will be examined and students will have the opportunity to learn how to deal with these challenges, and how to evaluate the performance of the social enterprise. Learning will be based on lecture, tutorial, case studies, intensive in class discussion as well as project work.

Pre-requisite: SOWK2141. Social entrepreneurship and social innovation

Assessment: 100% coursework.

SOWK3139. Policy and programme evaluation (6 credits)

This course builds on the content covered in research methods and is an advanced level course designed to give students the knowledge base and core skills (quantitative and qualitative) to carry out programme and policy evaluation. This course therefore focuses on types of evaluation, evaluation design, causal inference methodology, data collection, data analysis, and utilization of findings. Students are expected to identify and critique the state of the empirical evidence related to the policies and programmes.

Pre-requisite: SOWK2143. Social research methods or

SOWK2015. Research on social work practice I

Assessment: 100% coursework.

SOWK4087. Social service research project (6 credits)

In this course, students will conduct a selected group research project of their interest. Under the guidance of the teacher, students can learn and experience the whole research process including: defining research objectives, identifying research questions, designing research methodology and instrumentation, collecting data, analysing data, writing up research report and disseminating the research results.

Assessment: 100% coursework.

Elective Courses in Micro Application

SOWK2020. Oncology, palliative and hospice care (6 credits)

Professionals in the field of medical and health settings are expected to be competent in oncology care, palliative and hospice care. The students will learn about the medical, psychological, social, spiritual and policy aspects of care for cancer patients and persons with terminal illness. Cultural, sociological and traditional approaches to death and dying as well as bereavement will be explored through student projects.

Assessment: 100% coursework.

SOWK2028. Selected topics in social work practice (6 credits)

This course develops knowledge and skills relevant to the understanding and helping of focused target populations, the selection of which will be based on the special nature of specific client groups, problem areas or service settings.

SOWK2034. Youth crime and juvenile justice issues (6 credits)

This course begins with a critical review of the current state of theory and research on youth problems and delinquency. It will then go on to evaluate existing policies and services directed at youth at risk and juvenile offenders in Hong Kong. Finally it will explore current issues in the field of youth policy and juvenile justice, particularly the overseas development of new programme initiatives. Special emphasis will be given to the relevance of these issues and programmes within the context of Hong Kong.

Assessment: 100% coursework.

SOWK2037. Human sexuality (6 credits)

This course tells you everything you always wanted to know about sex but are too afraid to ask: Whom you want to have sex with and why? What would you do in sex and where and when would you do it? Who's on your mind when you think about sex, Leon Lai or Shu Kei? Which is more pleasurable, heterosexual sex or homosexual sex? What is the best sex that you've ever had? Why are having sex with yourself and masturbation acts of revolution? What is pornography – a stimulant to or substitute for sex? Who has a better claim to authority on sex, your family doctor, your lecturer, the host of a radio phone-in program on sex or a sex worker in the street?

Assessment: 100% coursework.

SOWK2048. The Satir model and family reconstruction (6 credits)

Human behaviour is heavily influenced by family upbringing and socialization. This course, based on a marathon experiential training mode, aims to help students to achieve an understanding of their family. Virginia Satir's concepts of family rules, communication patterns, family mapping and self-esteem will be used to guide students through a process of self-discovery. Active participation will be essential.

Assessment: 100% coursework.

SOWK2065. Understanding and working with young people (6 credits)

This course examines the developmental characteristics and needs of young people and their actualization in the local context. Special focus is put on understanding the contemporary local youth culture and how it reveals the needs of the young people. Major models and concepts in youth work are introduced. Working skills with young people implied from these models and concepts are also introduced. This course is especially suitable for students who intend to join the fields that work with young people, e.g. social work, teaching, church, entertainment, etc.

Assessment: 100% coursework.

SOWK2068. Social skills training for human service personnel (6 credits)

This course offers the theoretical foundation of social skills training. The relevance of social skills training to different areas of human service practice including teamwork and staff training will be discussed. Skills in working with individuals and groups in human service settings will be practiced. This course will be run in form of lectures, demonstrations, class discussion and exercises.

Assessment: 100% coursework.

SOWK2069. Counselling in health care settings (6 credits)

Counselling approaches used in health care such as crisis intervention, grief work, cognitive behavioural intervention, support groups, art therapy, psycho-education skills, bereavement counselling, pastoral care and peer counselling will be examined. Students will be provided with experiential training on skills/ techniques in working with patients in hospitals and in the community.

Assessment: 100% coursework.

SOWK2074. Teachers as counsellors (6 credits)

As many students might join the teaching profession when they graduate, a purpose of this course is to help course participants understand the developmental characteristics, needs and struggles of students (children and adolescents). Understanding the counselling process and acquiring necessary skills in offering counselling to

students are also main focuses of this course. It is expected that through the course, students will be more equipped to be effective helpers in working with students to cope with their school life.

Assessment: 100% coursework.

SOWK2075. Violence in intimate relationships (6 credits)

The issue of violence in intimate relationships (e.g. domestic violence & violence in dating) is examined through multi-lenses. This course introduces the nature of the different kinds of violence in intimate relationships. The knowledge and skills necessary to understand the dynamics of different kinds of violence are taught. How to assess the violent issues, how to identify appropriate intervention strategies and how to apply the related skills in the working situation are introduced. Particular emphasis is given to the relationship between violence and gender issues.

Assessment: 100% coursework.

SOWK2092. Adventure-Based Counselling: theory and practice (6 credits)

Adventure-Based Counselling (ABC) is a popular contemporary approach employed to work with people in order to assist their building and/or promoting of a positive self-concept, improve their interpersonal relationship and enhance their problem-solving abilities. Although it is especially popular among working with young people, it can also be used in working with different age groups, families and couples. This course introduces the basic theories and practices of ABC and to provide training in some micro skills in conducting ABC sessions. The quality of an ABC facilitator and the ethical considerations in employing ABC to work with people will also be discussed in this course. The format of the course includes lectures, seminars and ABC workshops for students to participate and experience the process.

Assessment: 100% coursework.

SOWK2098. Working with people with disabilities (6 credits)

Social workers who work with people with disabilities nowadays should have critical mind and self-reflective attitudes to meet the challenges from the changing field of disabilities. To enhance quality of life of people with disabilities, social workers should have sensitivity to understand situations of individuals with disabilities, and have substantial knowledge of intervening in different levels of environments. Providing students an insightful learning process, this course uses interactive and experiential activities besides traditional one-way lectures. Guests, including friends with intellectual disabilities, friends with physical handicap, their carers and social workers, will be invited to come to the class to share their life experience. This course introduces students the paradigm shift in the field, the evolution of services affecting people with disabilities, and contemporary approaches to provide services to people with disabilities.

Assessment: 100% coursework.

