



2018

School of Nursing, Midwifery & Social Work

Social Work

Field Education Manual







SCHOOL OF NURSING, MIDWIFERY AND SOCIAL WORK

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# Social Work

# Field Education Manual

# 2018

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Field Placement 1: SWSP3155, SWSP7155

Field Placement 1: SWSP7366 (24 Units)

Field Placement 2: SWSP4266, SWSP7266

Supervised Practice 2: SWSP4088

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# 1. INTRODUCTION TO SOCIAL WORK FIELD EDUCATION

Welcome to the field education program in the School of Nursing, Midwifery and Social Work, Faculty of Health and Behavioural Sciences, The University of Queensland.

## 1.1 Goal of Bachelor Social Work and Master of Social Work Studies Programs

The goal of the Bachelor of Social Work and Master of Social Work Studies degrees is to develop graduates who are competent, effective, skilled, knowledge based, articulate, critically self reflective, ethically aware and confident social work practitioners, committed to promoting human well-being and social inclusion and to redressing social exclusion and marginalisation, human suffering and injustice. To this end the Bachelor of Social Work and Master of Social Work Studies programs aim to facilitate students' development of the knowledge and understanding of the causes and consequences of social exclusion and marginalisation in contemporary society, and modes of intervention and provision necessary to redress social exclusion and marginalisation and associated human suffering.

## 1.2 The Purpose of Social Work Field Education

Field Education in the Bachelor of Social Work and Master of Social Work Studies programs continues to engage with the seven core themes:

- Promoting social inclusion and redressing marginalisation and exclusion
- Developing leadership qualities
- Locating human services in the contemporary environment
- Reconceptualising social work as a profession with permeable boundaries
- Engaging with diversity and uncertainty
- Taking an international perspective
- Focusing on information technology

Field Education provides real life experience for implementing learning in relation to the core themes listed above, in a diverse and complex range of social and political contexts. The field placements are structured learning opportunities which are an integral part of the social work program and occur within the requirements of the Australian Association of Social Workers (AASW) as the professional accrediting body.

Field Placement is a collaborative process involving Students, Field Educators and Field Tutors to contribute to the educational and professional development of emerging practitioners. For students, field placement requires a high level of commitment and leadership in initiating responsibility for learning. Whilst the School and field educators will all do their best to make placement a positive and constructive learning experience, in the end, students will need to be clear about what they are trying to achieve, sensitive to the needs of others, and able to draw on adequate support for the challenges ahead.



### **AASW Requirements in relation to Placements**

The University of Queensland policy in field education is guided by the principles and the minimum requirements for field education, as set out in the Australian Association of Social Workers (AASW), Australian Social Work Education and Accreditation Standards (AWSEAS) found at <http://www.aasw.asn.au/document/item/3550>. These requirements relate to the professional background of the field educator, the length of placements, the need for diversity in placements and for appropriate education and School support for placement participants.

### **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

This chapter describes the contributions and responsibilities of each of the participants in defining and participating in the process of field education. Field education in social work has historically been undertaken apart from the educational institutions, and relies on close communication between the three principal participants (i.e. student, field educator and field tutor) in the context of a human services agency. The AASW pays particular attention to the requirements for this part of the education of social workers. A tradition of negotiated expectations of the roles and responsibilities of each party by the others has developed. It is also recognised that agency support is crucial to the provision of field education opportunities.

The School of Nursing, Midwifery and Social Work appreciates that field education reflects the complexities of the everyday world in social work.

It is recognised that **clear communication** regarding what is expected, what is possible and what has been achieved is perhaps the best way of ensuring that all participants feel that they have had their unique contribution amply recognised. With this in mind it is hoped that these guidelines provide the basis for relationship building and communication processes which are able to resolve the competing interests inevitably involved in social work field education.

### 2.1 The School of Nursing, Midwifery and Social Work

Field Education in the School of Nursing, Midwifery and Social Work 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 social work
- Negotiations for and allocation of placements to students
- Provision of a social work staff member for regular liaison between student, field educator and agency, and the School
- Provision of a field education manual to students and field educators covering field education policy, course outlines, processes for teaching and learning, and evaluation criteria
- Ongoing evaluation of the field education program
- Provision of training for field educators
- The feedback of ideas from field educators and students to ongoing development of the curriculum
- Assist with research into field education issues

### 2.2 Field Tutor

The field tutor or liaison staff member assigned by the School to each placement is expected to meet with the student and field educator individually and together in the first part of placement (at approximately week 3-6), and, **if required**, again in the second half of placement following the submission of the midplacement report.

**A copy of the student's curriculum should be emailed by the student to the field tutor prior to the first liaison visit.**

Students and Field Educators are encouraged to contact their Field Tutor in between organised meetings if they have any concerns or require support in relation to the placement. If they are unable to speak with the Field Tutor in a timely manner, they are encouraged to contact staff at Field Education.

**Field Educators can request other contact from the field tutor or a member of the Field Education staff. This may reflect concerns about a student's progress, a desire for feedback or a request for information helpful in relation to teaching. Similarly, students can ask for additional contact either at the University or the agency with the field tutor or with Field Education Unit staff.**

### **Role and Responsibilities of the Field Tutor**

The Field Tutor, as a representative of the University, is to provide support to the Student and the Field Educator to assist them in developing a functional working relationship through which to undertake placement. There are broadly 3 essential functions of the Field Tutors role. These are:

- **Support and Problem Solving:** Provide support, input, modelling, evaluation, mediation etc as required. Provide a link for all participants in the placement including students, field educators, School of Nursing, Midwifery and Social Work, clients/consumers and community Members and the agency.
- **Educational:** Review the curriculum developed by the student and field educator; assist in linking theoretical and practical strands of the course
- **Monitoring and Evaluation:** Provide input in relation to the teaching/learning process. Contribute to the enhancement of the field education experience as required and provide feedback to student and field educator. Assess whether the student is making satisfactory progress for this stage of the course. Provide feedback to the Field Education Unit where there are any concerns or issues in relation to a student's placement.

### **The Liaison Meeting**

The liaison meeting provides an opportunity for the student, the field **educator and the field tutor to review the placement, to reflect on the students' progress, raise concerns and issues, and to review goals for further learning.**

Field tutors contact students to arrange the initial liaison meeting. Students are requested to email a copy of their developing learning curriculum to their field tutor prior to the meeting. It is also helpful for students to reflect on what they want from the meeting and to provide written material that might highlight work undertaken on placement to share with their field tutor. It is expected that the field educator would also participate in the meeting. The process for the meeting is to be negotiated with the participants however it may be useful for the field tutor to meet individually with the student and field educator prior to meeting with them together. This might assist students and supervisors to engage in open communication and support them to raise issues of concern with one another.

### 2.3 Students

Whilst the student's placement involves the University/field tutor and the placement agency/field educator, it is expected that the student will be active in defining their learning for placement and in negotiating their needs with their field tutor and the placement agency. Students have a responsibility for their educational requirements, ethical practice within the placement agency and fulfilling the University requirements for placement:

#### **Educational Requirements**

- Provide field educators and tutors with direct access to their work
- Participate fully in the learning process, taking initiative and responsibility for learning
- Prepare for and actively participate in field education (supervision) sessions and liaison meetings
- Explore relevant theoretical material and complete the work required by the curriculum for this course
- Engage in self evaluation and receive constructive feedback
- Critically evaluate their placement experience and identify priorities for future learning.

#### **Ethical Practice**

- Practice within guidelines of the AASW Code of Ethics
- *Work within University of Queensland and agency field education guidelines and policies*

#### **University Requirements for Placement**

- Notify the university and the placement organisation of any pre-existing conditions that may impact on their participation in the placement such as part time work, personal commitments, health/disability issues prior to the placement.
- Develop and regularly review their plan for learning outlined in the curriculum. They should consult with their field educator and field tutor according to guidelines in this manual.
- Behave professionally within agency policy guidelines in relation to the appropriate use of information, resources, accountability to clients, the organisation and the community.

### 2.4 Field Educators

Field Educators are highly valued by the School and are integral participants in supporting students' learning experiences and contributing to the development of beginning social work practitioners. Academics and students acknowledge the significant contribution Field Educators continue to make to the professional development of students. Many Field Educators choose to provide student placements to advance their professional development and to contribute to the profession as a whole.

Field education demands of the practitioner not only experience with a method and field of practice, but also an ability to articulate a knowledge base of their own, transmit that knowledge to another, and evaluate the other's performance. Teaching is the facilitation of the student's ability and capacity to achieve the goals of social work in his/her own particular way.

Field education, therefore, is both a demanding and a rewarding experience which requires a practitioner's time, skill, knowledge and commitment. Often these attributes are called upon at a time when field educators are already over-stretched with their usual job requirements, so they need to look for the most efficient way of achieving the student's educational goals. Information on how both parties learn can help them develop techniques which quickly and accurately transmit what they want to teach to the student and ensure that the message is received in an immediately useable form.

Useful preparation for the task of field education involves thinking about and constructing situations for students which facilitate experiential and reflective learning. Each field educator, placement setting and student is different, so detailed prescriptions concerning what should happen in supervisory sessions are unrealistic, but it is possible to say that certain basic requirements need to occur before quality field education can exist. These generally are:

- The field educator must want to **be involved** in a student placement.
- The agency setting must **support** the field educator and student in the learning/teaching process.
- The field educator must have sufficient **time and energy** for supervision and preparation. A regularly scheduled, uninterrupted time of one hour or more individual sessions per week usually works best, especially with beginning students.
- The field educator has to be prepared to take on the task of **evaluation** of the student's work. The field educator is responsible for providing an assessment of the student's performance on the evaluation criteria as outlined in this Manual and making a recommendation for a **pass or fail** grade. The field tutor and Field Education Unit staff confirm the result on receipt of the final evaluation report.
- The field educator must be willing to look at the evaluation process engaged in by both him/herself and the student. The university field tutor can offer assistance here but this is generally dependent on the willingness of the persons involved to share their experience with another.

Teaching in field education is building onto a worker's current skills and ability to stand outside their practice, articulate what they are aiming to achieve and transmit all this to someone with less experience than them. At the same time, they have to recognise that different approaches to the work can be as valid as their own. This takes courage, flexibility and openness, but it is essential in providing the opportunities and climate for learning for the student to move towards autonomous practice.

## **AASW Continuing Professional Education Program**

Field Educators who are members of the AASW are able to earn CPD points for supervising social work students. Refer to the CPD AASW Policy for details: [www.aasw.asn.au/document/item/3374](http://www.aasw.asn.au/document/item/3374).

## **Responsibilities of Field Educators**

The responsibilities of those practitioners who engage in student education include:

- Negotiation with the agency concerning the implications of student placement in terms of space and other resource issues, availability of work, and the ways in which other workers will involve the student in their work
- Provision of an educational experience which will help the student develop skills required for the practice of social work
- Ensuring the student's curriculum is relevant, manageable and realistic
- Providing a range of experiences appropriate to the agency, the curriculum and to the interests and abilities of the student
- Being available for regular supervision sessions (minimum of seven face-to-face supervision sessions)
- Provision of constructive balanced feedback regarding tasks, performance and professional behaviour
- Being open to the student's feedback
- Negotiating how and when access to the student's practice is to occur eg observation, co-working, process records, audio or video tape
- Conferring at least once with the field tutor, and attending seminars or other meetings which involve issues concerning field education
- Together with the student, evaluating the student's practice and completing the mid-placement and final evaluation reports by due dates
- Informing the field tutor or Field Education of any circumstances which may affect the quality of a student's experience on placement, eg excessive work loads due to staff shortages, holidays, illness
- If difficulties arise on placement, alert the student and the field tutor or Field Education Unit of these so that appropriate action can be taken
- Inform the field tutor or Field Education, as soon as possible, if a student is at risk of not successfully completing requirements or expectations of placement

## **Characteristics of Committed Field Educators**

- An expectation that both the student and the field educator will learn from their shared educational venture
- The ability to help the student develop practice skills via interactive discussion, role modelling, use of taped interviews, co-working and role plays
- A willingness to examine agency structure and culture as a source of educational experiences

- An ability to relate to the student on placement as an individual with a unique set of abilities and background experiences which need to be considered when determining learning needs and goals
- A supportive approach to the student who needs to feel safe in order to test self-in-action and link practice via reflection to knowledge and theory
- An ability to help the student focus on specific skills to be tested out in specific situations
- An ability to assist the student move from the private to the public, from specific to general, from micro to macro view re issues
- Constructively using field tutors as an aid in meeting the objectives of the field education courses

### Field Educators' Preparation for Placement

Field Educators, as well as students, appreciate the opportunity to prepare for placement. It may be a long time since a potential field educator consciously considered which theories they use, or thought about models of practice. Many field educators fear that they may not be up to date with the literature or theoretical debates. They are so busy in their jobs they have not had time to reflect on journal articles in their own field of practice, much less follow the latest developments at universities.

It is **not** necessary to be an up-to-date expert in these areas in order to be a good field educator. You don't have to have the 'answers' in order to take on a student. Students bring with them knowledge and theoretical approaches from other courses, questions about practice, and their own experience, all of which can lead to new perspectives and learning for the field educator as well as the student. Learning is rarely a one-way street. Field educators also have at their disposal the resources of this manual, the companion text and Field Education staff, whom they can call on at any time for information, clarification or discussion.

In preparing for a student placement, there are several matters that field educators should address:

- Organise **practical matters** such as space for the student, access to phones, a desk, computer or other office facilities, travel arrangements, letting staff know the student is coming, organising photo ID.
- Ensure **workplace issues**, such as occupational health and safety issues, policies and procedures are part of the induction for students.
- Consider **educational matters** such as the learning opportunities that exist or could be developed, what projects the student may become involved in, what type of field education experience you will offer. Much of this will be summed up in the curriculum modules you develop with your student, as discussed in Sections 3 and 5 of this manual.
- Negotiate **professional matters** including organising your workload so that there is adequate time for student supervision.
- Be aware of **personal matters** such as your own experience of student placements and student supervision, both as a student and as a field educator. These can colour your expectations and approach to the new student in both helpful and unhelpful ways.

## External Field Educators

In situations where a host organisation has no suitable social work field educators, arrangements will be made by the Field Education in the School, to ensure that appropriate professional formation and supervision takes place by a qualified social work field educator who is external from the organisation.

Some points on the role and responsibilities of an external field educator:

- External field educators have an overall responsibility for the social work supervision, assessment of the student while on agency placement, and to make a recommendation of pass or fail grade to the School.
- External field educators rely on the agency staff and a task supervisor in the agency to give specific feedback on the general progress of the student on field placement, especially from their observation of the student in relation to performing placement tasks and their interaction with clients, community members and agency personnel. The external field educator may negotiate placement tasks with the agency, in order to ensure that the student gains opportunities and experience as a student social work practitioner.
- In collaboration with the student and agency staff, external field educators are required to provide the online mid-evaluation on the student. They are also responsible for the online final evaluation and give the final grade, which is in the form of a recommendation to the School.
- External field educators are required to meet the requirements of the AASW Field Education Guidelines, which include being able to provide a minimum of 1.5 hours formal supervision per student for each 35 hours of placement. At a minimum, half of this supervision must be provided on a one-to-one basis. This equates to a minimum of 7 individual face to face visits and 7 other contacts by phone, over 500 hours (or 18 weeks).

## Task Supervisors

Another worker, other than a social worker, in an agency may contribute to a student's learning and take responsibility for the student's day to day tasks and supervision. In this instance, the task supervisor may need to be accountable to another designated supervisor, qualified as a social work practitioner, especially about feedback on student performance and assessment responsibilities. Also, in these situations, the role of the primary field educator/supervisor needs to be clear. The primary field educator may be external to the host organisation, or may be located in a different section or agency.

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 workshops when they undertake student supervision for the first time.**



## **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>. Please note that access is only 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](mailto:fielded@uq.edu.au).

## **2.5 Agencies**

Student placements are mostly located in social welfare agencies whose primary concern is service delivery to clients. The School is most appreciative of assistance given by agencies when it asks them to participate in the exciting task of student education.

Successful learning experiences for students can be provided in a myriad of ways but all require some commitment from the agency itself so that some resources can be channelled into student learning. In most instances, it is hoped that agencies can also identify the benefits gained by them and their staff in offering student placements, for example, in the student's input to the work of the agency, recruitment and staff development, and influence on social work training.

The fieldwork agencies, therefore, should be aware of the following implications of student placements prior to committing themselves to student education:

- Field education takes time and agency staff may have to redistribute or rearrange their work to accommodate the demands of the agency, clients and students - to attend meetings, schedule regular supervision times with their student, prepare evaluation reports (mid-placement and final placement reports), and attend seminars on field education.
- The educational nature of student placement demands that a clear distinction be drawn between the contribution of a student compared to that of a staff member employed to carry out the work of the agency.
- In order to maximise learning and functioning within the agency settings, students will need to meet with and generally utilise the opportunity to work with agency staff other than their designated field educator.
- Students will require the basic tools of work within the agency, ie a desk and chair, or space to work, administrative support, such as access to a computer and telephone. If home visits to clients are required, suitable remuneration for travel costs which this may entail is important.
- Students need to become involved in the organisational setting in which they work, eg through attendance at staff meetings and access to appropriate agency records.

