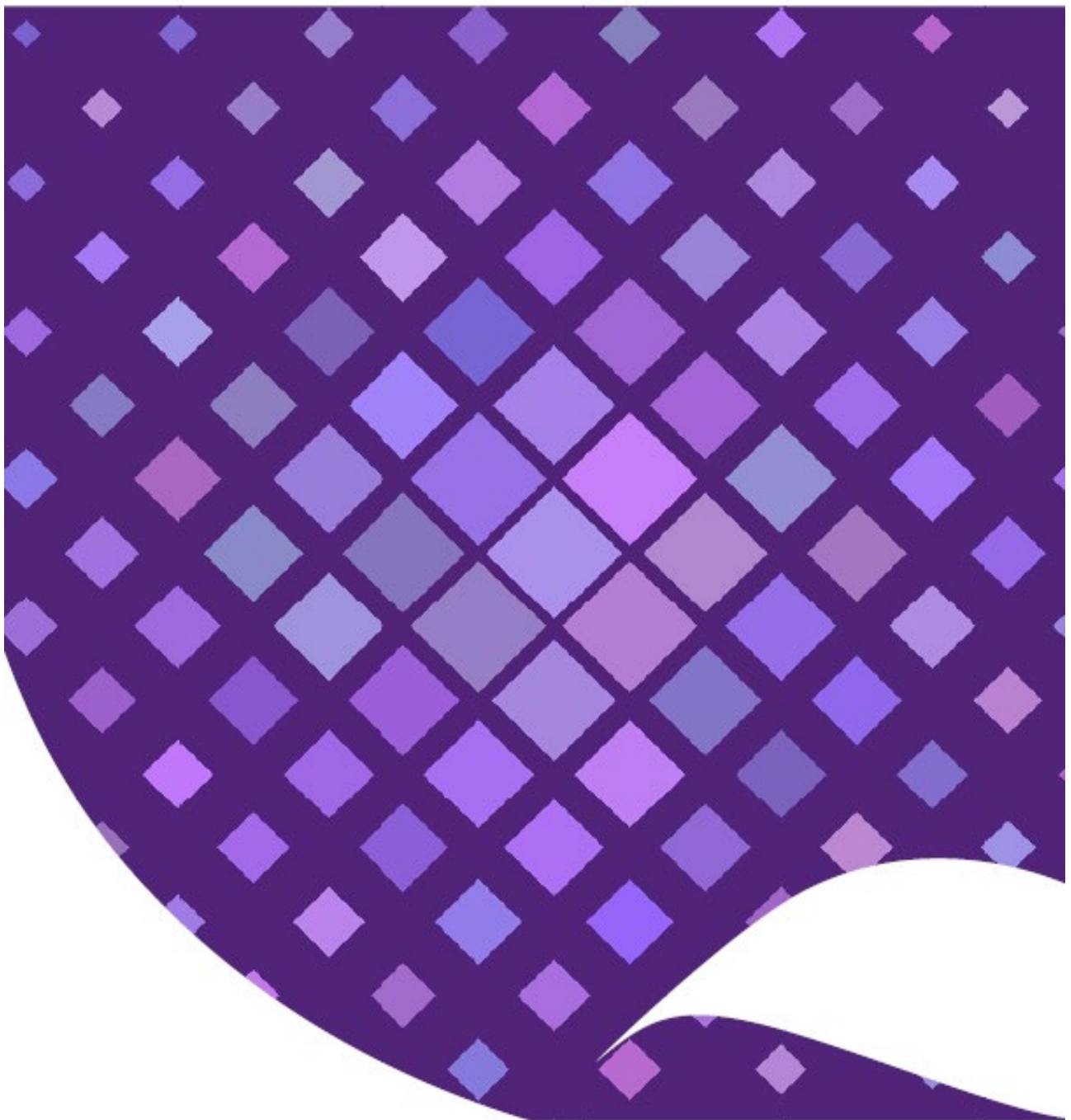


Social Work Field Education Manual 2021

School of Nursing, Midwifery and Social Work



SCHOOL OF NURSING, MIDWIFERY AND SOCIAL WORK

Social Work

Field Education Manual

2021

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 of 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 (ASWEAS) 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.
- Providing overall safety and wellbeing of students whilst on placement.
- 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 three 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.
 - Ascertain the safety and wellbeing of students.

- Debriefing of students of all pertinent issues raised relevant to the placement.
- **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, in consultation with the field educator, 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

- Prior to the 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 or any relevant issues related to mental wellbeing, health or disability.
- 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 regarded 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.

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, or pose a risk to their health, safety and wellbeing.
- Assisting students to report any incidents, injuries or work related ill health to Field Education.
- 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.
- 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.
- External field educators are to ensure appropriate supervision and systems of work remain in place to ensure the safety and wellbeing of students during placement.
- 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 of Queensland's 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://web.library.uq.edu.au/library-services/services-for-community>. Please note that access is only for the semester that you are supervising a student and is for in-person borrowing only.

If you would like access to the University of Queensland's Library 'Community' Borrowing Service, please contact Field Education at the following email address, 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.
- Attention to the health, safety and mental wellbeing of students in the field work environment is an important consideration for field work agencies.

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. See Learning Objectives for first placement, this section.

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. See Learning Objectives for final placement, this section.

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 learning objectives for the course. The objectives can be conceptualised as parts of a three dimensional jigsaw puzzle where work in any one objective is necessarily linked to work in other objectives. 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 approved learning curriculum, or alternatives that have been negotiated with the field educator or tutor and been added to the learning curriculum during the placement. The field educator is required to approve the student's learning curriculum within the first 4 weeks of the placement. This normally happens in supervision.

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.
- Work closely with your field educator to appoint appropriate tasks alongside learning objectives of your placement course.
- Link the work of the agency, previous academic courses, the expectations of the university, personal strengths, starting points and placement learning objectives 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 learning objectives provided for the course (first and final placement).

