

Health Management and Social Care

Field Learning Resources Series

Student Handbook



Curriculum Development Institute, Education Bureau

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Field Learning Resources Series (4)

Student Handbook

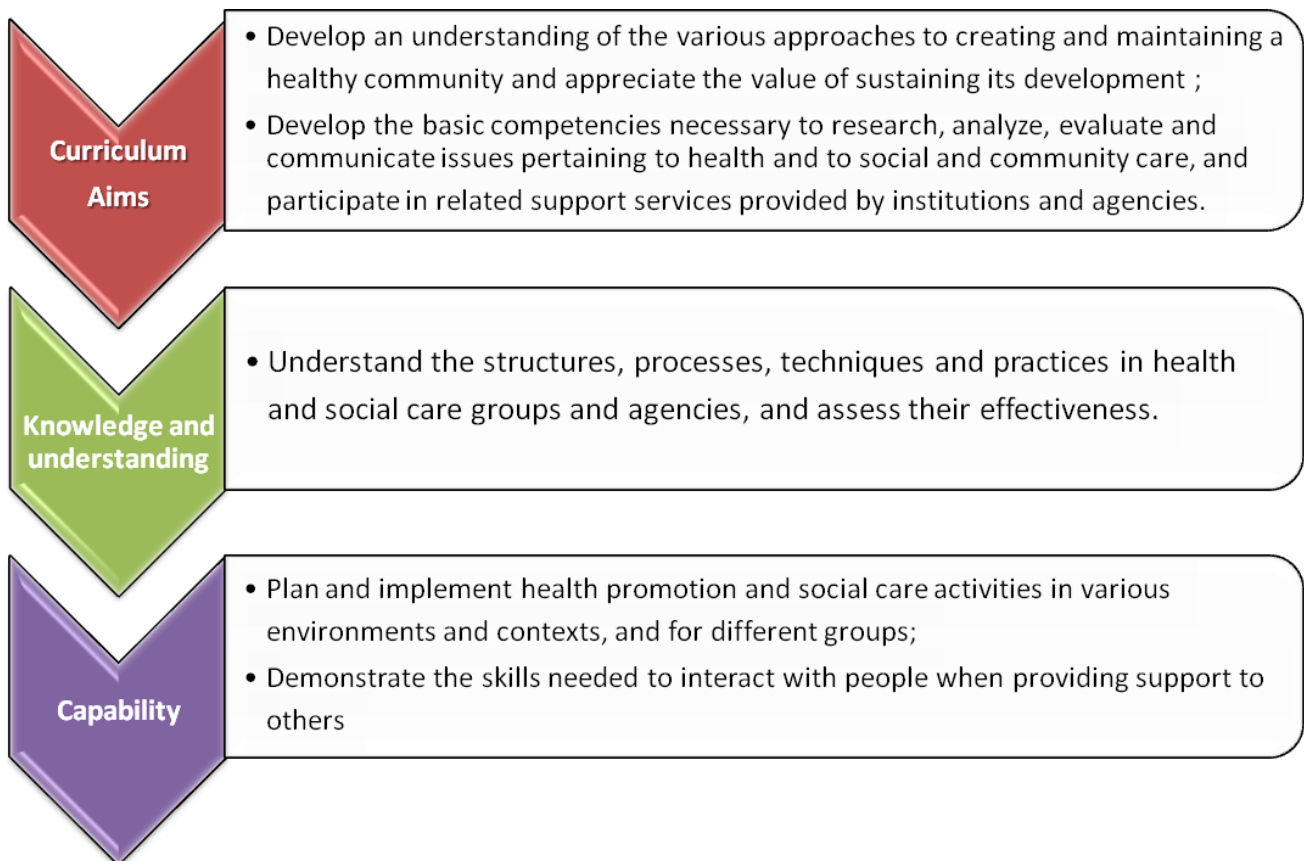
Introduction

This series aims at providing students of Health Management and Social Care with learning tools to help them plan and conduct field learning aligning with the relevant targets, features and skills of field learning. It also provides frameworks for thinking and organizations so as to facilitate effective learning.