**Students require access to work and learning opportunities where they can demonstrate their skill development and knowledge. It is hoped that agency demands for a particular type of service delivery can accommodate the parallel needs of the student to acquire and experience a range of service delivery skills.**

## 3. PLACEMENT PROCESS

### 3.1 Introduction to Placements

The field education and placement process in the School has received significant attention in recent years to provide support and resources for students, field educators and agency managers. This has included opportunities for training, online database support, highly professional and experienced support staff from the School, and continuous opportunities for collaboration and partnerships to achieve excellence in teaching and learning in social work field education.

#### **Differences in Two Placements**

The first placement provides opportunity for students to be introduced to the value base of social work in an agency and community setting and begin to apply knowledge and develop skills to affect social change, by early practice.

The final placement is about building and developing on first placement knowledge, and the student's emerging framework for practice, and having the opportunity to exercise a range of skills for practice. By the end of placement the students need to demonstrate they can work independently and at a beginning practitioner level.

#### **Opportunities for Final Placement**

There are now significant opportunities for students in final placement to be offered a range of placement experiences including urban, rural, remote, and international. This is specifically to help prepare students for social work practice in a diverse and global world.

### 3.2 Constructing a Learning Curriculum for Placement

The learning curriculum provides a thoughtful way of approaching learning on placement. It is a way of contextualising learning on placement and making an integration between academic learning and life experience. It also enables students to examine where they are in the process. The student's learning curriculum is the result of a combined effort of the student and the field educator using the modules in the course outline. The modules can be conceptualised as parts of a three dimensional jigsaw puzzle where work in any one module is necessarily linked to work in other modules. Field educators will need to identify areas of practice that will provide learning opportunities in the various content areas, particular teaching approaches they are prepared to use and any sequencing that is required by agency policy/procedures. The learning curriculum provides a way for students to structure their placement. **It is a 'work in progress' and will be continually added to and updated as new learning opportunities become available in the organisational context.** It is anticipated that students' work on placement and the associated learning will be much broader than the specified core tasks. **All students must complete the core tasks in the core curriculum, or alternatives that have been negotiated with the field tutor and been added to the learning curriculum during the placement.**

In order to facilitate the integration of agency context, student learning needs and university requirements, it is suggested that in the first few weeks of placement students immerse themselves in the **agency's activities**. In so doing, students are likely to recognise potential learning opportunities and ways they can begin to participate in the social work role and negotiate these with their field educator. This begins the development of a meaningful **learning curriculum** and identifies the tasks by which this will be achieved in the particular agency.

**It is anticipated that the students will have commenced developing a learning curriculum by week 2 of their placement, with a view to having a first draft completed and provided to their field educator for review by end of week 3. Students are also expected to email a copy of the learning curriculum to their field tutor prior to the first liaison visit between week 3 and 6. The learning curriculum will provide a focus for discussion in the meeting.**

The learning curriculum is designed to assist students to:

- Be active participants in the learning processes that characterise effective placements
- Link the work of the agency, previous academic courses, the expectations of the university, personal strengths, starting points and learning goals for social work practice
- Facilitate thinking about how to constructively spend time on placement, as well as respond to agency needs and opportunities.

The curriculum will reflect:

- The outline provided for the course (content of the 6 modules)
- The opportunities available in the agency
- The interests and abilities of the field educator
- The interests and learning needs of the student
- The teaching and learning styles of field educator and student

In most cases a student's curriculum will be written using the structure of the modules. It should use the content and tasks of each module to develop statements of:

- Student's current baseline of competence in each of the modules (**where you are now**)
- Student's own goals and objectives in these areas (**where you want/need to get to**)
- The learning opportunities available in the work of the agency to meet student's learning needs and objectives (**how will you get there**)
- Methods of evaluating progress towards the goals (**how you and others will know you have achieved this**)
- Review dates (**time frame for addressing the learning requirements**).

In both constructing a curriculum and using it during placement, it is not anticipated that students and field educators deal with one module in total and then proceed to the next. It is highly likely that all modules will be worked on simultaneously, but within each, students and field educators may be able to say what things need to be done before others.

### **Pre-Placement Planning**

Some work can profitably be done before placement starts. In preparation, both field educators and students may wish to spend some time reading the curriculum content areas, thinking about possible starting points and any areas that may be seen as more challenging.

For example, as a **field educator**, in relation to module 1, Social Work in Society, you might consider questions such as:

- What are the major current issues and what might social work offer in relation to these issues?
- In what ways is my agency the same/different in relation to other agencies with a similar purpose?
- How would I characterise my practice framework at this stage? What are the main points of agreement and conflict between this framework and what I currently do?

As a **student**, you might ask yourself questions in relation to this module that look like this:

- How would I explain the way I understand social work at this point in time to my field educator?
- What parts of my capacity to analyse a situation and work to achieve a social work outcome do I feel more or less comfortable about?
- What do I know about the agency and the work it does? Can I find out more before placement?
- How is this organisation the same as and different from my first placement agency or other agencies I'm familiar with?
- How will the way I prefer to learn impact on the way I would like to tackle this module?

In other words, **it would help to go through each module and be able to identify how its content can be translated into the context of the agency and your interests/capacities.** You might also like to start prioritising some content areas over others.

### 3.3 Prior to Placement – What Students need to know

#### Identifying Current Competencies as a Social Work Student

Before you commence first placement, you have a number of expectations of what placement will offer and might have contrasted this expectation with previous life experiences. Through the courses SWSP2077 and SWSP2088 (undergraduate students) or SWSP7177 (Direct Practice 1) (postgraduate students) you have learnt specific skills and knowledge for social work practice that you can apply during placement. You will have completed an online pre-placement interview form for the Field Education Unit on your abilities, understanding and expectations, and you may have had feedback of how you presented in interviews for this placement. Before second placement, you will have much more course material and specifically your experience of first placement to inform your consideration of your current starting points.

When you get to placement, you will be able to observe others and get feedback from others on your performance. Discussions of what you observe and of what others observe of you are invaluable in identifying your starting points and, incidentally, in highlighting your capacity to conceptualise and assess from practice. This is one way of integrating broad ideas with specific situations. The baseline of your competencies identified can then be used, with the specified tasks for each module, to set your learning objectives and curriculum. You can then plan how to get to where you aim to be by mid-placement and by final placement on each criterion.

#### Writing a Learning Curriculum

A curriculum integrates:

- **Goals and objectives**
- A **content** to be learnt
- A **method** to achieve that learning – this involves completing tasks and reflecting on the processes and outcomes of practice
- An **evaluation** standard - the tasks are used, in conjunction with the goals for the course, in evaluating whether the criteria that define a pass in this course have been reached

Students are required to write their **own personal learning** curriculum for each placement. Each personal curriculum must incorporate the specified **core content**, the student's **starting points** in relation to these, **other tasks and learning** relating to each module, the particular student and relevant to the agency and its clientele, **how this learning** is to be achieved, how others will know the **learning has been demonstrated**, as well as a proposed **time frame**. A curriculum should be a working document that could end up looking very 'messy' with many additions and comments as the placement proceeds. Examples of learning curriculums are given in Appendix 3.

The learning content is specified for each module. It will help in writing your learning curriculum to specify what you are trying to achieve in terms of **your** overview of what **you** are seeking to learn. You may choose to use goals and objectives to give a focus to each module. Goals state broad areas in which energy will be focused. Objectives are specific, measurable, attainable, realistic, time-targeted (SMART) ways of meeting the goals. Usually a goal will have more than one objective.

For example, a **goal** in Module 1 may be:

- *To develop a broad understanding of the purpose of social work in general and at Y agency*

**Objectives** may be:

- *To identify the range of roles for social work at Y agency*
- *To formulate a set of propositions about what these roles suggest about social work in general in the local context*
- *To compare and contrast these roles with my current understanding of social work practice*

**Learning tasks** are what you do to achieve your objectives for the module. The tasks may relate to the work done in the organisation and work done in reflecting on your activities in the organisation. Learning tasks should take what has been noted as objectives further and refer to what you will actually do to demonstrate that you have met your objectives. In relation to the example above, learning tasks might be:

- *Summarise the agency's mission and purpose following discussions with staff A and B*
- *Read the organisation's policy and procedure documents (also Module 2) for discussion in supervision by (date)*
- *Critically review the assumptions I have made in the reflective recording for Module 3 to identify the "taken for granted" in my current practice*
- *Present my framework/understanding of social work practice to a team meeting on (date)*

Where a placement consists mainly of one large project, such as in **research, policy development**, or some **community development** work, a project plan may be developed and the specific curriculum tasks linked to this rather than to the modules as such, i.e. the project plan identifies the steps or sequence of pieces of work that progress the whole, the timelines for these steps, and the methodology to be implemented at each stage. It will still be important to identify your learning goals for each module and outline learning tasks that will enable you to meet the course objectives, and to relate these to the work that is to be accomplished.

Some of the strategies for learning that might be used include the student:

- Reading, talking with others, analysing, asking questions
- Carrying out agency specific tasks
- Recalling incidents and reflecting on what happened to discern the general principles that appear to be operating
- Engaging with role plays to either reflect on what happened or to help plan future work
- Keeping a journal and using this to identify patterns in the work and the learning
- Working alongside others, being observed either directly or through audiotapes, or observing others
- Writing a range of reports that may be primarily designed to aid this reflective process or to order material into a format that is helpful to self and others

Students are encouraged to negotiate opportunities for learning that maximise experiences of the social work role in the agency context.

**Evaluation methods** are an important component of your curriculum. This is where you specify how you will know you have met your objectives. They provide the anchor points for claiming that you have fulfilled the course goals. The core tasks are part of this evaluation process. The evaluation criteria are provided for each module and students should pay attention to the statements of what characterises a passing student for each module. You need to identify how you can meet these criteria in this agency. You may also identify additional learning objectives and establish the criteria by which to monitor your progress.

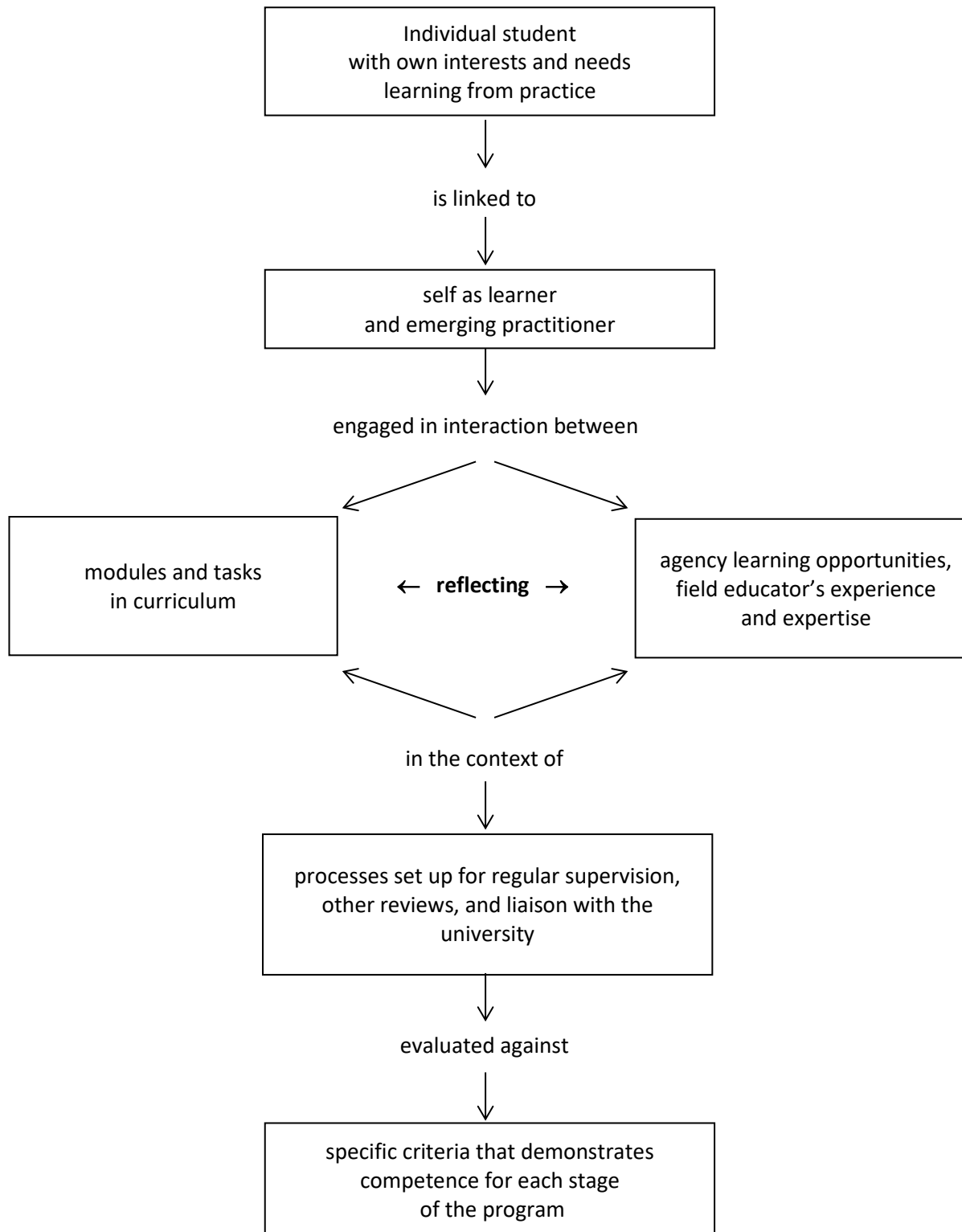
**Review dates** for goals as well as specific learning activities should be set as part of the curriculum document. As will be discussed in the section on evaluation of placement, one important review point is **mid-placement**.

Once it is agreed that a goal has been met, it or the task that identifies it can be ticked off. Of course, this does not mean that learning stops in relation to this area, but that it is not necessary to produce any more evidence that this goal has been met. It is important that progress is monitored in relation to each criterion, so that strategies can be instituted to deal with any difficulties that may be identified at this time. By this means, students should have ample opportunity and time to demonstrate their ability to meet all placement criteria prior to the **final evaluation**. **A copy of your personal curriculum must be emailed to your field tutor prior to the first liaison meeting.**

**See Appendix 3 for examples.**

## Concept Map of Supervised Practice 1 and 2 and Field Placement 1 and 2

*The following diagram represents the overall structure of the course:*





## **Field Placement 1 - Core Curriculum for SWSP3155 and SWSP7155**

This chapter states the overall learning goals and graduate attributes for first placement. It defines the curriculum content for each of the six modules for this placement.

### **Goals**

The course **SWSP3155 and SWSP7155** aims to provide students with the opportunity to address the following learning goals:

- Develop and demonstrate a beginning integration of the academic and practice base for social work
- Develop and demonstrate the capacity to operate as an emerging social work practitioner at first placement level
- Demonstrate the capacity to relate constructively and purposefully to a wide range of people
- Demonstrate some flexibility in professional practice to respond to changing circumstances
- Demonstrate the ability to articulate and justify understanding and action in social work practice, and
- Demonstrate a beginning awareness and application of ethical standards to practice and AASW practice standards

### **First Placement - Hours of Attendance at Placement**

**SWSP3155** is an eighteen week block placement of 4 days per week, approximately 7 hours per day (minimum of 500 hours). For **SWSP7155** is normally a block placement of eighteen weeks of 4 days per week, approximately 7 hours per day (minimum of 500 hours).

Breaks for morning tea and lunch are in addition to this. Most agencies expect the student to be there between 9.00 am and 5.00 pm. However, there will be variations in that expectation and it is hoped that both students and agencies can be flexible about when the placement hours can be worked. Students may from time to time engage in out of hours work (eg when *running an evening group session or a weekend workshop*) and *equivalent time in lieu* should be taken at a convenient point for all concerned. Generally this time should be taken soon after it is accrued. (Refer to Section 4 of this manual for more information about attendance.)

### **Text**

Cleak, H. and Wilson, J. (2013) *Making the Most of Field Placement*, 3<sup>rd</sup> Edition, Cengage Learning, South Melbourne.

This text offers many useful suggestions, exercises and references for both students and supervisors.

### **Recommended Texts**

It will also be helpful for students to refer to the following texts:

- Harms, L. (2007) *Working with People*, Oxford University Press, Oxford, UK.
- Healy, K. (2012) *Social Work Methods and Skills, The Essential Foundations of Practice*, Palgrave Macmillan, UK.
- Healy, K. (2014) *Social Work Theories in Context, Creating Frameworks for Practice*, Palgrave and MacMillan, NY.
- O'Connor, I., Wilson, J., Setterlund, D., Hughes, M. (2008) *Social Work and Human Service Practice*, 5<sup>th</sup> Edition, Pearson Education, Australia.
- Ellem, K., Chui, W.H., Wilson, J. (Eds) (2017) *Social Work and Human Services Best Practice*, 2<sup>nd</sup> Edition, Federation Press, Australia.

