



SCHOOL OF NURSING, MIDWIFERY AND SOCIAL WORK

Human Services Field Education Manual 2017

HSER2001: Practicum 1: Engagement and Reflection in Field Work

HSER3000: Practicum 2: Working in the Field

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1. INTRODUCTION TO HUMAN SERVICES FIELD EDUCATION

Welcome to The University of Queensland field placement program for the Bachelor of Human Services, School of Nursing, Midwifery and Social Work (NMSW), Faculty of Health and Behavioural Sciences. This manual contains essential information for students undertaking field placement and their field educators. It is important that the manual be read in conjunction with the relevant e-course profile, which is available on the The University of Queensland website, under the courses and programs link. Students will also be provided with a hardcopy of the e-course profile during the first university-based workshop prior to placement commencing. This Manual and other information regarding placement, is available on the NMSW website under Field Education link. Please contact Field Education or the Course Coordinator with further questions.

To Field Placement Students

Field placement is an exciting but also demanding time, especially given the competing demands in our already complex lives. In addition to a practical learning experience, field placement provides a 'real life' opportunity to reflect on Human Services as an appropriate career choice. It is therefore important to prepare for placement well in advance - to think about your learning goals and organise your social supports and financial resources. This is your placement and while placement staff at the University and workplace Field Educators endeavour to ensure a positive and constructive learning experience, most benefit will be gained when you are clear about your goals, sensitive to the needs of others and have access to supports to draw on for the challenges ahead.

To Field Educators

Thank you for agreeing to accept UQ Human Services students into your workplace. The Bachelor of Human Services has a strong focus on industry relevance, links with the community and is committed to providing the best possible personal and professional development to students. Field placements offer students opportunities to link their academic knowledge with professional human services experience. Placement familiarises students with the culture of human service work in a range of agency and organisational settings. A student placement also provides the agency with opportunities to forge links with the university and contributes to experienced practitioner knowledge and expertise. These learning opportunities are only available to students through an agency's willingness, commitment and generosity to supervise a student placement. **We value your contribution to student education.**

In addition to completing a set number of placement days in a field placement organisation, students are required to attend a number of workshops at the University to support their learning during the semester. The first (1) workshop is scheduled prior to placement commencing and the remaining workshops are scheduled throughout the placement. The workshops are a compulsory component of the placement courses however they are **NOT** counted towards the minimum placement hours.

All Field Educators are encouraged to familiarise themselves with placement documents, resources and the database for submitting student evaluations, by accessing the Field Education link on the School of Nursing, Midwifery and Social Work website: <http://nmsw.uq.edu.au>.

1.1 The Human Services Degree

The Bachelor of Human Services degree, undertaken in three years full-time study, prepares students to work in a range of human service roles with individuals, groups, families and communities within a human rights and social justice framework. Students are encouraged to critically examine the theory and values underpinning human service practice and acquire skills for working in the industry. The degree prepares students to become generic practitioners with the capacity to respond to diverse human and community needs.

Encompassing the political, social, cultural, gender and economic aspects of human service practice, the degree focuses on learning the theory, professional ethics and the value base that is the foundation of human service practice. Students acquire the knowledge and skills to understand and work in preventative, early intervention and developmental roles, with people and communities in their diversity.

The program provides opportunities for students to develop the skills to enable them to make critical judgments in professional settings, take a significant role in planning, implementing, and evaluating social programs, and to work in cooperative and consultative ways with individuals, interdisciplinary teams and community groups.

1.2 The University of Queensland Policy on Placement Courses

More details about The University of Queensland policy on placement courses can be found at: <https://ppl.app.uq.edu.au/content/3.10.04-placement-courses>. This document outlines the expectations and responsibilities of students, the University and the placement organisation, dispute resolution and best practice.

2. ROLES OF PARTICIPANTS IN FIELD EDUCATION

The placement is a co-operative endeavour involving several key participants:

- A **student** - a Human Services student seeks to engage and reflect upon human service methods and approaches.
- A **workplace Field Educator** - an appropriately experienced employee of the host organisation who assumes responsibility for the facilitation of the student's learning, including the provision of supervision and evaluation of the student's work performance.
- A **Field Liaison Tutor** - a University tutor who provides support and quality assurance regarding the placement context and the student's progress.
- A **Course Coordinator** - the University lecturer who is responsible for the academic content of the course and the provision of University-based workshops that are conducted alongside field work placement hours.
- **Field Education** in the The University of Queensland's School of Nursing, Midwifery and Social Work – has responsibility for negotiating and allocating placements to students as well as developing policies, procedures and evaluation standards for the field work component of placement courses.

All participants work towards facilitating the student's engagement with and reflection on human services practice. The expanded role statements below outline the contribution of each of the participants to this process.

2.1 The Student

During the fieldwork placement the student performs the following roles:

- **Adult learner:** who is expected to participate as fully and independently as possible in all aspects of the fieldwork placement including complying with organisational rules, procedures, roles and responsibilities for staff.
- **Practitioner in training:** bound by the same ethical obligations towards the organisation, customers, clients, consumers and colleagues that apply to all employees of the host agency.
- **Action researcher and action learner:** who is expected to reflect on the links between what they see, how they react, what they do and what they know.

Agencies can expect the student will:

- Have basic skills in written and oral communication in order to relate to a wide range of people including an ability to reflect on the use of self in professional interactions
- Have basic skills to show initiative on a project under supervision

- Have foundation knowledge of methods and approaches in the human services field relevant to community practice
- Have an understanding of ethical human service practice, including maintenance of confidentiality with respect to information obtained in the host organisation
- Apply themselves wholeheartedly to the tasks set and to achieving the organisation's goals
- Be prepared for active, intentional learning in the workplace
- Be provided with ongoing information, support and advice from University staff as well as peer support and interaction with other students during their placement

2.2 The Workplace Field Educator

The workplace Field Educator is usually an appropriately experienced employee of the host organisation where the fieldwork placement occurs. The Field Educator facilitates student learning through performance of three key roles:

An administrative role:

- Organising a physical place for the student within the organisation (eg desk, access to resources such as a phone, photocopier, stationary, computer and files)
- Creating a meaningful role for the student through the assignment of work that will accomplish organisational goals
- Reviewing and evaluating the quality of the student's work
- Ensuring the student completes the minimum field placement days in the organisation (eg signing timesheets)

An educational role:

- Assisting students to develop appropriate learning goals
- Providing opportunities for the student to observe, engage and reflect upon a range of human service practices within the organisational context
- Providing opportunities for skill development
- Providing opportunities for the student to learn about the organisation including its purpose, goals, objectives, structures, culture and functions
- Facilitating and integrating student learning opportunities
- Providing regular guidance, feedback and supervision
- Sharing knowledge and experiences with the student

- Assisting students to make new networks of people they can call on for advice or resources in their placement and future careers

A supportive role:

- Establishing an emotionally safe and supportive work environment for the student
- Buffering the student from workplace politics or issues that will impede their progress
- Being a sounding board when students are faced with a decision or a problem

Field Educators conduct their educational and support role through a range of strategies including regular formal supervision sessions or conferences with students, informal supervision and guidance and modelling of professional conduct.

It is recommended that agencies provide students with ready access to computer facilities, preferably with internet access for email and learning resources, in order for students to complete specific placement related work and learning tasks easily and during the assigned 36 days of placement. However, please note that it is expected that students undertake private study, including University assignments, in their own time.

Most students will be undertaking two other University subjects during the same period in which they undertake fieldwork placement and these additional commitments will influence the days in which students are actually available to attend their fieldwork placement.

Most Field Educators devote about an hour per week for individual formal supervision - dependent upon the student's abilities and needs, the complexity of the organisational functions and the responsibilities the student carries. The amount of supervision is usually negotiated at the pre-placement interview or early in the fieldwork placement.

The workplace Field Educator also assesses the student's work performance at the end of the placement using a proforma provided by the University, via the online Field Education Database.

Training is available for new field educators or as a refresher to discuss particular aspects of placement, eg beginning tasks, the practice and processes of field education, learning and teaching, evaluation and termination. **It is strongly recommended that all new field educators participate in these introductory seminars when they undertake student supervision for the first time.**

An Advanced Supervision Skill Development Course for field educators is periodically offered as an extension of the new field educator seminars. The aim of the course is to develop the knowledge and skills needed to work effectively with Social Work students undertaking a field placement and to provide workers with a structure to continue to develop their expertise as supervisors of students.

Field educators are entitled to do the course on a non-cost basis if they have supervised a student previously and attended new field educator training. Field educators will be alerted via email when new courses are offered.

Borrowing Library Resources

As field educators you are entitled to make use of the **University Library Community Borrowing Service**. The details of the library borrowing services, including resources that you are able to access are outlined on the library website: <https://www.library.uq.edu.au>. Access is for the semester that you are supervising a student.

If you would like access to the **University library Community Borrowing Service**, please contact Field Education at the following email address fielded@uq.edu.au.

2.3 The University Liaison Tutor

The Liaison Tutor is usually a tutor from the University or an experienced contracted educator who is familiar with the guidelines and framework of the field placement provided by the University. The Liaison Tutor performs the following roles:

- *Explaining key aspects of the fieldwork placement* and the requirements for both the students and the host organisations
- *Consultation and support* to the host organisation, the workplace Field Educator and the student regarding teaching and learning strategies appropriate to the field placement
- *Reviewing the learning plan* developed by the student and Field Educator and assisting to link theoretical and practical strands of the course
- *Mediation and problem solving* should interpersonal difficulties or unexpected situations arise on placement
- *Contributing to the enhancement of the field education experience* as required and providing feedback to student and Field Educator
- *Quality assurance and monitoring* of the placement context and student progress to ensure these fall within the guidelines of the University

The Liaison Tutor performs their role through intermittent telephone contact, email correspondence and two or three (2-3) scheduled visits to the host organisation and the placement site. The **first visit** occurs early in the placement and is to review the student's learning plan and to confirm that the placement and the student's learning are within University guidelines. A **second liaison visit occurs** at the midpoint of the placement and is an opportunity to review the student's progress and alter (if necessary) the student's learning plan and address any relevant issues. The **final liaison contact** occurs at the conclusion of the placement and aims to assist in the overall assessment of the student's performance and address any relevant issues. The final contact can take place either by a scheduled visit or by teleconference between the Liaison Tutor, the student and the Field Educator. At the request of either party, the Liaison Tutor can be involved in further meetings to assist in the resolution of any issues that may arise.

2.4 The Course Coordinator

The Course Coordinator is a full time University lecturer who is responsible for the coordination of the course including, when required, the development and maintenance of productive and professional relationships with all interested parties. Specific role responsibilities include:

- Production of all program documentation and resource material
- Development, facilitation and presentation of student academic-based workshops that operate alongside the field work placement hours
- Promotion of an effective relationship with organisations and the industry
- Development and implementation of course policy and guidelines in conjunction with the Field Education Unit
- Evaluation and strategic development of the course
- Troubleshooting and resolution of issues affecting the course

2.5 Field Education

Field Education, in the School of Nursing, Midwifery and Social Work (NMSW), The University of Queensland, has responsibility for the:

- Links between the educational philosophy, standards and evaluation procedures in field education with the acquisition of knowledge, and development of skills essential to the practice of human services work, in conjunction with the Course Coordinator
- Negotiations for and allocation of placements to students
- Provision of an appropriately qualified staff member (Liaison Tutor) for regular liaison between student, Field Educator, the agency and NMSW
- Provision of a field education manual to students and Field Educators covering field education policy, processes for teaching and learning and criteria and guidelines for evaluation
- Ongoing evaluation of the field education program in conjunction with the Course Coordinator
- Provision of training for Field Educators
- Research into field education issues
- Feedback of ideas from Field Educators and students to ongoing development of the course aims, objectives and curriculum content.