SOWK2099. Separation, divorce and remarriage (6 credits)

This course enhances student's understanding of (1) the psychological and social implications of separation, divorce and remarriage; (2) the separation/ divorce/ remarriage decision making process and the considerations involved; (3) legal issues related to separation, divorce and remarriage (grounds for divorce, custody and maintenance, adoption, etc.); (4) the characteristics, dynamics and needs of single parent families and stepfamilies; and (5) intervention approaches relevant to working with divorced and remarried families.

Prerequisite: SOWK1002. Introduction to social work or
PSYC1001. Introduction to Psychology or
SOC1001. Introduction to sociology

Assessment: 100% coursework.

SOWK2101. Bullying, aggression and resilience (6 credits)

The issue of bullying and aggression in adolescents and adulthood will be examined through multiple perspectives in this course. An introduction to the prevalence of bullying, current theories and research on the etiology of bullying and aggression in school and workplace will also be discussed. A model of resilience is adopted to rebuild the vocabulary of strengths and the culture of support. Students will be trained to equip risk assessment and management, crisis intervention, counselling skills, group therapy and institutional management in handling bullying. Particular emphasis is given to gender issues.

Assessment: 100% coursework.

SOWK2102. Social work in school settings (6 credits)

The objective of school counselling is to enhance students' whole person development through the provision of remedial, preventive and developmental services in school settings. Phenomenon such as students' suicide, physical and sexual abuse, mental health issues, study problems and school violence pose great challenges to a school counsellor. Adopting the ecological perspective, this course examines the service provision of school guidance and counselling service in Hong Kong, the multiple roles of a school counsellor, the establishment of collaborative relationship with school personnel, the application of practice theories and intervention strategies to individual and school-based family counselling, and the implementation of comprehensive school guidance and counselling programs. By participating in this course, social work students will be equipped with the knowledge and skills to be a competent school counsellor.

Assessment: 100% coursework.

SOWK2109. Working with ethnically diverse communities in Hong Kong (6 credits)

Throughout Hong Kong's history it has been a cosmopolitan city where people arrived in the territory from across the globe as colonisers, merchants, soldiers, low paid manual workers, domestic workers, professionals or for family reunion thus starting at different rungs of the social ladder. This gave rise to its multicultural flavour and justifiably becoming 'Asia's world city'. However, not all migrants have benefited from this miraculous growth. Some were pushed to the margins, excluded or made invisible. This course benefits those who work with members of ethnic minority communities, intending to do so or who are curious about racial discrimination and multiculturalism in Hong Kong. Topics discussed include stigma, discrimination and prejudice in the context of history, gender, culture and religion of members of ethnic minority communities, new arrivals or immigrant families. Lectures, group and panel discussions as well as field visits will constitute the learning process.

Assessment: 100% coursework.

SOWK2111. Addictive behaviour (6 credits)

This course introduces the growing body of knowledge on pathological addictive behaviours. Topics to be covered include drug abuse, alcoholism, computer addiction, and compulsive buying. Various models on the biological, psychological, and social factors related to the course of addiction will be explored.

Assessment, treatment, and prevention strategies will also be discussed.

Assessment: 100% coursework.

SOWK2112. Working with special target populations (6 credits)

With increasing complexity in the Hong Kong society and the attendant problems faced by various groups of people, there is need to devise specific approaches in alleviating their problems. This course covers selected topics that pertain to the understanding of the characteristics and needs of special populations, and introduces relevant working approaches for practitioners and social policy analysts.

Assessment: 100% coursework.

SOWK2113. Special topics in social work practice (6 credits)

The Hong Kong society and the world at large have unfolded multifarious new social phenomena that pose new challenges to professional social work practice. The social work professional community has to develop new insights in understanding the nature of such problems and challenges, and accordingly devise timely and appropriate intervention to address these issues. This course covers selected topics that meet acute societal needs, or are of current interest or on the cutting edge of knowledge advancement in social work.

Assessment: 100% coursework.

SOWK2114. Special interventions: theories and techniques (6 credits)

In dealing with the increasing complexity of problems handled by the social work professionals, the social work community across the globe has developed new theories and techniques in practice. This course covers intervention models that are of current interest in social work. The key concepts and techniques of the models, and their development in terms of empirical base will also be discussed.

Assessment: 100% coursework.

SOWK2118. Child maltreatment and protection (6 credits)

Every child has the right to a life free from violence. Unfortunately, millions of children around the world are the victims of physical, sexual and emotional abuse, as well as global neglect. Child maltreatment is a serious public health problem with a negative impact on the victims, their families and societies as a whole. This course examines the prevalence and risk factors of child maltreatment. Effective prevention and intervention strategies will also be investigated.

Assessment: 100% coursework.

SOWK2119. Mediation and negotiation (6 credits)

The nature of interpersonal conflicts and strategies of conflict resolution will be examined in this course. The key elements of negotiation and mediation will be reviewed from different perspectives. Students will learn basic skills of negotiation and mediation. A win-win strategy in the conflict resolution process will be emphasized.

Assessment: 100% coursework

SOWK2120. Counselling in business setting (6 credits)

This course equips students with relevant knowledge and skills of counselling applicable to business settings. Some prominent approaches in helping people to change and/or solve their problems through the use of counselling strategies in the business settings will be introduced. An emphasis is placed on the application of counselling in helping people working in the business environments. Topics include the concepts of employee assistance, the needs of counselling in business settings, the applications of counselling in both profit-making and non-profit-making organizations, boundary and limitations.

Assessment: 100% coursework

SOWK2121. Counselling in human resource development and training (6 credits)

This course introduces concepts and strategies in human resource development and training will be introduced. Students will be equipped with the techniques in conducting need assessment, team building, effective communication, problem solving and decision making, crisis management and customer relationship management. Experiential approach is emphasized in this course to enhance students' experience and competence in implementing human resource development and training.

Assessment: 100% coursework

SOWK2127. Theory and practice of employment assistance services (6 credits)

Employment assistance service (EAS) has become one of the major social work interventions in Hong Kong. Billions of resources have been invested in enhancing the work capacity as well as employability of Hong Kong's workforce every year through various departments (e.g. Vocational Training Council, and Employees Retraining Board) and NGOs. A significant portion of social workers are actively engaging in employment related services such as development of a return to work action plan for the CSSA recipients, sharing labour market information and improving job search skills for the trainees of ERB's placement-tile programmes and so on. This course provides basic training in theory and practice to social work students so that they will be equipped to become a competent social worker in providing employment assistance services soon after they are recruited into the employment related departments or agencies.

Assessment: 100% coursework.

SOWK2135. Theory and practice in family counselling (6 credits)

This course examines family counselling issues relating to intimacy, dependency, parenthood, attachment, power and conflict. The emphasis is on clinical relevance and practice wisdom, guided by the culturally relevant knowledge of the Chinese family system. Students will participate in clinical demonstrations, experiential learning and role plays so as to develop practice competence on assessment, formulation of intervention strategies, and direct intervention in working with the issues arising from personal vulnerabilities, societal pressures, communication impasses, intimacy problems, or inter-generational clashes.