### **First Placement - The Curriculum Content of the Six Modules**

The learning content, goals and objectives are elaborated in each module. The learning objectives indicate the evaluation criteria used for each module. The tasks and learning activities guide and facilitate student learning in these modules. Students and field educators (in consultation with field tutor) can identify and structure additional tasks and learning activities that are appropriate to the agency/practice context and students learning focus.

## Modules for SWSP3155 and SWSP7155 – Field Placement 1

<b>Module 1: Social Work in Society</b> (AASW Practice Standard VI (1) – Values and ethics, (4) - Knowledge for practice, (5) – Applying knowledge to practice)		
<b>Goals</b>	<b>Objectives/Evaluation Criteria</b>	<b>Tasks and Learning Activities</b>
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Form an understanding of the purpose of social work in a broader Australian society context and specifically in a range of agency contexts.</li> <li>• Develop an analysis of the purpose of social work in relation to social justice and human rights principles.</li> <li>• Identify their approach to social work practice and that of social workers in the placement agency.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Articulate an understanding of the purpose of social work.</li> <li>• Identify the purpose of social work in their placement agency and the agencies visited.</li> <li>• Relate the purpose of social work that includes social justice and human rights principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Students prepare a brief outline of their understanding of social work practice/practice framework early in placement for discussion with their field educator. This must include social justice and human rights principles. Toward the end of placement this document should be reviewed and updated.</li> <li>• Identify systems and structures that preserve inequalities and injustices.</li> <li>• Students conduct a minimum of three agency visits and discuss their observation of what social work practice is, or would be, in these agencies and what purpose these agencies have in society. Compare and contrast their conclusions about these agencies with the placement agency.</li> </ul>

**Module 2: Organizational Base of Practice** (AASW Practice Standard VI (2) – Professionalism, (4.1) – Knowledge for practice, (5) – Applying knowledge to practice, (6) – Communication and interpersonal skills)

The focus is on students acquiring an understanding of the impact of organisational structures and processes on the opportunities and limits for work and developing effective ways of working with others in organisations – includes understanding higher level systemic influences on people with respect to area of practice.

Note: This content is linked to SWSP3011 Working in Human Service Organisations, for undergraduate students and SWSP7111 Introduction to Key Elements of Social Work Practice for graduate entry students.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of organizational structures and processes and the extent they impact on social work practice with individuals, groups, and/or communities.</li> <li>• Develop work place skills and strategies needed to work effectively with colleagues and other staff both within and outside the agency.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Identify key structures and processes in the organization (such as mission statements, policy framework, structure, culture, resource base, etc.). Evaluate efficiency and effectiveness of service systems implemented.</li> <li>• Describe and demonstrate how these structures and processes shape their practice, with reference to AASW Code of Ethics and AASW Practice Standards.</li> <li>• Adapt their behaviour to take account of the work environment, including effective time management and proper agency record keeping.</li> <li>• Establish effective working relationships with colleagues in the placement agency and workers in other agencies with whom they come in contact, including multidisciplinary teams (if appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• Students access agency constitutions/policy documents/procedure manuals etc. to understand the organisation’s structure, mission, legislative and funding base and policies.</li> <li>• Students draw up an organisational chart and comment on their observation of the formal and informal structure of the organization.</li> <li>• Students discuss how organisational structure and policies impact on practice and are consistent with the AASW Code of Ethics and AASW Practice Standards.</li> <li>• Students analyse how organisational systems and processes are responsive to the needs of the service user.</li> <li>• Students keep a work diary and timesheet (see Appendix 6 for an example that can be used) showing planned and actual use of time and review this with the field educator as and when appropriate.</li> <li>• Students participate in work place meetings as appropriate and complete at least one set of minutes of a meeting.</li> <li>• Students keep appropriate agency records of work done, addressing ethical considerations, with respect to using online communication and social media, including confidentiality, privacy and professional boundaries, and addresses these appropriately.</li> <li>• Students seek opportunities to work or consult with colleagues in the organization and consciously reflect on how they go about establishing effective working relationships.</li> </ul>

**Module 3: Relationships and Interpersonal Skills** (AASW Practice Standard VI (6) – Communication and interpersonal skills and (3) – Culturally responsive and inclusive practice)  
 The focus is on students demonstrating the ability to relate constructively to a wide range of people.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Develop their abilities to establish purposeful relationships in social work.</li> <li>• Understand the ethical dimensions and principles in interacting with others as a social worker.</li> <li>• Develop their capacity for the purposeful use of self in these relationships.</li> <li>• Develop an adequate understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Develop constructive and purposeful relationships with a wide range of people (such as service users, community members, and relevant others).</li> <li>• Engage ethically in these relationships (such as upholding confidentiality, working in the service user’s interest, setting appropriate boundaries and addressing power differential).</li> <li>• Use of appropriate verbal and nonverbal communication with a wide range of service users and relevant others.</li> <li>• Use conflict management, mediation and negotiation skills when appropriate.</li> <li>• Demonstrate knowledge of cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a minimum of four pieces of written work. These can include a combination of process records (see pages 83-85, Chapter 6, Cleak and Wilson (2013), reflection sheets (see pages 58 and 88 on ‘Reflective Practice’), Chapter 8, Cleak and Wilson (2013), analysis of critical incidents etc. At least two must be process records. These records should include responses to practice from service users, examples of work leading to outcomes considered by the student to be good as well as less satisfactory. They should help students identify knowledge, skills, ethical principles, student’s feelings, assumptions about other’s affect and the inferences they make in their interactions with others. These records are prepared for and discussed in supervision.</li> <li>• Draw up an inventory of skills and knowledge needed for effective social work practice in this organisation, including the use of feedback from service users, to affect social work practice.</li> <li>• Field educator is to observe student’s practice on at least three occasions and minuted in supervision. - This observation may also take the form of audio or videotapes of work. Discussion and feedback based on these observations provides valuable learning opportunities for students.</li> <li>• Demonstrate an understanding of working with cultural difference and diversity.</li> </ul>

**Module 4: Assessment, Planning and Intervention** (AASW Practice Standard VI (4) – Knowledge for practice, (5) - Applying knowledge to practice and (6) - Communication and interpersonal skills)

This module is concerned with the development and application of a framework for assessment and planning relevant to the agency. This may be prescribed by agency policy, in which case, students will evaluate how this framework shapes their practice. Alternatively, they may develop their own format to suit their learning objectives

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Develop their capacity to make a social work assessment and planning.</li> <li>• Develop an understanding of the processes of decision making involved in making an assessment or a plan.</li> <li>• Develop an understanding of the way in which ethical issues/principles and personal assumptions/ values influence the analysis, assessment or planning process in the context of the agency.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Gather relevant information for the purpose of making assessment.</li> <li>• Make assessment based on their analysis of information gathered.</li> <li>• Formulate an action plan based on their assessment of practice situation, their understanding of the agency context and the group served by the agency.</li> <li>• Articulate their use of appropriate social work knowledge and theory, including research and evidence-based practice, in assisting and supporting their assessment and action plan.</li> <li>• Demonstrate an awareness of their own role in developing this assessment and an ability to evaluate the strengths and limitations of any conclusions reached.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete at least one formal written piece of assessment, analysis or planning, using either an agency format or one developed for this task.</li> <li>• Describe the principles and processes used in reaching this analysis, assessment or plan. Include the use of research/evidence-based practice in the process.</li> <li>• Consider the process and impact of sharing the analysis, assessment, or plan with those affected by it, including the right of service user to question.</li> <li>• From analysis/assessment develop a service plan that outlines what is being offered and review this plan routinely.</li> </ul>

**Module 5: Applying Knowledge to Practice** (AASW Practice Standard VI (5) – Applying knowledge to practice, (6) – Communication and interpersonal skills and (7) – Information recording and sharing)

This module is concerned with students making clear links between their agency policies, their understanding of a situation, their own role in developing an assessment or plan and using that information to identify and carry out purposeful action.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Develop their ability to carry out planned intervention and engage in practice action.</li> <li>• Develop their ability to evaluate their intervention or action and to use this evaluation to guide future action.</li> <li>• Understand higher level systemic influences on people with respect to area of practice.</li> <li>• Understand and articulate social work and other relevant theories and concepts.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate skills in undertaking practice action or implementing planned intervention in a range of social work tasks and situations.</li> <li>• Articulate the rationale for action that utilises different forms of knowledge (such as theoretical, procedural, personal and experiential knowledge and practice wisdom) including feedback from client or community members.</li> <li>• Evaluate the usefulness (or otherwise) of social work theories and new knowledge relevant to practice.</li> <li>• Seek out new knowledge relevant to practice context, including research.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of a minimum of three skills relevant to the agency context, including at least one that relates to contact with an individual, and one that relates to contact with a group. This demonstration takes the form of discussing the skills used, applying relevant reading to the work done and reflecting on work observed by the field educator.</li> <li>• Identify and present to Field Educator the links between skills, knowledge, theories for practice and values used in action or intervention in at least two situations.</li> <li>• Demonstrate a broader understanding specific social work theories underpinning social work practice at all levels, including use of knowledge from other relevant subject areas such as law, sociology, anthropology, politics, economics, history, social theory, psychology, humanities and philosophy.</li> </ul>

**Module 6: Student Learning and Professional Development** (AASW Practice Standard VI (1) - Values and ethics, (2) - Professionalism, (3) - Culturally responsive and inclusive practice, and (8) - Professional development and supervision)

The content for this module is reflected in the whole curriculum. The module focuses on developing students' capacity for learning and professional development.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Develop a good sense of commitment to professional learning and development.</li> <li>• Develop their ability for reflective evidence based practice.</li> <li>• Identify, reflect on and deal with the issues and tensions between the student's personal and professional selves.</li> <li>• Develop a strong sense of ethical practice.</li> <li>• Demonstrate clear capacity for ethical reasoning in a range of situations.</li> <li>• Develop an appreciation of the nature of social work practice and the need for continued professional learning in meeting the demands of a changing society.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to learning in the field (such as adopting an open attitude to learning, showing initiative in learning and putting into practice what they have learnt from feedback, etc).</li> <li>• Make good use of supervision during placement.</li> <li>• Demonstrate increasing capacity for independent practice.</li> <li>• Demonstrate an ability to engage in reflective learning.</li> <li>• Make use of social work values and principles to guide their practice.</li> <li>• Work with difference and diversity in a respectful and empowering manner.</li> <li>• Develop an understanding of the process of ethical and professional decision making relating to individuals, groups and/or communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students read the AASW Code of Ethics and AASW Practice Standards early in placement. They consider the relevance of the Code of Ethics and Practice Standards to social work in their agency context and in the context of particular pieces of work.</li> <li>• Students write and review a plan for professional practice and relate it to professional practice issues that they might find challenging or confronting.  For example: Identify a practice issue, explore the reasons behind this and discuss a plan of action with Field Educator to address the issue in a professional manner.</li> <li>• Students compare and contrast what they did with what they would ideally do in a situation and articulate the principles used to describe the difference. For example, students may identify that part of the discrepancy was associated with a failure to respect the individuality of the person with whom they are working, or to overlook the ownership that community members express about the project.</li> <li>• Students identify an ethical dilemma and reflect on this while examining professional ethics and values.</li> </ul>

\*Suggested headings for the learning curriculum may be:

Learning goals & objectives	Starting Points (what do I know or have experienced)	Tasks (in the context of the agency)	Time (weeks)	Evaluation (how will I know, who will give feedback/evaluate)
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## Core Curriculum for SWSP7366 (Field Placement 1); SWSP4266 and SWSP7266 (Field Placement 2); and SWSP4088 (Supervised Practice 2)

This chapter states the overall learning goals and graduate attributes for final placement. It defines the curriculum content for each of the six modules for this placement.

### Goals

The courses **SWSP4266, SWSP7266 & SWSP7366; and SWSP4088** aim to provide students with the opportunity to address the following **learning goals**:

- Develop and demonstrate integration of the academic and practice base for social work at a beginning practitioner level
- Develop and demonstrate the capacity to operate as a beginning social work practitioner
- Demonstrate the capacity to develop constructive and purposeful relationships with others to facilitate work towards mutually understood and negotiated goals
- Demonstrate a capacity to adapt professional practices to changing circumstances
- Demonstrate the ability to clearly articulate and justify understanding, recommendations and action in social work practice, and
- Demonstrate the capacity to apply and justify ethical standards to social work practice.

### Final Placement - Hours for Attendance at Placement

**SWSP4266/SWSP4088** is normally an eighteen week block placement of 4 days per week, approximately 7 hours per day (minimum of 500 hours). **SWSP7266** is normally an eighteen week block of 4 days per week, approximately 7 hours per day (minimum of 500 hours). **SWSP7366** is normally an eighteen to twenty one week block placement of 4-5 days per week, approximately 7 hours per day (minimum of 600 hours).

Breaks for morning tea and lunch are in addition to this. Most agencies expect the student to be there between 9.00 am and 5.00 pm. However, there will be variations in that expectation and it is hoped that both students and agencies can be flexible about when the placement hours can be worked. Students may from time to time engage in out of hours work (eg when *running an evening group session or a weekend workshop*) and *equivalent time in lieu* should be taken at a convenient point for all concerned. Generally this time should be taken soon after it is accrued. (Refer to Section 4 of this manual for more information about attendance.)

### Text

Cleak, H. and Wilson, J. (2013) *Making the Most of Field Placement*, 3<sup>rd</sup> Edition, Cengage Learning, South Melbourne.

This text offers many useful suggestions, exercises and references for both students and supervisors.

## Recommended Texts

It will also be helpful for students to refer to the following texts:

- Harms, L. (2007) *Working with People, Communication Skills for Reflective Practice*. Oxford University Press, Oxford, UK.
- Healy, K. (2012) *Social Work Methods and Skills, The Essential Foundations of Practice*. Palgrave Macmillan, UK.
- Healy, K. (2014) *Social Work Theories in Context, Creating Frameworks for Practice*. Palgrave and MacMillan, NY.
- O'Connor, I, Wilson, J, Setterlund, D., Hughes, M. (2008) *Social Work and Human Service Practice*, 5<sup>th</sup> Ed, Pearson Education Australia, Frenchs Forest, NSW.
- Ellem, K., Chui, W.H., Wilson, J. (Eds) (2017) *Social Work and Human Services Best Practice*, 2<sup>nd</sup> Edition, Federation Press, Australia.

## Graduate Attributes – First and Final Placements

At the end of the social work program, graduates will be able to demonstrate they are “competent, effective, skilled, knowledge-based, ethically aware and confident practitioners.” As per the AASW accreditation guidelines, they will “have a commitment to social justice and social change in the interests of the citizens of their society, recognising that there are competing views of desirable approaches to the organisation of society and the provision of social services. They will have the ability to think critically and reflectively about their practice, and a commitment to intervene in the interests of the client groups they serve.”

Social work students having completed first placement (SWSP3155 or SWSP7155) will be able to demonstrate the following attributes:

- Knowledge of theories, principles and processes of social work, as well as established, emerging and potential fields of practice and modes of intervention.
- An understanding that social work builds on, develops and applies foundational disciplinary knowledge in the social and behavioural sciences and humanities.
- Capacity to engage in effective practice at micro, meso and macro levels (includes assessment and intervention skills for work with individuals, groups, families, organisations, communities and other social systems).
- Capacity to articulate rationales for practice in different contexts, drawing upon professional knowledge bases, theories and values.
- Awareness of personal strengths and limitations.
- Capacity to assess situations and select responses from a broad range of knowledge bases and skills.
- Capacity to proactively engage in critical reflection and evaluation of practice.
- Appropriate self-management and self care skills.
- The ability to proactively and purposefully engage with and use information and ideas in pursuing the goals of social work practice.
- The ability to communicate effectively across difference, including the capacity to strategically adapt communication styles.

- Awareness of when and how to make autonomous decisions and/or collective decisions.
  - An ability to respond constructively to diverse and challenging circumstances.
  - An understanding of the applicability of social work processes to a diversity of situations and contexts.
  - The application of informed conceptual frameworks to the analysis of and response to issues, phenomena and problems in social work practice.
1. The capacity to critically reflect on, monitor and evaluate one's own practice.
  2. The capacity to evaluate opinions, make and articulate decisions and reflect critically on the justification for decisions.
- Active commitment to the promotion of societal wellbeing and of that of the peoples living in Australia and elsewhere.
  - An active commitment to social justice.
  - An understanding of social work as a profession which values the worth of the individual as well as that of the collective.
  - Capacity to recognise, think through and respond to ethical issues that arise in practice.
  - Knowledge and application of the AASW Code of Ethics in the promotion of ethical practice in specific contexts.
  - Capacity to respond to difference, eg those mediated by gender, class, ethnicity, age, different abilities.