2.6 Expectations and Responsibilities of Placement Participants

Students Expectations

Students can expect:

- Appropriate supervision, in both the placement organisation and from the University (eg a nominated workplace Field Educator and a Field Liaison Tutor)
- To be allocated a placement Field Educator who is appropriately briefed in the requirements of supervision
- To know in advance whether work-related costs are to be reimbursed
- To be appropriately and adequately covered for personal injury while working at the placement organisation
- To experience a range of available learning opportunities, including appropriate involvement in a broad range of organisational experiences
- Access to staff other than the placement field educator, where appropriate
- To be given time for reading, research and knowledge development in areas pertinent to placement activities and learning
- To be given appropriate support facilities and sufficient space to carry out work
- To participate in learning experiences which take account of the student's development as a professional
- That expectations for learning are consistent for the duration of the placement
- Clear understanding of the placement organisation's expectations
- To receive advice of their rights within the placement organisation and of the placement organisation's workplace policies and procedures
- Clear criteria for evaluation of placement assessment tasks
- Access to learning opportunities where they can demonstrate their skill and knowledge

Responsibilities

Students will:

- Be present during normal working hours and duties, as practised by the placement Field Educator, or as negotiated prior to the placement
- Notify the University and the placement organisation prior to the placement of any pre-existing conditions that may impact on their participation in the placement, such as part-time work, personal commitments, health/disability issues

- Maintain professional behaviour standards
- Advise the workplace Field Educator, the Liaison Tutor and the Course Coordinator of any difficulties associated with the continuation of the placement
- Maintain confidentiality in the workplace
- Participate fully in the learning process, taking initiative and responsibility for learning
- Comply with University and legal requirements that students have a current Blue Card in place before placement commences and that a Blue Card application or authorisation form is submitted to the School's Receptionist.
- Take responsibility for their personal belongings while at the placement organisation
- Be aware of their obligations regarding safety and security at the workplace
- Be aware of their various legislative obligations at the workplace

The University of Queensland Expectations

The University expects:

- Students on placement to be good ambassadors for the University and to uphold standards of professional behaviour
- Students to notify the School of any pre-existing conditions that may impact on their placement experience
- Regular feedback on the student's work performance, including notification of any difficulties, from the placement field educator
- That where the placement organisation is to be involved in the assessment of students, they do so according to agreed University criteria and standards
- That the placement organisation will provide students with an orientation to the placement organisation which should include notification of their rights within the placement organisation and of its workplace policies and procedures

Responsibilities

The University will:

- Undertake to negotiate reasonable adjustments to cater for students with special needs
- Brief each student prior to the placement
- Provide a Course Coordinator and a University Liaison Tutor to liaise with each student and with the workplace Field Educator

- Provide both the student and the workplace Field Educator with appropriate documentation about the placement program, including assessment criteria and other relevant material, including UQ grievance policies and procedures
- Provide reasonable access to the Liaison Tutor and Course Coordinator
- Provide personal injury insurance for students working at the placement organisation

The Placement Organisation Expectations

The placement organisation expects:

- To be appropriately and adequately briefed about the needs of students on placement and about the University's criteria and standards for assessment
- Students to fulfill all professional responsibilities and duties
- To be notified if students are unfit or unable to work at any stage of the placement
- Students to respect the confidentiality of the workplace
- Students to maintain appropriate standards of workplace health and safety
- Students to take all due care with the organisation's equipment and other property
- The University to provide students with public liability insurance coverage
- To be able to effect dismissal of a student, provided set procedures of review and negotiation have been followed
- All students are expected to have a valid Blue Card (Queensland Government, Blue Card Services) for placement and where applicable are to comply with the organisation's additional requirements for security checks.

Responsibilities

The placement organisation will:

- Provide a member of staff to act as a workplace Field Educator for each student on placement, who will be available for regular supervision sessions
- During the placement, provide sustained guidance to the student in their development as a professional
- Provide regular feedback on the student's performance in the workplace, to both the student and the University
- Assess student's performance, where requested, according to agreed University criteria and standards
- Provide all necessary infrastructure to allow the student to successfully complete the allocated projects (eg office space, computer time, field transport, etc)

- Notify the Liaison Tutor should any difficulties arise with the placement
- Provide workers compensation insurance for those students paid by the placement organisation
- Notify students of their rights within the placement organisation and of workplace policies and procedures
- Give the student access to all necessary documentation, to enable them to successfully complete the requirements of the placement
- Provide students with professional role models
- Maintain confidentiality with regard to student's personal details
- Where applicable, lodge security checks (specifically required by the organisation) that are completed by students. However, Blue Card applications are generally lodged by the School, but if lodged by the organisation the student needs to also lodge a Blue Card Authorisation form with the School.

3. PLACEMENT PROCESS

3.1 HSER2001 Practicum 1 Overview: Engagement and Reflection in Fieldwork

Practicum 1 (HSER2001) is the first of two compulsory field placement courses that the students complete during their Human Services undergraduate degree. Practicum 1 is undertaken in the first semester of the second year of the degree. This course introduces the notion of theory and practice integration, by exposing students to experiential learning in a particular human services field. Students observe and reflect on human service methods and approaches across a diverse range of government, non-profit community-based and for-profit organisations.

Students are placed in a human service agency and undertake a structured learning program over the semester.

- Students must complete **36 full days** in a field placement organisation, accumulating a **minimum of 250 hours** on placement.
- Students complete their placement at **3 full days per week** across **12 weeks** of the semester.
- A standard placement work day is defined as a minimum of 7 hours, excluding any lunch breaks.

During placement, students may complete a work project negotiated with the agency. Students may also be involved in day to day work activities which may not directly relate to the original placement learning plan (see Appendix 4) that the student develops early in the placement. These learning experiences are invaluable and will assist the students' overall learning so we encourage students to include these into the learning plan when they arise.

Workplace and University collaboration benefits both students and the agency. Practicum 1 allows students to begin linking their academic knowledge and professional human services experience. Agencies also derive benefit from student placements by providing opportunities to develop links with the University and in turn inform practitioners own knowledge and practice.

The reciprocal match between a student, their work activities and the work setting or agency, is of critical importance to all parties involved in the placement. The 'fit' between the student and the agency is a crucial feature in the success of the placement. To promote a good match with student learning needs and a workplace setting, students attend a pre-placement interview with the Field Education Unit staff at the University and then during the matching process, attend a further interview with prospective agencies before confirming a placement offer. It is important to note that the workplace retains the right to veto student selection.

Strong communication and co-operation between agency staff and the Field Education Unit is essential to ensuring placement success. In addition to the Field Educator, selected by the agency to provide the student with supervision and practice guidance, a nominated University Field Liaison Tutor will act as a link to the University and Field Education Unit. Through visits to the student and Field Educator in the work place setting, the Liaison Tutor will support the placement experience and provide assistance to the Field Educator in evaluating the student's workplace performance.

In addition to the 36 field placement days, an initial University based workshop for students will be conducted prior to the commencement of placement and aims to prepare them for placement learning, experiences and requirements. Additional University-based workshops for the students will be scheduled during the semester and will take place outside the field placement days. The workshops are compulsory and are designed to enhance students' skills, knowledge integration and build on experiences of placement whilst also exposing students to advanced casework practice and providing an opportunity for students to raise questions and issues concerned with academic assessment or work tasks. It is expected that the collaboration of agency and University staff, and student preparation and training workshops will assist in achieving an enjoyable and successful placement experience.

Aims and Objectives

Through a combination of observation, reflection and project work, this course aims to orient students to the broad human services field in a range of settings and practice fields. Students will begin to develop and contextualise their understanding of the role and tasks of the human service practitioner within particular practice settings. Students will also begin to develop their capacity to translate and implement human service methods and approaches within organisational, structural and policy imperatives.

The goal of this course is to provide experiential education and learning in a field setting. Through their academic studies, students gain considerable interdisciplinary theoretical learning about the human services. The objective of the Fieldwork Placement course is to make this more meaningful and enriched by the practical application of academic learning to realistic situations.

After successfully completing this course students should be able to:

- Demonstrate knowledge of the placement agency's social policy base, structure and functioning, and the impact of these factors on human service practice within the broader context of the sector and community
- Articulate a beginning framework for practice which includes appropriate theoretical, ethical, and skills components
- Demonstrate basic skills to constructively and purposefully relate to a wide range of people including an ability to reflect on the use of self in professional interactions
- Demonstrate work place practices appropriate for emerging practitioners, including project work, observation and reflection
- Demonstrate an ability to learn from practice, apply knowledge to practice situations and evaluate one's performance

It is also expected that students will:

- Complete work that is of value to the organisation
- Develop personally and professionally in maturity and self-confidence
- Identify gaps in their knowledge and skills and plan future learning
- Begin to identify and reflect on potential future career pathways

Placement Activities

Examples of suitable learning experiences for students include the following:

- Observe and/or assist with group meetings, community consultations
- Assist in groups, community consultations, advocacy, training or educational activities and programs
- Participate in supervised interviews with clients and service users
- Undertake administrative duties such as preparing client information kits, staff resource kits
- Observe, plan and/or conduct non-therapy groups (eg, teach social skills or budgeting, activity groups or information classes for young people)
- Meet individually with clients to provide adjunctive support such as social skills training
- Administration and scoring of assessments, questionnaires, surveys
- Maintain records and reports, including reviewing files and preparing summary reports
- Assist with special projects (eg program evaluation, preparation and organisation of an event, development of a new program or service)
- Assist with writing a funding submission or fund raising activities
- Gather data for research, social histories or service/program evaluations
- Learn to write social histories and other reports
- Review new educational material and videos for potential use with clients
- Attend conferences, seminars and training sessions
- Visit other agencies and services

NOTE

- Students must be supervised when undertaking direct casework or therapeutic activities.
- Students may only conduct research or data gathering when they have developed an appropriate ethics protocol and have sought approval from the relevant ethics committee/authority as set out in the host organisation's policy manual.

It is recommended that agencies provide students with ready access to computer facilities, preferably with internet access for email and learning resources, in order for students to complete specific placement related work and learning tasks easily and during the assigned 36 placement days. However, please note that it is expected that students undertake private study, including University assignments, in their own time.

Most students will simultaneously undertake two other University subjects that will impact on the days students are available to attend their fieldwork placement.

Please Note: It is imperative that students maintain regular contact with University staff by email, through their student account and during semester via a web-based communication tool (ie BlackBoard).

Course Textbook

The following text book is required reading for this course. It is available through the UQ library and for purchase at the Co-op Bookshop.

Cleak, H., Wilson, J. (2013) Making the Most of Field Placement, 3rd Edition, Cengage Learning, Australia.

3.2 HSER3000 Overview of Practicum 2: Working in the field

Practicum 2 (HSER3000), is the second of the two compulsory field placement courses that the students complete during their Human Services undergraduate degree. Ordinarily, the second student placement is undertaken in the final semester of study, prior to graduation (ie in semester 2 of the third year of study). The course exposes students to human service practice in a specific organisational context and enables them to develop workplace competence commensurate with a beginning practitioner. It is a compulsory component within the Human Services undergraduate degree. Students are expected to have contact with the clients and communities that are the focus of the organisation's work. In addition to observation activities, students will be involved in processes of client and/or community engagement, assessment and intervention/action as appropriate for the agency context.

- Students must complete **36 full days** in a field placement organisation, accumulating a **minimum of 250 hours** on placement.
- Students complete their placement at **3 full days per week** across **12 weeks** of the semester.
- A standard placement work day is defined as a minimum of 7 hours, excluding any lunch breaks.

During this period students will be allocated a series of work tasks that meet their identified learning goals as appropriate for the agency setting and client group. Students may also be involved in work activities in the organisation which are not directly related to their specific learning goals. These broadening experiences are invaluable and will indirectly assist the student's learning.

The key to ensuring the success of the placement is co-operation and good communication between workplace staff and University staff. Consequently, a University Liaison Tutor will be appointed to support the placement process by providing assistance for students in the work environment, as well as providing advice and assistance to workplace Field Educators. Additionally, students are required to keep in contact with the course coordinator by attending University-based workshops and through the Blackboard website. The workplace is required to provide a placement Field Educator who will provide student guidance and supervision, and evaluate the student's workplace performance.

An initial student placement preparation session (pre-placement workshop) will be conducted at the University prior to the commencement of the student placement within the field placement organisation. In addition to the 36 field placement days and the pre-placement workshop, students will attend University-based workshops during the semester, alongside their placement, which will be synchronised to enhance their skills, knowledge integration and timely completion of assessment tasks. The workshops are compulsory and will take place outside the field placement days.

It is expected that the collaboration of agency and University staff, the provision of University-based academic student workshops and the use of web-based communication tools, will provide the conditions for a successful and enjoyable placement.

Aims and Objectives

This course aims to prepare students for human service practice by involving them in the life of a human service agency and enabling them to undertake work with the people, groups and communities to which the agency provides services. In particular they will have the opportunity to follow through the core processes involved in human service work as appropriate for the agency context, including engagement and forming professional relationships, assessment, and intervention or action. Students will have the opportunity to draw on and extend their learning from their previous academic courses. They will be encouraged to develop a beginning level practice framework that incorporates knowledge, ethical values and skills.

After successfully completing Practicum 2: Working in the Field, students should be able to:

1. Demonstrate knowledge of a specific human service agency and be able to critique the role of human service workers within society and within the context of this agency.
2. Articulate a framework for practice appropriate for a beginning level practitioner, which includes ethical, theoretical and skills components.
3. Demonstrate an ability appropriate for a beginning level practitioner, to constructively and purposefully relate to a wide range of people, including an ability to reflect on the use of self in professional relationships.
4. Demonstrate workplace practices appropriate for a beginning level practitioner.
5. Demonstrate an ability to learn from practice, apply knowledge to practice situations and evaluate one's performance.

It is also hoped that through the Fieldwork Placement students will:

- Complete work that is of value to the organisation
- Grow in maturity and self-confidence
- Identify gaps in their knowledge and skills and plan future learning
- Begin to determine future career pathways

Placement Activities

Examples of suitable learning experiences for students include the following:

- Observing, assisting and facilitating group meetings.
- Supervised interviews with clients and service users.
- Maintenance of records and reports, including reviewing files and preparing summary reports.
- Visits to other agencies and services.
- Assisting and facilitating community consultations, advocacy, training or educational activities and programs
- Gathering and analysing data for research, social histories or service/program evaluations.
- Observing, planning and/or conducting non-therapy groups (eg, teaching social skills or budgeting, activity groups or information classes for young people).
- Meeting individually with clients to provide support and assistance, such as social skills training.
- Administration and scoring of assessments, questionnaires, surveys.
- Writing social histories and other reports.
- Working on special projects (eg program evaluation, preparation and organisation of an event, development of a new program or service).
- Administrative duties such as preparing information kits for clients, resource kits for staff.
- Previewing new educational material and videos for potential use with clients.
- Attending conferences, seminars and training sessions.
- Assisting with writing a funding submission or fund raising activities.