1. Field Learning in Health Management and Social Care Curriculum :

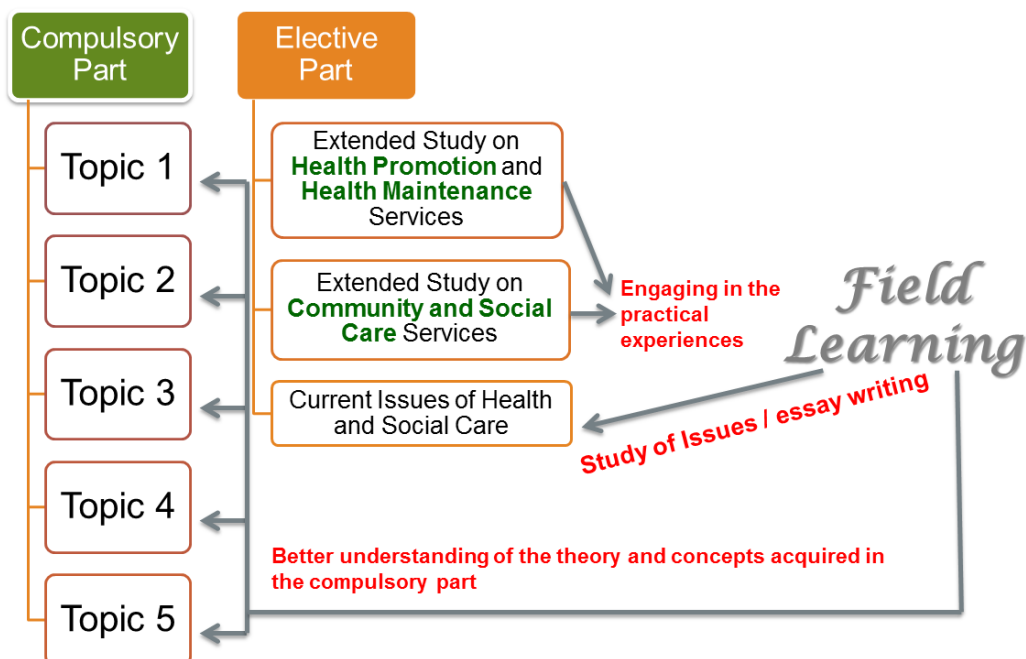
Field learning is a part of the Curriculum. It aims at helping students to apply classroom learning into real life situations so that theories (compulsory part) and practice (elective part) can be integrated.

As an essential component of the HMSC, the design of field learning can achieve some of the curriculum aims and learning objectives such as :



The learning outcomes for field learning could be:

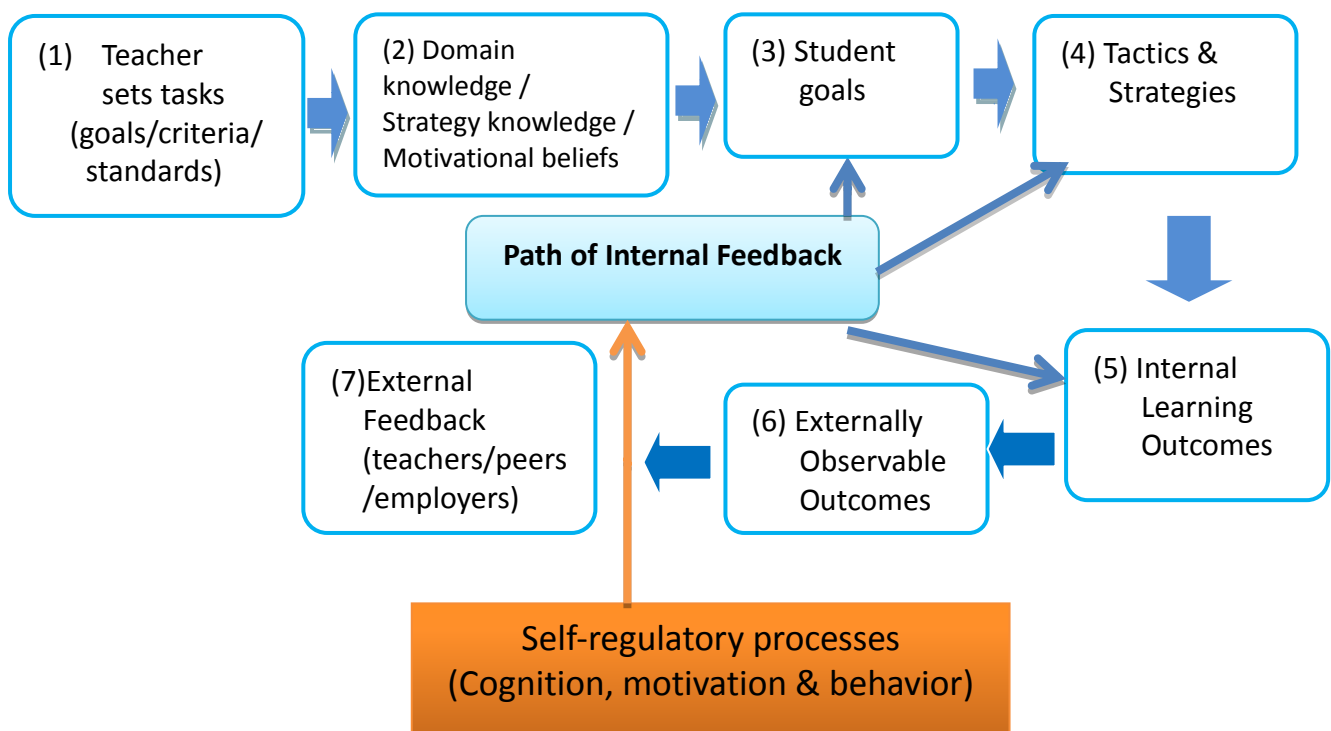
- to demonstrate knowledge and understanding of the concepts of the subject matter;
- to apply knowledge and skills to address health and social issues;
- to plan and carry out tasks for support services provided by institutions and organisations;
- to show competencies in communication and empathy in collaboration and service provision;
- to reflect upon the field learning tasks and be able to suggest alternatives for improvements; and
- to perform interpersonal skills needed in communication when giving support to others.