Through **SWSP4266/SWSP4088, SWSP7266 & SWSP7366**, social work graduates will be able to demonstrate these additional attributes:

- Knowledge of the relationships among different fields of practice and modes of social intervention.
- Openness to emerging disciplinary knowledge and its relevance to social work.
- Capacity to engage in multiple modes of practice (eg policy practice, interpersonal and family work, research).
- Cultural and social awareness of self.
- Capacity to employ strengths to achieve negotiated social work goals in different practice contexts.
- Awareness of and capacity to proactively use self as a change agent.
- Commitment to continuing professional development and learning, including professional supervision.
- An awareness of environmental demands of social work practice in its different contexts.
- The ability to use effective verbal, non-verbal and written communication skills (in the contexts of communication between people, groups, communities, organisations, and institutions using a range of communication modalities) to achieve social work goals.

- The capacity to work collaboratively with others and to participate in multi-disciplinary teams.
  - A capacity for team membership as a responsible and autonomous practitioner.
  - Awareness of social work as a creative profession able to respond to continuous change.
  - Commitment to the development and application of knowledge in the human services.
  - A capacity to respond to non-routinised and continuously changing conditions.
  - The capacity to continuously evaluate theoretical and other developments in knowledge for social work practice.
3. The capacity to critically evaluate scholarship and research findings and apply this knowledge in practice.
  4. The capacity to engage in critical analysis to facilitate individual or collective action.
- Awareness of the cultural relativities of social work and of one's own cultural identity.

#### **Final Placement - The Curriculum Content of the Six Modules**

The learning content, goals and objectives are elaborated in each module. The learning objectives indicate the evaluation criteria used for each module. The tasks and learning activities guide and facilitate student learning in these modules. Students and field educators (in consultation with field tutor) can identify and structure additional or alternate tasks and learning activities that are appropriate to the agency/practice context and students learning focus.

**Modules for SWSP7366 , SWSP4266/4088 and SWSP7266 –Field Placement 1, Field Placement 2 and Supervised Practice 2**

**Module 1: Social Work in Society** (AASW Practice Standard VI (1) – Values and ethics, (4) - Knowledge for practice, (5) – Applying knowledge to practice)  
 The module aims to help student links an in depth understanding of the purpose of social work in society to social work in their placement agency in a way that is specific enough to guide practice.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Develop an analysis of the way society and individuals interact to produce opportunities and challenges for social work practitioners.</li> <li>• Develop a framework for practice that moves from an analysis of society to specific knowledge, skills, theories for practice and values to achieve negotiated outcomes.</li> <li>• Make links between their understanding of the purpose of social work in society and the agency's purpose.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Reflect on your understanding of the purpose of social work in their evolving practice framework.</li> <li>• Identify the purpose of social work in their placement agency.</li> <li>• Critically evaluate higher level systemic influences on people with respect to area of practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to write a brief outline of their approach to social work/practice framework (see Appendix 5).This document should identify their view of social work's mandate in society, the ethical base of their practice, major areas of knowledge, theories for practice, and a description of their skills. The write-up should be done in two stages:                         <ol style="list-style-type: none"> <li>a) Firstly, notes on this task should be made and include reference to areas that need developing as well as areas of strength.</li> <li>b) Secondly, students complete their outline/practice framework towards the end of placement.</li> </ol> </li> <li>• Students make explicit their understanding of social work, which includes social justice and human rights principles, in discussions of particular pieces of work.</li> <li>• Write a reflective piece in relation to your practice which identifies an awareness of social, political, legal, cultural and organisational contexts and systems and how they impact on people.</li> </ul>

**Module 2: Organizational Base of Practice** (AASW Practice Standard VI (2) – Professionalism, (4) – Knowledge for practice, (5) – Applying knowledge to practice, (6) – Communication and interpersonal skills)

This module aims to help students develop an understanding of the opportunities and limits the placement organisation provides and relate this to their knowledge of working in human service organisations. Students learn to use this understanding to work ethically and constructively within the organisation.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>Develop an understanding of the organisation’s mission statements, policy framework, structure, culture, resource base, ideology etc and how these factors limit/enable social work practice with individuals, groups and/or communities.</li> <li>Acquire the knowledge of and capacity to carry through a range of work place skills at a level appropriate for a beginning practitioner.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>Critically appraise demonstrate the ways in which the organisational mandate, structure and culture impact on their work.</li> <li>Manage their time and prioritise their work independently.</li> <li>Critically evaluate the processes and purposes of work place meetings and to use that understanding to participate effectively in these meetings.</li> <li>Keep relevant records of practice and meet agency recording and documentation requirements.</li> <li>Establish effective working relationships with colleagues in the placement agency and workers in other agencies with whom they come in contact.</li> </ul>	<ul style="list-style-type: none"> <li>Students keep a work diary and timesheet (see Appendix 6 for an example that can be used) showing planned and actual use of time and review this with the field educator as and when appropriate.</li> <li>Students review the way they work with others in a team environment on at least one occasion in supervision, with reference to AASW Practice Standards and Code of Ethics.</li> <li>Students participate in work place meetings as appropriate. If possible, the student should have the experience of chairing a meeting. If this is not possible, they should observe and comment on meeting facilitation processes with their field educator.</li> <li>Students should complete at least one set of minutes of a meeting.</li> <li>Students maintain records of work undertaken to meet agency standards, and AASW Practice Standards.</li> <li>Students pay consistent attention to the organisation’s mandate and structure in all areas of placement activity.</li> </ul>

**Module 3: Relationships and Interpersonal Skills** (AASW Practice Standard VI (2) - Professionalism, (6) – Communication and interpersonal skills and (3) – Culturally responsive and inclusive practice)

This module aims to help students understand the dynamics of relationships and demonstrate their ability to relate constructively and flexibly to a wide range of people.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Develop their abilities to establish purposeful relationships in social work.</li> <li>• Understand the ethical dimensions and principles in interacting with others as a social worker.</li> <li>• Develop their capacity for the purposeful use of self in these relationships.</li> <li>• Develop an adequate understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Provide a commentary and be critically reflective of their ability to develop and sustain purposeful relationships with a wide range of people (ie service users, community members, colleagues) in the course of their work.</li> <li>• Reflect on their ability to engage ethically in these relationships (such as upholding confidentiality, working in the client’s interest, setting appropriate boundaries and addressing power differential).</li> <li>• Modify their behaviour in the light of this understanding and in response to feedback on ineffective or inappropriate behaviour.</li> <li>• Work respectfully and inclusively with cultural difference and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of a minimum of four pieces of written work. These can include a combination of process records (see pages 83-85, Chapter 6, Cleak and Wilson (2013) and reflection sheets (see pages 58 and 88 on ‘Reflective Practice’, Chapter 8, Cleak and Wilson (2013). At least two must be process records. These records should include examples of work leading to outcomes considered by the student to be good as well as less satisfactory. These records are to be prepared for and discussed in supervision, identifying skills, knowledge and theory base, and ethical principles underpinning the interactions, as well as student’s feelings and assumptions about others.</li> <li>• Write an inventory of skills and knowledge needed for effective practice in this organisation.</li> <li>• Field educator is to observe student’s practice on at least three occasions and minuted in supervision. - This observation may also take the form of audio or videotapes of work. The student is to reflect on and critique their performance and to discuss this with their field educator.</li> <li>• Demonstrate an understanding of working with cultural difference and diversity.</li> <li>• Students keep notes on at least two supervision sessions that reflect the use made of these sessions to enhance their performance as practitioners, including their relationships with service users.</li> </ul>

**Module 4: Assessment, Planning and Intervention** (AASW Practice Standard VI (4) – Knowledge of practice, (5) – Applying knowledge to practice, and (6) – Communication and interpersonal skills)

This module is concerned with the development and application of a framework of knowledge, skills, and values for analysis, assessment or planning relevant to the agency. This may be prescribed by agency policy, in which case students will apply it and evaluate how this framework shapes their practice. The framework used should be suitable for a beginning practitioner.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Develop their capacity to make social work assessment and formulate action strategies based on their assessment.</li> <li>• Develop an understanding of the processes of decision making involved in making an assessment or a plan.</li> <li>• Develop an understanding of the way in which ethical issues/principles and personal assumptions/values influence the analysis, assessment or planning process in the context of the agency.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Gather and critically appraise relevant information for the purpose of making assessment, analysis or plan regarding a practice situation.</li> <li>• Reflect on use of assessment based on their analysis of information gathered.</li> <li>• Formulate a service plan based on their assessment/analysis, and share this with service users or community members.</li> <li>• Evaluate their use of appropriate social work knowledge and theory, including research and evidence-based practice, in assisting and supporting their assessment.</li> <li>• Demonstrate an awareness of their own role in developing this assessment and action plan and are able to evaluate the strengths and limitations of any conclusions reached.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete at least one formal written piece of assessment, an analysis or plan using either an agency format or one developed for this task.</li> <li>• Describe the principles and processes used in reaching this analysis, assessment or plan, including the use of research/evidence-based practice.</li> <li>• Consider the impact of sharing the analysis, assessment or plan with those affected by it, including the right of the service user to question.</li> <li>• From analysis/assessment develop a service plan that outlines what is being offered and review this plan routinely.</li> <li>• Complete a research proposal <i>or</i> funding submission <i>or</i> policy proposal, in relation to agency need, at a standard expected of a beginning practitioner. Students connect social work practice with knowledge from research relevant to their placement and/or practice and provide a presentation on this.</li> </ul>



**Module 5: Applying Knowledge to Practice** (AASW Practice Standard VI (1) – Values and ethics and (2) - Professionalism)

This module is concerned with students making clear links between their agency policies, their understanding of a situation, their own role in developing an analysis, assessment or plan and using that information to identify and carry out purposeful action.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Integrate the material in the previous modules so that it informs action undertaken and evaluation of work.</li> <li>• Develop their ability to use different methods of intervention or action when working with people as service users, community members or colleagues.</li> <li>• Develop their ability to evaluate their intervention or action and to use this evaluation to guide future action.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Engage effectively in different methods of intervention (eg individual, group or community work) when working with people in a range of practice contexts.</li> <li>• Articulate the rationale for practice action.</li> <li>• Make flexible use of and reflect on planned intervention based on ongoing assessment of client's/practice situation.</li> <li>• Evaluate the usefulness (or otherwise) of the intervention or action for individuals, groups or communities concerned and use this to guide future action.</li> <li>• Articulate clear links between their understanding of the literature (both specific to the agency and general social work texts) and their evaluation of action or intervention undertaken.</li> <li>• Student is able to engage in different professional activities whenever appropriate to acquire a range of skills and techniques - such as meeting facilitation, conflict resolution, group facilitation, team work, advocacy, negotiation, program development, networking and case management.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are required to demonstrate the use of a minimum of three skills/techniques relevant to the agency context. This demonstration takes the form of using these skills in intervention or action and relating them to knowledge for practice.</li> <li>• Identify and present to Field Educator the links between skills, knowledge, theories for practice, and values used in action or intervention in at least two situations.</li> <li>• Seek out new knowledge relevant to practice context.</li> <li>• Demonstrate a broader understanding of specific social work theories underpinning practice at all levels, including use of knowledge from other relevant subject areas such as law, sociology, anthropology, politics, economics, history, social theory, psychology, humanities and philosophy.</li> </ul>

**Module 6: Student Learning and Professional Development** (AASW Practice Standard VI (1) – Values and ethics, (2) – Professionalism, (3) – Culturally responsive and inclusive practice and (8) – Professional development and supervision)

The content for this module is reflected in the whole curriculum. The module focuses on developing students' capacity for continuing learning and professional development and the development of a strong sense of professional identity.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
<p>To help students:</p> <ul style="list-style-type: none"> <li>• Build on their commitment to the ongoing development of professional skills and knowledge.</li> <li>• Develop an understanding of the purpose of supervision and a capacity to utilise professional supervision in practice.</li> <li>• Develop their ability for reflective practice.</li> <li>• Develop a strong sense of ethical practice.</li> <li>• Appreciate the relationship between research and learning.</li> <li>• Develop an appreciation of the nature of social work practice and the need for continued professional learning in meeting the demands of a changing society.</li> </ul>	<p>In achieving these learning objectives, students are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to learning in the field (such as adopting an open attitude to learning, showing initiative in learning and putting into practice what they have learnt from feedback, etc).</li> <li>• Demonstrate a capacity for independent practice.</li> <li>• Expand on an ability to engage in reflective practice.</li> <li>• Initiate constructive use of supervision to advance their professional learning and development.</li> <li>• Articulate the use of social values and principles to guide their practice.</li> <li>• Develop an understanding of the process of ethical and professional decision-making relating to individuals, groups and/or communities.</li> <li>• Work with difference and diversity in a respectful and empowering manner.</li> <li>• Identify their approach to social work practice as an emerging practitioner.</li> </ul>	<ul style="list-style-type: none"> <li>• Students read the AASW Code of Ethics and Practice Standards early in placement. They consider the relevance of the Code of Ethics and the Practice Standards to social work in their agency context and particular pieces of work.</li> <li>• Students write and review a professional practice plan and relate it to professional practice issues that they might find challenging or confronting.</li> </ul> <p>For example: Identify a practice issue, in relation to their professional career, and explore the reasons behind this. Discuss a plan of action with their Field Educator to address the issue in a professional manner.</p> <ul style="list-style-type: none"> <li>• Students compare and contrast what they did with what they would ideally do in a situation and articulate the principles used to describe the difference. (For example, students may identify that part of the discrepancy was associated with a failure to respect the individuality of the person with whom they are working, or to overlook the ownership that community members express about the project.)</li> <li>• Students identify an ethical dilemma and reflect on this while examining personal and professional ethics and values.</li> </ul>

**Module 6: Student Learning and Professional Development** (AASW Practice Standard VI (1) – Values and ethics, (2) – Professionalism, (3) – Culturally responsive and inclusive practice and (8) – Professional development and supervision)

The content for this module is reflected in the whole curriculum. The module focuses on developing students' capacity for continuing learning and professional development and the development of a strong sense of professional identity.

Goals	Objectives/Evaluation Criteria	Tasks and Learning Activities
	<ul style="list-style-type: none"> <li>• Seek out research/information to a practice issue/theme.</li> <li>• Identify and reflect on the issues and tensions between the student's personal and professional selves.</li> </ul>	

\*Suggested headings for the learning curriculum may be:

Learning goals & objectives	Starting Points (what do I know or have experienced)	Tasks (in the context of the agency)	Time (weeks)	Evaluation (how will I know, who will give feedback/evaluate)

## 4. ATTENDANCE

### 4.1 Important Dates for Field Placement

#### Semester 1 2018

##### Field Placement 1 (SWSP3155)

- Attend compulsory Pre-Placement Workshop: 9 February 2018
- Commence Placement: 12 February 2018  
(note that this is one week before semester starts)
- Complete Placement: 15 June 2018
- A minimum of 500 hours, 18 weeks, 4 days per week

##### Field Placement 1 (SWSP7155)

- Attend compulsory Pre-Placement Workshop: 9 February 2018
- Commence Placement: 12 February 2018  
(note this is one week before semester starts)
- Complete placement: 15 June 2018
- A minimum of 500 hours, 18 weeks, 4 days per week

##### Field Placement 1 (SWSP7366)

- Commence Placement: 29 January 2018  
(note this is one week before semester starts)
- Attend compulsory Pre-Placement Workshop: 9 February 2018
- Complete placement: 22 June 2018
- A minimum of 600 hours, 21 weeks, 4 days per week

##### Field Placement 2 (SWSP4266 & SWSP7266) & Supervised Practice 2 (SWSP4088)

- Attend compulsory Pre-Placement Workshop: 9 February 2018
- Commence Placement: 12 February 2018  
(note that this is one week before semester starts)
- Complete Placement: 15 June 2018
- A minimum of 500 hours, 18 weeks, 4 days per week

***Most students are required to attend Integration Seminars during placement. Details are available via the UQ website, mySI-net (Course & Timetable Info), using the relevant course code. A UQ password is not required to access this information.***

## Semester 2 2018

### Field Placement 1 (SWSP7155)

- Attend compulsory Pre-Placement Workshop: 6 July 2018
- Commence Placement: 9 July 2018  
(note that this is one week before semester starts)
- Complete Placement: 9 November 2018
- A minimum of 500 hours, 18 weeks, 4 days per week

### Field Placement 1 (SWSP7366)

- Commence Placement: 25 June 2018  
(note this is one week before semester starts)
- Attend compulsory Pre-Placement Workshop: 6 July 2018  
(note: an earlier date may be set if multiple students enrol in the course – students will be advised in due course)
- Complete placement: 16 November 2018
- A minimum of 600 hours, 21 weeks, 4 days per week

### Field Placement 2 (SWSP4266 & SWSP7266) and Supervised Practice 2 (SWSP4088)

- Attend compulsory Pre-Placement Workshop: 6 July 2018
- Commence Placement: 9 July 2018  
(note that this is two weeks before semester starts)
- Complete Placement: 9 November 2018
- A minimum of 500 hours, 18 weeks, 4 days per week

***Most students are required to attend Integration Seminars during placement. Details are available via the UQ website, mySI-net (Course & Timetable Info), using the relevant course code. A UQ password is not required to access this information.***

***During second semester, final placement students are encouraged to attend a Professional and Development Seminar during placement. Other events for final placement students may also be arranged and information on these events will be made available.***

#### **4.2 Student Illness during Placement**

Students should notify their field educator if they are ill and unable to attend placement.