NOTE

Students can only conduct research or data gathering when they have developed an appropriate ethics protocol and have approval from the relevant ethics committee/authority as set out in the host organisation's policy manual.

3.3 Student self-assessment of knowledge, skills and values

Prior to starting your placement you should complete this table to identify your current knowledge, skills and values in the three key areas of education, work and personal history.

	What do you know?	What skills do you have?	What are the main values that you hold?
From your studies			
From your work experience			
From your life in general			

Adapted from Cleak & Wilson (2013. p6)

From this review you will be able to identify:

- What is of core interest to you at this time
- What framework of skills, knowledge and values currently underpins your career aspirations
- Where your framework of skills, knowledge and values needs to be developed further

3.4 Assessing your preferred learning style

David Kolb and Roger Fry (1975, pp. 35-6) argue that effective learning entails the possession of four different abilities: concrete experience abilities, reflective observation abilities, abstract conceptualisation abilities and active experimentation abilities. Few of us can approach the 'ideal' but rather tend to develop a strength in, or orientation to, one of the four abilities. People who are concrete (CE) and active (AE) learners will prefer to carry out tasks and work in a team rather than observe others at work. They will learn by reviewing what they have done. People who are abstract (AC) and reflective (RO), on the other hand, may prefer to read a rationale for service delivery, to discuss the program with other workers, and to conceptualise tasks before carrying them out. (AASWWE 1991, p. 63.)

Students and Field Educators can learn more about their own 'dominant' approach to learning or mode of learning by completing Kolb's Learning Style Inventory in Appendix 2. This inventory is designed to place students on a line between concrete experience and abstract conceptualisation; and active experimentation and reflective observation. Using this, Kolb and Fry suggest four basic learning styles can be identified.

They suggest that there are strengths and weaknesses associated with each style and that being 'locked' into one style can put a learner at a disadvantage. There are critiques of Kolb's ideas (eg, it has been used within a fairly limited range of cultures) but it can provide a useful starting point for students to start examining how they learn. (see Appendix 3)

3.5 Early placement liaison visit

The initial liaison visit to the student and the agency takes place between weeks 3 - 4 of the placement. This meeting between the Liaison Tutor, workplace Field Educator and student would usually take about an hour and include a discussion of the following:

- Student learning plan and learning strategies
- Application of theory into practice
- the student's workplace project (if relevant)
- Supervision and the field educatory relationship
- Issues raised by the student and Field Educator
- Mid and end of placement review arrangements

3.6 Human Services Graduate Attributes

When considering the work tasks that students may engage with in the industry setting, it may be useful to focus on the competencies of students from The University of Queensland, Human Services degree. It is worth remembering that for the first placement, the majority of students will be undertaking placement in the first semester of their second year of University study and for the final placement, the majority of students will be undertaking placement in the second semester of their third year of study just prior to graduation. Students will come to the field work environment ranging in their skills, previous experiences, and work histories. There is however, a set of common skills which students will acquire through the Human Services undergraduate experience. These are listed on the following page.

The first fieldwork placement emphasises experience in engagement and reflection, therefore students are not expected to demonstrate all of the following attributes at this stage of their degree.

Generic UQ Graduate Attribute	Human Services Application
1. In-Depth Knowledge of the Field of Study	The successful Human Services graduate will demonstrate: <ul style="list-style-type: none">• An understanding of historical themes in human services and the location of the human services within socio-economic, cultural and political contexts• An understanding of current practice issues and their implication for the future of human services• An understanding of the key elements of human services practice: purpose, outcomes, values, theories and methods• Knowledge of a number of contemporary casework theories and approaches to working with involuntary clients• Knowledge and critical understanding of the institutional and contextual responses to the promotion of wellbeing in Australian society

Generic UQ Graduate Attribute	Human Services Application
	<ul style="list-style-type: none"> • An understanding that human services builds on, develops and applies foundational disciplinary knowledge in the social and behavioural sciences and humanities • Knowledge about developments in the global environment impacting upon wellbeing, social policy and on human services • Knowledge about the comparative role of humans services in different welfare regimes
2. Effective Communication	<p>The successful Human Services graduate will possess:</p> <ul style="list-style-type: none"> • The ability to engage with and use information and ideas in pursuing the goals of human services practice • The ability to use effective verbal, non-verbal and written communications skills to achieve goals in the human services <p>Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and competency in the use of basic micro-communication skills to successfully engage with people • Knowledge and skills required to undertake social assessments and problem-solving activities with people • An understanding of the influence of culture, gender and power on interpersonal communication and helping relationships • Awareness of the potential for and the implications of information and communication technologies for human service practice and service delivery
3. Independence and Creativity	<p>The successful Human Services graduate will possess:</p> <ul style="list-style-type: none"> • Awareness of when and how to make autonomous decisions and/or collective decisions • A capacity for team membership as a responsible and autonomous practitioner • The ability to manage the tension between team membership and autonomy • Awareness of the human services as a profession that must respond to change • An understanding of how change in human behaviour occurs • An ability to respond constructively to diverse circumstances
4. Critical Judgment	<p>The successful Human Services graduate will demonstrate:</p> <ul style="list-style-type: none"> • The capacity to conceptually integrate and apply knowledge of the key elements of human service practice to the processes of assessment and approaches to action or intervention • An ability to learn from practice, apply knowledge to practice situations and evaluate one's performance • The capacity to engage in critical analysis to facilitate individual or collective action • The capacity to evaluate opinions, make and articulate decisions and reflect critically on the justification for decisions • The ability to formulate problems encountered in field experience for exploration in research methods courses

Generic UQ Graduate Attribute	Human Services Application
	<ul style="list-style-type: none"> • The ability to undertake basic research around issues identified in practice contexts • The ability to locate and use literature relevant to human services practice
5. Ethical and Social Understanding	<p>The successful Human Services graduate will demonstrate:</p> <ul style="list-style-type: none"> • An appreciation of the role of rights in promoting collective and individual wellbeing • A critical awareness of the inter-relationship of human service practice with the law, including the concepts of negligence, duty of care, confidentiality and record keeping. • An awareness of ethical issues in practice situations and a commitment to ethical practice • An understanding of and ability to apply the ACWA Code of Ethics to critique and direct practice • An understanding of principles and processes of responding effectively & sensitively to social, economic and cultural diversity with individuals & groups

4. ATTENDANCE

4.1 HSER2001 Course Structure and Attendance

Placement 1: Engagement and Reflection in Fieldwork has academic content and workshops as well as committing students to **36 full days** accumulating a **minimum of 250 hours** in a work placement over the course of the semester. Students will complete twelve (12) weeks in the agency working a minimum of 7 hours each placement day (lunch break not included), three (3) days a week. *In some circumstances other arrangements may be negotiated. However any variations or amendments to these placement arrangements must be approved in advance by the Field Education Unit and the Course Coordinator in consultation with the field placement agency.* Students are required to keep a log or timesheet of their daily and accumulated hours. This is to be signed off by their Field Educator regularly throughout the placement and submitted to the course coordinator at the completion of the placement. A template for the timesheet is included in Appendix 7 of this manual.

HSER2001: Semester 1 2017 - Timetable and Distribution of Placement Hours

Date	Uni Week	Learning Activity
03/03/2017	1	HSER2001 Compulsory Pre-Placement Workshop with Field Education on campus for students
06/03/2017 - 10/03/2017	2	3 days of placement 6 March 2017 - Official first day of placement HSER2001 Compulsory Workshop
13/03/2017 - 17/03/2017	3	3 days of placement HSER2001 Compulsory Workshop
20/03/2017 - 24/03/2017	4	3 days of placement HSER2001 Compulsory Workshop
27/03/2017 - 31/03/2017	5	3 days of placement HSER2001 Compulsory Workshop
03/04/2017 - 07/04/2017	6	3 days of placement HSER2001 Compulsory Workshop (Mid-Placement Workshop with Field Education)
10/04/2017 - 14/04/2017	7	2 - 3 days of placement No workshop with week Friday, 14 April 2017 – Good Friday Public Holiday
17/04/2017 - 21/04/2017	Mid Semester Break	2 - 3 days of placement HSER2001 Compulsory Workshop Monday, 17 April 2017 – Easter Monday Public Holiday

Date	Uni Week	Learning Activity
24/04/2017 - 28/04/2017	8	2 – 3 days of placement HSER2001 Compulsory Workshop Tuesday, 25 April 2017 – Anzac Day Public Holiday
01/05/2017 - 05/05/2017	9	2 – 3 days of placement No workshop this week Monday, 1 May 2017 - Labour Day Public Holiday
08/05/2017 - 12/05/2017	10	3 days of placement HSER2001 Compulsory Workshop
15/05/2017 - 19/05/2017	11	3 days of placement HSER2001 Compulsory Workshop
22/05/2017 - 26/05/2017	12	3 days of placement HSER2001 Compulsory Workshop Friday, 26 May 2017 - Official final day of placement
29/05/2017 - 02/06/2017	13	0 – 3 days of placement <i>Extra days of placement can be made up this week if required (eg due to public holiday clashes etc – please discuss with Field Education)</i> HSER2001 Compulsory Workshop (End of Placement Workshop with Field Education)
05/06/2017 – 09/06/2017	Revision Week	0 – 3 days of placement <i>Extra days of placement can be made up this week if required (eg due to public holiday clashes etc - please discuss with Field Education)</i>
12/06/2017 - 16/06/2017	Exam Block	
19/06/2017 - 23/06/2017	Exam Block	
24/06/2017		Saturday, 24 June 2017 – First Semester Ends

Current as at January 2017

NOTE

- Please Note: Any variations or amendments to these placement arrangements must be approved in advance by the Field Education Unit and the Course Coordinator in consultation with the field placement agency.
- The standard official placement dates are: **Monday, 6 March 2017 to Friday, 26 May 2017.**
- Where a public holiday or unexpected absence due to illness falls on a regular placement day, students will need to complete an additional day/s of placement in lieu.
- The table above outlines the timetabling for HSER2001 field placement days in Semester 1 2017 taking into account any public holidays.

4.2 HSER3000 Course Structure and Attendance

Practicum 2: Working in the Field has academic content and processes as well as committing students to **36 full days** accumulating a **minimum of 250 hours** in a work placement over the course of the semester. Students will complete twelve (12) weeks in the agency working a minimum of 7 hours each placement day (lunch break not included), three (3) days a week. *In some circumstances other arrangements may be negotiated. However any variations or amendments to these placement arrangements must be approved in advance by the Field Education Unit and the Course Coordinator in consultation with the field placement agency.* Students are required to keep a log or timesheet of their daily and accumulated hours. This is to be signed off by their Field Educator regularly throughout the placement and submitted to the course coordinator at the completion of the placement. A template for the timesheet is included in Appendix 7 of this manual.

HSER3000: Semester 2 2017 - Timetable and Distribution of Placement Hours

Date	Uni Week	Learning Activity
24/07/2017 – 28/07/2017	1	HSER3000 Pre-Placement Workshop on campus for students
31/07/2017 – 04/08/2017	2	3 days of placement Monday, 1 August 2017 - Official first day of placement
07/08/2017 – 11/08/2017	3	3 days of placement
14/08/2017 – 18/08/2017	4	3 days of placement Wednesday, 16 August 2017 - EKKK Public Holiday (Brisbane City Only)
21/08/2017 – 25/08/2017	5	3 days of placement
28/08/2017 – 01/09/2017	6	3 days of placement
04/09/2017 – 08/09/2017	7	3 days of placement
11/09/2017 – 15/09/2017	8	3 days of placement
18/09/2017 – 22/09/2017	9	3 days of placement
25/09/2017 – 29/09/2017	Mid Semester Break	3 days of placement
02/10/2017 – 06/10/2017	10	2-3 days of placement Monday, 2 October 2017 - Queen's Birthday Public Holiday
09/10/2017 – 13/10/2017	11	3 days of placement

Date	Uni Week	Learning Activity
16/10/2017 – 20/10/2017	12	3 days of placement Friday, 20 October 2017 – Official final day of placement
23/10/2017 – 27/10/2017	13	0 – 3 days of placement <i>Extra days of placement can be made up this week if required (eg due to public holiday clashes etc)</i> HSER3000 Compulsory Workshop (End of Placement Workshop)
30/10/2017 – 03/11/2017	Revision Week	
06/11/2017 – 10/11/2017	Exam Block	
13/11/2017 – 17/11/2017	Exam Block	
18/11/2017		Saturday, 18 November 2017 – Second semester ends

Current as at January 2017

NOTE

- In addition to the 36 field placement days, HSER3000 also includes a number of compulsory academic workshops for students on campus throughout the semester. The dates of these workshops are to be advised. Please refer to the e-course profile once available.
- Please Note: Any variations or amendments to these placement arrangements must be approved in advance by the Field Education Unit and the Course Coordinator in consultation with the field placement agency.
- The standard official placement dates are: Monday, 31 July 2017 to Friday, 20 October 2017.
- Where a public holiday or unexpected absence due to illness falls on a regular placement day, students will need to complete an additional day/s of placement in lieu.
- The table above outlines the timetabling for HSER3000 field placement days in Semester 2 2017, taking into account any public holidays.