2. Self-regulated Learning Model :

Self-regulated learning is suggested for field learning:

Self-regulated Learning Model



3. Field Learning Plan

| | | | |
|---------------------------------------|--|---|---|
| | | | |
| Theme | | | |
| Level | | | |
| Duration | From (Start Date) to (End Date) | | |
| Topic | | | |
| | <p>In this activity, I expect I can have more in-depth understanding of the following related topic(s) / social issue(s)?</p> <ul style="list-style-type: none"> ● | | |
| Key questions | <p>The following is the question I planned to explore : (Reason for choosing this key question / preliminary expected outcome (s))</p> <ul style="list-style-type: none"> ● | | |
| Target(s) / Expected Outcome(s) | | | |
| Activities | 1 | 2 | 3 |
| Date | | | |
| Time | | | |
| Target | | | |

| Activities | 1 | 2 | 3 |
|--------------------------|---|---|---|
| Agency | | | |
| Observation | | | |
| Interview | | | |
| Services / Activities | | | |

4. Team Work

(Refer to Topic 5D and Booklet 14.2 Roles, Skills and Approaches in Management)

| Roles of Team Leader | | Self-assess (1-3) | Peer-assess (1-3) |
|----------------------|---|----------------------|----------------------|
| Management | Directing the discussion and providing structure for planning and action to take place | | |
| | Reinforcing productive team efforts, and ensuring all team members are actively involved in the process | | |
| | Asking questions if members are having problems, giving helpful suggestions, and recommending outside resources that helps to alleviate the problem | | |
| Team Building | Improving communication and feedback among team members | | |
| | Managing conflicts so that a constructive solution can be found | | |
| | Enhancing a harmonious atmosphere for collaboration | | |
| | Developing a cohesive and collaborative team | | |

| Roles of Team Member | | Self-assess (1-3) | Peer-assess (1-3) |
|----------------------|---|----------------------|----------------------|
| Involvement | Contributing expertise, experience, and skills to achieve mutual goals | | |
| | Recognizing and following certain agreed-upon behaviors to achieve mutual goals | | |
| | Motivating others by getting their ideas or views | | |
| Team work | Actively listening and encouraging others to express their views | | |
| | Whenever necessary, giving up a stance for problem solving to take place | | |
| | supporting and encouraging the team member s to strengthen confidence and trust | | |

5. Examples of Field Learning Activities :

Setting: Social Service Units

| Service Unit | Observation | Interview | Service / Activity |
|---------------------------|--|---|---|
| Children and Youth Centre | Topics: Healthy social well-being/ Personal growth and development (childhood and adolescence) | | |
| | ➤ Examples of relevant concepts : communication skills, peer relationship, self-concept, parenting skills, interpersonal relationship, conflict management | | |
| | <input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Learning atmosphere <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit | ※Clients <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Relevant questions to explore other concepts ※Professionals <input type="checkbox"/> Working condition <input type="checkbox"/> Duties <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs | Volunteer services can be provided through: <input type="checkbox"/> After-school care programmes <input type="checkbox"/> Play Group <input type="checkbox"/> After school tutorial programmes Sit in / Be an observer in: <input type="checkbox"/> Workshop on parenting skills <input type="checkbox"/> Children Group <input type="checkbox"/> Youth group <input type="checkbox"/> Parents group |

| Service Unit | Observation | Interview | Service / Activity |
|-------------------------------|--|--|---|
| Anti-drug Abuse Centre | <p>Topic : Addiction</p> <p>➤ Examples of relevant concepts : reasons for addiction, treatment, "relapse prevention"</p> <ul style="list-style-type: none"> <input type="checkbox"/> Environment of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Staff relationship <input type="checkbox"/> Job duties of various workers in the unit | <ul style="list-style-type: none"> ※Clients <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Family relationship <input type="checkbox"/> Peer relationship <input type="checkbox"/> Relevant questions to explore other concepts ※Professional <input type="checkbox"/> Working condition <input type="checkbox"/> Duties <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs | <p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anti-drug ambassador <input type="checkbox"/> School promotion activities <input type="checkbox"/> Writing stories of ex-drug addicts <input type="checkbox"/> Anti-drug carnival Sit in / Be an observer in: <input type="checkbox"/> Sharing of ex-drug addicts <input type="checkbox"/> Talks on drugs |

| Service Unit | Observation | Interview | Service / Activity |
|--|--|---|---|
| Special Education Centre for Children | Topics : Personal growth and development (childhood stage) /vulnerable groups ➤ Examples of relevant concepts: justice, discrimination, community resources, characteristics of students in childhood, peer relationship, self-concept, parenting skills, pressure on caretakers. | | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Learning atmosphere <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit | <ul style="list-style-type: none"> ※Clients : Parents <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Family relationship <input type="checkbox"/> Stressors <input type="checkbox"/> Stress management <input type="checkbox"/> Peer relationship <input type="checkbox"/> Relevant questions to explore other concepts ※Professional <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs | <p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication games <input type="checkbox"/> Exercises <input type="checkbox"/> Neighbourhood scheme <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workshop on parenting skills |