Pre-requisite: SOWK2137. Theories in counselling or
SOWK3108. Foundation of social work practice II

Assessment: 100% coursework.

SOWK2136. Fathering and fatherhood: Social work with fathers (6 credits)

The issue of gender-based social work intervention, with the emphasis of working with fathers, is examined through multiple lenses. A critical analysis of the current theories and literature on gender socialization, the development of fatherhood, the etiology of physical health, mental health, and emotion of men who are in the role of a father will be conducted. The course will identify effective intervention and prevention strategies in working with fathers. The purpose of this course is for social work students to gain the knowledge and skills necessary to understand the dynamics of fathering and fatherhood, to conduct gender-sensitive clinical assessments, and to identify appropriate intervention strategies.

Assessment: 100% coursework.

SOWK2209. Issues and interventions in mental health settings (6 credits)

This course enhances the students' basic understanding of mental illness by focusing on alternative definitions of mental illness, cross-cultural considerations, etiology, and intervention strategies. The diversity of roles of the professionals in team work with the mentally ill within the Hong Kong context will also be examined.

Prerequisite: SOWK1004. Human behaviour and the social environment (I)

Assessment: 100% coursework

SOWK2213. Social work practice with selected target groups or in specific settings (6 credits)

This course focuses on the practice of social work with selected target groups such as children, youth and delinquents, alcoholics and drug addicts, or in specific settings such as school, hospital, youth centres and correctional facilities. For each group or setting, attention will be focused on gaining a comprehensive understanding of the nature of the problems encountered and the role of social work in solving such problems.

Assessment: 100% coursework.

SOWK3033. Working with youth at risk and juvenile offenders (6 credits)

This course focuses on the various approaches in working with delinquents and young people experiencing emotional or behavioural problems. To facilitate skills development, emphasis will be placed on experiential learning through the use of simulated exercises, games and role-play. Throughout the course, case and group examples will be drawn from a variety of local practice settings-probation, residential facilities for juvenile offenders, correctional services, outreach and school social work.

Assessment: 100% coursework

SOWK3060. Career skills training (6 credits)

Success in one's career is one of the most important life tasks for most people. Besides teaching students the necessary knowledge and practice of core career skills, this course also trains students to design and conduct career skills programmes. Through participation in this course, students will be able to master the theories and skills of career planning, understand the relationship between labour market dynamics and job searching, analyse the effect of social, economic and political changes on the job market. Through understanding the social psychology of career aspects, students will become more sensitive to human dynamics in the work setting.

Assessment: 100% coursework.

SOWK3066. Care management (6 credits)

Care management is a major practice strategy to promote effective service delivery to diverse target populations. It is based on the notion that human service practitioners often work with people who have multiple needs. The major outcomes of care management are better integration of services provided by a cluster of organizations and community of care. This course covers the role of care management in the human services; the method and functions of care management in both direct and indirect services; and the monitoring and evaluation functions of care management practice.

Assessment: 100% coursework.

SOWK3087. Counseling for emotional and relational competence (6 credits)

This course is for all who want to be emotionally and relationally competent in human interaction, be it in the family, at work, with friends, or with neighbors. Training on enhancing capability to be present here and now as well as developing mutually satisfying and meaningful relationships. This course is primarily experiential and practice oriented, integrating the philosophy, science and art of intra and interpersonal competence into real life applications. Recent thinking in philosophy, psychology, group work, and neuroscience will be applied to working with intense emotions, inner blocks and inconsistencies, dilemmas and relational conflicts that haunt human encounters. Through class demonstrations, paired and small group practice, students will come to acquire concepts and skills that will guide them in facing the daily test of human interaction, help them advance their listening skills, increase self-understanding, gain confidence in decision-making, achieve relational transformation, connect with their deeper spiritual self, and affirm a more attuned, grounded, steady, and creative presence.

Assessment: 100% coursework.

SOWK3089. Integrative counselling methods in action: Theories, practices and research (6 credits)

It is all too common for people to experience difficulty obtaining counselling that is integrative, culturally competent, and responsive to their complex needs. This course introduces students to the principles and

direct practice of integrated counselling methods, based on the integration of Western counselling principles and wisdoms from traditional Eastern philosophies. This course also introduces students to the essential knowledge to effectively address the spectrum of psychological and behavioral problems they will face in their daily life. Students will become knowledgeable of the principles of integrative counselling methods, cross-cultural health issues, and the application of evidence-based complementary and alternative medicine practices across a range of health-related conditions and across different workplace settings. This course also emphasizes the development of integrative counselling skill sets, which are practical, easy-to-learn, and highly transferrable to different people in different settings. Through the use of case vignettes, small group discussions, and experiential learning activities, students will develop essential integrative counselling skills which can be applied in their daily life as ways of stress coping, health enhancement, and to achieve personal growth.

Assessment: 100% coursework.

SOWK3091. Mental health sciences and society (6 credits)

This course brings together cutting-edge knowledge and discussions on mental health from diverse but related disciplines of philosophy, psychology, psychiatry, epidemiology, and social and healthcare services administration, both in the unique local context and in the international mental health scene. Students will be introduced to the critical examination of theories and practices in mental health with real-world examples. Throughout the course, conceptual explorations will be illustrated by case studies, including two complex syndromes affecting youth (i.e., psychotic disorders) and elderly (i.e., dementia), as well as other common mental health conditions such as depression, anxiety and developmental disorders (e.g., autism spectrum disorder) where appropriate. Using the conventional disease/medical model as a starting point, students will be guided to understand mental health in the broader context of biological, psychological, social and cultural factors that operate in combination to affect mental health outcomes at individual and population levels.

Assessment: 100% coursework.

SOWK3093. Play therapy (6 credits)

This course introduces the class to the use of play therapy in working with children, adolescents and families. The students will be presented with the essential elements and principles of play therapy, including historical development, theoretical modalities, basic techniques and applications.

Pre-requisite: SOWK2107. Foundation of social work practice I or
SOWK2137. Theories in counselling

Assessment: 100% coursework.

SOWK3096. Solution-focused therapy (6 credits)

“Judging by its popularity, solution-focused therapy may be the treatment for our times. Now one of the most widely used psychotherapy approaches in the world (Trepper, Dolan, McCollum, & Nelson, 2006) ... Its pragmatic focus on coping, rather than curing, has made it applicable to almost any problem seen by therapist.” (Nichols, & Schwartz, 2008, p.368) Solution-focused therapy advocates that the core role of a therapist is to help client to construct their solution instead of figure out what are the causes of the problem. Solution-focused therapists argue that it isn't necessary to know what causes problems in order to make things better. Their emphasis is on what works, not what doesn't work. Therefore, it is the solution talk, not problem talk, is the direction of solution focused therapists. The course will introduce the theoretical background, basic assumptions, core working principles, and hall mark techniques of the Solution-focused therapy.