4.3 Student illness during placement, public holidays and other permitted leave of absences

Students must notify their Field Educator or the agency if they are ill and unable to attend placement. As a standard expectation, placement is to continue without time off until completed, including during the mid-semester break. Any unavoidable leaves of absence from placement must be discussed and negotiated with the Field Educator, the Liaison Tutor, the Course Coordinator and the Field Education Unit, with final permission being obtained from the University. Students are to demonstrate their readiness for employment in the industry and therefore must demonstrate professional conduct.

If a public holiday occurs or any sick day is taken during placement (or any other permitted leave of absence), students will need to make up the time. If a student misses 1-2 days of placement due to illness or unavoidable circumstances, they should arrange with their Field Educator to make up the missed time. If more than two days are missed, then the student should contact the Liaison Tutor who will negotiate an extension to the placement if the organisation is agreeable. Absence from placement for three consecutive days requires a medical certificate to be provided to the Field Educator as well as the Liaison Tutor. The Field Educator is required to sign off on the student's timesheet and on the Final Evaluation Form that the student has completed 36 full field placement days within the agency (accumulating a minimum of 250 hours within this timeframe).

4.4 Transport

Students are responsible for the cost of going to and from the agency daily during placement. The procedures and policy concerning the student's use of transport on placement will vary depending on the agency offering the placement.

Some agencies provide a mechanism for reimbursement of student's travel expenses incurred in connection with performing their normal duties. Other agencies allow students to use agency cars. **It is important to be very specific about the agency requirements concerning driving agency cars or using a private vehicle on agency business, eg arrangements re insurance and driver's licence requirements.**

Some agencies do not have funds available for student travel costs. Arrangements for travel expenses need to be clarified between the Field Educator and the student. The University of Queensland does not provide funds for travel expenses for students on placements.

5. TEACHING AND LEARNING ON PLACEMENT

5.1 An overview of the key phases of placement

Getting started – establishing a learning plan

Early in the semester, the student develops a learning plan which should be signed by their workplace Field Educator, their Liaison Tutor and themselves. The learning objectives should specify the competencies that the student wants to develop. A good place to start when developing the learning plan is with the course aims and objectives. As the fieldwork placement will often involve one key project, a project plan may be developed and the specific tasks involved in completing the project may form the major components of the learning plan.

The learning plan is a record of what the student, Field Educator and University have negotiated about:

- The major objectives or goals of the placement
- The content to be learned and the specific tasks linked to this content
- The method or type of learning experiences to meet the objectives
- The standard for evaluating whether the objectives have been achieved

These four elements are illustrated in the following example adapted from Cleak and Wilson (2013, pp. 47-50):

Elements	Questions	Examples
Goals	Where does the student want to go? (general, global terms)	Student goals: <ul style="list-style-type: none">• I would like to develop my understanding of ...• I would like to become familiar with ...• I would like to identify the range of ...
Tasks	How will the student get there? (the content) Specify target dates for completion	Action: <ul style="list-style-type: none">• I will attend two staff meetings.• I will participate in a group for• I will prepare a report for the team about ...
Methods	How does the student achieve these objectives?	Action: <ul style="list-style-type: none">• I will be observed by my field educator.• I will discuss my findings with the CEO.

Elements	Questions	Examples
Evaluation	How does the student know he or she has achieved their objectives?	Action: <ul style="list-style-type: none"> • What will be the evidence of accomplishment? • I will take increasing responsibility for facilitating.... • I will give a presentation on..... • I will complete a resource file for...

Herbert and Rothwell (2005, p 74) suggest that student work placement learning plans should be based around SMART targets. These are:

Specific - Do your targets state exactly what you need to do?

Measurable- Can you show proof that you have achieved your targets?

Achievable - Can you achieve your targets in the timeframe available?

Realistic - Are your targets things that you can really do something about?

Time bound - Have you set dates for achieving your targets?

There are slight variations to this framework. One version substitutes manageable and assessable, but the overall effect is the same (Herbert & Rothwell, 2005, p 74).

Another approach to establishing a learning plan is suggested by Shardlow and Doel (1996, p 98):

Step 1 - Defining the aims of the placement, framed as both short and long-term goals

Step 2 - Identifying the learning – the student should make a list of what they will learn

Step 3 - Putting the tasks in the sequence they should be undertaken

Step 4 - Devising methods and strategies for how the student will achieve learning

Step 5 - Identifying a range of methods for evaluating the learning

Step 6 - Presenting the learning plan in a format that is accessible and easily modified

Step 7 - Reviewing and modifying the learning plan in the light of the student's progress.

Guidance about the learning plan is provided to students in the initial induction workshop conducted by the University prior to students starting the work placement.

Students should aim to have their learning plans commenced by the first liaison visit (see Appendix 4 of this manual for an example of a Learning Plan format)

Getting Started – Identifying Learning Styles

The *learning style of the student* has major relevance to the learning plan and should be taken into consideration when completing the plan. A Learning Style Profile (see Appendix 2) is provided in this manual for students (and Field Educators if required) to complete. It can be very beneficial for the Field Educator and student to discuss each other's differing or similar understandings and experiences of learning and use these to promote a framework for learning on placement. Sometimes when tensions arise on placement between the Field Educator and student this can be linked to a mismatch between the student's learning style and the Field Educator's teaching strategies – hence the reason for including the Learning Style Profile in this manual.

Texts

The following book is required reading for this course. It is available through the UQ library and for purchase at the Co-op Bookshop.

Course Textbook

Cleak, H. & Wilson, J. (2014) *Making the Most of Field Placement*, 3rd Edition, Cengage Learning, Australia.

Other highly recommended resources are:

Healy, K. (2005) *Social Work Theories in Context: Creating Frameworks for Practice*. New York. Palgrave Macmillan.

Herbert, I., Rothwell, A. (2005) *Managing Your Placement: A Skills-Based Approach*. Palgrave MacMillan, Hampshire.

Hughes, M., Wearing, M. (2007) *Organisations and Management in Social Work*. Sage, London.

O'Connor, I., Wilson, J., Setterlund, D., Hughes, M. (2008) *Social Work and Human Service Practice*. 5th Edition. Pearson Education Australia, Frenchs Forest.

Sweitzer, H.F., King, M.A. (2004) *The Successful Internship: Transformation and Empowerment in Experiential Learning*. Brooks/Cole - Thomson Learning, Belmont, CA.

White, S., Fook, J., Gardiner, F. (2006) *Critical Reflection in Health and Social Care*. England Open University Press.

Students will be provided with reading material and reflective activities during the placement workshops conducted by the University.

5.2 Learning and Supervision on Placement

A learning agreement (see Appendix 1) that identifies the rights and obligations of student and Field Educator should be negotiated at the commencement of placement. This learning agreement will assist each student and Field Educator to clarify and negotiate how they anticipate working together during placement. This could include undertakings regarding what time is available, how the Field Educator can be accessed, who else can be consulted, specific agency requirements, eg about access to resources such as cars or computers, protocols for chart entries, sending letters.

5.3 Tools for Learning and Reflection

Reflection Time

Self-reflection is a core part of professional competence and professional practice. In fact it is often said that unexamined practice is practice hardly worth doing! There are a number of tools available that can assist with reflection on learning in practice, a few of which are included in this manual. Ideally students should record significant experiences as soon after they happen as fully as possible. It may be helpful to carry a notebook so that critical events, thoughts and learning experiences can be recorded while they are fresh in your memory. It can be useful to have a regular fixed time each week to reflect on and record significant learning experiences. It is important to have a positive attitude towards reflecting on and recording your learning experiences. You should also follow up on issues and learning needs or gaps identified during the reflection process. Reflections, either verbal or written should be frank and honest. There are many different processing techniques that you may find helpful. A number of these reflection tools are described in this section of the field education manual.

Three-Column Processing is a useful method for processing events that stand out in your mind at the end of each week. To use this technique divide your paper into three columns labelled Actions, Thoughts and Feelings. In the Actions column you record each action taken by you or others during the key event. Record only those things you saw or heard. Then, in the second column record beside each of the actions what your thoughts were at the time. Now review this list and try to recall what your feelings were at the time and record this in the third column.

SOAP Notes is a four-column processing alternative which involves dividing your reflections into four categories: Subjective, Objective, Assessment, and Plan (Baird, 2002).

DART Notes offers another yet another option. It begins with Description in which you describe the individuals and situation. In the Assessment step you discuss the who, what, and where, but not the how or why. In the Response section you record as completely and accurately as possible what you did during the session or incident. Finally you discuss thoughts about the Treatment plan.

5.4 Learning about the placement organisation

One of the first things to do on placement is to try and 'map' your organisation or agency. Some questions you should consider are listed below.

Organisational Analysis

1. What is the auspice arrangement of your agency or program, eg, government (local, state, federal), non- government, community-based, voluntary, not-for-profit)?
2. What are the agency's goals and mission?
3. What are the current goals?
4. What gives it the right to operate (eg, legislation, constitution)?
5. What are the sources of its financial, political and professional support?
6. What are its primary areas of concern?

7. How is the agency administered professionally?
8. What are the formal and informal lines of authority? Who decides who does what?
9. How do staff relate to each other?
10. How do you relate to staff?
11. Who are clients/service users of the agency? How do they perceive the agency?
12. What is the agency's structure?
13. What are the particular theoretical models or frameworks used by the agency?

5.5 Reflecting on practice: action learning freeze frames

Freeze Frames are a useful tool for reflecting on critical incidents in the workplace that involve either individual learning or significant events that result in organisational learning and change.

<p>What – is the issue / concern / event? What actually happened and what were the key contributing factors? <i>Make sure you clearly define the parameters of the research/issue from the outset.</i></p>
<p>Why did it happen? <i>This is not about discussing the reasons why a specific event occurred, why it was handled in a particular way or even why it is being investigated. Rather, to answer this question you should draw on knowledge and expertise external to yourself, ie search the literature, conduct interviews, research the field, talk to experienced practitioners.</i></p>
<p>What difference does this research/learning make to how I now operate as a professional within this organisation / in this industry / in this situation? What was my key insight or learning? What skills or understanding do I need to develop further as a result of my reflection? So what difference does this research/learning make to the organisation?</p>
<p>My action response: So what will I <i>do</i> to improve my practice as a professional? What do I need to do to acquire the required skills or knowledge? Organisational response: So what do you suggest the organisation can <i>do</i> to enhance its practice as a service agency?</p>

NOTE

When using action research to prepare a written report on a problem or issue encountered in the workplace, the first two questions (ie the what and why questions) would form the basis of the report. The next two questions (ie the so what questions) would be used to improve current practices - the first being a personal learning and action plan, and the second being application of the findings to the organisation and a suggested plan for change.

5.6 Skills and Techniques for Practice

The Concise Oxford Dictionary (1980) defines skill as –“expertness, practiced ability, facility in an action or in doing something”.

According to Harms, L. (2015, p5) Working with people: Communication skills for reflective practice (2nd Edition), Oxford University Press, South Melbourne, a skill is “the ability to do something well. In the context of practice, this means having the ability to communicate or intervene successfully”.

From Trevithick (2000) a list of beginning skills includes:

Basic Relationship Building Skills:

- Active listening
- Clear communication
- Building rapport
- Paraphrasing
- Clarifying
- Reflecting
- Reframing
- Summarising
- Negotiating purpose
- Modelling
- Using silence
- Offering encouragement and validation
- Challenging/confronting
- Setting goals and limits
- Cognisance of context

Basic Process Skills:

- Need identification
- Data and information collection
- Assessment/decision-making
- Prioritisation
- Planning and goal setting
- Intervention strategies
- Evaluation
- Termination
- Problem-solving

Basic Organisational and Political Skills:

- Building constructive organisational relationships
- Teamwork, intra and inter-disciplinary teams
- Meeting procedures and roles
- Writing policy submission
- Public speaking
- Written communication: letters, recording, reports and applications
- Using the media

Professional Skills:

- Workload management/time management
- Managing professional boundaries
- Use of supervision
- Documentation
- Research

Personal Skills:

- Self-awareness
- Self-care
- Personal boundaries
- Use of self-disclosure
- Assertiveness

Examples of Techniques in relation to group and community work include:

- Negotiating entry to the community or group
- Negotiating group rules/reciprocal expectations
- Conducting a community capacity inventory
- Promoting participation and inclusion of those who are undervalued
- Capacity building
- Conducting committee meetings
- Networking
- Group facilitation
- Policy Analysis
- Community Education

These skills and techniques need to be grounded in a solid base of knowledge and theories concerning people, social interactions, structure of society, values and ethics, frameworks and intervention methods. We all develop our own style within the limits of self, agency and professional boundaries. Basic theory and style combine to form a foundation for practice processes that are designed to be of use to assist others obtain their goals.

Advanced techniques:

- Administration
- Advocacy
- Budgeting/Financial Management
- Case Management
- Conflict Management

- Counselling
- Lobbying
- Mediating
- Supervising
- Training
- Establishing partnerships with individuals, groups, organisations and communities
- Working with difference – culture, age, gender, ability and class.