| Service Unit | Observation | Interview | Service / Activity |
|-----------------------|---|--|---|
| Elderly Centre | Topics : Personal growth and development (elderly) , aging problem, social welfare system, healthcare system ➤ Examples of relevant concepts: elderly eating habits, health literacy , disease prevention, interpersonal relationship, communication skills. | | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit | <ul style="list-style-type: none"> ※Clients <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Health literacy <input type="checkbox"/> Healthy lifestyles <input type="checkbox"/> Relevant questions to explore other concepts ※Professional <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs | <ul style="list-style-type: none"> Volunteer services can be provided through: <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Visits <input type="checkbox"/> Writing life stories <input type="checkbox"/> Intergenerational learning program – teaching computer knowledge / exercises to elderly <input type="checkbox"/> Chinese medicine promotion Carnival <input type="checkbox"/> Neighbourhood scheme <input type="checkbox"/> Health checks for single elderly <input type="checkbox"/> Prevention of fall <input type="checkbox"/> Intergenerational Sports Day |

| Service Unit | Observation | Interview | Service / Activity |
|----------------------------------|--|--|---|
| Integrated Family Service Centre | <p>Topics : Personal growth (family roles) , family relationship, family problems, social welfare system</p> <p>➤ Examples of relevant concepts : interpersonal relationship, family relationship, communication among family members, holistic health</p> | | |
| | <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit | <p>※ Client</p> <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES) <input type="checkbox"/> Family relationship <input type="checkbox"/> Relevant questions to explore other concepts | <p>※ Professionals</p> <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs |

| Service Unit | Observation | Interview | Service / Activity |
|------------------------------|---|--|---|
| New Immigrant Service Centre | <p>Topics : Vulnerable groups, Caring community</p> <p>➤ Examples of relevant concepts: equality, discrimination, cultural differences, community resources, self-concept, vulnerable groups, community work, community support network, different forms of care, empowerment, holistic health, social welfare system.</p> | | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the unit | <ul style="list-style-type: none"> ※ Clients <ul style="list-style-type: none"> <input type="checkbox"/> Problems <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES) <input type="checkbox"/> Relevant questions to explore other concepts ※Professionals <ul style="list-style-type: none"> <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs | <p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> After-school care programmes <input type="checkbox"/> Neighbourhood scheme <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workshop on parenting skills <input type="checkbox"/> Home safety measures |

| Service Unit | Observation | Interview | Service / Activity |
|---|---|---|---|
| Organisations / services for poverty alleviation | Topics : Building a healthy city, poverty ➤ Examples of relevant concepts : poverty, need-based approach, assets -based approach, equality, discrimination, cultural difference, community resources , self-concept, vulnerable groups, community work, community support network, different forms of care, empowerment, holistic health, social welfare system. | | |
| | <input type="checkbox"/> Environment and facilities of the centre <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided - need-based approach, assets -based approach <input type="checkbox"/> Job duties of various workers in the centre | ※ Clients <input type="checkbox"/> Problems <input type="checkbox"/> Needs <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Neighbourhood relationship <input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES) <input type="checkbox"/> Relevant questions to explore other concepts ※Professionals <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Intervention objectives, approaches and skills <input type="checkbox"/> Work related training programmes / | Volunteer services can be provided through: <input type="checkbox"/> Hunger Banquet <input type="checkbox"/> Cyber School <input type="checkbox"/> Volunteer service <input type="checkbox"/> School Donations Possible learning activities: <input type="checkbox"/> Observing squatter occupant living condition <input type="checkbox"/> Visiting people in bed space and cubicle apartments <input type="checkbox"/> Community tours Sit in / Be an observer in: <input type="checkbox"/> Food Bank <input type="checkbox"/> District partnership programmes |

| Service Unit | Observation | Interview | Service / Activity |
|--------------|-------------|---|--------------------|
| | | pathways <input type="checkbox"/> Difficulties related to the jobs <input type="checkbox"/> Approach on alleviating poverty ※Other students, school staff <input type="checkbox"/> Views on poverty | |