Assessment: 100% coursework.

SOWK3097. Trauma, resilience, and growth (6 credits)

From natural disaster to human inflicted violence - landslides, tsunami, earthquake, terrorist attacks, traffic accidents, witness a murder, assaults by a total stranger, domestic violence by a love one, bullying by a classmate... the list goes on and on. Increasingly, traumatic events and the resulting stress have become part of the reality of life. While some of us may have experienced a traumatic event personally, many more witnessed or heard about these events happening around them. Recognizing the impact of traumatic event on a person and understanding the person's post-traumatic reactions is important for both human service professionals and lay persons. This course provides an overview of the study of traumatic stress. Topics covered in this course include the historical development and major theoretical perspectives of trauma research, symptoms and presentation of trauma survivors, post-traumatic stress and growth, treatments available and their research evidence.

Assessment: 100% coursework.

SOWK3106. Use of creative arts in social work practice (6 credits)

This course introduces the theories of creative arts as healing and illustrates the use of creative arts in local social work contexts, including individual or group counseling setting and community development setting. It is a practical course with hands-on experience to the use of creative arts in expression, communication and healing. Creative arts are action-oriented and process-focused. The development of skills and use of creative arts for self-exploration go simultaneously in this course. Students will have the opportunity to experiment with the use of arts for creative exploration and self-understanding. Different arts media will be introduced, including visual art, craft work, music, sounds, dramatic exercises, spontaneous movement and writing. The students will synthesize their personal experience with conceptual learning through experiential activities, live demonstration, listening exercise, case studies, video analysis and sharing. This course is not a formal creative arts therapy training, but offers opportunities for exploring the resources of creative arts in social work context.

Assessment: 100% coursework.

SOWK3110. Counselling for older adults and their families (6 credits)

This is a practice course for students who are interested in gaining knowledge and skills of counselling older people and their families. A multidimensional framework including the bio-psychosocial, developmental, family, ecological and spiritual perspectives will be adopted for assessment and intervention. The challenges and coping of the individual older adults and their families in face of the common 3Ds – depression, dementia and death will be examined in the context of care giving. Concepts about intimacy and connectedness in the dynamics of aged couples and also those between the adult children and their aged parents will be discussed.

Assessment: 100% coursework.

SOWK3115. Frontiers in interventions around death, dying and bereavement (6 credits)

There are more than a hundred deaths each day in Hong Kong, but death is a taboo for most for us. The unfamiliarity towards death induces a sense of anxiety when this topic is brought up to us. Death-related problem is one of the commonest issues that clients bring to counselling, but is often rated as the most uncomfortable scenario by beginning counsellors. This course is designed for students with an interest in understanding death, dying and bereavement. It offers a close examination on the challenges individuals, families and service providers face surrounding life-threatening illness and death. Theories and intervention strategies on end-of-life and bereavement care are reviewed. The course increases students' competence in working with clients facing death, dying, loss and trauma.

Assessment: 100% coursework

SOWK3131. Encounter with embodiment: Therapeutic use of drama in social work settings (6 credits)

This course gives students an opportunity to understand the therapeutic use of drama (TUD) in social work setting in both micro and macro contexts. This incorporates the philosophies and approaches of certain key psychologists, psychotherapists, and applied drama practitioners such as Humanistic Approach, Existentialism Psychotherapy, Individual and Group Psychotherapy, Developmental Transformations Drama Therapy, Sesame Drama & Movement Therapy, Psychodrama Psychotherapy, Jungian Analytical Psychology, Playback Theatre and Forum Theatre. Through lectures and experiential activities, students can have basic understanding of the concepts and theories, as well as reflections on how the approaches have worked for them and the application in social work setting. Although the course does not aim at training students to be therapists or specialists in any of the approaches, students can understand different therapeutic frames and elements so to integrate into their social work professions. It also provides students a picture for further academic development in these areas.

Assessment: 100% coursework.

SOWK3134. Cognitive behavioural therapy for common mental health problems (6 credits)

This course provides an in-depth overview of cognitive behavioural therapy for common mental health problems, specifically on depression and anxiety. This aims to provide the foundation for aspiring clinicians to-be in the provision of effective cognitive behavioural treatment. This course begins with a review of the fundamental theoretical concepts and assumption on cognitive behavioural therapy. Students are expected to learn how to conceptualize cases, apply a broad spectrum of cognitive and behavioural skills, and to assist clients to attain therapeutic changes. Case examples will be utilized, where students can engage in role-play and detailed class discussions.

Assessment: 100% coursework.

SOWK3141. Contemporary complementary and alternative psychosocial interventions for people with physical and mental health needs (6 credits)

As the society is aging and there are growing needs of different populations with various needs such as Special Educational Needs (SEN), dementia, and mixed mood disorders. In addition to the existing psychotherapeutic evidence-based methods, i.e., talk therapies, emerging complementary and alternative interventions (CAI) are of high demand nowadays for human services to those under-served or non-responsive individuals in the society. Animal assisted therapy, aromatherapy, ecotherapy, horticultural therapy, meditation, mindfulness and yoga etc are some of the commonly sought CAIs. The proposed course aims at providing students with a broad range of knowledge in popular CAIs and their applications in the human service field.

Pre-requisite: SOWK2137. Theories in counselling or
SOWK2138. Foundation skills in counselling

Assessment: 100% coursework.

SOWK3301. Advanced group work (6 credits)

The small group as a mode of social work intervention will be considered as it relates to the treatment of a range of behavioural and interpersonal problems. Selected group work models, group development, and group dynamics will be reviewed in relation to the students' current fieldwork experiences.

Prerequisite: SOWK3108 Foundation of social work practice II

Assessment: 100% coursework

SOWK3307. Working with families (6 credits)

This course examines the concept of a 'family perspective' and assists students in gaining an understanding of the major approaches to working with families. Theories on family, methods of assessment, and a range of strategies and techniques for effective intervention with the family as well as their applicability to the local context will also be considered.

Prerequisite: SOWK1004. Human behaviour and the social environment (I) or
SOCI2021. Marriage and the family

Assessment: 100% coursework.

Free Electives

Students may need to take 36 credits, including at least 24 credits at advanced level, of electives to make up the total curriculum load, and that the credits taken can be offered by any Faculty.

Note: Not all the elective courses will be offered in each year. The arrangement will depend on the availability of teachers, demands and time tabling.

IV. Fieldwork Placement

(1) Nature and Objectives of Fieldwork Placement

The fieldwork placement is an integral part of social work education with the emphasis on learning through practicum. The student being placed in real life work situation, and under guidance of fieldwork supervisor, is expected to deliver services commensurate with professional requirement.