6. EVALUATING PERFORMANCE ON PLACEMENT

6.1 Mid placement review

Around **day 18 (the mid-way point)** of the placement the Field Educator needs to review with the student how they are progressing. Ideally, the learning plan would be formally reviewed to ensure that the student is on track and that the learning plan continues to be a useful guide to the student's workplace learning. The purpose of this review is to clarify what the student has been doing thus far so that the strengths of the placement and any significant gaps in the student's learning plan and work activities can be identified and the necessary adjustments made. The mid-placement review also provides an opportunity to clearly identify what the student needs to do for the remainder of the placement. The mid-placement evaluation form is available on the online Field Education Database, which Field Educators and students have access to via a unique username and password log-in. These details were provided by the Field Education Unit to each party, at the time the placement was confirmed.

6.2 Mid placement liaison visit

Around **days 19 - 24** of the placement, the Liaison Tutor will meet with the student and Field Educator. This visit aims to review the student's achievements against the learning goals to ensure that the placement is progressing in a satisfactory manner. If by this stage it has become apparent that there are issues which are adversely impacting on the student's performance and ability to successfully complete their placement, it is important that both the Field Educator and student share these with the Liaison Tutor.

6.3 Final evaluation

Towards the end of the placement the Field Educator needs to complete the student's final evaluation via the online Field Education Database. By the end of placement a student should have the capacity to evaluate his or her performance and some Field Educators may ask the student to independently complete a copy of the evaluation forms prior to the formal assessment meeting. If the student has had to reflect on their performance they may be better prepared to assimilate feedback offered by the Field Educator during the final evaluation process.

The evaluation should be completed before the final liaison contact so that this can be viewed by, and discussed with the Liaison Tutor to determine whether a satisfactory standard has been reached.

6.4 End of placement liaison contact

The end of placement liaison contact with the student and Field Educator typically would occur between **days 32 - 35** of the placement. The final contact will generally occur via teleconference; however, a liaison visit will occur when students require additional support to complete a placement at a passing level. Prior to the visit the Field Educator needs to complete the student's final performance evaluation and provide feedback to the student. At the final visit the following issues are discussed:

- Assessment – the Field Educator and Liaison Tutor give the student explicit feedback on whether they have reached the level of competency required for successful completion of the placement
- Termination of the placement – discussion about how the student’s work and relationships with staff and clients will be concluded
- Identification of future professional development goals for the student

6.5 **Assessment of workplace and academic tasks**

One of the conditions of passing the placement is that students must complete the required number of placement days (and minimum placement hours) in addition to the compulsory attendance at the academic University-based workshops and completion of the assignments associated with the academic coursework.

The Field Education Unit uses an online interactive database. The database has several purposes including provisions for the submission of Mid-semester and Final Evaluations.

The database system can be accessed on this link: <http://fielded.nmsw.uq.edu.au/login.asp>.

There is no formal mid-placement evaluation but in the context of monitoring ongoing learning Field Educators are requested to complete a mid-placement review of the student’s progress, as mentioned above.

Towards the end of the placement and prior to the final visit to the workplace by the University Liaison Tutor, Field Educators are asked to provide feedback to students on their performance on the Final Evaluation Form (completed via the online database). The form is a simple checklist of the student’s performance in a number of key areas. It also provides space for brief written comments which students can use to reflect on their achievements, learning, career goals and areas for improvement and further study.

The Final Evaluation Form has been designed to replicate the format of a typical staff appraisal so that students will experience yet another aspect of working in a professional organisation. The ratings for each evaluation criteria on the form do not equate with a numerical grade for the course.

The final appraisal or evaluation is first discussed with the student and then discussed with the Liaison Tutor during the final liaison contact. The Field Educator and Liaison Tutor will discuss and agree on whether the student has obtained an overall ‘pass’ or ‘fail’ result for the workplace component of their assessment.

With both the Mid-Evaluation Form and the Final Evaluation Form, if there is more than one Field Educator supervising the student, the form is to be filled out and signed off through logging into the database portal of the primary Field Educator. To maintain the integrity of the system, editing is limited to the primary Field Educator, however, this role can be changed around whenever needed by contacting the Field Education Unit.

The School reserves the right to moderate a student’s grade if the student’s behaviour on placement is deemed to be unprofessional or unethical, malicious or dangerous by the Field Educator and/or Liaison Tutor and/or Course Coordinator.

The placement component and the associated coursework is graded on a pass/fail basis only. After assessing the placement final-evaluation report, completion of minimum field work placement hours, attendance at University-based academic workshops and the student's written work to the University, the Course Coordinator assigns an overall pass or fail for the relevant course. Students must obtain a 'pass' for all aspects of the course (ie for the placement as well as each academic assessment piece) in order to pass the course overall. The formal grade (pass or fail) awarded for this course by the University, is subject to the usual University appeal mechanisms.

7. DIFFICULTIES IN PLACEMENT

7.1 Process for negotiation of placement difficulties

When difficulties arise on placement, either the student or the Field Educator must contact their Liaison Tutor and the following steps are taken.

1. After discussion and clarification of the issues with either the Liaison Tutor, the person reporting the difficulties is encouraged to raise the issues directly with the other party and to advise that the University has been consulted. Such a discussion between the two parties (student and Field Educator) may clarify and resolve the difficulties and the placement can proceed and incorporate this experience into the overall learning. If this is the outcome, the Liaison Tutor should be advised.
2. The person reporting the difficulties may prefer the Liaison Tutor to be involved in a three-way discussion with the other party and this should be arranged as soon as possible. The person reporting the difficulties is encouraged to return to the other (Field Educator or student) to: (i) advise of their consultation with University placement staff, (ii) request a three-way meeting and (iii) set a mutually convenient time. The purpose of this meeting is:
 - The identification of difficulties
 - The clarification of expectations, and
 - The renegotiation of responsibilities

Possible outcomes are:

- A commitment by both student and field educator to the continuation of placement, a willingness to continue to address identified issues of difference in the future, a plan for doing this, and a resolution of difficulties. Please note, it may be helpful to introduce a Practice Learning Contract to assist the student to meet placement requirements (a formal learning contract has been developed as a tool to assist in learning and progression during placement as a result of concerns that the student may not be meeting their learning objectives), or
- A request by either the student or Field Educator to terminate the placement. It is acknowledged that some placements will not prove to be viable and this can be for a number of reasons including the relationship between the student and the Field Educator, organisational issues, reaction to the type of learning experiences available and suitability of the student to the particular placement opportunities, or
- A recommendation by the Liaison Tutor to the Course Coordinator and Field Education Unit Manager to terminate the placement if irreconcilable differences are apparent.

Any one of the participants in the placement process is able to raise the issue of whether a placement is viable. The issues must be discussed with the other parties involved and every effort must be made for this to occur in a joint meeting that includes the student, the Field Educator and the Liaison Tutor before a decision to terminate the placement is reached.

7.2 Changes, extensions, failing grades & special circumstances

1. If a change in placement occurs before the end of the fifth week of placement, the length of the new placement will be the balance of the original placement. An additional two weeks may be added to the placement to allow an introductory period in the new agency.
2. If a change in placement occurs after the fifth week, the length of the new placement will be the balance of the first placement plus an additional two weeks for an introductory period in the new agency. The additional two weeks will be at the discretion of the Course Coordinator and the Field Education Unit manager. Notwithstanding the above, the minimum length of any placement will be seven weeks.
3. A student who has not reached a satisfactory level of performance at the end of the scheduled placement period, but who, on assessment with the Field Educator and Liaison Tutor, may be able to achieve a pass within a further six weeks in that placement, or within a further seven weeks in a new placement, may be granted an extension by the Course Coordinator and Field Education Unit Manager. The student will be graded INC on the Examiner's Return.
4. If a six week extension period (or seven weeks in a new placement) is considered by the Course Coordinator and Field Education Unit Manager (in consultation with the field educator and Liaison Tutor) to be insufficient for the student to achieve a pass, a failing grade will be awarded.
5. The Course Coordinator and Field Education Unit Manager reserve the right to:
 - *Terminate a placement and assign a failing grade, or*
 - *Support a withdrawal without penalty on the basis of a medical certificate or statutory declaration prior to the scheduled completion of placement if, after consultation with the student, the Liaison Tutor and the Field Educator, it is determined by the Course Coordinator and Field Education Unit Manager that the quality of the student's performance to date is not in the interests of individuals, groups and/or the host organisation.*
6. Requirements under University Placement Course Rules

It is not possible to formally seek supplementary assessment for field placement courses.

1. Students must complete all of the placement assessment requirements and placement hours (including workshops) to a satisfactory standard and within the required timeframe to pass the course as stated in Ecourse profile assessment section to pass the course. Students who do not complete all placement assessment requirements and placement hours will receive a failing grade with no option for formal supplementary assessment.

2. If a student commences placement and then requires a formal interruption to placement within the semester (when the interruption is for more than 4 consecutive placement days) due to exceptional extenuating circumstances, they must apply for an interruption/extension for placement.

Go to link: <http://www.uq.edu.au/myadvisor/forms/exams/progressive-assessment-extension.pdf>

Students will be required to submit a formal application for interruption and extension, and the application must be substantiated with supporting documentation such as medical certificates, Statutory Declarations and/or other evidence. Approval for interruption and extension rests with the Program Lead, who will consult with Field Education staff when making the decision. Approvals will only be granted in exceptional circumstances, on a case by case basis, and extensions will not exceed those available under the General Award Rules. Link: <http://www.uq.edu.au/student/GeneralRules2012/2012GARs.pdf>

3. If a student commences placement and is then unable to complete placement in the semester due to exceptional extenuating circumstances, they are encouraged to apply to the University to withdraw from the course code without academic penalty. Further information on how to apply to withdraw without academic penalty can be accessed through www.uq.edu.au/myadvisor or through the Student Centre: <http://www.uq.edu.au/student-centre/>. Please note that students who withdraw from placement at any stage of the semester will need to repeat the entire placement in a future semester - it is not possible to "carry over" completed placement hours or assessment items.
4. Additionally, students who do not quite meet the academic field standards required during the latter part of the placement, but with more time and remedial intervention are likely to reach the required standards for the placement in the same enrolment, may be permitted a short extension of time to reach the minimum standard. This would be determined after feedback from the field educator, field tutor and a statement of learning piece from the student. Final approval rests with the Program Lead, after consultation with Field Education staff. The extension of time and remedial intervention would normally take place in the same agency, or another agency, as per the ASWEAS (2012) Guideline 1.2: Guidance on field education programs.

7.3 Dispute Resolution

The following is an extract from the University's placement policy:

If a problem arises for a student on placement, it is appropriate for the following method of dispute resolution to be used:

1. In the first instance a meeting is held between the student, the placement Field Educator and University Liaison Tutor or a Field Education Coordinator from the Field Education Unit.
2. If mediation at this level is not successful, the case is referred to the Field Education Unit Manager.

3. If the Field Education Unit Manager (in consultation with the Program Director for the Bachelor of Human Services) is unable to resolve the problem to the satisfaction of all parties, University grievance procedures, as set out in the Student Charter, will take effect. Students may also access the Human Rights and Equal Opportunity Commission or the Anti-Discrimination Commission.

7.4 Termination of placement

A student must not terminate a placement without first notifying the Course Coordinator and Field Education Unit Manager, either directly or through the Liaison Tutor, that they have concerns about the placement. A process of negotiation and mediation (outlined above) would usually commence once difficulties have been identified.

If a student terminates a placement before consulting the Course Coordinator or Field Education Unit Manager, the student would not normally be re-placed and either a withdrawal without penalty (if appropriate) or a failing grade would be awarded.

7.5 Fail grade for placement courses

As outlined in the relevant e-course profile (ECP), to achieve a pass for placement courses students MUST pass both the placement and the academic work associated with these courses. If students pass the practicum and fail the academic work they will receive a fail grade for the course. If students pass the academic work and fail the placement they will receive a fail grade for the course.

Criteria for failure on placement

The Field Educator, Agency Management, Course Coordinator or the Field Education Unit Manager has the right to terminate a placement if the student's behaviour is deemed to be **unprofessional or unethical, malicious or dangerous**. The University has the right to fail a student on placement for the following reasons:

- Failure to complete the minimum required hours/days during the approved time frame.
- Unauthorised non-attendance on placement days.
- Unauthorised termination of placement by student.
- Abusive and/or disruptive behaviour whilst on placement.
- Failure to comply with placement policies as outlined in the Human Services Field Education Manual.
- Failure to comply with the Australian Community Workers Association Code of Ethics in the placement setting.
- A Breach of confidentiality or privacy (this includes verbal, written or content posted on Blackboard, the internet or any social networking sites).
- A criminal offence committed by a student while on placement.

8. RISK MANAGEMENT AND INSURANCE

To locate the University's policy on placements go to:

<https://ppl.app.uq.edu.au/content/3.10.04-placement-courses>

8.1 Risk Assessment

It is University policy that all students who are attending placement as part of their UQ program, understand the risks involved and how these risks are managed. The School has undertaken a risk assessment of its Social Work, Human Services and Counselling field placements, and produced the 'Social Work, Human Services and Master of Counselling Student Placement (Australia) - Risk Assessment Form (available on the 'Social Work & Human Services Pre-Placement' Blackboard site).