In accordance with the ASWEAS guidelines:

*Students must successfully complete a minimum of 1,000 hours in at least two field education subjects. These hours must be completed within the normal working hours/days of the organisation hosting the placement. No leave of any kind may be included in this requirement; that is, the full 1,000 hours must be completed. (Australian Social Work Education and Accreditation Standards (ASWEAS) 2012 Guideline 1.2: Guidance on field education programs)*

If students are concerned about taking extended sick leave while on placement, they should contact Field Education in the School of Nursing, Midwifery and Social Work.

A medical certificate is required if students take sick leave for more than two days.

#### **4.3 Public Holidays**

Public holidays are not included in placement hours.

#### **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 or field tutor and the student. The University of Queensland does not provide funds for travel expenses for students on placement.

## 5. TEACHING AND LEARNING ON PLACEMENT

### Overview of the Field Education Courses

Social Work Field Education in the School of Nursing, Midwifery and Social Work at The University of Queensland comprises 6 courses, SWSP3155, SWSP7155 and SWSP7366 (Field Placement 1); SWSP4266 and SWSP7266 (Field Placement 2); SWSP4088 (Supervised Practice 2). In these courses students are located in agencies to participate in the practice of social work under the supervision of social work practitioners who have at least 2 years experience in the field.

Placement, practicum or supervised practice is the time when students test themselves in the social work role in particular agency contexts or fields, develop skills in a range of social work methods, and engage in the application of academic learning in the practice environment. Students are required to demonstrate competence in the curriculum content modules and to meet the evaluation criteria as outlined in Chapters 4 and 5. See Chapter 3, 4 and 5 for a detailed overview of SWSP3155, SWSP7155 and SWSP7366 (Field Placement 1); SWSP4266 and SWSP7266 (Field Placement 2); SWSP4088 (Supervised Practice 2).

All course-related administrative matters are now located in respective **Electronic Course Profiles (eCPs)**. These contain details, course staff, aims and objectives, learning resources, learning activities, assessment schedule, and university and school policies related to assessment. Students need to be familiar with these eCPs and their content. To access your eCP, access the Courses and Programs database on the UQ website at <http://www.uq.edu.au/study> and search by course name or code.

### Learning Objectives

The field placements will enable students to develop and demonstrate:

- Knowledge of the specific agency's social policy base, its structure and mission and the impact of these on social work practice
- An emerging framework of ethical, knowledge and skills bases for beginning social work practice through linking practice and theory
- Skills to relate constructively and purposefully to a wide range of people and to reflect on the use made of self in that process
- A capacity to critique the position of social work in contemporary society from the perspective of the placement agency
- Work place practices appropriate for emerging social work practitioners
- An ability to learn from practice and to apply knowledge to what is happening in practice, and
- **An ability to realistically review their performance against individual evaluation criteria.**

## Modules for Learning Curriculum

The core curriculum for each course is outlined in this manual, with six modules specifying the content to be learnt, tasks to accomplish this learning and the required outcomes. A brief outline of an unsatisfactory level of achievement is also provided for each module (see Appendix 6).

The six modules for the curriculum for both third and fourth year supervised practice courses are:

- Social Work in Society
- Organisational Base of Practice
- Relationships and Interpersonal Skills
- Assessment, Planning and Intervention
- Knowledge for Practice
- Student Learning and Professional Development

It is expected that these modules and the learning derived from them will be relevant and applicable across all placement contexts, whether the work involves community development, policy, research, advocacy, casework, family work or a combination of methods in a range of fields. The modules are designed to ensure that, in all placements, students pay attention to both the macro and the micro dimensions of practice.

The core tasks provide a standard baseline for all placements. Completing these minimum tasks in relation to each module ensures that there is appropriate and sufficient material on which to base an evaluation of learning on placement. In addition to these core tasks, students will be involved in a wide range of other agency based work which also provides a basis for learning and evaluation of that learning. **The listed core tasks are not exhaustive in defining a placement. Students and Field Educators are encouraged to develop and document other tasks that are specific to the organisational context for placement.**

## Pre-Requisites for Placement

Students must have passed the relevant pre-requisite study as outlined in the Social Work program prior to progressing to field education courses.

The prerequisite for SWSP3155 (Field Placement 1) is the successful completion of both years 1 and 2 of the BSW program, which includes Direct Practice courses (SWSP2077 and SWSP2088). Similarly the pre-requisite study for SWSP4266 and SWSP4088 is the successful completion of Years 1, 2, 3 and semester 1 of year 4 of the BSW program, which included an Advanced Specialisation course. Details of the study completed are available in the outline of the Bachelor of Social Work Program.

For students in the Master of Social Work Studies (32 unit program), the pre-requisite for SWSP7155 (Field Placement 1) is the successful completion of at least 6 core units (3 core courses) of study which must include SWSP7177 (Direct Practice 1). Before progressing to SWSP7266 (Field Placement 2), students must complete at least 24 units of study and be enrolled in their final semester of the program.



For students on the Master of Social Work Studies (24 unit program), the pre-requisite for SWSP7366 (Field Placement 1) is the successful completion of at least 16 units of study and they must be enrolled in their final semester of the program.

During placement it is expected that students review the content of all previous years' courses in order to facilitate the linking between academic and practice learning.

### Teaching and Learning Modes

Supervised Practice 1 and 2 and Field Placement 1 and 2 are the **experiential components** of the social work program. Students are expected to be proactive in negotiating with their field educator (supervisor) around their engagement in a range of learning opportunities available at the placement agency. By active involvement in the work of the agency, students experience the social work role and thus have opportunities to develop relevant skills and knowledge from practice.

Increasingly, social work is embracing a reflective process in practice as a way of promoting further professional growth and development of knowledge through ongoing evaluation of social work practice (Healy, 2012). Such a process depends on an ability to name what is happening, to consciously direct practice and to compare what is happening against desired goals. In field education, reflective practice is dependent on an understanding of how people learn, engagement with a curriculum for skills development and practice, and the integration of academic and placement learning into the individual's overall practice framework. In an attempt to cultivate this approach to practice, a model for structured learning that fosters reflective practice is described below. (See Section 5.4 of this manual.)

The structured curriculum includes:

- **Core learning** for students irrespective of the fields and methods of practice in any agency, and
- **Additional areas** specific to the interests of the **agency**, and **learning needs identified by the student, field educator or field tutor.**

It is dependent on a specific and mutually understood approach to structuring the teaching/learning experience developed by each pair of student and field educator. Such an approach is also grounded in an understanding of the nature of human service practice in contemporary society.

### Texts

Cleak, H., Wilson, J. (2013) *Making the Most of Field Placement*, 3<sup>rd</sup> Edition, Cengage Learning, South Melbourne.

O'Connor, I., Wilson, J., Setterlund, D., Hughes, M. (2008) 5<sup>th</sup> ed., *Social Work and Human Service Practice*, Pearson Education, Australia.

Healy, K. (2012) *Social Work Methods and Skills, The Essential Foundations of Practice*, Palgrave Macmillan, UK.

Ellem, K., Chui, W.H., Wilson, J. (Eds) (2017) *Social Work and Human Services Best Practice*, 2<sup>nd</sup> Edition, Federation Press, Australia.

These are useful references for both students and field educators during placement.

## Resources Available and Required

Given that placements are negotiated and confirmed in the semester prior to their commencement, it is understood that the resources listed as required are generally available unless other arrangements have been specifically agreed upon.

**Students** appreciate a space/desk to call theirs, where they can leave books, files and other material on which they may be working. Ideally they need access to a telephone and computer in most agency contexts. They need field educators able to balance the tensions between being available to the student and able to meet the demands of their work place, and who find the opportunity to open their practice to scrutiny a useful exercise in their own professional development.

It is important to be clear about the issues and areas in which the student can take risks and experiment and areas where this is not possible. If required to complete tasks away from the office, students will need access to agency vehicles or reimbursement for travel expenses incurred.

**Field educators** require the support and recognition of their agency managers and colleagues in undertaking to provide a placement. Field educators prefer to work with students who demonstrate an interest in the learning available and the ability to take some responsibility for negotiating the pace and direction of their learning.

Both **Field Educators and Students** require access to the Field Education staff, and/or to their designated field tutors to enhance and support the placement. It is expected that field educators and students engage in the shared learning/teaching process through formal supervision of at least one to two hours per week.

### 5.1 Learning Agreements

A learning agreement 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. One format for a learning agreement is included as Appendix 1. See also Section 2 of this manual for further details of roles and responsibilities of students and field educators.

### 5.2 Structuring Learning on Placement

Teaching and learning on placement occurs in a wide range of ways and involves many people, including those for whom social workers provide a service. Nevertheless, **it is the responsibility of the student to negotiate and utilise opportunities for learning, and the responsibility of the field educator to facilitate and extend the student's learning.**

Field educators and students will need to use a number of approaches to teaching and learning. Placement is about learning from doing and active engagement. It is important for students to have access to professional activities and have to plan for, carry out and reflect on, as a basis for learning.

Field educators use the material generated from these activities to assist the student to learn, ie to understand what a specific situation/issue might mean and move from understanding a specific situation/issue to generalising about it.

Field educators and students spend time together in different ways - driving to meetings, having a conversation in the tea room, debriefing after something has happened and so on. These are significant opportunities for support, guidance and learning. It is also important that regular, uninterrupted formal supervision time of at least an hour a week is made available.

The **formal supervision session** is a planned regular period of time spent together during the placement. The objective of each session (see Cleak and Wilson (2013), Chapter 7) is to guide the student through the educational requirements of placement and to facilitate learning. This is achieved by:

- Providing opportunities for teaching and learning
- Having access to the student's work, eg written and verbal reports, reflective sheets, feedback from colleagues and clients
- Providing support, encouragement and feedback on specific issues
- Reviewing student's progress
- Sequencing the learning, eg roles and tasks relevant to the phase of learning
- Providing a process for accountability between the students learning, agency expectations and university requirements.

The **Supervision Process** is facilitated by:

- Having uninterrupted time for supervision
- Setting an agenda for the use of available time
- Teaching and learning which includes:
  1. discussion and reflection based on prepared work
  2. critical thinking - asking 'how' and 'why'
  3. assisting the student to articulate and structure their points
  4. modelling, eg role plays, observations of others etc.

Each session should have a small number of objectives that are:

- Specific and achievable
- Agreed by student and field educator
- Relevant to student's learning goals/needs
- Able to be evaluated
- Challenging the student to work to a higher level of competence.

Many of these will be spelt out in the curriculum for placement. Knowing in advance of the session which issues are to be addressed, at least for part of the time, allows more constructive use of the valuable resource of field educator and student time. It follows that it is useful to set an agenda for each supervision session and that there is some time to evaluate how well that agenda has been met in a particular session. It is useful for both the student and the field educator to keep notes on each session and to review these in planning for subsequent supervision times.

Learning on placement is also enhanced by compulsory integration workshop sessions which are organised throughout the placement period on campus, for first placement Bachelor of Social Work students. BSW students are required to check their course timetable for integration workshop times on MySI-net.

### **5.3 Adults and Learning Styles**

Learning involves thinking, feeling and doing. It occurs when we are able to integrate experience, reflection, conceptualisation and active experimentation and can do this on a continuous basis. We learn all the time but are not necessarily conscious of it. By becoming more aware of the processes of learning, the more effective our learning will be.

Adult learning is lifelong, personal, related to our experience, and about change. As adults, we learn best when we are autonomous, reflect on our experiences, are problem focused and set our own goals. We all have our own preferred style of learning. The Kolb (1984) and Bucknell (2000) learning cycle and inventory provides one way of characterising learning styles and looking at the implications for future learning. (See Cleak and Wilson (2013), Chapter 2 and Chapter 6).

While you may have identified your preferred learning style through the inventory, placement is ideally an opportunity to take some risks in operating in new ways or experimenting with deliberately applying skills and strategies in interactions that may feel less comfortable to you in order to build competence in a range of professional practice methods.

### **5.4 Theory and Practice**

#### **Emphasising Critically Reflective Learning**

Central to learning while on placement and as a future practitioner is the concept and process of critically reflective learning or critically reflective practice when applied to the practice context. Enabling students to become critically reflective practitioners who can integrate theory, research and practice-based knowledge, is a central objective of the field education program.

The primary purpose of critical reflection is to identify deep seated assumptions, with the “aim of bringing about some improvements in professional practice” (Fook and Askeland 2007, p.521). Reflection is deemed to be ‘critical’ when it incorporates a focus on power (Brookfield in Fook and Askeland 2007). It is this focus on power that drives the transformative potential of critical reflection (Fook and Askeland 2007).

The concept of reflective learning and practice draws heavily on the work of Schön (1983) who introduced the concept of 'knowing-in-action' which refers to the use of the hidden (tacit) knowledge and assumptions we hold and apply to practice. It also acknowledges that practice is itself a site for developing certain types of knowledge. This challenges the traditional but simplistic understanding that theory and research knowledge can be directly applied to practice in a one-way direction or that your field placement is simply a place where you apply what you have learnt at university. Placement provides essential learning experiences in its own right.

Related to the concept of knowing-in-action is that of 'reflection-in-action', which is an applied strategy for making our tacit knowledge and assumptions consciously available to us and therefore to our clients (Schön 1983). Thus, reflection is the dynamic link between theory and practice; between thinking and doing.

Thompson (2005) outlines that critical reflection should occur *before, during and after* any intervention and is a key process by which we learn. Reflection before intervention is generally understood as planning. Schön distinguishes between 'reflection-on-action' and 'reflection-in-action'. Reflection-on-action refers to reflecting back on what we did and why we did it *after* the fact. As beginning practitioners, especially during your first placement, you are likely to find that it is easier to reflect on your practice both before and after intervention. As you become more skilled and more aware, you will begin to be able to reflect as *during* intervention and to adjust your thinking and actions accordingly. This is a particularly important skill to acquire in order to negotiate the 'messy' and 'indeterminate' terrain of professional practice (Schön 1983).

So how do you do it? First, you need to hold the 'right' *mindset*. Assume that critical reflection is about developing your intentional use of self as a professional practitioner. Expect it to be exciting but also expect that it will be difficult at times. Sometimes, you may be provided with feedback or discover aspects about yourself that challenge you. Some of this 'unearthing' may also identify previously unquestioned cultural or sub-cultural norms and assumptions (Fook and Askeland 2007). This is a good thing! That is not to say that all feedback and learning should or will be about areas for improvement. It is also useful to focus on what you are doing well (see the Solution-focussed Approach to reflective learning outlined by Bucknell in Cleak and Wilson 2013).

Second, you need to make *time* to undertake critical reflection. You should undertake this practice individually on a daily basis but also you should integrate it as a key component of supervision. Third, it is good to think about some strategies to assist you to undertake critical reflection in a systematic way. Your set text outlines some strategies which you and your supervisor can employ to undertake critical reflection, including the use of the critical incident technique (Taylor in Cleak and Wilson 2013) and the use of process reporting (Cleak and Wilson 2013). You may also wish to refer to *Jan Fook & Fiona Gardiner (Eds) (2013) Critical Reflection in Context: Applications in Health and Social Care, Routledge, Abingdon, UK*, especially Chapters 1 and 2, for more strategies. Please also refer to Appendix 7 for 'The 4RS model of reflective thinking' which you may find useful. It is helpful to have a discussion with your field supervisor about types of processes that can be used in supervision and what suits your learning. Many of your assessment tasks, such as journaling, are also processes to help you develop this skill.

Last, the university will assist you develop your critical reflection skills by providing a safe learning space within the format of the integration workshops which run alongside your first placement. During these workshops, you will spend time as a group on campus away from placement to reflect on your practice experiences. The facilitator will support you as appropriate with theory and integration of course elements.

### **Evidence-Based Practice**

Providing a rationale or evidence to support particular decisions relies on the use of knowledge in practice. The knowledge we use in practice might derive from research findings, from the policies and procedures of organisations or the legal frameworks within which we all work, and from theories we are applying from the literature or develop from our own experiences.

- Research provides us with information on what is likely to work, or what knowledge is needed to act,
- Policies and procedures provide us with the rules around what we must or can do,
- Theory provides us with ideas and models which we can use to make sense of the situations in which we find ourselves in and/or to help us shape our responses.

There is increasing emphasis being given to the use of evidence to support practice decisions, but there are constraints on achieving this goal easily. One of the more serious issues is the gaps in evidence around many areas of social work practice. Nevertheless, this is an area that we need to address in practice. Placement may be an opportunity to identify appropriate evidence for the issue you are working with. It may also be an opportunity to develop evidence based on your experiences.

We always use knowledge in our practice. The challenge is to be *conscious* of using knowledge in practice – to be able to name the ideas that underpin how we understand the situation, how we describe what needs to change or be preserved and put words around what we are going to do to achieve these outcomes. We are also always creating knowledge in the context of practice – we again need to be *conscious* of developing knowledge and to be prepared to name what we have learnt and to test out its usefulness in a number of different situations.