Setting: Health / Medical Service Units

| Service Unit | Observation | Interview | Service / Activity |
|---|---|---|---|
| Health Centre / Community Health Promotion (e.g. Health InfoWorld of Hospital Authority) | Topics : Health promotion, disease prevention ➤ Examples of relevant concepts : holistic health, health education, models of health promotion, personal health practices and public health, healthy practices, different stages of illness prevention, healthy lifestyle | | |
| | <input type="checkbox"/> Environment: safety measures <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided - for example: <ul style="list-style-type: none"> ■ Vaccination ■ Outreaching service ■ Community service <input type="checkbox"/> Job duties of various workers in the centre | ※Clients <input type="checkbox"/> Need <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Risk assessment <input type="checkbox"/> Relevant questions to explore other concepts ※Professionals <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Promotion and intervention methods <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs | Volunteer services can be provided through: <ul style="list-style-type: none"> □ Health promotion activity – health education exhibition □ Quiz on communicable diseases Sit in / Be an observer in: <ul style="list-style-type: none"> □ Physical check-ups □ Health talks |

| Service Unit | Observation | Interview | Service / Activity |
|---|--|---|---|
| Hospitals / care-and-attention homes / day hospitals | Topic : Health care system ➤ Examples of relevant concepts : three levels of medical care, first aid skills, disease prevention and infection control, hospital three-tier alert mechanism, residential care, community care, medical care | | |
| | <input type="checkbox"/> Environment of the institution <input type="checkbox"/> Atmosphere of the institution <input type="checkbox"/> Services provided, for example: <ul style="list-style-type: none"> ● Polyclinic ● Outpatient clinic ● Pharmacy ● Three-tier medical care <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Job duties of various workers in the centre <input type="checkbox"/> Atmosphere of the team work <input type="checkbox"/> Risk assessment | ※Patient and care givers <input type="checkbox"/> Need <input type="checkbox"/> Difficulties: e.g. reactions after medication <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Relevant questions to explore other concepts ※Professionals <input type="checkbox"/> Duties / division of work <input type="checkbox"/> Work related training programmes / pathways <input type="checkbox"/> Difficulties related to the jobs <input type="checkbox"/> Roles and skills of management | Volunteer services can be provided through: <ul style="list-style-type: none"> □ Health promotion activities □ Visits Sit in / Be an observer in: <ul style="list-style-type: none"> □ Seminars on infection control □ Talks on the needs of patients □ Seminars on communication skills with patients |

| Service Unit | Observation | Interview | Service / Activity |
|--|--|---|---|
| Rehabilitation Service e.g.: Half-way Home (Psychiatric) | <p>Topics : Health care system, mental health, rehabilitation services</p> <p>➤ Examples of relevant concepts : residential care, community care, rehabilitation services, classification of mental illness, needs of patients with mental illness, isolation, discrimination, institutionalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Environment of the institution <input type="checkbox"/> Atmosphere of the institution <input type="checkbox"/> Services provided <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Job duties of various workers in the centre <input type="checkbox"/> Atmosphere of the team work <input type="checkbox"/> Risk assessment | <ul style="list-style-type: none"> ※Clients <input type="checkbox"/> Needs <input type="checkbox"/> Difficulties: e.g community integration, living in the community <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Relevant questions to explore other concepts ※ Family members of patients <input type="checkbox"/> Informal care <input type="checkbox"/> Feelings <input type="checkbox"/> Support network ※Professionals <input type="checkbox"/> Work condition <input type="checkbox"/> Intervention approach and skills <input type="checkbox"/> Training <input type="checkbox"/> System of the institution | <p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Visits <input type="checkbox"/> Health information Exhibition <p>Possible learning activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sharing of Rehabilitees <input type="checkbox"/> Stress management workshop <input type="checkbox"/> Workshops on health care practice <input type="checkbox"/> Seminars on positive psychology |

| Service Unit | Observation | Interview | Service / Activity |
|--|---|--|--|
| <p>Patient self-help groups (e.g. physical disabled, vision-impaired, hearing-impaired & speech-impaired)</p> | <p>Topic : Caring Community</p> <p>➤ Examples of relevant concepts: vulnerable groups, communication skills, community work, community support network, different forms of care, models of health promotion, empowerment, needs of caregiver, holistic health, health care and social welfare systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Environment and facilities of the centre <input type="checkbox"/> Characteristics of client groups <input type="checkbox"/> Relationship among patients <input type="checkbox"/> Atmosphere of the centre <input type="checkbox"/> Services provided <input type="checkbox"/> Job duties of various workers in the centre | <ul style="list-style-type: none"> ※Patient <ul style="list-style-type: none"> <input type="checkbox"/> Needs <input type="checkbox"/> Difficulties: e.g. reactions after medication, medical expenses <input type="checkbox"/> Views on services <input type="checkbox"/> Experience of using the services <input type="checkbox"/> Relevant questions to explore other concepts ※Family members of the patients <ul style="list-style-type: none"> <input type="checkbox"/> Informal support/ Support network <input type="checkbox"/> Feelings ※Professional <ul style="list-style-type: none"> <input type="checkbox"/> Work condition <input type="checkbox"/> Intervention approach and skills <input type="checkbox"/> Training <input type="checkbox"/> Advocacy work <input type="checkbox"/> Organisational skills | <p>Volunteer services can be provided through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Neighbourhood scheme <p>Sit in / Be an observer in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home help & care services <input type="checkbox"/> Training for self-help groups, for example: workshops on health care practice <p>Possible learning activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experiencing the daily lives of the disabled <input type="checkbox"/> Barrier-free city campaign |