- 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 setting tasks that can be assessed with learning objectives for the course. It should use the content and tasks of each module to develop statements of:

- Student's current baseline of competence in each of the learning objectives (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 learning objectives (how you and others will know you have achieved this).
- Review dates (time frame for addressing the learning requirements) including times for assessment pieces, mid evaluation and final evaluation.

In both constructing a curriculum and using it during placement, it is not anticipated that students and field educators deal with one learning objective in total and then proceed to the next. It is highly likely that all objectives 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 learning objective 1, see page ? 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 learning objective 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 (if applicable) 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 learning objective?

In other words, it would help to go through each learning objective 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 learning objective, to set your learning curriculum. You can then plan how to get to where you aim to be by mid-placement and by final placement on each criterion. Remember each task needs to be specific and able to give clear evidence of how it will demonstrate meeting the learning objective.

Writing a Learning Curriculum

A curriculum integrates:

- Learning objectives of the course, goals and tasks
- 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 objectives 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 learning objectives and learning goals for the relevant placement course, and incorporate the compulsory learning curriculum tasks, relevant to 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.

For example, a goal in learning objective 1 (first placement):

- Demonstrate the consistent application of the AASW Code of Ethics (2010) and AASW Practice Standards (2020) to all aspects of practice in the placement agency.

Goals may be:

- Ability to work and communicate with patients effectively and in accordance with the AASW Code of Ethics and AASW Practice Standards.
- Maintain professional and ethical social worker role towards the agency and to all its stakeholders.
- Be knowledgeable of the AASW Code of Ethics (2010) and AASW Practice Standards (2013)
- Understanding of purpose of social work and compare and contrast the social work roles with my current understanding of social work practice

The tasks are what you do to achieve your learning objectives and goals. 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 and goals further and refer to what you will actually do to demonstrate that you have met your learning objectives. In relation to the example above, learning tasks might be:

- Read AASW Code of Ethics, AASW Practice Standards and consider the relevance to social work in agency context and to particular pieces of work.
- Demonstrate the use of skills relevant to an agency context, relating them to knowledge for practice (see AASW Practice Standard 4)
 - demonstrate and critique the use of skill relevant to an individual. eg Interviewing skills
 - demonstrate and critique the use of skill relating to contact with a group
 - demonstrate and critique the use of skill relating to an individual or group
- Consider impact of sharing analysis/ assessment or plan with those affected by it, including the rights of the service user to question.
- Discuss their understanding of social work, which includes social justice and human rights principles, in relation to particular pieces of work.
- Identify an ethical dilemma and reflect on this while examining personal and professional ethics and values.

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 the learning objectives, ie 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 objectives and goals 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 learning objectives identified in ePortfolio mid and final evaluations. The core tasks are part of this evaluation process. The evaluation criteria are provided for each learning objective and students should pay attention to what is satisfactory or proficient to attain a pass grade for each learning objective. What is satisfactory for a pass grade is assessed by the placement field educator. You as the student need to identify how you can meet these criteria in the specific agency context of your placement. You may also identify additional learning objectives and establish the criteria by which to monitor your progress.

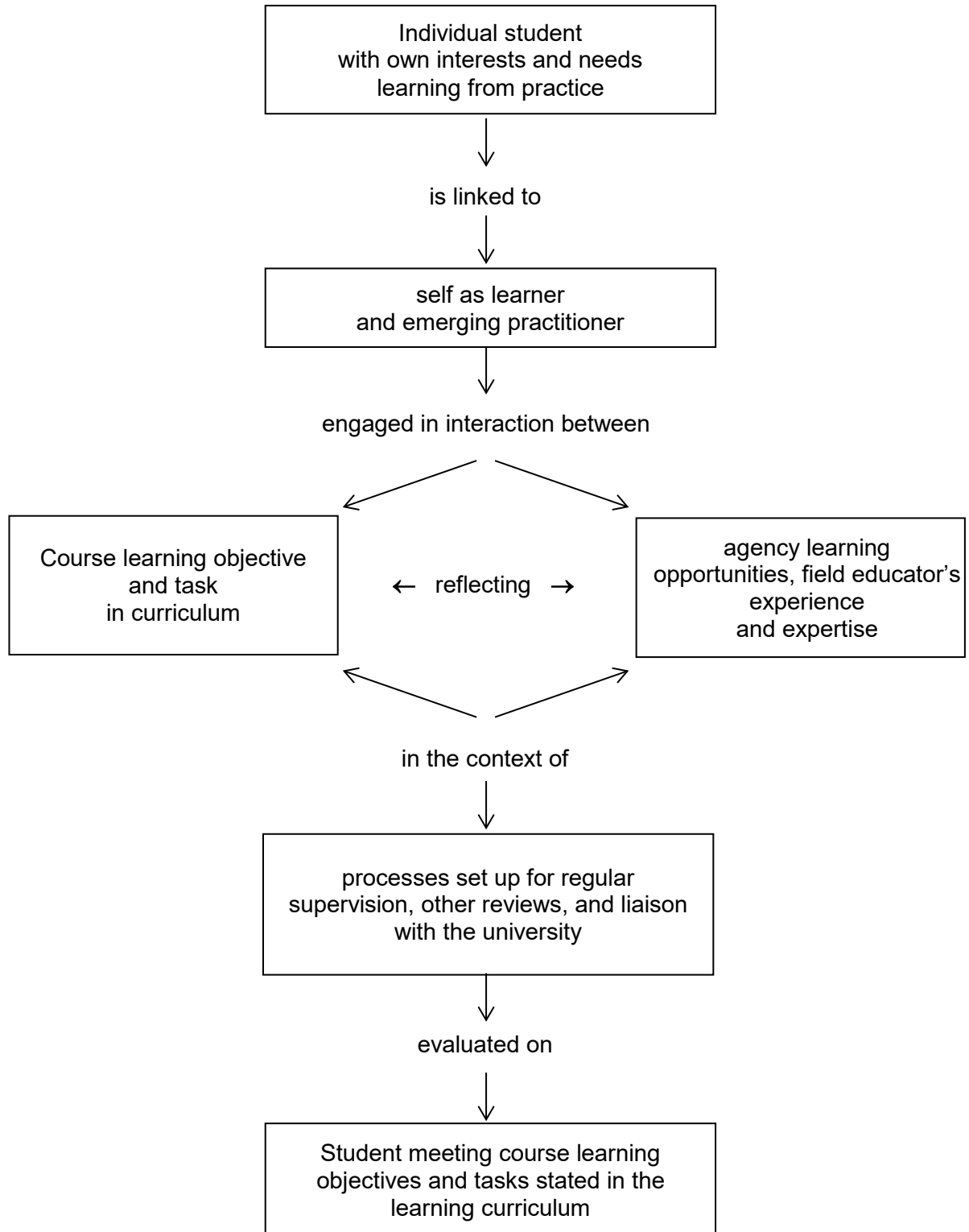
Review dates for the mid and final evaluations as well as completing specific learning activities, such as identifying an ethical dilemma, should be set as part of the curriculum document. As will be discussed in a later section on evaluation of placement, one important review point is mid-placement.