### **Relationships in Field Education**

The field education relationship is seen by students and teachers alike as being the central part of the placement experience, as learning can be facilitated or constrained by the nature of the perceived relationship. Clearly, in order to establish a good field teaching/learning relationship, **responsibility rests with both student and field educator.** (See Cleak and Wilson (2013), Chapter 7 Developing Good Supervisory Practices.)

It is evident that a student/field educator relationship is complex and students and field educators can sometimes feel trapped in contradictory expectations, transference/countertransference processes or assumptions.

For these reasons it is most important to negotiate, early in placement, an **open atmosphere in which issues can be discussed**. The following is a list of issues which need to be acknowledged from the beginning of the field teaching/supervisory relationship. If open discussion is begun before difficulties arise and it is agreed that such discussion is a legitimate part of the field teaching relationship, then the scene has been set for constructively working through issues later on in the placement.

Relationships are characterised by **time**. There are different opportunities, tasks and issues depending on whether we are preparing for a new encounter, at the beginning, middle, end or after a supervisory relationship. We can bring considerable wisdom as well as considerable baggage from other supervisory experiences or other life experiences.

Cultural norms also play a role in giving us confidence in dealing with some situations and anxiety when confronted with others.

Supervisory relationships need to be **purposeful**. They are not ends in themselves. Often we talk of the value of a “good relationship” and “trust”. However, these aspects of a relationship should be used to facilitate the learning of the other. Positive supervisory relationships are based on honest regard that has been earned by a respectful confronting of differences of opinion, approach and attitude.

There is, as Hughes and Pengelly (1997:156-159) point out, a pressure to be “at one” with the supervisee - to attempt to avoid difference - as a basic human need - that is not just based in the differences mentioned above. In the stress of much social work practice, supervisors may feel isolated within their management hierarchy and wish to compensate by feeling “at one” with their student. Students may understandably long for peace and total agreement with their supervisors.

Hughes and Pengelly suggest that to avoid what will become unhealthy collusion there is a need to “call a halt”, to take a stance, to maintain their position as either the supervisor or the supervisee.

*“This refers to the capacity of either supervisee or supervisor to observe and think about his/her own behaviour in the interaction, while remaining involved in it. It is the capacity that is absent when a supervisor and supervisee are locked together ‘eyeball to eyeball’, struggling to persuade each other or to avoid facing difference.” (p158-159).*

Students and Field Educators are referred to Cleak and Wilson (2013), Chapter 15, p150-157, for information and exercises on **Working with Difference** in the student/supervisor relationship.

## 6. EVALUATING PERFORMANCE ON PLACEMENT

### 6.1 Evaluation Details

**SWSP3155, SWSP7155 and SWSP4088, SWSP4266, SWSP7266, SWSP7366 are graded as Pass or Fail only.**

There are two points of evaluation in each course - mid placement and final evaluation. Ideally both the student and the field educator will be engaged in the evaluation process and events.

The evaluation forms are found online in the Field Education Database System. Please contact [fielded@uq.edu.au](mailto:fielded@uq.edu.au) if you have any questions or concerns.

Evaluation of placement will include the field educator's appraisal, in consultation with the field tutor, of the student's competence in relation to the designated tasks and criteria.

**To pass each course, students must complete the required number of hours, the core tasks, other tasks as specified by the supervisor and student in the student's curriculum, and achieve a satisfactory level on all the evaluation criteria. This also needs to correspond with the assessment tasks in the Assessment section of the eCourse profile, of the relevant placement course code. Field Educators are requested to sight and sign written work in relation to the agreed core tasks, as set out in the student's learning curriculum document.**

#### **Evaluation is Relational**

Evaluation in fieldwork is inherently relational. Every ideal/concept/process/ action in social work field education, including evaluation, takes place in an interactional context. This interactional context will affect the interpretation and use of any guidelines for evaluation. Evaluation is, therefore, seen as a process of negotiation, with the evaluation guidelines one of the important variables affecting its own outcome. The framework provided is an attempt to link a competency based assessment with a process base. **Generally any concerns about student performance should be raised well before the final evaluation event.** Students should be aware of concerns as well as their strengths from weekly supervision sessions.

Feedback from the field educator to the student should, as far as possible, be clear, specific, regular and timely. Accepting and using feedback is easier if it includes a balance of the positive and less positive and maintains a focus on the issue rather than the personality.

Evaluation is an ongoing process which begins at the very outset of placement and involves student, field educator, agency staff, clients, other agencies/groups and university staff. The focal point for mediating these diverse interactions is the student-field educator relationship. The processes of assessing the student's work and discussion and feedback in supervision sessions culminate in an end-point evaluation. The evaluation products - mid-placement and final reports - should pay attention to the opportunities and limitations associated with each placement.



## 6.2 Determining a Pass Grade for the Course

- The student's performance in each module will be assessed by their field educator, in the first instance, and in consultation with the field tutor, to determine whether a satisfactory level has been reached. Students are required to complete all tasks and pass all criteria in each module to pass this course.
- If a placement is terminated by the agency or field educator, due to concerns about student performance, prior to mid evaluation print, a mid evaluation report may be requested of the field educator or task supervisor, to assess student progress in time with placement requirements as per the Ecourse profiles.
- In most situations, students who pass all modules and attend for the required time will pass the placement. **However, the School reserves the right to moderate this grade if the student's behaviour on placement is deemed to be unprofessional or unethical, malicious or dangerous by the field educator and/or the field tutor.**

## 6.3 Students who fail placement (see Appendix 6 for additional information)

There is an expectation that students prepare for placement and demonstrate a willingness to embrace it as an overall learning experience. The following points indicate some of the criteria for students who **fail** to successfully complete their placement:

- Students fail to complete one or more of the core tasks (or negotiated substitutes) at required times, as recorded on the eCourse profile, Assessment Section, for any of the modules
- Students fail to complete the required number of placement hours
- Students who behave on placement in an unprofessional or unethical, malicious or dangerous manner as deemed by the field educator and/or the field tutor
- Students who struggle to articulate a value base and/or a respect of ethics and ethical standards in relation to professional social work practice
- Students who are unable to implement changes or achieve learning goals where they have received clear written feedback regarding their development in particular areas of skills, abilities or knowledge

## 6.4 Evaluation Reports

Evaluation reports are made up of:

### **Part 1**

#### A. Statement of Learning

The Statement of Student Learning is to be completed by the student online. It should consist of a minimum of 2 to 3 paragraphs reflecting on the student's placement as an overall learning exercise, naming significant opportunities of learning for development in social work practice to date; as well as the distinctive characteristics of the agency and their impact on the student's placement.

#### B. Learning Curriculum

A copy of the curriculum developed for placement is to be forwarded to the field tutor prior to the first liaison visit.

## **Part 2**

The evaluation form (mid or final) is completed by the field educator in consultation with the student. This report indicates the core tasks and learning activities achieved to date by the student and a rating of the standard reached on each evaluation criteria. The scale provides a midpoint indicating the student is 'on task' (mid-placement) or 'passing' (final report).

It is not expected that students will necessarily be at the midpoint of each scale at mid-placement.

**Placement is graded on a pass/fail basis only.** The rating for each evaluation criteria on the scale merely locates the student at a particular point on the continuum at each evaluation event. It does not equate with a numerical grade for the course.

There is provision for detailing other tasks undertaken as well as comments on achievements and issues relating to each module.

### **Mid-placement Evaluation Form (*Due at the Mid-point of Placement*)**

This requires relatively little writing and should be able to be completed in a supervision session.

**This evaluation is formative, that is, it clarifies how the student is progressing but does not necessarily, require field educators to commit themselves in relation to the student's final grade as being either a pass or a fail. It is important that students receive adequate and detailed feedback at this stage so that the most effective use can be made of the remaining placement time. A fail grade, however, may apply, if the student has not met placement requirements by the mid evaluation point.**

**If there are concerns about the pace, amount or quality of the student's learning as observed in their written work, their interactions with their field educator or other agency staff or their work with individuals, groups or community members, it is important that the student is made aware of them at this stage.**

At the completion of the mid-placement evaluation, the field educator and the student are encouraged to review the curriculum and to specify how the remainder of time on placement is to be spent. The evaluation form should be signed by both the student and the field educator to signify that both have read and understood the comments. If students do not agree with the comments made, they should contact their field tutor and an appointment will be made to see both field educator and student as soon as possible. Students will be asked to prepare a statement about their different perceptions of performance, with examples of learning and skill development to date.

### **Final Placement Evaluation Form (*Due by the Final Date of Placement*)**

This form uses the same criteria as the mid-placement report. Field educators are asked to comment specifically on a student's practice and learning in relation to each module. This assists with confirming whether or not a student has achieved a passing grade. A copy of this report is available on line from the first placement for the student's second field educator.

### **Field Education Online Database**

Field Education uses an online interactive database. The database has several purposes including for the submission of mid-semester and final evaluations.

In the instance that more than one Field Educator is 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 Field Education.

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

## 7. DIFFICULTIES ON PLACEMENT

You have been encouraged throughout this Manual to deal with problems openly, honestly and as early as possible. Evaluation of student progress, as a valuable ongoing learning experience, has been built into the whole placement process and begins with the 'baseline performance' observations of students' practice abilities that are to be included in the curriculum. The value of explicit feedback within the context of a supportive learning environment is emphasized right from the beginning of placement, in addition to the value of consulting and involving your field tutor. **Field educators and students are encouraged to involve the field tutor as soon as issues of contention arise, or as a preventative measure to avoid problems.**

Strategies within the field education program include:

- early liaison contact,
- field education staff being proactive,
- encouragement of early expression of difference or conflicts, and
- use of the University's policies governing early withdrawal from courses

External criteria (performance areas as outlined in this manual) provide balance and help all parties remember the standards for professional practice that students must meet. Sometimes when a student is in difficulties, the problem lies not in the student's professional competence, but in differences of perspective, difference in learning styles, or being at a different developmental learning stage from the field educator. One of the reasons for the pre-placement interview between student and field educator is to negotiate compatibility about such issues and about expectations of the other. If students and field educators do experience difficulties, they should follow the processes outlined in the next section, 7.1.

### 7.1 Types of Placements at Risk

Difficulties can arise during placement. The most common include:

1. *Leave of absence of field educator.* Where the absence is prolonged, it is anticipated the agency will provide a suitable replacement supervisor to continue the student education process. The field tutor should be advised immediately in case additional support is required.
2. *Change of agency circumstances.* This covers a variety of circumstances but essentially, where the student's learning program could be at risk, the field tutor should be contacted and the implications discussed. It may be possible for students to be relocated for the remainder of their placement time if this is thought appropriate by the field education co-ordinator.
3. *Difficulties in supervision.* When these arise and cannot be resolved by the individuals concerned, it is important that, at the earliest signs of difficulty, the field tutor be made aware. Open discussion of the situation, before individual positions become entrenched, frequently leads to resolution. Presenting the field tutor with a deeply conflicted relationship will not maximise student learning.

4. *Difficulties with performance.* The evaluation process is discussed in this manual but it is important to reiterate that the early and close involvement of the field tutor is essential if problems are identified with the student's performance.

**If any of this difficulties arise, it is important to contact your Field Tutor early.**

## **7.2 Process for Negotiation of Difficulties between Student and Field Educator**

When difficulties arise on placement, either the student or the field educator may contact their field tutor or a member of Field Education. The following options are to be considered and followed:

1. After discussion and clarification of the issues with either the field tutor or the Field Education Unit, the notifier of difficulties would be encouraged to raise the issues directly with the other party and to advise them that a staff member from The University of Queensland has been consulted. A discussion between the student and field educator may clarify and resolve the difficulties and the placement can proceed and incorporate this experience into the overall learning. If the issues are resolved please advise the field tutor or Field Education Unit.
2. The student or field educator may choose not to raise the issues with the other in the hope that the issue will resolve. Such a decision limits the range of learning experiences available on the placement and is not recommended.
3. The notifier of difficulties may prefer the field tutor to be involved in a three-way discussion with the other participant of placement and this should be arranged as soon as possible. The notifier would be encouraged to return to the other (field educator or student) to advise them of their actions in consulting with the field tutor, to request a three-way meeting and to 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 include:

1. 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.

*A Practice Learning Plan* may be instigated by the Program Lead to assist the student to meet placement requirements. *Practice Learning Plans* are developed in consultation with the Field Tutor/Educator and Field Education Unit to address identified concerns in the student's professional practice.

2. A request by either the student or field educator to terminate the placement. Some placements will not prove to be viable due to difficulties between the student and field educator, organisational issues, a negative reaction to the type of learning experiences available and suitability of the student to the particular placement opportunities.
3. A recommendation by the field tutor to terminate the placement if irreconcilable differences exist. Anyone who is a party to the placement may 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, which includes the student, the field educator and the field tutor, before a final decision to terminate the placement is reached.

### **7.3 Termination of Placement Process**

The field educator or agency management has the right to terminate a placement if the student's behaviour is deemed to be unprofessional or unethical, malicious or dangerous.

The steps for termination are:

1. *Notifying the Field Education Unit.* A student must not terminate a placement without first notifying Field Education either directly or through their field tutor that they have concerns about the placement. If a student terminates a placement before consulting Field Education, an alternative placement is not an option. A withdrawal without penalty or a failing grade will be awarded.
2. *Negotiation.* A process for negotiation of difficulties between the student and field educator (outlined in 7.3) will be commenced. If it is agreed that the placement cannot continue, suitable arrangements must be made to terminate that placement and to complete and hand over any outstanding work. The field educator, field tutor and student will each be requested to submit a report of the learning opportunities experienced, the learning derived from them to date, the difficulties identified, and an assessment of student performance. The field educator may also be required to complete an online mid evaluation. The student will not be replaced until the content of these reports is addressed by the student and the Field Education Manager or other nominated staff.

Note: Refer to Appendix 9: Definition of Roles and Process in a Placement Breakdown

#### **Outcomes of Terminating Placement**

1. A second placement, in the same semester, may be organised by the Field Education if, in the assessment of the Manager, in consultation with the Program Lead, the student has shown the potential to meet a satisfactory standard by the end of the placement period. A *Practice Learning Plan* may be instigated by the Program Lead to assist the student to meet placement requirements. The Field Education Manager, in consultation with the Program Lead, reserves the right not to replace the student as outlined in Section 7.5.
2. If the second placement, in the same semester, is also terminated because of concerns about the student's ability to function effectively, the student will not be replaced for this enrolment period. Either a withdrawal without academic penalty on the basis of a medical certificate or statutory declaration or a failure will be awarded. If a student plans to return to the course, it is required that the student meet with the Course Coordinator and Program Lead to review progress and to establish a plan for preparing for a future placement. A *Practice Learning Plan* will be instigated by the Program Lead to assist the student to meet placement requirements.

If the field educator wishes to terminate the placement because of personal or agency issues, for example, this policy does not apply.

## **7.4 Changes in Placement, Extensions, Failing Grades and Special Circumstances in Field Education**

### **7.4.1 Requirements under University Placement Course Rules**

1. It is not possible to formally seek supplementary assessment for field placement courses.
2. Students must complete all of the placement assessment requirements and placement hours (including **all** workshops) to a satisfactory standard and within the required timeframe 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.
3. If a student commences placement and then requires a formal extension to placement within the semester (this applies for absences of 4 consecutive placement days or more) due to exceptional extenuating circumstances, they must apply for an extension for placement. The Extension to Placement Form is on Blackboard. Students will be required to submit a formal application for extension, and the application must be substantiated with supporting documentation such as medical certificates, Statutory Declarations and/or other evidence. Approval for 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>
4. 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 <https://ppl.app.uq.edu.au/content/3.50.02-academic-withdrawal-courses#Policy> or through My UQ <https://my.uq.edu.au/information-and-services/manage-my-program/classes-timetables-and-coursework/withdrawing-course-or-program>. 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 forward completed placement hours or assessment items.
5. 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.

### **7.4.2 Australian Social Work Education and Accreditation Standards (ASWEAS) 2012 – Guideline 1.2: Guidance on field education programs**

1. If a change in placement occurs before the end of the sixth week of placement, the length of the new placement will be the balance of the original placement. The student may opt to add an additional two weeks to the placement to allow an introductory period in the new agency.
2. If a change in placement occurs after the sixth 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/Program Lead. Notwithstanding the above, the minimum length of any placement will be eight (8) 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 field tutor, may be able to achieve a pass within a further six weeks in that placement, or within a further eight weeks in a new placement. Please note, there is no supplementary assessment for field placement courses.
4. If a six week period (or eight weeks in a new placement) is considered by the Course Coordinator/Program Lead in consultation with the field educator and field tutor to be insufficient for the student to achieve a pass, a failing grade will be awarded.

### **7.4.3 Field Education Process**

The Program Lead, in consultation with the relevant Field Education Manager, reserves the right to:

- Terminate 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 field tutor and the field educator, it is determined by the Field Education Manager that the quality of the student's performance to date is not in the interests of individuals, groups, and/or the agency.

Please Note: when there is a placement breakdown, it is normal policy of the School for a report on the student to be provided to the respective field educator in the placement that follows a placement breakdown.