The document lists a number of identifiable risks to students and what controls are in place to manage these risks. You are required to read the risk assessment and to confirm that you have read and understood the document, tick the box next to "I have read and understood this risk assessment and any associated Standard Operating Procedures" (on the final page), then enter your name, student number and the date. The document you submit must contain all fifteen pages of the Risk Assessment – not just the final page.

Submit your 'Social Work, Human Services and Master of Counselling Student Placement (Australia) - Risk Assessment' Form to the 'Social Work & Human Services Pre-Placement' Blackboard site.

8.2 Personal Safety on Placement

It is a reality that some of the people with whom human services workers and students come into contact are experiencing extreme emotions and circumstances which may be expressed at times as anger, verbal abuse, threats of physical harm, etc.

At all times human services workers and students need to be able to make rapid assessments of risk to themselves and others, and take appropriate evasive, diffusing, conciliatory or protective action.

It may be useful for students to canvass other workers' experience of such incidents, their methods of ensuring safety, and consider your own responses to such potential experiences. Some agencies may have procedure manuals and policies which cover such circumstances, or you can talk to the Occupational Health and Safety Officer, or Security Officer in your agency.

8.3 Security Clearances

As students may have access to service users' personal files or records, some organisations require students to provide details of any criminal offences and will request permission for security checks to be undertaken before placement can be commenced.

8.4 Working with Children (Blue Card)

The Working with Children Check provides an ongoing assessment of a person's eligibility to work with children and involves a check of a person's criminal history, and past police and disciplinary information. You are required to undergo a Working with Children Check. If your application is approved, you will be issued with a Positive Notice and a Blue Card which allows you to work in child-related clinical practice for 3 years. The turn-around time for a Blue Card is 4-6 weeks, but it can take 10-12 weeks during peak times, so apply early.

If you do not have a Blue Card, you are required to follow the process below:

- Print and complete the '**Blue Card Application**' Form from the 'Social Work & Human Services Pre-Placement' Blackboard site.
- Attend a Blue Card session on the St Lucia campus, where a nominated UQ representative will complete Parts E and F of your form and sight Proof of Identification. You also need to bring a photocopy of your identification documents. Check your UQ student email account for details of the sessions. You need only attend one session.
- The UQ nominee will submit your application to Blue Card Services.
- You will receive a Positive Notice letter and the Blue Card in the mail. We will receive a copy of your Positive Notice, so that we can note the expiry date of your card.
- If you receive a Negative Notice from Blue Card Services, the Manager, Placements will contact you.
- Your Blue Card is valid for 3 years and must be current for the duration of your placement.
- If your Blue Card is about to expire, submit a fresh 'Blue Card application' via the School.

Note: If you **live more than 50 kms from UQ** and cannot attend a Blue Card Session, you may submit a Blue card application with a 'Confirmation of Identity' Form to the Social Work & Human Services Pre-Placement Blackboard site.

If you **already have** a current Blue Card, you are required to follow the process below:

- Complete the 'Link an applicant/cardholder to his organisation' form, which advises Blue Card Services that you are undertaking child-related activities through UQ.
- Attend a Blue Card session, where a nominated UQ representative will complete Part G of the form and sight your proof of identity. Bring a photocopy of your ID and existing Blue Card (both sides). Check your student email account for details of the sessions.
- The School will note your card expiry date and send your form to Blue Card Services.

Please note that it is an offence for a disqualified person to apply for a Blue Card. The University of Queensland is legally obliged to warn students that it is an offence for a disqualified person to sign a Blue Card Application Form. A person is disqualified if they:

- Have been convicted of a disqualifying offence;
- Are a reportable offender with current reporting obligations;
- Are subject to a child protection prohibition order; or
- Are subject to a disqualification order from a court prohibiting them from applying for, or holding a Blue Card.

8.5 Immunisation Guidelines

Students who are placed with Queensland Health, or at any health facility, are required to complete a schedule of immunisations in order to provide evidence of their status with respect to immunity. The immunisation schedule for Social Work students in health facilities is detailed in Section 1 of the 'Student Immunisation Record' form. Sections 2-5 must be completed and deal with:

- Diphtheria, Tetanus & Pertussis (DTP)
- Measles, Mumps & Rubella (MMR)
- Chickenpox (varicella)
- Polio
- Tuberculosis (TB)
- Hepatitis B

Most Australian students underwent the Australian Standard Vaccination Schedule in early childhood and the School Immunisation Program that includes vaccinations for Polio; Diphtheria, Tetanus, Pertussis (Whooping Cough) (DTP); Measles, Mumps, Rubella (MMR); Varicella (Chickenpox); and Hepatitis B. Check with your parent or GP, or your record of the immunisations given at school will be available through the local council of where you attended school, eg if you attended a school in Brisbane City Council region you need to contact Brisbane City Council.

The Student Immunisation Record should be completed in consultation with a Registered Medical Practitioner. The University's Vaccinations and Immunisation Guidelines are published on the UQ website (<https://ppl.app.uq.edu.au/content/2.60.08-vaccinations-and-immunisation>). Your GP will advise you on an appropriate course of action if your immune status does not meet requirements. Advice will vary from person to person:

- If you were not immunised as a child, you will require a full schedule of vaccinations.
- If you did not receive boosters in adolescence, you may require adult booster/s.

- You must have received a DTP vaccination in the last 10 years. You may have received this in Year 10. If it more than 8 years since you left school you will need to be vaccinated for DTP.
- You will be given a referral to a Pathology Laboratory for blood tests to screen for Hepatitis B. If your immunity to Hepatitis B is low, your General Practitioner may decide to give a further injection, or if your immunity is non-existent, you may need a further round of vaccinations.
- You will be given a referral to a Pathology Labatory for Mantoux testing for TB.
- The seasonal influenza vaccine becomes available in April each year. You are strongly encouraged to have this vaccination before the end of first semester.

Submit your 'Student Immunisation Record' to the 'Social Work & Human Services Pre-Placement' Blackboard site.

8.6 Student Insurance

The following information has been provided by The University of Queensland's Insurance Manager and was current at the time the Manual was printed. Students and field educators will be notified if there is any change.

For the most up-to-date information, or to find out further details about student insurance, please contact the Field Education or visit the FBS Course Placements webpage at: <http://www.fbs.uq.edu.au/course-placements-insurance>.

8.7 Public Liability Insurance

Providers of student work experience and course placement programs often require confirmation that the University has public liability insurance that covers such activities. The University holds a Public Liability policy. The protection has a limit of liability of \$20 Million per occurrence.

This cover extends to include any student of the University whilst they are engaged in authorised University activities, including placements or course required work experience, provided that the student is not employed by the placement entity for any of the work being done and the placement has been approved by the University.

This cover is subject to the insurer's rules, the Certificate of Entry and to the terms and conditions of the Protection wording.

8.8 Personal Accident Insurance

The University of Queensland also holds a Student Personal Accident insurance policy that provides cover to currently enrolled students.

This policy covers students while they are engaged in authorised University activities directly related to their University course studies and includes course required work placements, field activities and excursions including direct travel to and from such activities.

It provides a death and capital benefits cover with varying limits up to \$100,000.

8.9 Student Travel Insurance

- Direct travel to and from your placement locations is covered by the University's insurance policy. Rural, remote, interstate and international placements require the completion of a Travel Notification form by the student prior to commencing their journey.
- International placements also require the completion of a Travel Checklist by the student that needs to be handed in to the School's reception.
- Insurance covers a student's travel in the region of their placement location up to 60 kilometres as long as they return to their main placement location the same day.
- Please note that placement tasks that entail a journey of over 60 kilometres (and returning the same day) is covered by the University's insurance policy but the student will need to fill out a UQ Travel Notification form in advance of the journey being undertaken.
- Important: Please take note that if a student travels over 60 kilometres during a placement task that involves an overnight stay, the student is not covered by the University's insurance policy and the student would need to take out extra insurance.
- This policy covers currently enrolled students, while they are engaged in authorised University activities and includes course required work placements, field activities and excursions.
- The policy also provides a death and capital benefits cover with varying limits up to \$100,000.

The UQ Travel Notification form and the Student Placement International Travel Acknowledgement Form are available from the Field Education website (www.uq.edu.au/swahs/field-education) within the "Students" section (scroll down to 'Rural, Remote, Interstate & International Placements').

More information and forms relating to student insurance are available at:
<http://www.fbs.uq.edu.au/online-forms-insurance>.

8.10 Incident Reporting

In the event of an accident occurring to a student on placement, a University of Queensland Injury, Illness and Incident Reporting System online form needs to be filled out and submitted. The form is available at the link below:
https://injury.admin.uq.edu.au/forms/default_content.asp?rid=&iid=&em=

The student needs to sign in, using their UQ username and password, click on the green button titled 'New' and follow the instructions. It should be noted that the *Supervisor* of the student (for incident reporting purposes) is Mark Cleaver, Manager, Field Education - email: m.cleaver@uq.edu.au, phone 07 3365 2462. For the Work Health and Safety Coordinator (*WHSC*) select the representative for HABS from the drop-down menu. Once completed, the form can be submitted electronically. If you have any questions or need assistance with this process, please contact Mark Cleaver.

9. SUPPORT FOR STUDENTS

9.1 Student Services

The Student Services website (www.uq.edu.au/student-services) provides details of their comprehensive services to assist students across a wide range of areas including:

- Personal counselling
- Learning assistance and writing skills
- Disability and Medical
- Career advice and planning
- Support for new international students

9.2 Disability

Any student with a disability who may require alternative academic arrangements in the program and/or specific arrangements for placement is encouraged to seek advice in the semester prior to the commencement of placement from a Disability Adviser at Student Support Services who will consult with staff of the Field Education. If a disability plan has already been devised, it may need review in relation to placement requirements. It would be useful to discuss your disability plan with Field Education Unit staff when planning the placement. If current arrangements prove to be inadequate to support the student's learning needs during the placement, contact your Disability Advisor on 07 3365 1704 or ss@uq.edu.au.

If any student's disability assessment requires adjustment to an academic program that may impact on whether the graduate meets the professional registration requirements, the Faculty or School will liaise with appropriate professional and registration bodies regarding the acceptability of any adjustment. In terms of personal and public health needs, the University Health Service can arrange appropriate advice and assistance, phone 07 3365 6210.

9.3 Harassment

Processes have been developed within the community (eg Anti-Discrimination Commission Qld) and in various organisations (eg The University of Queensland) to respond to harassment in the workplace and elsewhere.

Generally, under the law sexual and racial harassment are considered serious issues. Where students and/or field educators are victims of such behaviour, it is important to engage in a process which is helpful to them. The university field tutor would be a starting point in the process and from there decisions can be taken about the preferred process with which to proceed. The University of Queensland has a Sexual Harassment Network and students are encouraged to use this network for advice.

Following are some contact details that may be of further assistance:

UQ Equity and Diversity	www.uq.edu.au/equity
UQ Equity and Diversity	07 3346 0402
UQ Student Services	07 3365 1704
UQ Student Union	07 3377 2200
Anti-Discrimination Commission Qld	1300 130 670

9.4 Discrimination

Attitudes concerning gender, race and age vary within the general community and the agencies which offer student placements. There are now legal definitions which should guide the behaviour of individuals and groups. However, standards of conduct and decision-making can and do vary. It may be that students and/or field educators and their clients become exposed to and are the victims of discrimination. Students who are affected by this should discuss the particular details with their field educator and/or field tutor. Under the Anti-Discrimination Act of 1991, you can complain if you are treated unfavourably because of your gender, marital status, parental status, pregnancy, breastfeeding, race, age, impairment, religion, political belief or activity, trade union activity, lawful sexual activity, or association with a person who has any of the above mentioned attributes.

You can make a complaint if the discrimination occurs in one of several areas, including education. There are grievance procedures in the community and some agencies may have developed helpful processes in this area.

Contact the Anti-Discrimination Commission Qld on 1300 130 670 or www.adcq.qld.gov.au.

9.5 Equal Opportunity in Education

The primary goal of the Equity Office in The University of Queensland is to establish equality of opportunity in education and employment as an integral part of the University's operations. The Equity Office works closely with the University's academic and administrative schools in cultivating an educational environment free of discriminatory attitudes and practices. To these ends the Equity Office contributes to the development of the University's Equity Program. On St Lucia Campus, the Equity Office is located in Room 820, Level 8, Building 69, contact by telephone on 07 3346 0402 or email at <http://www.uq.edu.au/equity>. The Equity Office has developed guidelines to assist students in resolving low-level grievances which can be found at www.uq.edu.au/equity/student-grievances.

9.6 Freedom of Information (FOI)

The Queensland *Right to Information Act 2009* and the *Information Privacy Act 2009* extend the right of the community to have access to information held by state government departments and local and public authorities. As a public authority established by an Act of the Queensland Parliament, The University of Queensland is subject to the Queensland *Right to Information Act 2009* and the *Information Privacy Act 2009*. Go to www.rti.qld.gov.au for more information.

The Act imposes obligations with respect to public access to general information, access by individuals to information held about them, and opportunities for individuals to ensure that information held about them is accurate.