Once it is agreed that a learning objective and 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 objective and tasks, 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 objectives and compulsory learning tasks for first placement. It defines the curriculum content for each of the learning objectives for this placement.

First Placement - The Curriculum Content and the Learning Objectives

The learning objectives, stated learning goals, and tasks assigned, indicate the evaluation criteria used for the placement. The tasks and learning activities guide, facilitate student learning under the guidance of the field educator/assessor for the placement. 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.

Learning Objectives – Social Work First Placement

After successfully completing this course you will be able to:

- Demonstrate the consistent application of the AASW Code of Ethics (2010) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.
- Identify the ways in which the interventions offered by the placement agency reflect its social policy base and the needs targeted and areas for improving the service provision / agency outreach to the target population.
- Apply an emerging framework of ethical, knowledge and skills bases for beginning social work practice through linking practice and theory.
- Demonstrate effective, purposeful and culturally appropriate communication and interpersonal skills in engaging with service users and colleagues.
- Identify links between individual problems and structural patterns of power in terms of the skills and knowledge required for effective anti-oppressive practice.
- Demonstrate professionalism, collegiality and integrity in workplace practices.
- Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures.

- Make proactive use of supervision to identify and account for your emotional and assumptive responses to placement incidents, tensions and challenges.

Compulsory Learning Curriculum Tasks – First Placement

- Initial outline of practice framework that includes social justice and human rights principles
- Final outline of practice framework that includes social justice and human rights principles
- First agency visit
- Second agency visit
- Third agency visit
- Identify systems and structures that preserve inequalities and injustices
- Read agency constitutions/policy documents/procedure manuals
- Keep agency records of work done and discuss role of records in meeting needs of service user or community members
- Keep a work diary
 - 1st review with field educator
 - 2nd review with field educator
- Draw Up Organisational Chart
- Articulate How They Work With Others In Organisation
- Participate In Work Place Meetings And Complete Minutes
- Discuss impact of organisational structure and policies on practice with reference to AASW Code of Ethics (2010) & AASW Practice Standards (2013)
- Four pieces of written work
 - Reflective piece
 - Process record
 - Reflective piece
 - Process record
 - An inventory of skills/knowledge

- Be observed by field educator on 3 occasions
 - 1st occasion
 - 2nd occasion
 - 3rd occasion
- Demonstrate an understanding of working with cultural difference and diversity
- Complete one formal written piece of assessment, analysis or planning
- Describe the principles and processes used in reaching this analysis, assessment or plan. Include the use of research/evidence based practice.
- Consider the process and impact of sharing the analysis, assessment, or plan with those affected by it, including right of service user to question.
- From your analysis/assessment develop a service plan that outlines what is being offered and review this plan routinely.
- Demonstrate and critique the use of skill relevant to an individual – specify skill:
- Demonstrate and critique the use of skill relevant to a group – specify skill:
- Demonstrate and critique the use of skill relevant to an individual or group – specify skill:
- Identify and present to the field educator the links between skills, knowledge, theories for practice and values used in action or intervention in at least two situation.
- Demonstrate a broader understanding of specific social work theories underpinning practice at all levels.
- Seek out new knowledge relevant to practice context.
- Read AASW Code of Ethics and AASW Practice Standards for Social Workers and consider their relevance to agency context and to particular pieces of work.
- Write and review a professional practice plan and relate it to professional practice issues that they might find challenging or confronting
- Compare and contrast what they did with what they would ideally do in a situation and articulate the principles used to describe the difference

- Identify an ethical dilemma and reflect on this, while examining personal and professional ethics and values.

First Placement - Hours of Attendance at Placement

SWSP7155 summer semester is a 13 week block placement of 4 to 5 days per week, approximately 7 hours per day (minimum of 400 hours). (SWSP7155 is normally a block placement of 18 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.)

Safety, Health and Wellbeing during placement

Prior to placement you will complete the Social Work Placement module which outlines the hazards and expected precautions to ensure your safety and wellbeing during placement.

Your placement agency will have their own policies and procedures in place for your safety and wellbeing. It is important that you ensure you are made aware of, and abide by these expectations, along with the expectations of the university.

All hazards and incidents must be reported to your supervisors as soon as possible.

Text

Cleak, H. and Wilson, J. (2018) *Making the Most of Field Placement*, 4th 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.

Chenoweth, L., McAuliffe, D. (2017) *The Road to Social Work and Human Service Practice*, 5th Edition, Cengage Learning, Australia.

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

Core Curriculum for SWSP7366 (Field Placement 1); SWSP4266 and SWSP7266 (Field Placement 2); and SWSP4088 (Supervised Practice 2)

This chapter states the learning objectives for final placement and graduate attributes for first and final placement.