Field Education is committed to this process for the following reasons:

1. Demonstrates the student's commitment to "critically reflect on, monitor and evaluate one's own practice" which is a Graduate Attribute for field placement courses and essential to continuing professional development.
2. The written report is a professional assessment related to the student's learning as a beginning practitioner, and depicts a window in time.
3. It is a strengths-based assessment that assists students to build on strengths and address ongoing challenges.
4. The intention is that the new field educator as a professional social work practitioner would use the report to inform her professional supervision with the student.



## 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 social 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 social 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 Checks

As students may have access to service users' personal files or records, some agencies, including Centrelink, the Department of Communities, Department of Child Safety, and Community Corrections, require students to comply with the organisation's requirements for security checks, which may include Blue Card (Commission for Children and Young People and Child Guardian), Yellow Card (Department of Communities – Disability Services), Yellow Identification Card (Corrective Services), Federal Police Check or other checks specifically required by the organisation.

#### 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 50kms 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 National Police Check**

Some agencies require students to obtain a National Police Certificate prior to being allowed on placement. A Police Check is based on a search of a person's name against the criminal history records held by police services Australia-wide. The National Police Certificate provides a student with 'clearance', or in some cases, a notification of a student's 'disclosable history'.

If required, you will be advised by the placement agency and need to follow the agency's guidelines for undergoing a police check as soon as your placement has been confirmed.

Procedures vary from agency to agency and you may be required to apply and pay for the check yourself – the School of Nursing, Midwifery & Social Work does not pay for your Police Check. Normally to apply for a National Police Certificate, you would complete an 'Application for a Police Check 'Name Only'' Application Form and present it at your nearest Police Station (or online), along with Proof of Identification. Your National Police Certificate will be sent to the mailing address you provide on the form. The turnaround time is 3-5 weeks, so start the application process early. Keep your original certificate safely on file, as you may be required by some health providers to produce the original certificate prior to placement.

You may download the Application Form from the 'Social Work & Human Services Pre-Placement' Blackboard site, but **do not** upload the Certificate to the Blackboard site.

### **8.6 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.

## **8.7 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 UQ Governance and Risk webpage at: <https://governance-risk.uq.edu.au>

## **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 (<https://nmsw.uq.edu.au/practice-placements/social-work-human-services-and-counselling-placements>) under the heading 'Rural, remote, interstate & international placements').

More information and forms relating to student insurance are available at:  
<https://governance-risk.uq.edu.au/functions-and-services/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=](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](mailto: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](http://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 [disability@uq.edu.au](mailto:disability@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 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](http://www.adcq.qld.gov.au).

#### **9.4 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 .....	<a href="http://www.uq.edu.au/equity">www.uq.edu.au/equity</a>
UQ Equity and Diversity .....	07 3365 7543
UQ Student Services .....	07 3365 1704
UQ Student Union .....	07 3377 2200
Anti-Discrimination Commission Qld .....	1300 130 670

#### **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](http://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

The principle of confidentiality is very important for the respect and privacy of social work service users. While personal information should be treated with respect, it is not possible for any health or welfare practitioner to guarantee absolute confidentiality to their clients. All agencies, however, have policies to provide as much confidentiality as possible in dealing with personal information and students are expected to follow agency policies in this regard. In some cases, students may be asked to sign undertakings regarding confidentiality and secrecy. They should consider the implications of these undertakings before signing.

Students may wish to use information from their placements in class room or seminar discussions. In these cases the confidentiality of clients must be upheld.

The following basic guidelines developed by Wilson, S. (1978) pp 35-36 are helpful:

*Students should inquire whether any policies exist in their agency. These should be studied before a situation arises where the student wishes to use agency record materials in the classroom.*

- *All names of clients, relatives, and significant others mentioned by name in the case record or recording must be altered. Fake names or incorrect initials can be used. If names are changed rather than simply erased or obliterated, a notation should appear clearly indicating that this has been done.*
- *If the interview or case material concerns a highly unusual or much-publicised situation that could be identified easily even after the client's name has been changed, the nature of the primary diagnosis or presenting problem, proper nouns, and certain identifying information may also need alteration. True, this may affect the reality of the situation and make it more difficult for the student to adequately present what really happened, but if it comes to a choice between presenting accurate recordings in the classroom and preserving the privacy and confidentiality of the consumers served, the client's needs **must** take priority.*
- *Material of a highly confidential or incriminating nature should not be taken into the classroom at all. If a student is not certain whether his recording fits into this category or not, he should consult his field educator for guidance.*
- *Process recordings are the property of the agency and should not be copied or retained by the student. They should be turned in to the student's field instructor when their usefulness has ended or at the termination of field placement, and should be stored separately from the official case record.*
- *All material which students wish to take into the classroom should be reviewed first by the field instructor to ensure that proper measures have been taken to preserve confidentiality.*
- *Video-recorded material cannot be adequately disguised to preserve confidentiality. The client's permission must be secured before a student takes it into the classroom. Furthermore, certain technical steps should be taken to conceal identity even when the client has given permission for use of the material. Students should seek specific direction from their supervisor."*

The School of Nursing, Midwifery and Social Work endorses these procedures, and reminds both students and field educators of these principles.

An important additional point relates to the way students discuss their field educators and 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 you are prepared for the person referred to having access to your comments. **It is strongly advised that students do not discuss placement or placement issues on interactive websites.**

During the placement allocation process, Field Education Unit staff maintain confidentiality regarding students' personal details unless specific permission is granted for details to be shared with prospective field educators.

**The evaluation reports for Supervised Practice 1 and 2 are specifically for The University of Queensland course evaluation purposes, and are not to be used as a personal reference without seeking permission from the supervisor.**

**Call Numbers in the Social Sciences and Humanities Library for the following periodicals**

Social Casework .....	HV1 J56
British Journal of Social Work .....	HV1 B77
Australian Journal of Social Work .....	HV1 A88
Social Service Review .....	HV1 S56
Journal of Education for Social Work .....	HV11 J66
Social Work UK .....	HV1 S583
Social Work USA .....	HV1 S58
Smith College School for Social Work .....	HV1 S45

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# Appendix 1: Learning Agreement

## Bachelor of Social Work & Master of Social Work Studies

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, protocol 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: ..... Date: .....  
Field Educator

Signed: ..... Date: .....  
Student



## Appendix 2: Skills and Techniques for Social Work Practice

### Bachelor of Social Work & Master of Social Work Studies

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

According to Kelly, A. and Burkett, I., (forthcoming) *With Love and a Sense of Necessity: A Methodology of Development Practice*, a “skill” is the foundational concept for the most basic unit of practice on which everything is built. Workers develop skills or learn new ones for very practical reasons, most commonly because there is a job of work to be done and they need to learn how to do it. When skills are grouped together, as in the behavioural sequence that the worker follows, they are known as techniques. A technique is *a sequence of skills that a worker enacts to increase the likelihood of a desired outcome*.

From Trevithick (2000), and the courses SWSP7177 and SWSP7188, 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 in Social Work**

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, class

## Appendix 3: Examples of Past Student Learning Curriculums Using the Modules

### Bachelor of Social Work & Master of Social Work Studies

#### Module 1- Social Work in society

*Example from Field Placement 2 : Amy Seymour-Jones (2015)*

Learning Goals	Starting Points	Tasks	Time	Evaluation
Develop an analysis of the way societies and individuals interact to produce opportunities and challenges for social work practitioners	Reflections following placement one, experiences at work (Micah's street to home team) and through regular volunteer work (Red cross and Family Drug Support.) AASW Code of Ethics and Practice Standards. Prior learning through university subjects.	Create a practice framework, identifying: social work's mandate in society, the ethical base of my practice, major areas of knowledge, theories for practice and a description of my skills. Include areas of strength and areas that require further development. – Use AASW Code of Ethics, Social Work literature, personal reflections to do this.	Week 3 -17	Complete first draft of practice framework-referencing areas of strength and areas for further development.  Complete a final draft of practice framework towards end of placement.

Learning Goals	Starting Points	Tasks	Time	Evaluation
<p>Develop a framework for practice that moves from an analysis of society to specific knowledge, skills, theories for practice and values to achieve negotiated outcomes</p> <p>Make links between their understanding of the purpose of social work in society and BDVS's purpose.</p>		<p>Make explicit my understanding of the purpose of social work at BDVS, including social justice and human rights principles- relate back to particular pieces of work.</p>	Week 4	<p>Document a discussion with my supervisor about the purpose of social work at BDVS, focusing on social justice and human rights principles- relating back to particular work at the agency.</p>
		<p>Write a reflective piece in relation to my practice at BDVS, identifying an awareness of social, political, legal, cultural and organisational contexts and systems and how they impact on people. Consider higher level systemic influences.</p>	Week 5	<p>Creating a written piece of work, considering the social, political, legal, cultural and organisational contexts and systems impacting on BDVS service users- discussion with supervisor.</p>

## Module 2- Organisational Base of Practice

*Example from Field Placement 2 : Amy Seymour-Jones (2015)*

Learning Goals	Starting Points	Tasks	Time	Evaluation
Develop an understanding of BDVS's mission statements, policy framework, structure, culture, resources base, ideology etc and how these factors limit/enable social work practice with individuals/groups and communities	Organisational Training Days, attendance at Micah's 3 day orientation session, Micah r/drive (policy and procedures,) BDVS website, BDVS' practice guidelines document.	Demonstrate that I am able to manage my time and prioritise my work independently.	Checked: Mid Sem	Maintain a work diary showing my planned and actual use of time- using BDVS' outlook calendar and student diary.
	Would like to further explore BDVS's feminist framework.	Reflect on the way that I work with others in the BDVS team environment, reflecting on AASW Practice Standards (2013) and Code of Ethics (2010.)	Week 6	Documented discussion with field educator about the way that I work with others in the BDVS team, with reference to AASW documents.
		Establish effective working relationships with colleagues at BDVS and workers in other agencies who I have contact with.	Ongoing	Self reflection.

Learning Goals	Starting Points	Tasks	Time	Evaluation
Acquire the knowledge of and capacity to carry through a range of work place skills at a level appropriate for a beginning practitioner		Participate in work place meetings appropriately, observing and commenting on meeting facilitation process.	Week 12	Facilitate a Thursday team meetings. Discussion with field educator about meeting facilitation process and observations.
		Complete one set of meeting minutes	Week 12	Complete meeting minutes- to be shown to field educator.
		Maintain a record of the agency work I have completed, via SRS and an excel spreadsheet.	Ongoing	To be provided to field educator/field tutor on request.
		Ensuring that this work meets BDVS and AASW practice standards.	Ongoing	Eliciting regular feedback from BDVS team members to ensure my work is meeting agency and AASW standards.
		Ensure that my work is consistent with BDVS' mandate and structure.	Ongoing	

### Module 3- Relationships and Interpersonal Skills

Example from Field Placement 2 : Amy Seymour-Jones (2015)

Learning Goals	Starting Points	Tasks	Time	Evaluation
Develop their abilities to establish purposeful relationships in social work	Text book- pp. 58, 88. Field Ed Manual- examples of pro records. Pro records written in last placement.	Demonstrate my ability to develop and sustain purposeful relationships with a wide range of people by completing <u>four</u> pieces of written work. Comprising: 2 process records & 2 reflection sheets Providing examples of work that leads to positive and also less satisfactory outcomes.	2 x by: 3 Aug - 28 Aug	Prepared for and discussed in supervision. Submitted to UQ via Turnitin.
Understand the ethical dimensions and principles interacting with others as a social worker	AASW Code of Ethics	Identifying skills, knowledge and theory base, ethical principles underpinning the interaction and my feelings and assumptions.	2 x by: 14 Sep – 16 Oct	
Develop their capacity for the purposeful use of self in these relationships	Previous reflections and counselling experience at first field placement. Uni: direct prac 1, observation of other SW use of self in interactions	Demonstrate my ability to engage effectively in these relationships (upholding confidentiality, working in the client's interest, setting	2 by Mid Placement  1 by end of Placement	Work observed on <u>three</u> occasions by BDVS supervisor/social worker. Discussion with supervisor, reflecting and critiquing my performance.



Learning Goals	Starting Points	Tasks	Time	Evaluation
	with others.	appropriate boundaries, addressing power differentials.)		
		Write an inventory of skills and knowledge needed for effective practice in BDVS	Week 7	Written list shown and discussed with field educator.
Develop an adequate understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way	Uni: direct prac 1, cultural training, work experience with CALD and Indigenous populations via STH.	Demonstrate an understanding of working with cultural difference and diversity, in order to work in a culturally responsive and inclusive way	Week 8	Documented discussions with field educator about understanding and working with cultural difference and diversity.
		Research CALD, Indigenous and immigrant/refugee DV services in our region and learn about their services.	Week 8	Written list created.
		Record notes of at least two supervision sessions that reflect the use made of these sessions to enhance my performance as a social work practitioner and in turn my relationships with service users.	Week 9 - 10	Notes recorded during supervision and improvements to practice and relationships with service users discussed in supervision session following.

## Appendix 4: An Example of a Process Record

### Bachelor of Social Work & Master of Social Work Studies

The following dialogue takes place at a hairdresser involving myself, the hairdresser and a client from the agency. My role was to support Jodie to get her hair cut. I had not worked with Jodie prior to this and had limited understanding of her history beyond her having anxiety.

Jodie = Client

HD = Hairdresser

S = Student

Content Dialogue	Students Feelings	Clients Feelings	Knowledge/ Skills	Comments: Student/ Supervisor
HD: you have a <i>lot</i> of dandruff, (turning first to Jodie then to me) see? We have some product that can help with that, would you like to have a treatment pack?	I acknowledged what the hairdresser said so she wouldn't make a bigger fuss but did not want to draw greater attention to embarrass Jodie further.	The client was probably feeling quite embarrassed, aware that she was doing her best in her self care and consequently feeling inadequate due to the HD remarks.	From an anti-oppressive perspective I could see different power dynamics at work. The HD was taking the role as the 'expert' & Jodie submitting to her opinion. I decided not to strongly engage initially as I did not want to be another commanding voice for Jodie to take on & I also wanted to see how she would respond. So I took the role of active listener.	

Jodie = Client

HD = Hairdresser

S = Student

Content Dialogue	Students Feelings	Clients Feelings	Knowledge/ Skills	Comments: Student/ Supervisor
Jodie: yes please	Was mentally questioning whether Jodie actually wanted to purchase the treatment pack or was feeling pressured into it and also if she was aware that it would cost extra.	The client appeared to be keen but was probably feeling pressured into saying yes, as she did not want to draw more attention to herself & was probably already feeling as if the whole store was watching her.	I was aware that constituents often purchase products or sign up for programs as they find it difficult to say no, despite the fact they might not have money to do so. Working from an anti-oppressive view, I wanted to help Jodie make an informed decision.	
S: how much is the treatment?	I asked in a gentle manner, as I didn't want to undermine Jodie or seem over powering to the HD.	Jodie seemed a little blank, but was probably a little confused and trying to process the situation.	Even though I felt Jodie probably didn't want to take the product I didn't want to undermine her autonomy to say yes or no for herself. So I wanted to explore the logistics of accepting the product, allowing Jodie to process what was happening & hopefully empower her to make an informed decision.	

Jodie = Client

HD = Hairdresser

S = Student

Content Dialogue	Students Feelings	Clients Feelings	Knowledge/ Skills	Comments: Student/ Supervisor
HD: oh just \$35	I still was not sure if Jodie actually wanted the product & if she had the finances to do so. I also didn't want to allow for greater embarrassment at the check-out should she not have the finances.	Jodie was nodding as though it was still ok, inside was still probably not confident to say no and a little shocked that it cost so much.		Aware that though this might not be much to most people this was a lot for my client.
S: oh ok, (turning to Jodie) how much money were you wanting to spend on your haircut?	I wasn't sure how to ask this, I didn't want highlight Jodie's financial situation too much just in case she felt hurt by it, but I also felt she needed to be aware that it would involve her spending more than she may of intended.	Jodie looked concerned.	Combining anti-oppressive and strengths perspective, I wanted to turn what could be seen as a limitation by way of lack of finances to a positive choice Jodie had the power to make.	S: I feel this was a direct question that would produce a direct answer but more importantly an indirect answer to the larger question. Had Jodie stated she had more than \$50 to spend on her hair cut we could of then explored if she would like to continue however if had less than \$50 it would be an indication that she might just be saying yes because she doesn't feel she can say no.