The fieldwork placement gives students opportunities to combine theory and practice, particularly in:

- Demonstrating social work principles and values;
- Testing out theories and models;
- Developing practice skills.

It also provides an opportunity for students to:

- Enhance self-understanding;
- Develop a personal style of work, within the bounds of professional practice.

If a student is working with a team or in a secondary setting, he/she is also expected to engage in inter-disciplinary collaboration with others and polish his/her teamwork skills.

(2) Structure of Fieldwork Placement

BSWFT students are required to undertake 100 hours of placement preparation workshops and two periods of fieldwork practice for 800 hours.

Summer Block Placement

This is a ten-week “block placement” that takes place from June to August of the the third year of study. In this placement, the students work five days a week in the agency. Students can also consider undertaking this summer block placement in overseas countries or Mainland China and they have to go through the selection process in meeting the special requirements.

Concurrent placement

This is made up of twenty five weeks, during term time, usually from beginning of October to late March during the student's final year of study. The students will mostly work on Tuesdays and Wednesdays in their placement agencies and attend classes during the rest of the week. However, flexibility will be allowed to rearrange the duty time due to the special requirement of the serving agency and job duties.

(3) Information of Field Placement

The design of the Fieldwork placement is such that individual students will, as far as possible, experience variety in different settings, dealing with a wide range of problems and situations, and have opportunities to learn how to use at least two social work practice methods. Placements are classified according to the setting and nature of work, such as:

- Family Services
- Medical Social Services
- Services for Children & Youth
- Rehabilitation Services
- Elderly Services
- Community Development Services
- Multicultural Social Work Services
- School Social Work Services

Students may be placed alone or in a unit of two or three students. In both instances, a Fieldwork supervisor will be responsible for the field teaching. In fieldwork placements, the supervisor can either be a fieldwork supervisor employed by the University or an agency staff member appointed to act as such by the agency. The field supervisor will hold regular individual and group supervisory meeting with the students in planning their assignments, discussing their work and making ongoing assessments of the students' performance.

Generally speaking, all placements are concerned with the same broad areas of learning/teaching i.e. knowledge, skills and attitudes. But as students do go through different learning stages during the process of training and education, their needs at different stages require special consideration. Hence the learning/teaching goals of the first placement do differ somewhat from those of the final one.

The emphasis of the first placement is to help students to acquaint themselves with social work values and assumptions, to embark on a process of continuous self-assessment and self-analysis for the purpose of learning, to develop a professional stance and attitude in their work and to acquire some basic social work skills. As beginning student workers, students are expected to learn how to establish their role in the agency, start to build up their knowledge on community resources and attempt to apply what is learnt in class to the field situation. They have also to learn listening, observation, organizing, planning and relating

skills. They have to start developing a systematic approach towards exploration, analysis, intervention and evaluation.

The final placement serves as a transition in role-learning from being a student social worker to a full-fledged social worker. Students are encouraged to develop self-responsibility and greater sophistication in their work. They are expected to have consolidated the knowledge and experience gained in their previous placements. They have to take more initiative and use their judgment and personal abilities in carrying out their work systematically and independently. They have also to be prepared to cope with work pressure and deal with emergency and crisis situations. Students should be aware of their own strengths and weaknesses and be ready to make continuous efforts to further develop in professional competence after graduation.

(4) Assessment procedures for field placement

Student's performance in the fieldwork will be evaluated and assessed by the fieldwork supervisor throughout the placement.

When placement ends, a student has to round up his/her task assignments in the agency properly, following the administrative requirements of the placement agency. Relevant written assignments to both the agency and the fieldwork supervisor should be submitted not later than two weeks upon the completion of placement period or according to the request of the placement agency.

Student is required to complete the "*Student's Review of the Placement Experience Report*" and submit it to the fieldwork supervisor before doing the final evaluation.

The "*Student Evaluation Report*" should be prepared by the fieldwork supervisor **within a month** after the end of placement. The fieldwork supervisor should discuss with the student about the content and result of the evaluation. The report should be submitted to the Director of Field Instruction on time as required.

If the student fails to finish and hand in written assignments within two weeks after placement ends, he/she is deemed to be unable to complete the placement properly, and a failure grade would be given.

The fieldwork mark given by the Fieldwork Supervisor is a tentative mark only. It will be reviewed in consideration with the details in the evaluation report, including whatever is written down by the students, and endorsed by the Internal Examiners for Field Instruction. Recommendations given by the Internal Examiner (other teaching staff in the Department) are the "final mark".

Failure in field practice

A student who fails in a placement is normally required to undertake another period of fieldwork practice to make up for the failure. If he/she fails again, he/she may be required to discontinue. If a fieldwork supervisor finds that a student is at risk of failing, he/she should give early warning to the student, at the mid-placement evaluation or sooner, specifying the areas that need to be improved and stating clearly the expectations. He/ She may also keep the Director of Field Instruction informed of the situation. At the end of the placement period, if a fieldwork supervisor decides to fail a student, he/she must let the student know as soon as possible.

During the placement period, a student may be discontinued from fieldwork placement and be given a failure grade if he/she displays one or more of the following kinds of behavior:

- ❑ Behavior so damaging to others that his/her immediate removal from placement is necessary protect the agency, the community, the student and/or clients. Examples of such are physically and/or psychologically abusing a client; extremely inappropriate behavior which is disruptive to the reputation or functioning of the agency and/or to its clients; illegal or immoral behavior.
- ❑ A recurrent series of irresponsible and/or inappropriate behavior with no signs of improvement despite repeated assistance; verbal and written warning from the fieldwork supervisor over a reasonable period of time. An example is chronic absenteeism from work and/or supervision.

A student who has failed his/her fieldwork placement because of the above-mentioned behavior may not be offered another placement opportunity.

A student who objects to be given a failure mark by the fieldwork supervisor or disagrees with not being offered a chance to repeat after being discontinued from placement under circumstances stipulated above, may make an appeal to the Department Head and request for a review. However, he/she should first of all consult the Director of Field Instruction.

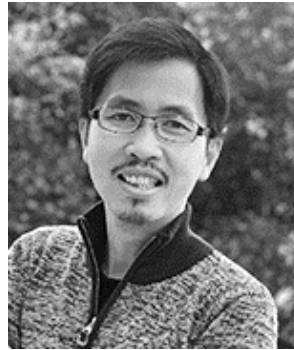
Students should consult the 'Fieldwork Placement Handbook' for a more detailed description of the contents and requirements of fieldwork placements.

V. Programme Coordination

In order to attain better coordination of the different aspects of the B.S.W. Programme, there is a Programme Director who oversees different aspects of the Programme. For the academic year 2020-2021, **Prof. NG Siu Man is the B.S.W. Programme Director**. He will handle all issues concerning the Programme. Comments and suggestions concerning the contents of the Programme should be channeled to him. And, **Dr. Johnson Cheung is our B.S.W. Deputy Programme Director**.