Final Placement - The Curriculum Content and the Learning Objectives

The learning objectives, stated learning goals, and tasks assigned, indicate the evaluation criteria used for the placement. The tasks and learning activities guide and facilitate student learning. Students and field educators (in consultation with the field tutor if necessary) can identify and structure additional or alternate tasks and learning activities that are appropriate to the agency/practice context and student's learning focus.

Learning Objectives for Final Placement

After successfully completing this course you should be able to:

1. Demonstrate the consistent application of the AASW Code of Ethics (2010) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.
2. Develop and trial a strategy for addressing an ethical dilemma or intervention barrier confronting workers within the placement agency.
3. Articulate a coherent practice framework incorporating critical reflection and a reflexive examination of your motivations, emotional responses and knowledge.
4. Conduct independent interventions with a diversity of service users, demonstrating effective, empathic communication skills in conjunction with an authentic use of self.
5. Demonstrate capacity to critically analyse and address the systemic influences affecting an individual or community access to resources within the specific area of practice.
6. Demonstrate the capacity to critically analyse and promote culturally inclusive and respectful practice with people and communities which are culturally diverse.
7. Critically analyse and address institutionalised racism towards Aboriginal and Torres Strait Islander people including recognition of how they (the student) may be perceived in their role by Aboriginal and Torres Strait Islander clients, service users and other stakeholders.

8. Apply principles of evidence-informed practice to problem-solving and decision-making within the context of placement agency interventions.
9. Adopt and maintain a professional disposition which is authentic to self, culturally appropriate and consistent with the profession's ethics, both in day-to-day practice and in information recording and sharing.

Task List

- Write brief outline of practice framework
- Keep a work diary showing planned and actual use of time. Review on two occasions:
 - 1st review
 - 2nd review
- Review the way the student works with others in a team environment, with reference to AASW Code of Ethics (2010) and AASW Practice Standards (2013).
- Participate in work-place meetings: chair meeting or observe/comment on meeting facilitation processes with field educator.
 - Complete at least one set of minutes of meeting.
- Maintain records of work undertaken to meet agency standards, and AASW Practice Standards.
- Pay consistent attention to organisation's mandate and structure in all areas of placement activities.
- An inventory of skills and knowledge needed for effective social work practice in this organisation.
- Demonstrate an understanding of working with cultural difference and diversity
- Be observed by field educator on three occasions (NB this is an important requirement as a learning tool for practice)
 - 1st occasion
 - 2nd occasion
 - 3rd occasion
- Keep notes on at least two supervision sessions which reflect the use made of these sessions to enhance their performance as practitioners, including

their relationship with service users.

- 1st session
- 2nd session

- Complete at least one formal written piece of assessment, analysis or plan, using either an agency format or one developed for this task.

- Describe principles and processes used in reaching analysis/assessment or plan. Include the use of research/evidence-based practice.

- Consider impact of sharing analysis/ assessment or plan with those affected by it, including the rights of the service user to question.

- From your analysis/assessment develop a service plan that outlines what is being offered and review this plan routinely.

- Complete a funding submission or policy proposal relating or research proposal relevant to agency need at a standard expected of a beginning practitioner, and provide a presentation using knowledge from relevant research.

- Demonstrate the use of skills relevant to an agency context, relating them to knowledge for practice (see AASW Practice Standard 4
 - Demonstrate and critique the use of skill relevant to an individual. Specify skill
 - Demonstrate and critique the use of skill relating to contact with a group. Specify skill
 - Demonstrate and critique the use of skill relating to an individual or group. Specify skill

- Demonstrate a broader understanding of specific social work theories underpinning practice at all levels.

- Seek out new knowledge relevant to practice context.

- Identify and present to Field Educator the links between skills, knowledge, theories for practice and values used in action or intervention in at least 2 situations.

- Read AASW Code of Ethics and AASW Practice Standards and consider the relevance to social work in agency context and to particular pieces of work.

- Write and review a professional practice plan and relate it to professional practice issues that they might find challenging or confronting.

Final Placement - Hours for Attendance at Placement

SWSP4266 is normally an 18 week block placement of 4 days per week, approximately 7 hours per day (minimum of 500 hours). SWSP7266 is normally an 18 week block of 4 days per week, approximately 7 hours per day (minimum of 500 hours). SWSP7366 is normally an 18 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. (2018) *Making the Most of Field Placement*, 4th 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*, 5th Ed, Pearson Education Australia, Frenchs Forest, NSW.

Ellem, K., Chui, W.H., Wilson, J. (Eds) (2017) *Social Work and Human Services Best Practice*, 2nd 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.
- The capacity to critically reflect on, monitor and evaluate one's own practice.
- 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.
- The capacity to critically evaluate scholarship and research findings and apply this knowledge in practice.
- 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.

3.4 Developing a Learning Curriculum for Placement

Information for First Placement Students: SWSP7155 & SWSP3155

Learning Objectives – Social Work First Placement

After successfully completing this course you will be able to:

- Demonstrate the consistent application of the AASW Code of Ethics (2010) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.
- Identify the ways in which the interventions offered by the placement agency reflect its social policy base and the needs targeted and areas for improving the service provision / agency outreach to the target population.
- Apply an emerging framework of ethical, knowledge and skills bases for beginning social work practice through linking practice and theory.
- Demonstrate effective, purposeful and culturally appropriate communication and interpersonal skills in engaging with service users and colleagues.
- Identify links between individual problems and structural patterns of power in terms of the skills and knowledge required for effective anti-oppressive practice.
- Demonstrate professionalism, collegiality and integrity in workplace practices.
- Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures.
- Make proactive use of supervision to identify and account for your emotional and assumptive responses to placement incidents, tensions and challenges.