Jodie = Client

HD = Hairdresser

S = Student

Content Dialogue	Students Feelings	Clients Feelings	Knowledge/ Skills	Comments: Student/ Supervisor
<p>Jodie: my dad only gave me \$25 for my haircut</p>	<p>I could now see that Jodie wasn't in a position to accept the treatment and now needed to find an appropriate way to support her to say no still with undermining her own ability to do so.</p>	<p>Jodie had a sudden enlightened look as feelings then turned to anxiety, I think this was probably due to thoughts of her father &amp; how he might be displeas at her spending more than intended on a hair cut.</p>	<p>This information brought in an element of systems framework as it became apparent that there where other factors within this decision making process beyond Jodie's own desires. It was now also evident that the opinion of her father now out-weighed the opinion of the HD, as yet another power dynamic appeared. Through the anti-oppressive perspective I had to quickly check myself to make sure my actions weren't adding another oppressive frame in her system of power dynamics.</p>	<p>I was later to find out that Jodie's father can be quite strict &amp; does not see the value on spending a lot of money on things like haircuts, which would explain the look of anxiety when Jodie made the connection between the product, the money &amp; her father.</p>

Jodie = Client

HD = Hairdresser

S = Student

Content Dialogue	Students Feelings	Clients Feelings	Knowledge/ Skills	Comments: Student/ Supervisor
<p>S: maybe we can get the treatment next time?</p>	<p>I said this to both Jodie &amp; the HD. I was hoping to take the pressure off Jodie to make a decision to accept.</p>	<p>Jodie was appearing very anxious as she looked at probably feeling trapped.</p>	<p>I was using an indirect question also as a suggestion that could give Jodie a way out. Through this approach I wished to focus on what Jodie could do rather than what she couldn't or directly saying she 'can't afford the product today'.</p>	<p>Student: though Jodie's father did not give her finances beyond the cost of the hair cut there is a possibility that Jodie might have money of her own she could use for such things if she wished. This is something I will bring up with her worker.</p>
<p>Jodie: yes</p>	<p>I felt reassured that had made the right decision in intervening.</p>	<p>Jodie seemed a lot more relaxed &amp; relieved as she said this &amp; confident in what she was wanting.</p>	<p>Had assisted Jodie to make an informed decision and supported her to act upon what she wanted rather than what she appeared to what. This process involved reading deeper into the situation &amp; not take the client's actions at face value. It required me to look at the whole picture through a mixture of strengths, anti-oppressive and systems</p>	

Jodie = Client

HD = Hairdresser

S = Student

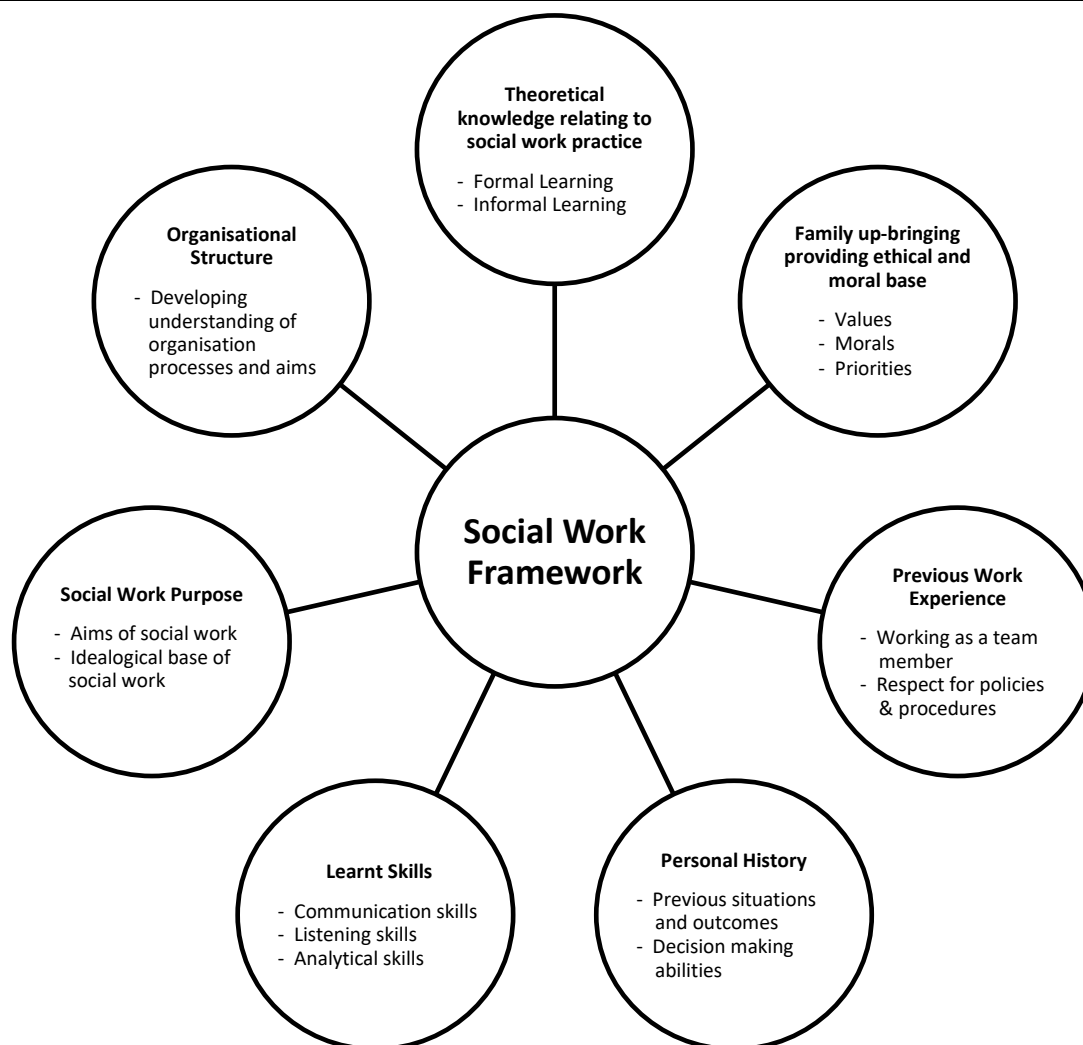
Content Dialogue	Students Feelings	Clients Feelings	Knowledge/ Skills	Comments: Student/ Supervisor
			perspectives to support the client to the best of my abilities.	

In hindsight I need to be careful I don't lead to false promises. The idea of 'next time' may create an area of anxiety over the next appointment should Jodie remember this appointment and feel obligated to say yes. However she might not remember it at all and simply face it again as part of the hairdressers always trying to up sell. I do not know the client well enough to know if she would be likely to remember such detail. It would have been better to tweak the question to provide a solution for today with less future implications such as saying 'maybe we can't just say no this time'. Such a statement may hopefully imply to Jodie that she can 'just say no' next time. It is also a discussion we can have outside the hairdressers on how to 'just say no' to an array of situations.

There are a few things I need to discuss with Jodie's worker. Along with the possibility of Jodie spending her own money (if she does have other sources of income) on hair treatment packs, I also need to raise the concern of the dandruff issue itself. We might need to explore how we can help Jodie improve her hair care, see what barriers are contributing to the issue and if there are other steps she can take to improve the situation.

## Appendix 5: A Practice Framework

Bachelor of Social Work & Master of Social Work Studies



Developed from "Making the Most of Field Placement" Cleak & Wilson 2007

Your practice framework is a developing work in understanding how you, as an individual, practice social work and therefore it is continually changing as you progress through your academic studies and experience social work practice.

It is important to reflect on what brought you to social work in the first place, your cultural and life experiences, the academic theories that inform your practice, the agency context in which you are on placement and of course in relation to the AASW Code of Ethics (Read Cleak and Wilson, (2013)).

It is important to discuss this with your Field Educator and your Field Tutor. They will be able to assist you in developing your ideas to inform your framework.





## Appendix 7: The 4Rs Model of Reflective Thinking

Bachelor of Social Work & Master of Social Work Studies



Level	Stage	Questions to get you started
1	Reporting and Responding	Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.
2	Relating	Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain.
3	Reasoning	Highlight in details significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?
4	Reconstructing	Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if .... ? Are my ideas supported by theory? Can I make changes to benefit others?

### Reference

Ryan, M., and M. Ryan. (2012) Developing a Systematic, Cross-Faculty Approach to Teaching and Assessing Reflection in Higher Education. Strawberry Hills, NSW: The Australian Teaching & Learning Council.

## Appendix 8: Students who fail placement

### Bachelor of Social Work & Master of Social Work Studies

#### SWSP3155 & SWSP7155

Students fail placement where they do not complete the specified minimum tasks (or negotiated substitutes) for each of the six modules outlined below. Students fail where they have one or more of the characteristics outlined in any of the modules listed below:

#### Module 1 - Social Work in Society

- Students can only articulate a very limited understanding of the purpose of social work in society.
- Students find it very difficult to make use of this understanding to critique the practice of social work in the agency.
- Students are unable to generalise from a description of the specific purpose of a particular agency to a broader social work purpose.
- Students are unable to understand higher level of systemic influences on people with respect to area of practice.

#### Module 2 - Organisational Base of Practice

- Students have only a superficial understanding of their agency, its relationship to social work and its links to other areas of the welfare system.
- Students are unable to represent the interests of the agency, service users or groups in written or verbal communication without significant assistance.
- Students demonstrate insensitivity to the formal and/or informal relationships within the agency/community and, therefore, find it difficult to function effectively in that setting.
- Students find it very difficult to participate effectively in meetings or to take adequate notes or minutes of meetings.
- Students find it difficult to meet deadlines if there are any competing interests for their time and often need help in organising their time effectively.
- Students' report writing is often behind and/or is recorded in a fairly superficial, descriptive or judgmental manner. Students find it hard to write reports as a basis for planning work, or to communicate clearly with others.
- Students make inappropriate contact with other workers or professional colleagues (including outside the agency), or no contact when required.

### **Module 3 - Relationships and Interpersonal Skills**

- Students can only relate constructively to others in a narrow range of social situations. The skills used reflect their stage of life or personality per se rather than reflecting a developed use of themselves informed by reading and feedback from previous experiences, including input from the field educator.
- Students find it difficult to transfer learning from one situation to another and to modify behaviour in response to feedback about inappropriate behaviours.
- Students generally can only describe interactive processes with hindsight and these descriptions generally focus more on the other person than on their part in interaction with others.
- Students find it difficult to link their behaviour to a comprehensive assessment of the situation.
- Students' work relationships with service users, community members and colleagues reflect a lack of awareness of, or inappropriate use of power, eg by being over-controlling of service users/community members or inappropriately dependent on colleagues.
- Students are unable to work respectfully and inclusively with cultural difference and diversity.
- Students are unable to consistently develop constructive and purposeful relationships with a wide range of people.

### **Module 4 - Assessment, Planning and Intervention**

- Students find it difficult to differentiate their assessment or plan about a situation from what that situation might mean to others concerned with it.
- Their assessments or plans tend to be concrete, based on limited information with untested generalisations.
- Students are unable to concisely articulate the principles and processes of what they understand as the main issues in a situation and hence find it difficult to share this assessment or plan with relevant others. Students demonstrate difficulty in sorting out important from unimportant data.
- It is often difficult for students to identify the knowledge base (use of research and evidence based practice) from which they operate and the ethical assumptions they have made in their understanding of and decision making about a specific piece of work.

### **Module 5 - Applying Knowledge to Practice**

- Students do not present a rationale for their intervention that has a social work knowledge, theories and value base, including new knowledge relevant to practice.
- Students are unable to identify the skills they are using and hence find it difficult to share their plans with others or to monitor and assess their own part in any change effort.
- When working with service users and/or with other workers, students may either take little account of the rights of others in planning action or else their plans are determined almost entirely by the wishes of others.

## **Module 6 - Student Learning and Professional Development**

- Students are judgmental in their attitude to others.
- Students find it difficult to enable others to be self-determining and to respond creatively and constructively to the uniqueness of each situation encountered.
- Students consistently use personal rather than professional values as a basis for decision-making.
- Students find it difficult to identify ethical issues in relation to their placement and hence do not identify this dimension in their day to day decision making or discussion of their work in supervision.
- Students find it difficult to identify an ethical dilemma and be able to reflect on this while examining professional ethics and values.
- Students commit a breach of confidentiality and inappropriately share information that is not justified on grounds of duty of care.
- Students behave in an unprofessional or unethical, malicious or dangerous manner with staff, clients or community members
- Students are unable to identify a practice issue for them personally and professionally and write, reflect on, and review a professional development plan to address the practice issue.

## **SWSP 4266/4088, SWSP7266 & SWSP7366**

**Students fail placement where they do not complete the specified minimum tasks (or negotiated substitutes) for each of the six modules at a standard expected of a beginning practitioner. Students fail where they have one or more of the characteristics outlined in any of the modules listed below:**

### **Module 1 - Social Work in Society**

- Students' understanding of the purpose of social work in society is predominantly descriptive and does not exhibit the conceptual clarity needed to constructively critique the position of social work in the agency.
- Students lack the ability to relate a specific situation to a wider societal context hence their ability to propose a range of change strategies is limited.
- Their description of themselves as social workers is generalised and fails to give an adequate picture of how they are likely to perform as a social worker in relation to specific challenges.
- Their identification of a relevant knowledge, skills, theoretical and ethical framework for beginning autonomous practice lacks cohesion and direction.
- Their capacity to generalise from a description of the specific functions of an agency to social work as a whole is limited and they fail to demonstrate an awareness of social, political, legal, cultural and organizational contexts and systems and their impact on people.
- Students' understanding of social justice and human rights principles is limited.

### **Module 2 - Organisational Base of Practice**

- Their understanding of their agency, its relationship to social work and its links to other areas of the welfare system is descriptive and cannot be used to generate an adequate analysis of the implications of the organisation's structure and mandate for service delivery.
- Their representation of the interests of the agency, service users or groups to others, in written or verbal communication, lacks conviction, commitment and/or preparation.
- They do not consistently take account of the formal and/or informal relationships within the agency/community and, therefore, compromise their ability to effectively represent others.
- They cannot articulate an understanding of the interaction of group processes and outcomes in meetings and hence their participation is not grounded in an understanding of what is required to achieve effective processes or outcomes.
- Students find it difficult to meet deadlines if there are any competing interests for their time and continue to need help in organising their time effectively.
- Report writing is often behind and/or is recorded in a fairly superficial, descriptive or judgmental manner. Students find it hard to write reports as a basis for planning work, or to communicate clearly with others in written form.

- Students fail to keep relevant records of practice and meet agency recording and documentation requirements.
- They make inappropriate contact with other workers or professional groups or no contact when it may be required.

### **Module 3 - Relationships and Interpersonal Skills**

- Students can only relate constructively to others in a narrow range of social situations where the skills used reflect their stage of life or personality per se, rather than the developed use of themselves, informed by reading and feedback from previous experiences, including input from the field educator.
- They do not consistently demonstrate the ability to conceptualise and direct interactive processes as they occur.
- Descriptions of processes generally focus more on the other person than on their part in interaction with others – have not developed understanding of reflective practice, and ability to critique their own performances.
- Students do not consistently relate their behaviour to a comprehensive assessment of the situation.
- Their work relationships with service users, community members and colleagues reflect a lack of awareness of, or inappropriate uses of power, eg by being over-controlling of service users or community members or inappropriately dependent on colleagues.
- Students do not consistently work respectfully and inclusively with cultural difference and diversity.
- Students do not consistently transfer learning from one situation to another or modify behaviour in response to feedback about inappropriate behaviour.
- Students consistently demonstrate an inability to consider the viewpoints of others where there is serious conflict with others.

### **Module 4 - Assessment, Planning and Intervention**

- Students find it difficult to analyse how their observations of and conclusions drawn from a situation differ from the ways others involved may understand it.
- Their assessments of situations tend to be concrete, based on limited information with untested generalisations, and therefore fail to present a service plan that follows their analysis or assessment.
- Students are unable to concisely articulate what they understand as the main issues in a situation and hence find it difficult to share this understanding with relevant others. They demonstrate difficulty in sorting out important from unimportant data.
- Students find it difficult to identify the knowledge base (use of research/evidence based practice) from which they operate and the ethical assumptions they have made in completing a specific task.

### Module 5 - Applying Knowledge to Practice

- Students have difficulty in identifying the skills they are using and hence find it difficult to share their plan with others.
- When working with service users and/or with other workers, they do not take appropriate account of the rights of others in planning action or else their plans are determined almost entirely by the wishes of others.
- Students are unable to demonstrate a broader understanding of specific social work theories underpinning practice.
- Students find it difficult to observe and assess their own part in any change effort and find it difficult to anticipate how their plan of action might affect others. Their change efforts are characterised either by a strong desire to control situations with a very directive approach to intervention, or else it is difficult to observe what, if any, impact the student has had on a situation with which they have been associated.

### Module 6 - Student Learning and Professional Development

- Students are judgmental in their attitude to others, have little ability to put a specific situation in a wider context (eg blaming the victim) and so find it difficult to find a suitable action strategy.
- Students find it difficult to enable others to be self-determining and to respond creatively and constructively to the uniqueness of each situation encountered.
- Students find it difficult to identify ethical issues in relation to their placement and hence do not identify this dimension in their day to day decision making.
- Students do not seek relevant feedback or modify their behaviour in response to the feedback.
- Students are unable to articulate an ethical decision making process that is linked to the work undertaken.
- Students do not take responsibility for evaluating their overall performance and hence find it difficult to be self-directing in improving their performance as beginning social work practitioners.
- Students are unable to identify a personal and professional practice issue and are unable to reflect on their part in developing a plan to address the issue.
- **Any student who commits a breach of confidentiality or inappropriately shares information that is not justified on grounds of duty of care.**
- **Students behave in an unprofessional or unethical, malicious or dangerous manner with staff, clients or community members.**



## Appendix 9: Definition of Roles & Process in a Placement Breakdown