Prof. Ng Siu Man



Dr. Johnson Cheung

Furthermore, the day-in and day-out administrative arrangements of the BSW programme are carried out by our administrative team, with the following members: Ms. Ariel Poon is the Programme Secretary, and Miss Giselle Shek and Mr. Sam Lee are our Programme Assistants.

VI.

Policies on Learning

University education is different from that in secondary school. With the assistance of the teachers, students are expected to learn to become adults who are responsible to and take initiative for their own learning. However, to promote positive learning attitudes among students, some principles have to be observed. The followings are Department policies relating to student learning:

- (1) Classroom attendance is an integral aspect of a student's learning. The complexity of social work practice cannot be effectively learned through independent study. Students are expected to attend all classes and be on time. For some courses, in particular those that adopt experiential learning approaches, attendance of lectures is compulsory. There will be a system of penalty as stated in respective course outlines.
- (2) Tutorial/Seminar/workshop attendance is compulsory. Roll-call and sanctions for unreasonable lateness beyond 15 minutes will be carried out. Regarding absence from tutorials/seminars/ workshops, students should explain to the concerned course teachers in writing. If possible, prior notice should be given for reasonable absence. In case of illness, a medical certificate is required. For absence which is unexplained or unsatisfactorily explained, deduction of marks will be resulted. A minimum attendance rate of tutorials/seminars/workshops is stated in respective course outlines.
- (3) For most of the courses, students are expected to submit their assignments via Turnitin @ Moodle system. This system will detect any plagiarized materials. For some courses, teachers may require students to submit the hard copies of their assignments. Please follow the instructions according to the respective course outlines.
- (4) Regarding submissions after the deadline, **10% of mark per calendar day will be deducted, for up to seven calendar days. No marks will be given for assignments that are handed in one week after the deadline**, but the teachers concerned will provide feedback on the paper.
- (5) No drinking or eating is allowed inside classrooms, except drinking bottles of water and cups of coffee or tea.
- (6) All mobile phones and pagers must be switched off during lectures and seminars/workshops to facilitate class attendance and concentration.

VII.

Performance Pledge from Teaching Staff

Teaching and learning are mutual processes through which the commitment of teachers, as knowledge providers, and students, as learners, is expected for actualizing the educational objectives. As responsible teachers concerned to upkeep good teaching practice, the teaching staff are committed to the following basic performance pledge:

- (1) Teachers will provide students with updated knowledge and references on subjects they are responsible to teach.
- (2) At appropriate time or upon request, teachers will arrange time to discuss students' assignments with them, individually or in groups.
- (3) Teachers will provide prompt feedback to students on their assignments when they are returned.

VIII.

Tips for Studying in University

(1) Time Management:

Using time efficiently and effectively in the engagement of different academic and social activities is a big challenge for university students. Use a planner to plan your daily, weekly and monthly schedule reasonably. Stick to the schedule as much as possible.

(2) Note-taking in Lectures:

Taking notes in lectures can be frustrating. Read the relevant materials before the lectures. You will absorb the concepts and ideas more clearly when the teachers talk about the points that you have already gone through.

(3) Building your Studying Skills:

Some students have difficulties in concentrating in class and understanding materials studied. This can lead to prolonged and unproductive study hours, anxiety and sleep deprivation. Do not study in places where you will easily be distracted (e.g. noisy, poorly lit places). Find a place where your eyes and body do not feel strain. Have all the supplies you need for study (e.g. dictionary, papers) on hand.

(4) Writing Academic Papers:

The styles and requirements of writing academic papers in university are quite different from those in secondary school. An academic paper basically requires integration of theories/concepts into the text. Students with weak writing skills are strongly encouraged to seek out assistance from the Centre for Applied English Studies

(<https://www.caes.hku.hk>).

- (a) Academic Writing Workshop
- (b) Internet Resources on Writing
- (c) Writing Support
- (d) General Language Advising
- (e) English Teaching Assistants (ETAs)
- (f) Peer Tutors
- (g) Social Work Vocabulary:

http://www4.caes.hku.hk/vocabulary/tutorial/tutorial_list.asp?subject=English&subject_ID=1&sub_subject_ID=7&sub_subject=Social_Work

Penalty for late submission

All assignments should be submitted on time. According to the Departmental regulations, late submission of assignment will receive the following penalties:

Late for	% of marks to be deducted
1 day	10%
2 days	20%
3 days	30%
4 days	40%
5 days	50%
6 days	60%
7 days	70%
More than 7 days	No mark will be given

Penalty on late submission of assignment for re-assessment of failed paper

If a student fails a particular paper, and if re-assessment is allowed by means of a resubmission of assignment, the student must submit the assignment for re-assessment on or before the due date. No mark will be given to late paper unless prior approval is sought from the teacher of the course.

Academic conduct

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the website:

<http://www.hku.hk/plagiarism/>.

Academic dishonesty is behavior in which a deliberately fraudulent mis-representation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

❑ Plagiarism

- i) According to the HKU policy <http://www.hku.hk/plagiarism/> "Plagiarism is defined as the unacknowledged use, as one's own, of work of another person, whether or not such work has been published."
- ii) The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the

extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be **acknowledged**.

- iii) The following also constitute plagiarism: (i) copying past papers of seniors or classmates without proper referencing, (ii) submission of assignments with similar content by the same student to different courses can also be considered as self-plagiarism.
- iv) Plagiarism is a serious offence in the academic world. This University takes plagiarism seriously. Academically, it is almost certain that the plagiarized work will receive a fail grade (and most likely a zero mark). There may also be disciplinary action against the student who commits the offence of plagiarism. A warning letter will be issued in case of minor plagiarism. In the more serious cases, the students concerned will be referred to the Vice-Chancellor for referral to the University Disciplinary Committee for disciplinary action (extracted from HKU website: <http://www.hku.hk/plagiarism>).

❑ **Dishonesty in collaborative work**

Where a candidate for a degree or other award represents his/her work as solely one's own when in fact it is the result of a joint effort of a group of persons constitutes dishonesty and will thus be penalised.

❑ **Completing assignments for others**

The department does treasure mutual support among students. Yet, it does not mean a student can complete assignment for another classmate. Even the act is of good intention, both students will be penalised for such act.

The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence. The relevant Board of Examiners may report the candidate to the Senate, where there is *prima facie* evidence of an intention to deceive and where sanctions beyond those in point 4.3(a) might be invoked.

❑ **Important note to students sitting examinations/quizzes**

Students are reminded that “all electronic devices MUST be switched off and put under the chair/on your desk throughout the examination/quizzes in a position visible to the invigilators. Make sure that you do not have any printed/written matter, mobile phone, or any other electronic/communication/sound-making devices in your pocket or on your body throughout the examination/quizzes. Unless you have obtained the prior permission of an examiner or invigilator, you are not allowed to access the content of

your bag at any time during the examination/quizzes. Students do not comply with the above-mentioned instructions may be disqualified.