Compulsory Learning Curriculum Tasks – First Placement

- Initial outline of practice framework that includes social justice and human rights principles
- Final outline of practice framework that includes social justice and human rights principles
- First agency visit
- Second agency visit

- Third agency visit
- Identify systems and structures that preserve inequalities and injustices
- Read agency constitutions/policy documents/procedure manuals
- Keep agency records of work done and discuss role of records in meeting needs of service user or community members
- Keep a work diary
 - 1st review with field educator
 - 2nd review with field educator
- Draw Up Organisational Chart
- Articulate How They Work With Others In Organisation
- Participate In Work Place Meetings And Complete Minutes
- Discuss impact of organisational structure and policies on practice with reference to AASW Code of Ethics (2010) & AASW Practice Standards (2013)
- Four pieces of written work
 - Reflective piece
 - Process record
 - Reflective piece
 - Process record
- An inventory of skills/knowledge
- Be observed by field educator on 3 occasions
 - 1st occasion
 - 2nd occasion
 - 3rd occasion
- Demonstrate an understanding of working with cultural difference and diversity
- Complete one formal written piece of assessment, analysis or planning
- Describe the principles and processes used in reaching this analysis, assessment or plan. Include the use of research/evidence based practice.
- Consider the process and impact of sharing the analysis, assessment, or plan with those affected by it, including right of service user to question.

- From your analysis/assessment develop a service plan that outlines what is being offered and review this plan routinely.
- Demonstrate and critique the use of skill relevant to an individual – specify skill:
- Demonstrate and critique the use of skill relevant to a group – specify skill:
- Demonstrate and critique the use of skill relevant to an individual or group – specify skill:
- Identify and present to the field educator the links between skills, knowledge, theories for practice and values used in action or intervention in at least two situation.
- Demonstrate a broader understanding of specific social work theories underpinning practice at all levels.
- Seek out new knowledge relevant to practice context.
- Read AASW Code of Ethics and AASW Practice Standards for Social Workers and consider their relevance to agency context and to particular pieces of work.
- Write and review a professional practice plan and relate it to professional practice issues that they might find challenging or confronting
- Compare and contrast what they did with what they would ideally do in a situation and articulate the principles used to describe the difference
- Identify an ethical dilemma and reflect on this, while examining personal and professional ethics and values.

Learning Curriculum Task

Students are to create their own individual learning curriculum for placement. The learning curriculum is a working document that each students will develop early in placement with some input and feedback from their social work field educator, task supervisor (if allocated) and then subsequently from the liaison tutor at the first liaison visit. The learning curriculum will continue to be developed, updated and adjusted throughout the placement, to reflect the student's learning journey. The learning curriculum must include the 8 learning objectives of the social work first placement course (outlined above) and then incorporate the compulsory learning curriculum tasks (also outlined above). These tasks have been developed to ensure all social work students on

placement have access to learning opportunities, skills and knowledge development on placement that align with the AASW practice standards, the AASW code of ethics and the University placement course requirements. Student are required to link the compulsory learning curriculum tasks to the 8 learning objectives for placement. Each task needs to be completed once during the placement (however it is possible that some tasks may be completed more than once, due to the nature of the tasks and the opportunities available in the placement agency). Please see a template of the following page, to assist in the development of the learning curriculum for placement.

LEARNING CURRICULUM: Field Placement 1		[Placement Agency]		[Student Name]
Learning Objectives	Placement Learning Goals	Tasks	Timeframes	Comments/Notes/Updates
<i>Placement Learning Objectives are outlined in the course ECP. These are to be included in the Learning Curriculum to ensure students demonstrate ability to meet course requirements during placement.</i>	<i>Outline individual learning goals for placement. Consider how goals fit with the learning objectives, whilst ensuring goals are specific to the placement learning context and available opportunities.</i>	<i>All compulsory learning tasks must be completed at least once during the placement. Any agency specific or student identified tasks can also be noted here. These are additional value-adding activities.</i>	<i>Consider timeframes for commencement and completion and time-management strategies.</i>	<i>The Learning Curriculum is a working document. Updates following discussion in supervision and/or planning meetings can be recorded here. Students may also wish to note dates or references of when tasks have been completed.</i>
1-				
2.				
3.				

Information for Final Placement Students: SWSP7266, SWSP7366 & SWSP4266

Learning Objectives for Final Placement

After successfully completing this course you should be able to:

1. Demonstrate the consistent application of the AASW Code of Ethics (2010) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.
2. Develop and trial a strategy for addressing an ethical dilemma or intervention barrier confronting workers within the placement agency.
3. Articulate a coherent practice framework incorporating critical reflection and a reflexive examination of your motivations, emotional responses and knowledge.
4. Conduct independent interventions with a diversity of service users, demonstrating effective, empathic communication skills in conjunction with an authentic use of self.
5. Demonstrate capacity to critically analyse and address the systemic influences affecting an individual or community access to resources within the specific area of practice.
6. Demonstrate the capacity to critically analyse and promote culturally inclusive and respectful practice with people and communities which are culturally diverse.
7. Critically analyse and address institutionalised racism towards Aboriginal and Torres Strait Islander people including recognition of how they (the student) may be perceived in their role by Aboriginal and Torres Strait Islander clients, service users and other stakeholders.
8. Apply principles of evidence-informed practice to problem-solving and decision-making within the context of placement agency interventions.
9. Adopt and maintain a professional disposition which is authentic to self, culturally appropriate and consistent with the profession's ethics, both in day-to-day practice and in information recording and sharing.

Task List

- Write brief outline of practice framework
- Keep a work diary showing planned and actual use of time. Review on two occasions:
 - 1st review
 - 2nd review
- Review the way the student works with others in a team environment, with reference to AASW Code of Ethics (2010) and AASW Practice Standards (2013).
- Participate in work-place meetings: chair meeting or observe/comment on meeting facilitation processes with field educator.
 - Complete at least one set of minutes of meeting.
- Maintain records of work undertaken to meet agency standards, and AASW Practice Standards.
- Pay consistent attention to organisation's mandate and structure in all areas of placement activities.
- An inventory of skills and knowledge needed for effective social work practice in this organisation.
- Demonstrate an understanding of working with cultural difference and diversity
- Be observed by field educator on three occasions (Please Note: this is an important requirement as a learning tool for practice)
 - 1st occasion
 - 2nd occasion
 - 3rd occasion
- Keep notes on at least two supervision sessions which reflect the use made of these sessions to enhance their performance as practitioners, including their relationship with service users.
 - 1st session
 - 2nd session
- Complete at least one formal written piece of assessment, analysis or plan, using either an agency format or one developed for this task.