This has implications for students and their field educators. In particular, field educators need to be aware that students have access to reports written about them. Similarly, students need to be aware that individuals they work with may have access to their files and to what students write in them.

10. GENERAL INFORMATION

10.1 Plagiarism

The University of Queensland defines plagiarism as follows:

Plagiarism is the action or practice of taking and using as one's own the thoughts or writings of another, without acknowledgement. Copying someone else's work is an obvious example but it also includes:

- *Where paragraphs, sentences, a single sentence or significant parts of a sentence which are copied directly are not enclosed in quotation marks and appropriately cited*
- *Where direct quotations are not used, but are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other simple reference within the text of the paper*
- *Where an idea which appears elsewhere in printed material or film is used or developed without reference being made to the author or the source of that idea*
- *Where material is directly or indirectly drawn from electronic sources and incorporated in the text of your paper.*

Intentional plagiarism is cheating and cheating constitutes academic misconduct under the University Statute. Cases are brought to a University Disciplinary Board. The School will pursue such cases where they become apparent.

If students have any doubt about appropriate citation or any question with respect to plagiarism or cheating, they should seek clarification from the lecturer responsible for the course.

10.2 Confidentiality

Confidentiality is an important element when working in the human services field. Accordingly, confidentiality throughout the entire student placement process is required. Students are expected to follow the organisation's policies regarding confidentiality and in some cases may be asked to sign an undertaking concerning confidentiality and secrecy. Students should consider the implications of these undertakings before signing them.

Students may wish to use information from their placements in placement workshops. *In these cases the confidentiality of individuals involved must be upheld.*

If students keep a professional journal in which they record their reflections on their experiences in the workplace, the privacy and intellectual copyright of the host organisation must be respected at all times in accordance with University guidelines. The student, Course Coordinator, Liaison Tutor, and Field Education Unit Manager are the only people who may see the journals but students may ask their workplace Field Educators for guidance. Material of a highly incriminating or confidential nature should not be recorded in journals or discussed in the classroom. If students are uncertain whether their recording or classroom discussions would fit this category, they should consult their workplace Field Educator.

With respect to the manner in which students discuss their Field Educators and the manner in which Field Educators discuss their students in different forums, both are ethically obliged to refrain from making unsubstantiated negative comments about each other. Critiques of individuals should be at the level of issues, not personalities, and should be framed in such a way that the person making the statements would be prepared for the person being discussed to have access to their comments.

Students need to be aware that putting identifiable information on different internet mediums, such as FaceBook and other social networking sites constitutes a serious breach of confidentiality. This includes disclosing identifiable information about individuals or families, Field Educators or agencies.

A breach of confidentiality at any point after the pre-placement interview, thus including while students are on placement, can result in the student failing their placement if their behaviour is deemed unprofessional or unethical.

The placement evaluation report is specifically for the purposes of student evaluation by the University and students should not use it as a personal reference without first seeking permission from their placement Field Educator.

Field Educators need to be aware that students have access to reports written about them. Similarly, students must be aware that organisational clients they work with may have access to their client records and to what students write about them in these files.

11. REFERENCES

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Appendix 1: Learning Agreement

Bachelor of Human Services

This is a suggested format for a Learning Agreement. Talking through the points it raises helps to establish a solid base for a supervisory relationship.

LEARNING AGREEMENT

Between (Field Educator)

and (Student)

1. Structure for Supervision

This includes frequency, time available, what will happen if supervision times have to be changed, recording of supervision, responsibilities for agenda setting for supervision, evaluating the use made of supervision by both people.

2. The Content of Supervision Sessions

This section would include information on how time is to be spent in supervision, and any agreements about work to be done and brought to supervision sessions by both people. Specifically it might cover discussion of learning styles, developing the curriculum, process for becoming involved in the work of the agency, agreement on agenda items for next session.

3. Expectations of Supervision

This would include what each person wants to achieve in supervision sessions, what they are prepared to contribute to sessions, what they each have responsibility for in supervision, giving and receiving feedback in relation to supervision, how student progress is monitored.

4. Setting up the Placement

This would include access to phones, computers, desk space, transport or meeting transport costs incurred at the agency, hours of work, protocols for accessing other staff, process for negotiating work assigned, balancing agency needs and learning needs in the agency, access to policy and procedure manuals for the organisation.

Signed:
Field Educator

Date:

Signed:
Student

Date:

Appendix 2: Kolb's Learning Style Inventory

Bachelor of Human Services

The following exercise is based on the work of Kolb (1984). The statements below describe different strategies of learning. You are asked to rate each statement from 0-4, with 4 representing the statement most accurate for you. Tick one box only for each statement.

No	Learning Strategy	Statement	0	1	2	3	4
1.	CE	I prefer to discuss my work with colleagues, because it helps me to think about what I'm doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	RO	I prefer to accurately recall a situation, such as observing someone else's work, but keep an open mind about what I heard or saw.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	AC	I prefer to logically reason out the relationship between events and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	AE	I prefer to test out my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	AE	I prefer to participate in group discussion, contribute my ideas, hear the group's reactions, and reach consensus about what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	CE	I prefer to develop my ideas through interaction, in everyday situations with lots of people, such as colleagues, friends and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	CE	I prefer to read textbooks or articles and arrive at the meaning for myself, responding to the intellectual challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	RO	I prefer to do something concrete, such as conducting an interview, rather than read theory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	AC	I prefer to derive ideas through critical reflection on my past experience: for example, in my career or when I learnt the skills that I now use; or even refer to my past writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	CE	I prefer to derive my ideas and concepts from experts or use resource books prepared by qualified specialists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Learning Strategy	Statement	0	1	2	3	4
11.	AE	I prefer to rely on my gut reaction to the overall picture (for example, a situation in my agency).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	AC	I prefer to learn by experimenting with new methods or ideas about practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	RO	I prefer to work from a set of principles or recognised theory as guidelines for my own practice and for supervision of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	RO	I prefer to observe impartially what happens in my own agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	AE	I prefer to work in groups in which I am expected to throw in ideas that may be creative or imaginative, but may not be strictly logical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	AE	I prefer to be challenged to explore new experiences and ideas or take on new roles despite the uncertainties and the possibility of criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring Kolb's Learning Style Inventory

To identify your preferred learning strategy, add the scores that you assigned to each question in the groupings listed below. For example, if you scored 4, 3, 2 and 3 in questions 1, 6, 8 and 11, your result for '(CE) Concrete Experience' would be 12 out of a possible score of 16.

Learning Strategy	Total Score	Add Questions	Your Results
CE - Concrete experience	16	1, 6, 8, 11	
RO - Reflective observation	16	2, 9, 14,15	
AC - Abstract conceptualisation	16	3, 7, 10, 13	
AE - Active experimentation	16	4, 5, 12, 16	

Your dominant learning style is the one with the highest score. You may find that you have one or two dominant learning styles. Your dominant learning indicates the processes you are practised at using either as teacher (Field Educator) or learner (student). It may assist your teaching (Field Educator) and learning (student) to start with these approaches, then introduce the styles with which you are less familiar. You will be more effective as a teacher (Field Educator) and learner (student) if you can confidently use all styles. The table below provides a useful guide to some of the preferred modes of learning for each particular learning style.

Learning Style	Learning Characteristic	Description
Converger	Abstract conceptualization + Active experimentation	<ul style="list-style-type: none"> • Strong practical application of ideas • Can use 'hypothesis testing' to solve problems • Unemotional • Has narrow interests
Diverger	Concrete experience + Reflective observation	<ul style="list-style-type: none"> • Strong in imaginative ability • Interested in people • Broad cultural interests • Good at generating ideas and seeing things from different perspective
Assimilator	Abstract conceptualization + Reflective observation	<ul style="list-style-type: none"> • Strong ability to create theoretical models • Excels in inductive reasoning (ie, hypothesis formulation) • Concerned with abstract concepts rather than people
Accommodator	Concrete experience + Active experimentation	<ul style="list-style-type: none"> • Greatest strength is doing things • More of a risk taker • Solves problems intuitively • Performs well when required to react to immediate circumstances

Appendix 3: Learning Modes, Learning Environments and Education Methods

Bachelor of Human Services

The table below identifies the ideal learning environment and education methods for each mode of learning according to Kolb's model of experiential learning.

Mode of Learning	Characteristics	Educational Method
(CE) Concrete experience <i>Feelings</i>	<i>Emphasises personal experience</i> <ul style="list-style-type: none"> • Uses the sense to actively participate in a situation • Develops emotional rapport with others • Uses intuition to explore a situation. • Explores the here-and-now • Is concerned with practical outcomes 	<i>Prefers:</i> <ul style="list-style-type: none"> • Individualised feedback • Sharing feelings about the subject • A collegial relationship <i>Potential constraint:</i> <ul style="list-style-type: none"> • Theoretical assignments
(RO) Reflective observation <i>Watching</i>	<i>Understands concepts</i> <ul style="list-style-type: none"> • Accurately recalls observations and perceptions about individuals, transactions • Distinguishes between essential and trivial information • Keeps an open mind and maintains impartiality in information-gathering • Withholds judgment until all possible sources of data are accounted for • Emphasises reflection instead of action 	<i>Prefers:</i> <ul style="list-style-type: none"> • Observation and appreciation • Expert interpretations • Guiding and limiting discussions with others • Performance to be judged by external criteria <i>Potential constraint:</i> <ul style="list-style-type: none"> • Task-oriented assignments

Mode of Learning	Characteristics	Educational Method
<p>(AC) Abstract conceptualisation <i>Thinking</i></p>	<p><i>Prefers logical thinking</i></p> <ul style="list-style-type: none"> • Identifies relationships between concepts • Draws conclusions from analysis of data • Develops tentative explanations • Develops generalisations and principles from the information • Develops a plan or proposal to address the identified issues 	<p><i>Prefers:</i></p> <ul style="list-style-type: none"> • Case studies • Thinking alone • Reading and discussing theory <p><i>Potential constraint:</i></p> <ul style="list-style-type: none"> • Group interaction, role simulations
<p>(AE) Active experimentation <i>Doing</i></p>	<p><i>Applies knowledge and skills</i></p> <ul style="list-style-type: none"> • Tests ideas and concepts already developed • Attempts new activities in testing the ideas • Tests hypotheses by active experimentation • Identifies outcomes that have immediate applications • Emphasises practical application instead of reflective understanding 	<p><i>Prefers:</i></p> <ul style="list-style-type: none"> • Small-group discussions • Projects • Peer feedback • Modelling by others <p><i>Potential constraint:</i></p> <ul style="list-style-type: none"> • Didactic presentations

Aspects of this table are adapted from Cleak & Wilson (2013) who adapted this from AASWWE (1991, p 62)

Appendix 4: Possible Format for a Learning Plan

Bachelor of Human Services

Learner/Student: Field Educator:

What are you going to learn? (Goals)	How are you going to learn it? (Tasks, Resources, Strategies)	When will you complete these tasks? (Target Date)	How are you going to know you have learned it? (Evidence)	How are you going to prove you learned it? (Verification)
Improve my understanding of myself as a professional worker	Actively participate in the course: attend workshops use blackboard read texts & articles read code of conduct	End of course	Self-perceptions of contributions during classes and blackboard discussions	Ask Field Educator for feedback both informal and formal
Acquire more information about resources available to assist young people	Network with other agencies (eg, agency visits and phone calls, attend interagency meetings)	End of course	Complete a resources directory for the agency	Ask Field Educator to rate/evaluate the directory eg, 'very good' 'adequate'
Acquire more information about youth homelessness	Read a text recommended by my Field Educator	By (date)	Prepare a brief summary of 10 key points learned from reading the text	Discuss my 10 points with my Field Educator (or a colleague)
Improve my ability to ... engage with young people	Observe my Field Educator and work colleagues doing ... Then have try to do it myself	By (date)	Reflect on my abilities using a Think Sheet	Ask Field Educator to observe my interactions with young people and provide feedback on my skills

Appendix 5: Example of a Learning Plan

Bachelor of Human Services

Learning Plan
Rebecca Kitchen – HSER2001
Department of Child Safety – Logan Central CSSC

Learning Plan Goals	Tasks & Strategies to achieve Learning Plan Goal	Target Date	Measurement/ Evidence of learning	Verification
Increase my understanding of the organisational structure and functioning of the Department of Child Safety, and how these guidelines determine human service practice and delivery.	Read the Department of Child Safety's policies and procedures manual.	Before 1 st Liaison visit.	Be able to successfully use ICMS, and comprehend the practice processes and internal structure of the Department of Child Safety.	Reflect on this goal with my Field Educator within supervision, and maintain a capacity to adhere to these guidelines for practice throughout my placement. (Provide written documentation to illustrate my understanding if applicable)
	Locate and read the Department of Child Safety's organisational mission statement and 2010 strategic plan.	Before 1 st Liaison visit.		
	Consult the Integrated Client Management System (ICMS) for organisational processes and internal structure.	Before 1 st Liaison visit.		
	Attend regular staff meetings.	Ongoing.	Certificates of attainment for each module completed.	
	Complete the staff induction module via	18.03.2010		