Setting: Schools

| Target Groups | Observation | Interview | Service / Activity |
|---------------------------|--|---|--|
| Students and School Staff | Topic : Healthy School ➤ Examples of relevant concepts: health advocacy, safety settings, holistic health, risk, risk assessment, risk management, healthy lifestyles, interpersonal relationship, peers, disease prevention. | | |
| | Risk assessment: <input type="checkbox"/> School environment: lighting · safety measures etc. <input type="checkbox"/> Work condition of school staff Holistic health: <input type="checkbox"/> Supply of snacks at tuck shops <input type="checkbox"/> Exercises / PE lessons <input type="checkbox"/> School breakfast and lunch | ※Students and school Staff <input type="checkbox"/> Eating habit <input type="checkbox"/> Health knowledge – drug addiction <input type="checkbox"/> Physical, intellectual, emotional and social aspects of health (PIES) <input type="checkbox"/> Attitude towards disease prevention / healthy lifestyles <input type="checkbox"/> Peer relationship ※Parent <input type="checkbox"/> Parenting skills / counseling skills <input type="checkbox"/> Communication skills | <input type="checkbox"/> School tour- Assessing the safety and risks of facilities Inside and outside school <input type="checkbox"/> Health promotion activities <input type="checkbox"/> Food label design competition <input type="checkbox"/> Healthy diet carnival <input type="checkbox"/> Peer counseling schemes <input type="checkbox"/> Questionnaires survey : different people with different perspectives on health <input type="checkbox"/> Sharing of anti-drug |

| | | | |
|--|--|--|--|
| | | | <p>ambassadors</p> <ul style="list-style-type: none"><input type="checkbox"/> Stress management, such as 'Mind Oasis' mental health workshop<input type="checkbox"/> Eat smart@school campaign<input type="checkbox"/> Collecting and analyzing data related to healthy diets at schools |
|--|--|--|--|

6. Field Notes

Name of Student: _____ Class: _____ Class no.: _____

Name of Agency: _____

Address of Agency : _____

Date and Time: _____ (YYYY) _____ (MM) _____ (DD)

a.m. / p.m. (hh) (mm) to (hh) (mm)

Theme of Field Learning: _____

Related Area / Topic : _____

Observation:

| Concerned Issue (Category/ Item / Event) | Describe the Event (Content / Situation) | Areas for reflection | Questions to be explored or further studied | Suggestions and Follow up items or plan |
|--|--|----------------------|---|---|
| | | | | |

7. Observation Checklist in Field Learning

I. Environment (*Refer to Booklet 9.5 B. Hazards to health)

| Actions take to ensure health and safety in the service unit | | Marks (1-3) | Good practice / Areas for Improvement |
|--|---|----------------|---|
| Safety | | | |
| Mechanical | Lamps, fans / visual equipment hanging on the wall are fixed in a secured manner | | |
| | Service users will not contact with the parts of machinery and equipment with potential dangers | | |
| | All the tools and equipment are placed neatly and orderly | | |
| | Safety instructions, rules and signs are displayed clearly. | | |
| Environmental | Enough space is provided for the activities of service users | | |
| | Floor is flat, without cracks and pitting | | |
| | Facilities to cater the needs of the disabled, such as handrails, non-slippery surface of floor | | |
| | Adequate lighting | | |
| | Passageways are unobstructed | | |
| | Emergency exits are unobstructed with adequate lighting and signs | | |
| | Escape routes are clearly shown | | |
| Chemical | Chemicals are properly stored and managed | | |
| | First aid kit is well-equipped and put in the proper position | | |
| | Flammable items are properly stored and managed. | | |
| | Fire equipment is adequate and accessible | | |
| Environmental Hygiene and Disease Prevention | | | |
| Hygiene | Rubbish containers and trashes are sufficient and properly covered | | |
| | Stagnant water is drained away from the pot plants | | |
| | Measures are taken to prevent rats, cockroaches, | | |

| | | | |
|------------|---|---------------------------------------|--|
| | mosquitoes, flies, fleas and other animal-borne diseases. | | |
| Prevention | Disease | Enough face masks | |
| | | Adequate hand sanitizer. | |
| | | Good ventilation and air circulation. | |

II. Service Delivery (Refer to Topic 5B - Health and social care services and agencies)

| | |
|--|--|
| Types of services | <input type="checkbox"/> Health services: General Practices, hospital, dental services, chiropody, physiotherapy, occupational therapy, community health services, dietetic advice <input type="checkbox"/> Social services: residential care, day care and home care, community services, counseling <input type="checkbox"/> Other modes of services: mutual aid groups, support groups on Internet, hotlines, others: _____ : _____ |
| Purposes of service | <input type="checkbox"/> Preventive (primary care, education) <input type="checkbox"/> Intervention/curative treatment <input type="checkbox"/> Emergencies (first aid, medical care) <input type="checkbox"/> Rehabilitation (shelter workshops, drug addicts, gamblers, mental illness) <input type="checkbox"/> Others : _____ |
| Forms of service delivery | <input type="checkbox"/> Integrated service / specialised service/centre-based service / outreach service/ home-help service / residential services <input type="checkbox"/> Others : _____ |
| Service items | |
| Target groups and the characteristics of clients | |