- Describe principles and processes used in reaching analysis/assessment or plan. Include the use of research/evidence-based practice.
- Consider impact of sharing analysis/ assessment or plan with those affected by it, including the rights of the service user to question.
- From your analysis/assessment develop a service plan that outlines what is being offered and review this plan routinely.
- Complete a funding submission or policy proposal relating or research proposal relevant to agency need at a standard expected of a beginning practitioner, and provide a presentation using knowledge from relevant research.
- Demonstrate the use of skills relevant to an agency context, relating them to knowledge for practice (see AASW Practice Standard 4
 - Demonstrate and critique the use of skill relevant to an individual. Specify skill.
 - Demonstrate and critique the use of skill relating to contact with a group. Specify skill.
 - Demonstrate and critique the use of skill relating to an individual or group. Specify skill.
 - Demonstrate a broader understanding of specific social work theories underpinning practice at all levels.
- Seek out new knowledge relevant to practice context.
- Identify and present to Field Educator the links between skills, knowledge, theories for practice and values used in action or intervention in at least 2 situations.
- Read AASW Code of Ethics and AASW Practice Standards and consider the relevance to social work in agency context and to particular pieces of work.
- Write and review a professional practice plan and relate it to professional practice issues that they might find challenging or confronting.

LEARNING CURRICULUM: Field Placement 2		[Placement Agency]		[Student Name]
Learning Objectives	Placement Learning Goals	Tasks	Timeframes	Comments/Notes/Updates
<i>Placement Learning Objectives are outlined in the course ECP. These are to be included in the Learning Curriculum to ensure students demonstrate ability to meet course requirements during placement.</i>	<i>Outline individual learning goals for placement. Consider how goals fit with the learning objectives, whilst ensuring goals are specific to the placement learning context and available opportunities.</i>	<i>All compulsory learning tasks must be completed at least once during the placement. Any agency specific or student identified tasks can also be noted here. These are additional value-adding activities.</i>	<i>Consider timeframes for commencement and completion and time-management strategies.</i>	<i>The Learning Curriculum is a working document. Updates following discussion in supervision and/or planning meetings can be recorded here. Students may also wish to note dates or references of when tasks have been completed.</i>
1-				
2-				
3-				
4-				
5-				
6-				
7-				
8-				
9-				

The fundamental basis of learning in SWSP4266/SWSP7266 and SWSP7366 is the day-to-day experience on placement. This is invaluable and unpredictable. Every task, incident and interaction the student witnesses and undertakes while on placement is a Teaching and Learning activity. The Electronic Course Profile does not attempt to impose a structure upon the vital flexibility of the field. Rather, the above Teaching and Learning Activities should be considered a set of 'milestones', linked to assessment tasks, at which students are given the opportunity to demonstrate their progress.

Progress is measured against the nine course Learning Objectives which have been developed to incorporate key elements of the AASW Practice Standards 2013. The trajectory of the placement will be negotiated and developed collaboratively between each student, their Field Educator and Field Tutor. In a final placement it is primarily the responsibility of the student to ensure their learning goals are articulated and met.

Thus, the early part of placement should involve the student - in close collaboration with their Field Educator and Field Tutor - determining how particular opportunities available at the agency will enable them to meet specific Learning Objectives. This, in a broad sense, is the work of developing a Learning Curriculum. Following this are a series of reflections in which particular issues contained within the Learning Objectives are highlighted for discussion and consideration.

While the emphasis in final placement is on flexibility and student responsibility, there is a baseline of skills and knowledge which must be achieved in order for a student to pass the course - to be considered to have reached a beginning practitioner standard. In all the above tasks, students link the specific practices and opportunities available in their placement agency to the baseline skills and knowledge. Over the course of the placement, students will be required to immerse themselves in the daily tasks of the agency, proactively engage in supervision, critically reflect on their practice and embrace challenging experiences. Student progress will be critically evaluated by Field Educators and Field Tutors on the basis of direct engagement, observation and discussion.

Like social work practice itself, placement offers a holistic, confronting and rewarding experience. The extent to which the student chooses to embrace this opportunity typically corresponds with the learning they derive.

Please Note: In order to achieve a pass grade a student must receive a satisfactory or proficient result for each learning objective in the relevant placement course final evaluation in ePortfolio.

Why Use ePortfolio?

Please use the following link to receive answers to this question:

https://learn.uq.edu.au/bbcswebdav/pid-5552720-dt-content-rid-28874595_1/courses/SWSP7155S_7060_62977/Why%20use%20the%20UQ%20ePortfolio%20-%20Midwifery.pdf

Learning Curriculum Submission Instructions via ePortfolio and for subsequent assessment pieces and the mid and final evaluations.

Technical instructions and support:

Upload an ePortfolio file or document

Submission to an External Assessor, Withdrawal and Resubmission ePortfolio
Reviewing results

ePortfolio (Chalk and Wire) student guide

Contact the **UQ Library Service AskUS** if you need further technical help using the ePortfolio. Phone: 334 64312.

If you encounter a problem while using the ePortfolio follow the [Reporting Technical Problems](#) with eLearning Systems guide.

After business hours support is also available from the ePortfolio software vendor.
Email: support@chalkandwire.com.