(5) Preparation for Examination:

Examinations are a primary source of stress for students. Teachers expect students to answer questions critically. So learning exam-writing strategies is important. Keep up with your readings throughout the semester. Do not cram your studying into one or two night(s) before the examinations. Group study with classmates can be an effective method for in-depth learning. Remember to take reasonable study breaks.

(6) Examinations Results:

Examination results are determined by the respective Board of Examiners. There shall be no appeal against the results of examinations and all other forms of assessment. Students may however request checking of assessment results on grounds of procedural irregularities. Please refer to the Procedures for Checking of Assessment Results of Taught Courses (document 111/511) posted at HKU website:

http://www.exam.hku.hk/pdf/111_511amend.pdf

Last but not least, students should also go through the relevant regulations and notice to students sitting University examinations stipulated by Examinations Unit at HKU website:

<http://www.hku.hk/exam/>

(7) Degree Audit:

To make sure everything is on the right track with your studies, you can run the Degree Audit in SIS to check your progress. It is a comprehensive system to help you monitor your progress in fulfilling study requirements. To access “Degree audit”, go to HKU Portal > SIS Menu > Academic Records > My degree Audit. There is also a User Guide for reference:

https://inraweb.hku.hk/reserved_1/sis_student/sis/SIS-reference-materials.html

IX.

Staff-Student Consultation

Communication, formal and informal, between students and teachers is important for facilitating mutual understanding and nourishing mutual trust. In order to promote frank exchange and open communication between students and teachers, the staff-student consultative meeting is arranged at least once in each semester, as an open forum for sharing between students and teachers on different issues relating to students' learning. Students are encouraged to bring up their different concerns in the meetings, while teachers can also share their views on related issues. These meetings are formally arranged. Informal exchange between students and teachers is also much encouraged.

X.

Academic Advising & Personal Tutorial System

Academic Advising

At HKU, academic advising involves helping students to understand the aims of University education, the culture and ethos of learning, the available educational options and the paths that could be taken so that students can draw their own roadmaps to achieve their goals and monitor their own progress. Academic advising should result in students' greater satisfaction with their academic experience, better self-understanding and a sense of success in the achievement of personal and academic goals.

Faculty-based Academic Advising

Upon admission to HKU, all First-year undergraduate students will be assigned to a Faculty Academic Adviser (FAA) from his/her Home Faculty to support the students throughout the course of their study in the University. Students are expected to take the initiative to contact your FAA and to meet with his or her FAA **ONCE every semester in their first year of study** to discuss different academic issues.

For details of academic advising, please visit the website of Academic Advising Office (AAO) at <http://aao.hku.hk>.

Personal Tutorial System

In order to assist a student's adjustment to university life academically and socially, each freshman is assigned an academic adviser. Students are required to meet with their adviser at least once every semester in their first year of study to discuss academic issues. For students other than the freshmen, personal tutors (usually members of the Department's teaching staff) are assigned. The main role of the personal tutor is to assist students to tune into the study life of the University. It is believed that any happenings in the environment of the student will affect his/her university life. A student's personal tutor is always ready to discuss with the student anything that he/she thinks is affecting his/her study.

Privacy and confidentiality are basic principles observed in the sharing between the student and his/her personal tutor. Informality is encouraged for these meetings. While the personal tutors will initiate the first meeting with his/her tutees, students are encouraged to take the initiative to approach their personal tutors.

The Programme Director will liaise with the personal tutor concerned in handling any study issues related to a student that require special attention.

The academic advisers and personal tutors for students in the first and second year of study are usually teachers involved in first and second year teaching. The personal tutors for the third year students are the respective 'Practice laboratory' teachers. The fourth year students will be assigned to a new tutor to broaden their contacts with other teaching staff in the Department.

XI.

Scholarships & Prizes

To encourage and reward outstanding contributions and performance in different aspects, academic and non-academic, of the students, several scholarships and prizes are made available to social work students. They include:

	Target Students	Type		Remarks
		Merit-based	Enrichment	
Scholarships				
HSBC Social Work Scholarship	All BSW students	✓		
HKU Social Work 1987 Alumni Travel Award	All BSW students		✓	In support of international placement
Madam Lui Chui Sau Chun Memorial Scholarship	2 nd Year BSW students		✓	
Madam Lo Ng Kiu Ying Anita Memorial Scholarship	3 rd Year BSW students	✓		
Father Thomas Yu Yuen Chee Scholarships	2 nd & 3 rd Year BSW students	✓		
Madam Lo Ng Kiu Ying Anita Memorial Prizes	Final Year BSW students	✓		In recognition of student's outstanding performance in fieldwork placement
AIA Foundation Scholarship	2 nd Year UG students	✓		
Abdoolally Ebrahim and Company (Hong Kong) Ltd Scholarship or Bursary	2 nd Year UG students of the Faculty of Social Sciences	✓		
Chater Memorial Scholarship	2 nd Year UG students	✓		
C.V. Starr Scholarships	All UG students	✓		
George William Hong Choy Memorial Scholarship	1 st Year UG students	✓		
Hang Seng Community Service Scholarships	Non-first and –final UG students	✓		
Hong Kong Jockey Club Scholarships	1 st and 2 nd Year UG students	✓		
HKU Foundation Scholarship	All UG students	✓		
HKU Foundation Scholarships for Outstanding Students	1 st Year UG students	✓		Entrance Scholarship
HSBC Hong Kong Scholarship	Non-final Year UG students	✓		
HSBC Overseas Scholarship	Non-final Year UG students	✓		
HKSAR Government Scholarship Fund	All UG students	✓	✓	
John Swire Donor Scholarship	1 st Year UG students	✓		
Kai Chong Tong Scholarships	2 nd Year UG students	✓		
K.K. Ho Scholarship	1 st & 2 nd Year UG students of the Faculty of Social Sciences	✓		
Koo Shui Ting Memorial Scholarships	1 st Year UG students	✓		
Li Po Chun Charitable Trust Fund Undergraduate Scholarship	1 st Year UG students	✓		
Robert H.N. Ho Scholarships	1 st Year UG students	✓		
Social Work Entrance Scholarship	1 st Year BSW students	✓		Entrance Scholarship
The Fung Scholarship	Non-final Year UG students		✓	
Wong Man Kit Scholarship	All UG students	✓		

Prizes				
Ho Fook Prize	1 st Year BSW students	✓		
Chan Kai Ming Prize	Final Year BSW students	✓		
Ellen Koo Prize in Social Sciences	Final Year students of the Faculty of Social Sciences	✓		
Hong Kong University Alumni Prize	Penultimate Year students of the Faculty of Social Sciences	✓		
Jean Robertson Memorial Book Prize	Final Year BSW students	✓		
K.K. Ho Prize	All UG students	✓		
Financial Support				
First-in-the-Family Education Fund	All Undergraduate students			<ul style="list-style-type: none"> • Being the first-generation university students in their families • In support of experiential learning activities
St. James' Settlement Education and Social Work Scholarship Program	1 st Year BSW students			<ul style="list-style-type: none"> • Targets at low-income and CSSA families

The scholarship and prize opportunities, and financial resources will be updated periodically and are subject to change at any time. For details, please visit:

Scholarships Office:

<http://www.scholarships.hku.hk>

Financial Resources at CEDARS:

<http://www.cedars.hku.hk/cedars-financial-resources>

Other Subsidies

The Department provides subsidy to students undertaking overseas placements and Finland study tour. Students will be selected based on their academic results and performance at the selection interview.