III. Professionals in the service unit (Refer to 5A - Professionals in health and social services)

| | | |
|---------------------------|---|-------|
| Institutions and settings | hospitals, clinics, health centres, care homes, laboratories, service centres : _____ | |
| * Professionals | No. | Tasks |
| | | |
| | | |
| | | |

- ※ *Health services: doctors, nurses, dentists, physiotherapists, occupational therapist, dietitians, healthcare assistants etc.*
- ※ *Social services: social workers, welfare workers, counselors etc.*

| | Agree | Disagree | Not Applicable |
|---------------------------------------|-------|----------|----------------|
| Adequate manpower | | | |
| Friendly and supportive | | | |
| Able to meet the needs of the clients | | | |
| Other opinions : | | | |

IV. Services and activities

| | Agree | Disagree | Not Applicable |
|---|-------|----------|----------------|
| Well-prepared | | | |
| Good allocation of time | | | |
| Goals achieved | | | |
| Effective speakers / facilitators | | | |
| Clear objectives to participants | | | |
| High involvement of participants | | | |
| Quality interactions among participants | | | |
| Other opinions : | | | |

Other aspects of observation (*e.g. atmosphere*)

Reflection on observation

8. Checklist of Communication Skills / Peer Assessment
(Refer to Topic 4D, 5A and 5D)

| Different Communication Skills | Always | Often | Some times | Never |
|--|--------|-------|------------|-------|
| A. Relationship Building | | | | |
| 1. Show the understanding of the emotional, social and physical needs of the service users | | | | |
| 2. Show positive attitudes towards service users | | | | |
| 3. Respect the privacy and confidentiality of service users | | | | |
| 4. Treat every service user equally and fairly | | | | |
| 5. Understand conflicts and use conflict management strategies | | | | |
| 6. Gives appropriate compliments | | | | |
| B. Active listening | | | | |
| 7. Be active in listening to and understanding the physical, emotional and social needs of service users | | | | |
| 8. Take in the whole picture - interpret feelings and emotions as well as factual content, pay attention to vocal cues and nonverbal signals so as to identify the subtle messages | | | | |
| 9. Ask questions – to clarify and ensure understanding | | | | |
| 10. Paraphrase - restating what the speaker has said in the listener' s own words to verify the accuracy of the listener' s understanding | | | | |
| 11. Not to interrupt - allow participants to complete their statement without interruption | | | | |

| | | | | |
|--|--|--|--|--|
| 12. Wait for right timing to initiate appropriate conversations | | | | |
| C. Non-verbal Communication | | | | |
| 13. Use tone, pace, eye contact and posture that show care and concern | | | | |
| 14. Maintain appropriate proximity to participants | | | | |
| 15. Orient body toward speaker | | | | |
| 16. Nod head to exhibit listening and/or understanding | | | | |
| 17. Keep smiling | | | | |
| 18. Pay attention to participants' non-verbal language and respond to the message behind (e.g. invite a rest, when appropriate, if participant(s) shows any sign of tiredness) | | | | |
| 19. Avoid distracting actions | | | | |
| 20. Make no negative signs during communication (e.g. disagreement, disappointment, not interested) | | | | |
| D. Empathy | | | | |
| 21. Understand the Perspectives of Participants - to understand what the speaker sees and feels by putting herself in his shoes | | | | |
| 22. Not to project our own needs and intentions onto the speaker | | | | |
| 23. Discern exaggeration, bias, prejudice, or emotional hype in language | | | | |
| 24. Respond explicitly to participants' statements about ideas and feelings | | | | |
| 25. Explain by using words that participant can understand | | | | |

9. Communication Skills in Discussion / Interview

| |
|---|
| A. Open Up Discussion/ Interview |
| 1. Prepare the clients - greet in warm and friendly manner and introduce the members to clients politely |
| 2. Explain and/or negotiate the agenda of the discussion / interview, taking the feeling and expectations of clients into consideration |
| B. Process - Gather Information |
| 3. Ask about the life event, circumstances, other people that might relate to a specified topic to help elicit clients' beliefs, concerns, and expectations |
| 4. Assess and understand clients' problem and desire for more information |
| 5. Ask questions that extend what is being narrated or told |
| 6. Ask for clarification whenever appropriate and necessary |
| 7. Encourages others to engage into communication (applied to group discussion) |
| C. Process – Share Information |
| 8. Give timely response to the questions of the clients |
| 9. Show understanding of the clients' views on specified topics |
| 10. Clarify details as necessary - exhibit prior preparation to facilitate the communication (e.g. shows understanding of the services that participants are receiving) |
| 11. Give appropriate suggestions based on the information (e.g. healthy lifestyle) |
| D. Closure / conclusion |
| 12. Ask if participants have questions, concerns or other issues |
| 13. Summarize the overall communication and give opportunities to correct or add information |
| 14. Clarify follow-up or contact arrangements, if available |
| 15. Acknowledge participants and close communication |

10. Consent for Interview / Audio / Video Recordings (Group Activity)

Name of Field Learning Agency : _____

Date / Period of Interview : _____

Time of Audio- / video-recording : _____

Venue of Audio- / video-recording : _____

1. I understand that interview / visual / audio recordings are for learning purpose, I agree to participate in these activities.
2. I request / do not request to re-play / re-listen the recordings.
3. I request / do not request all recording should be destroyed on _____, and necessary / do not necessary to do it in front of me.
4. I request / do not request if your school published any information about me, I want to have a copy for retention.