Information for use of ePortfolio for Students and Assessors

1. External Assessors will only have access when a student submits something to them as their assessor. Assessors (the term used in ePortfolio) are the student supervisor, agency social work supervisor/field educator or external field educator.
2. A student is required to submit their **initial learning curriculum only** to their field liaison tutor, within the first 3 to 4 weeks of placement, Do not submit the mid or final evaluation to the field liaison tutor. The role of the field liaison tutor is only to review and monitor the work of the student, not to assess the work.
3. In order for the mid and final evaluations to be released to the agency social work supervisor/field educator or external field educator, the student must activate an email from ePortfolio, by submitting a piece of work in ePortfolio, such as a reflective piece or practice framework to your assessor. Otherwise, the assessor in your placement course cannot access the ePortfolio and fill out the assessment.
4. If a student types in the name of their assessor to submit a piece of work and activate an email, and the assessor's name does not come up in the window, then go to "add Guest" (immediately below) and type in the name and the email address, of the person you wish to receive the email.
5. Please disregard numerical values added to categories, 'satisfactory' and 'not satisfactory' or in the mid and final evaluation, as all placement courses are a pass or fail grade only.
6. To pass the placement course students must complete the required number of placement hours and must pass, marked as satisfactory or proficient, in all of the learning objectives, as detailed in the final evaluation form.

Please see the eCourse profile in Assessment section of the placement course, 5.1 and 5.2, in '*Work-based Assessment*'.

SWSP7155/3155 : Mid-Placement Supervisor Evaluation

<p>OUTCOME ONLY 0.0 Demonstrates the consistent application of the AASW Code of Ethics (2010) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Identify the ways in which the interventions offered by the placement agency reflect its social policy base and the needs targeted and areas for improving the service provision/ agency outreach to the target population.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Apply an emerging framework of ethical, knowledge and skills bases for beginning social work practice through linking practice and theory.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Demonstrate effective, purposeful and culturally appropriate communication and interpersonal skills in engaging with service users and colleagues.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Identify links between individual problems and structural patterns of power in terms of the skills and knowledge required for effective anti-oppressive practice.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Demonstrate professionalism, collegiality and integrity in workplace practices.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Make proactive use of supervision to identify and account for your emotional and assumptive responses to placement incidents, tensions and challenges.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>1.0 Overall: Has the student met the standards at mid placement in your agency?</p>	<p>0.0 Unsatisfactory "At this stage, there are concerns that the student will be able to meet a passing standard due to one or more of the following reasons: Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills are undeveloped. Little application to learning."</p>	<p>1.0 Satisfactory "Student has demonstrated satisfactory performance at a level expected of newly qualifying practitioner. Can perform independently. Demonstrates adaptability and critical appreciation of own/others' practice."</p>	<p>2.0 Proficient The student has demonstrated evidence of performance beyond the level expected of a newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.</p>

SWSP7266/7366/4266 : Mid-Placement Supervisor Evaluation

<p>OUTCOME ONLY 0.0 Demonstrates the consistent application of the AASW Code of Ethics (2010) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Articulates a coherent practice framework incorporating critical reflection of motivations, emotional responses and knowledge.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Conducts independent interventions with a diversity of service users, demonstrating effective and empathic communication skills.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Promotes culturally inclusive and respectful practice with people and communities which are culturally diverse.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Applies principles of evidence-informed practice to problem-solving and decision-making within the context of placement agency interventions.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>OUTCOME ONLY 0.0 Demonstrates appropriate responsibility, accountability, reliability and initiative. Actively seeks and acts on feedback.</p>	<p>0.0 Unsatisfactory <i>No Description</i></p>	<p>1.0 Satisfactory <i>No Description</i></p>	<p>2.0 Proficient <i>No Description</i></p>
<p>1.0 Overall: Has the student met the standards at mid placement in your agency?</p>	<p>0.0 Unsatisfactory "At this stage, there are concerns that the student will be able to meet a passing standard due to one or more of the following reasons: Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills are undeveloped. Little application to learning."</p>	<p>1.0 Satisfactory "Student has demonstrated satisfactory performance at a level expected of newly qualifying practitioner. Can perform independently. Demonstrates adaptability and critical appreciation of own/others' practice."</p>	<p>2.0 Proficient The student has demonstrated evidence of performance beyond the level expected of a newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.</p>

4. ATTENDANCE

4.1 Dates for Field Placement

Semester 1 2021

Field Placement 1 - SWSP3155 and SWSP7155

Field Placement 2 - SWSP4266 and SWSP7266

- Compulsory Pre-Placement Workshop: Friday, 5 February 2021
- Commence Placement: Monday, 8 February 2021
- Complete Placement: Friday, 11 June 2021
- A minimum of 500 hours, 18 weeks, 4 days per week

Field Placement 1 - SWSP7366

- Commence Placement: Monday, 25 January 2021
- Complete Placement: Friday, 18 June 2021
- A minimum of 600 hours, 21 weeks, 4 days per week

Semester 2 2021

Field Placement 1 - SWSP7155

Field Placement 2 - SWSP4266 and SWSP7266

- Compulsory Pre-Placement Workshop: Friday, 9 July 2021
- Commence Placement: Monday, 12 July 2021
- Complete Placement: Friday, 12 November 2021
- A minimum of 500 hours, 18 weeks, 4 days per week

Field Placement 1 - SWSP7366

- Compulsory Pre-Placement Workshop: Friday, 25 June 2021
- Commence Placement: Monday, 28 June 2021
- Complete Placement: Friday, 19 November 2021
- A minimum of 600 hours, 21 weeks, 4 days per week

Most students are required to attend Integration Seminars during placement. Details are available via 'my.uq > my.UQ dashboard > All Apps > Public Timetable', using the relevant course code.

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; ie 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 sick and absent from placement for more than one week (3 or 4 days of placement), they must provide a medical certificate to the Field Education Manager (email: fielded@uq.edu.au).

If, due to illness, a student requires an extension to their placement finish date, they must follow the process outlined in Section 7 Item 7.4 of the Field Education Manual.

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 each of the relevant placement Learning Objectives and to meet the evaluation criteria. 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 Learning Objectives for first and final placement are listed in the previous section of the manual.

Learning Objectives and the Learning Curriculum

The core curriculum for each course is outlined in this manual, with learning objectives from which the student establishes their goals for meeting the learning objectives, 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).