XII.

Supportive Services in the University

Besides support within the Department, there are also several services in the University that provide assistance to students. The main ones are:

(1) Health Services:

The University Health Service (UHS) located at 2/F & 3/F. of Meng Wah Complex provides primary medical and dental care for students. Subsidized hospital care is available (excluding maternity cases) to full-time students in the public wards of Government hospitals. There is also a Students' Medical Relief Fund of which students can apply for in case of financial difficulties from medical problems. Detailed information is available from the website: <http://www.uhs.hku.hk>

(2) Financial Assistance:

Supplementing the Government scheme of grants and loans for students, the University also operates a considerable number of bursaries and loans aimed at relieving students with genuine financial hardship. Students with genuine needs can apply for such assistance through the Centre of Development and Resources for Students (CEDARS) by submitting an application to the CEDARS by a specified date in September. But those with urgent needs may apply for emergency assistance any time during the year. Their information is available from the website: <http://cedars.hku.hk>

(3) Physical Education and Sports:

The Institute of Human Performance (IHP) of the University is responsible to promote health and physical fitness among students. There are three sports centres managed by the IHP, namely, Flora Ho Sports Centre, Lindsay Ride Sports Centre and Stanley Ho Sports Centre. These centres are differently equipped with facilities such as out-door swimming pools, sports halls, multi-purpose and sports specific areas, fitness and weight training rooms, athletics stadium with a synthetic running track, floodlit artificial turf pitch, golf driving bays, softball diamond, and tennis courts, etc. Regular physical education, sport and wellness programmes are provided to students. Information can be obtained from the Flora Ho Sports Centre and on the following website: <http://www.hku.hk/ihp>.

(4) Personal Development and Counselling:

Adopting a whole person approach in education, the University stresses the importance of learning about life, academically and non-academically. Counselling and Person Enrichment Section (CoPE) under CEDARS is committed to providing opportunities for students to develop their potentials and creativity. Different services, including individual counselling and consultation; developmental and therapeutic programmes; life skills programmes; psychological testing; learning clinic; digital learning, living and leadership training are provided to students. The CEDARS's office is located on the 4/F., Meng Wah Complex. Their information is available from the website: <http://cedars.hku.hk>.

(5) Careers and Placement:

The main mission of the Careers and Placement Section under CEDARS (<http://www.cedars.hku.hk/careers/home>) is to provide careers information and guidance to students. Its core services include: careers education, placement, surveys, forums and careers library and consultation.

(6) Protection from Sexual Harassment:

As an equal opportunity employer and institution, the University has zero tolerance towards discrimination and sexual harassment. In order to protect students from being sexually harassed, each department has an officer responsible to handle related issues. The Equal Opportunity Advisors of our Department are Dr. Bella S. Lu (Tel: 3917-2080, shuanglu@hku.hk) and Dr. Paul W. C. Wong (Tel: 3917-5029, paulw@hku.hk). Students are encouraged to approach them for any issues related to sexual harassment.

(7) Accommodation Service:

The CEDARS runs a small-scale service to assist students seeking off-campus accommodation. For details, please refer to their website: <http://cedars.hku.hk>.

For more detailed introduction of different services available within the University for students, please refer to the 'Undergraduate Handbook for Full-time Students 2022-2023' at <http://handbook.hku.hk/ug/full-time-2022-23/about-the-handbook.html>.

XIII.

Typhoon & Black Rainstorm Warning Signal

Cancellation of classes and examinations during typhoon or black rainstorm warning signal

When Tropical Storm Warning Signal No. 8 (or above) or the Black Rainstorm Warning Signal is hoisted, the following arrangements will apply:

(a) For classes and examinations not yet started

If either of the warnings is hoisted or in force at or after 6:00am	All morning classes and examinations commencing before 2:00pm will be cancelled automatically.
If either of the warnings is hoisted or in force at or after 11:00am	All afternoon classes and examinations commencing at any time from 2:00pm and before 6:00pm will be cancelled automatically.
If either of the warnings is hoisted or in force at or after 3:00pm	All evening classes and examinations commencing from 6:00pm onward will be cancelled automatically.

(b) For classes and examinations already started

When Tropical Storm Warning Signal No. 8 or above is hoisted	All classes will be suspended immediately. All examinations to continue until the end of that examination session.
When Black Rainstorm Warning Signal is hoisted	All classes and examinations, except those held outdoors, would continue. For outdoor classes and examinations, the responsible staff members on the spot should suspend the activities immediately, ensure that all students are taken to a safe place, and remain there until it is safe for them to return home.

The Examinations Unit will re-schedule postponed examinations to a later date and inform the candidates of the details as soon as possible.

When Tropical Storm Warning Signal No. 3 or Red Rainstorm Warning Signal is in force, it should be assumed that all classes and examinations will be held as scheduled unless an announcement to the contrary has been made by the University.

XIII.

Code of Practice for Registered Social Workers

PREAMBLE

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

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

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

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

PART 1 – BASIC VALUES AND BELIEFS

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

6. Social workers accept responsibility to update, upgrade and devote their professional knowledge and skills to the betterment of individuals and society, with the aim to empower people to act on their own behalves as far as possible.
7. Social workers 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

XV.

Ethics in Social Work, Statement of Principles

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services.

The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1 Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

- i. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
- ii. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
- iii. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.
- iv. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

- i. Challenging negative discrimination¹ - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

¹ In some countries the term "discrimination" would be used instead of "negative discrimination". The word negative is used here because in some countries the term "positive discrimination" is also used. Positive discrimination is also known as "affirmative action". Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.

- ii. Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.
- iii. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
- iv. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
- v. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines.

Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

- i. Social workers are expected to develop and maintain the required skills and competence to do their job.
- ii. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
- iii. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
- iv. Social workers should act in relation to the people using their services with compassion, empathy and care.
- v. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
- vi. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
- vii. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
- viii. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.

- ix. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
- x. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
- xi. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
- xii. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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XIV.

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