Name of Client

Signature

Date

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Name of Student : _____ Signature : _____ Date : _____

Responsible teacher : _____ Signature : _____ Date : _____

Responsible staff of the agency : _____ Signature : _____ Date : _____

11. Declaration of Disposition of Personal Data of Client

I agree / disagree to accept the students to have interview / audio / video recordings with me for their field learning task.

(If agree) A student has to follow the undersigned instruction,

1. Keeping my information confidential and protecting my privacy.
2. If there is no dispute, hand in all records containing my personal information (e.g. written and printed copies, audio or video, computer back up copies, USB copies, etc.) to the responsible teacher to destroy them after completion of the task.

Signature: _____

Name of Client: _____

Date: _____

Declaration of Disposition of Personal Data of Client

Students must fill in this form and hand it to the responsible teacher for filing.

I, the undersigned, declared that:

1. I have full understanding of the principle of keeping confidentiality and protecting the privacy rights of the clients whom I serve / have served during the Field Learning period.
2. If there is no dispute, I will hand in all records (e.g. written and printed copies, audio or video, computer back-up copies, USB copies, etc.) to my teacher containing all the personal data of the clients after confirmation of the final grade of the subject.

Name of Student : _____ Signature : _____

Class : _____ Class No. : _____

12. Student Feedback on Field Learning

- To facilitate communication between students, teachers and the agency, a student can use this form to express his / her concern and comments on field learning tasks for effective learning and teaching.

Name of Student: _____ Class: _____ Date: _____

Please use 1 - 7 to indicate your level of satisfaction :

| | Satisfactory | | | | Unsatisfactory | | | |
|--|--------------|---|---|---|----------------|---|---|--|
| Field learning helps me apply knowledge learnt in classroom | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| Field learning facilitates my personal growth | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| The agency which offered field learning has provided adequate learning opportunities to me to. | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
| The observation checklist, fieldnotes and reflective journal facilitate my learning. | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |

1. I appreciate the following areas in field learning:

2. My suggestions for field learning: (please suggest measures to be taken)

13. Assessment Criteria of Reflective Journal

- **Structure of the journal**
 - Development of ideas (logical sequence/ organization of work)
 - Presentation (format, style, clarity)
- **Knowledge / understanding of the Subject**
 - Application of HMSC theories/ terminology/ ideas
 - Use of HMSC framework; issues are analyzed from various perspectives/ levels
- **Accuracy and application of collected data**
 - Sufficiency of information collection to support views (collection of 1st and 2nd hand information; the expected performance should be manageable to senior secondary students)
 - Collection of field data through essential observation and communication skills
 - Accuracy of the collected data
- **Relevancy of reflection and suggestions for improvement**
 - Relevancy of reflection (with the theme or selected topic/ authentic field experiences)
 - Implications of the field learning – understanding of problems / needs of others
 - Feasibility of suggestions

14. My Reflective Journal

- Process of the activity design
- How the observation / the related data collection methods help address the study questions?
- Reflection on activity (*Is there any discrepancies on expected outcomes from observation / data collected? Does this activity meet the needs of service users?*)
- The response to the study questions (Use the theories / terminologies / frameworks to give suggestions) ◦

(Please use separate papers if needed)

15. Assessment Rubrics For Reflective Journal

| | 1 | 2 | 3 | 4 |
|--|---|--|--|--|
| Structure of the journal | Only parts of the plan are completed | All items of the plan are completed | Logical development of ideas with clear presentation | Logical development of ideas with clear presentation, well organisation of work (e.g. with frameworks) |
| Knowledge / understanding of the | Merely describe the activity without HMSC theories/ terminology/ frameworks | Basic use of HMSC theories/ terminology/ ideas but lack of appropriate explanation and elaboration | Appropriately use, explain and elaborate HMSC theories/ terminology/ ideas with the attempt to apply HMSC frameworks | Able to apply HMSC frameworks to give in-depth analysis on experience, and also appropriately use, explain and elaborate HMSC theories/ terminology/ ideas |
| Accuracy and application of | Data collection methods are mentioned, such as observation or interview | Basic use of observation and communication skills as well as relevant data to answer the study questions | Data collected from observation and interaction is sufficiently and accurately used for justification of view points | Both primary and secondary data are used sufficiently and accurately used for justification of view points |
| Relevancy of reflection and suggestions for improvement | Merely describe experiences without responding to the theme | The experiences described can respond to the theme | The experiences described can respond to the theme, and the inspiration from field learning is also clearly stated e.g. understanding the problems and needs of others | The experiences described can respond to the theme, and the inspiration from field learning is also clearly stated with suggestions given. |