Learning Plan Goals	Tasks & Strategies to achieve Learning Plan Goal	Target Date	Measurement/ Evidence of learning	Verification
	infonet; undertaking courses in the ethical, professional and procedural responsibilities and guidelines of departmental employees.			
Further develop my understanding of the inter-relationship between human service practice and the law, including the application of concepts such as duty of care, confidentiality and record keeping within the Department of Child Safety.	<p>Read the Department of Child Safety's policies and procedures manual to ascertain ethical guidelines for practice.</p> <p>Attend ICMS training.</p> <p>Familiarise myself with the Child Protection Act 1999 (and the administration principles for this act) and the UN Convention on the rights of the child.</p>	<p>Before 1st Liaison visit.</p> <p>Before 1st Liaison visit.</p> <p>Before 2nd Liaison visit.</p>	<p>Complete a "Record Keeping awareness" module within the professional development link on the Department of Child Safety's infonet.</p> <p>Demonstrate competence when using ICMS.</p> <p>Identify one key principle of this act, and articulate its relevance to the effective support of children in statutory care and protection.</p> <p>Complete small written reflections on "Duty of care" and "Confidentiality" to illustrate my understanding.</p>	<p>Reflect on this goal with my Field Educator within supervision, and maintain a capacity to adhere to these guidelines for practice throughout my placement.</p>
Develop my professional interpersonal communication, both written and	Attend a stakeholders meeting.	26.03.2010	Record the minutes of this meeting, and email them to all relevant	Reflect on this goal with my Field Educator within supervision, and

Learning Plan Goals	Tasks & Strategies to achieve Learning Plan Goal	Target Date	Measurement/ Evidence of learning	Verification
<p>verbal, to effectively communicate with clients, service users, interagency networks and fellow team members.</p>	<p>Attend an “intake and assessment” meeting.</p> <p>Reflect on my professional conduct with service users through personal journaling and supervision with my Field Educator.</p> <p>Attend Multicultural awareness training.</p> <p>Participate in facilitating and supervising a specialised play group for children in care and their biological parents.</p> <p>Conduct phone interviews within the initial stage of the intake and assessment process.</p>	<p>Before the end of placement.</p> <p>Ongoing (weekly)</p> <p>13.05.2010</p> <p>19.03.2010</p> <p>Before 2nd Liaison visit.</p>	<p>stakeholders.</p> <p>Record the minutes of the assessment, and type them up for the case file and electronic records on ICMS.</p> <p>Develop a journal of self-reflection and attend weekly supervision with my Field Educator.</p> <p>Obtain a certificate of attendance and prepare a brief report on the key principles of working with Indigenous and CALD populations.</p> <p>Particularly observe one client and their subject child, and write case notes for ICMS to record my observations.</p> <p>Write case notes for ICMS in relation to the outcomes of my interviews.</p>	<p>maintain a capacity to adhere to these guidelines for practice throughout my placement.</p> <p>(Provide written documentation to illustrate my understanding if applicable)</p>

Learning Plan Goals	Tasks & Strategies to achieve Learning Plan Goal	Target Date	Measurement/ Evidence of learning	Verification
Develop an ability to identify the functions for evidence-based practice within the Department of Child Safety.	<p>Observe an initial “intake and assessment” meeting with the Intake and assessment team.</p> <p>Assist with the supervision of family contact.</p> <p>Attend a Family Group Meeting with subject children and their families.</p>	<p>Before the end of placement.</p> <p>Before the end of placement.</p> <p>11.03.2010</p>	<p>Reflect on my observations with my Field Educator.</p> <p>Attend a family contact visit, discuss my observations with my Field Educator, and assist to write the relevant case notes.</p> <p>Reflect upon the interactions of my Field Educator; critically reflecting on the way in which the meeting was conducted, and how my Field Educator approaches her clients.</p>	<p>Reflect on this goal with my Field Educator within supervision, and maintain a capacity to adhere to these guidelines for practice throughout my placement.</p> <p>(Provide written documentation to illustrate my understanding if applicable)</p>
Develop an understanding of the range of protection orders and interventions utilised and implemented by the Department of Child Safety.	Attend a weekly court mention with the Department of Child Safety’s court coordinator.	25.03.2010	Attend a court mention and write a brief journal entry on my observations; critically reflecting on my existing knowledge, my understanding of the events, and what areas I will need to research for further reference.	<p>Reflect on this goal with my Field Educator within supervision, and maintain a capacity to adhere to these guidelines for practice throughout my placement.</p> <p>(Provide written documentation to illustrate my</p>

Learning Plan Goals	Tasks & Strategies to achieve Learning Plan Goal	Target Date	Measurement/ Evidence of learning	Verification
	<p>Attend a case plan review meeting.</p> <p>Read previously forwarded Affidavits of current case load, and research the process of preparing this document.</p> <p>Read the entire child protection history of one client; design a flow chart of the intervention process, identify the developmental concerns/issues of the subject child, and map the client's child protection history in a genogram.</p>	<p>By the end of my placement.</p> <p>By 2nd Liaison visit.</p> <p>4.5.2010</p>	<p>Read the court coordinator's manual.</p> <p>I will be able to understand the process of child protection investigations, and the subsequent order of interventions and court orders.</p>	<p>understanding if applicable)</p> <p>Conduct a case presentation for my Field Educator.</p>
<p>Acquire more information about the range of supports available to children and their families once identified as needing protective services.</p>	<p>Read the Department of Child Safety's "Resource Manual" and "Frequent referral" documents.</p> <p>Attend a stakeholders meeting with my Field Educator.</p>	<p>Before 2nd Liaison visit.</p> <p>Before the end of my placement.</p>	<p>Ensure that these documents are up to date, and research other possible supports available within the subject area.</p> <p>Critically reflect upon the inter-relationships of all stakeholders involved in the existing case of the subject child.</p>	<p>Reflect on this goal with my Field Educator within supervision, and maintain a capacity to adhere to these guidelines for practice throughout my placement. (Provide written documentation to illustrate my understanding if applicable)</p>

Learning Plan Goals	Tasks & Strategies to achieve Learning Plan Goal	Target Date	Measurement/ Evidence of learning	Verification
	Attend an inter-agency meeting at “Working Against Violence Support Services” (WAVSS) aimed at generating an integrated community response to domestic violence.	18.03.2010		
Develop an understanding of the current frameworks for practice within the Department of Child Safety, and the role of casework theories in ensuring quality of services.	<p>Read the Department of Child Safety’s “Practice Framework” documentation.</p> <p>Research the Department of Child Safety’s “structured decision making” tools via ICMS.</p> <p>Read case files of clients to review documentation processes.</p>	<p>Before 2nd Liaison visit.</p> <p>Before 2nd Liaison visit.</p> <p>11.03.2010 (and ongoing).</p>	<p>Discuss with my Field Educator within formal supervision, and prepare a journal entry on how this organisational framework for practice relates to my own personal and professional practice framework development.</p> <p>Practically apply this to intake notifications to decide their screening status (in negotiation with the intake officer).</p> <p>Assist my Field Educator to write case notes within the ICMS for supervised family contact visits, as practical application of learning processes.</p>	<p>Reflect on this goal with my Field Educator within supervision, and maintain a capacity to adhere to these guidelines for practice throughout my placement.</p> <p>(Provide written documentation to illustrate my understanding if applicable)</p>

Learning Plan Goals	Tasks & Strategies to achieve Learning Plan Goal	Target Date	Measurement/ Evidence of learning	Verification
	Complete a professional development module in record keeping via the Department's infonet.	11.03.2010	Certificate of attainment.	
Develop my understanding of the approaches used to effectively work with involuntary and statutory clients.	<p>Familiarise myself with the Department of Child Safety's "safety plans" for working with involuntary clients.</p> <p>Read the "Non-violent Crisis Intervention" training manual.</p> <p>Observe and reflect upon the communication and intervention strategies used by my Field Educator.</p> <p>Research the role of a Recognised Entity within a statutory framework.</p>	<p>Before 2nd Liaison visit.</p> <p>Before 2nd Liaison visit.</p> <p>Ongoing.</p> <p>Before 3rd Liaison visit.</p>	<p>Research this via ICMS, and discuss my findings with my Field Educator within supervision.</p> <p>Prepare a brief report outlining the key skills and concepts adopted by this approach.</p> <p>Critically reflect on this within my weekly supervision.</p>	<p>Reflect on this goal with my Field Educator within supervision, and maintain a capacity to adhere to these guidelines for practice throughout my placement.</p> <p>(Provide written documentation to illustrate my understanding if applicable)</p>
Develop my ability to locate and use literature and external resources relevant to working with children and	Network with other agencies where possible; including interagency visits, interagency meetings and	By 3 rd Liaison visit.	Research resources available within the Department of Child Safety's data bases, library services and electronic	Reflect on this goal with my Field Educator within supervision, and maintain a capacity to adhere to these

Learning Plan Goals	Tasks & Strategies to achieve Learning Plan Goal	Target Date	Measurement/ Evidence of learning	Verification
families under protective orders.	case planning.		journals. Attend a case planning meeting with my Field Educator, and reflect upon the external resources relied upon in developing and maintaining a case plan.	guidelines for practice throughout my placement. (Provide written documentation to illustrate my understanding if applicable)

Appendix 6: THE THINK SHEET

Analysing Learning Interactions

Bachelor of Human Services

Identifying Data Used to indicate with whom the interaction took place, where & type of interaction	Feelings Component Looks at feelings of students, client/ others and the level of feelings reached in the interaction	What student learned (Content) Identifies what exactly the student has learned	How student learned (Process) Identifies how the student learned	Learning Blocks Identify issues that impact on learning in this situation
<p>Interaction with: Client Field educator Fellow student Staff</p> <p>Place of interaction: Office On the phone On the move</p> <p>Kind of interaction: Interpreter used Workgroup meeting Formal group Involuntary client</p>	<p>Student feelings: Concerned Empathy Anxious Thrilled</p> <p>Client feelings: Sad, Upset Angry</p> <p>Feeling level: Strong 'hyped-up' 'laid-back'</p>	<p>Student learned to: To handle strong emotions To set realistic goals To work at the client's pace To stand on own two feet To apply theory Knowledge of group dynamics Knowledge of community resources Knowledge of own limitations Knowledge of own capabilities To take praise or criticism</p>	<p>Information from: Field educator & co-worker Internet & text books Fellow student Another agency</p> <p>Feedback from: Group meetings Individual supervision Evaluation from uni</p> <p>Use of: Role plays Tape recordings Video recording Reflection tools Trial and error</p> <p>Recognition of own: Weaknesses/Strengths Capabilities Learning patterns Defence mechanisms</p>	<p>Problem with: Handling silence in interviews</p>

<p>EXAMPLE: Face-to-face meeting in office with client – 15 year old male. He has just been released from a detention centre and does not want to talk to me</p>	<p>Student: Talking calmly Client: Strong emotions, swearing and yelling at me</p>	<p>To handle strong emotions To engage with angry clients</p>	<p>Feedback from co-workers Freeze frame reflection</p>	<p>Using my professional authority with involuntary clients</p>
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Adapted from Regan (1977, pp 4-14)

Appendix 7: Student Timesheets and Journals

Bachelor of Human Services

Students are required to keep a timesheet of their attendance while on placement to ensure that the required placement days (and minimum placement hours) are completed. Students are required to submit a signed timesheet to the course coordinator at the completion of the placement course.

Below is a template of the timesheet that students can use. Please also see further below a mock example of how the timesheet can be filled-out, whilst on placement.

HSER Timesheet for Placement

Date	Hours on Placement	Major Learning Activity	Field Educator Signature

Student Name:
Student Number:
Total Placement Days Completed:
Total Placement Hours Completed:

.....
Student's Signature	Field Educator's Signature

Example of a Placement Work Log and Timesheet

Date	Hours on Placement	Major Learning Activity	Field Educator Signature
8 March	7	I spent the day with my Field Educator undertaking orientation to the agency and I now have an understanding of how the agency works.	<i>Mary Smith</i>
9 March	7	I gained an understanding of the agency policy around working with clients.	<i>Mary Smith</i>
15 March	7	I was able to shadow my Field Educator on a home visit and observed how the policy on home visits is implemented in practice.	<i>Mary Smith</i>

NOTE

Students who are doing hours on placement outside business hours (for example, student camp) please discuss how to record the hours with the Course Coordinator.

Students may also find that keeping a journal is an a useful way to record what activities they have been involved in and what the useful or key learning has been from each of these activities. It is not necessary to record every activity in your journal – just the significant ones that contributed to your learning.

Example of a Placement Learning Journal

Date	Activity	Key Learning
8 March	Orientation session with Field Educator and then read the agency's policy manual.	Learnt about the role, function and policies of the agency
24 April	Attendance at an interagency meeting I took notes on how my Field Educator chaired the meeting and discussed this with my Field Educator in supervision.	Learnt about the skills required to chair formal meetings Knowledge of meeting skills and group dynamics is essential for professional practice
5 May	Observed workers planning a group session on life skills for young people Participated in the group as an observer Participated in a debrief with the workers after the group session was finished	Learnt about the importance of planning when conducting groups including how co-facilitators plan their roles within the group Learnt about the techniques group facilitators used to ensure that everyone has equal 'air space' in the group eg, the importance of having clear group rules Debriefing is a valuable tool for reflecting on practice and clearing the air about stressful events I need to find and read a text book on group work