It is expected that the learning objectives 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 learning objectives 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 learning objective 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.

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. (2018) *Making the Most of Field Placement*, 4th Edition, Cengage Learning, South Melbourne.

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*, 2nd 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. Bachelor of Social Work students are required to check their course timetable for integration workshop times on 'my.UQ apps'.

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.

Lastly, 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 gap 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/ counter transference 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, by the use of the ePortfolio platform, in Blackboard.

The evaluation forms are found online in Blackboard in ePortfolio and activated by the student sending an email to the field educator. Please contact fielded@uq.edu.au if you have any questions or concerns.

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

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 learning objective, demonstrated by attention and completion of tasks will be assessed by their field educator, in the first instance, and, if necessary, 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 associated with each learning objective, 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 point, a mid evaluation report with specific notes for each learning objective, 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 tasks tied to the Learning Objectives 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 Learning Objectives.

- 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 Objectives and core tasks 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. Placement Learning Objectives

All placement Learning Objectives must be graded at a satisfactory or proficient standard to obtain a pass grade on the Final Evaluation electronic form in ePortfolio. This is also stated in the Assessment section of the eCP for the relevant placement course.

The mid evaluation is a progress report only, and does not require all the Learning Objectives to be graded as satisfactory or proficient if there are more learning opportunities required to meet the required standard.

B. Learning Curriculum

A copy of the curriculum, as outlined in section 3, with Learning Objectives and core tasks 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 on each of the learning objectives for the placement course. The scale (unsatisfactory, satisfactory and proficient) indicates that the student is 'on task' (mid-placement) or 'passing' (final report).

It is not expected that students will necessarily be at satisfactory standard at mid-placement on all the learning objectives.

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.

In ePortfolio there is provision for detailing other tasks undertaken as well as comments on achievements and issues relating to each learning objective.

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. However, notes added next to each learning objective are very helpful to assist the students to gain explanations of their progress and further work that needs to be addressed before the end of placement and the final evaluation.

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, and is deemed not possible to achieve a pass grade by the final part of placement.

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. This may require adding to or rewriting the learning curriculum for the final part of placement.

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

This form in ePortfolio 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 learning objective. This assists with confirming whether or not a student has achieved a passing grade.

Field Education and ePortfolio

Field Education uses the ePortfolio platform for evaluation on placement.

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:

- *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.

- *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.
- *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.
- *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 these 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:

- 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.
- 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.
- 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:

- 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.
- 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.
- 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:

- *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.

- *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

- A second placement, in the same semester, may be organised by Field Education if, in the assessment by 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.
- 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

- It is not possible to formally seek supplementary assessment for field placement courses.
- 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.
- If a student commences placement and then requires a formal extension to the completion date due to illness or other exceptional extenuating circumstances, they must apply for an extension to placement. The 'Extension to Placement' form is available on Blackboard for the student's relevant placement course. 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.
- 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.
- 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

- 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.
- 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 or 280 hours.
- 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.
- 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:

- 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.
- The written report is a professional assessment related to the student's learning as a beginning practitioner, and depicts a window in time.
- It is a strengths-based assessment that assists students to build on strengths and address ongoing challenges.
- 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 Management

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.

A Social Work module has been designed to highlight identifiable risks to students and what controls are in place to manage these risks. You are required to complete the Social Work module. 

Additional Risk Assessments may be required for unique and high risk placements.  These should be completed in consultation with your designated supervisor and uploaded to InPlace (<https://placements.uq.edu.au>).

8.2 Personal Safety on Placement : Prevention and Protection

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. For this reason, it is important you understand the risk factors and the procedures, practices and supports that are vital to maintain wellbeing and safety for you and the client.

It is important that students are not exposed to additional risk to their personal safety due to inadequate supervision, monitoring, information, resources. It is also vital that students work under adequate supervision for the experience level of the student and risk level of the activity.

Common Risks:

- Clients can be frustrated, anxious, disinterested or are under the influence of drugs or alcohol.
- Poorly designed physical environment such as lack of appropriate amenities, noise, overcrowding or lack of access to means of retreat.
- Information about individuals' needs and behaviour is not known or available, or triggers are not well understood.
- Changes such as new clients or staff are introduced into the environment.

- Difficulties with communication.
- Unknown people are present in the workplace or where work is done
It is expected that organisations will have systems, procedures and policies in place for managing and minimising the harm of such circumstances on students, social workers and clients.

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. In preparation it is important that the student takes into account the organisation's policies, and it is expected that you will consult with your supervisor in your agency to be aware of emergency procedures.

8.3 Responding to Incidents

It is expected that organisations will ensure appropriate response measures are in place where there are risks of occupational violence. Workers should be trained on emergency and post-incident responses, including what to do during an incident, ie

1. Ensure you are aware of emergency procedures for first aid and/or medical treatment where required (where necessary contact police and ensure emergency phone numbers are readily available).
2. Provide access to support (eg practical and emotional).
3. Provide a coordinated response.

8.4 Student Insurance

Insurance for Course Placements

For insurance purposes, 'placements' is defined as a compulsory requirement of your course or program. If you are undertaking an authorised UQ placement, you will be covered by the following types of insurance (as applicable):

- Public Liability
- Professional Liability
- Malpractice
- Personal Accident
- WorkCover Work Experience

- Travel

In some circumstances, you may be covered while travelling to and from your placement agency. All coverage is subject to policy terms and conditions. Please note that your personal belongings and vehicle will not be covered by the University's insurance policies – except in very limited circumstances.

If you are returning to your home country for a placement, the benefits payable for medical care under UQ's travel insurance policy may be reduced if you are covered by your home country's medical benefits scheme or a local health insurance policy while you are there.

How to qualify

To qualify for University insurance while on a placement you must:

- Comply with the Placements in Coursework Programs Policy, Procedures and Guidelines.
- Please refer UQ Policy and Procedures - 3.10.04 Placements in Coursework Programs and 9.70.01 Insurance.
- Be unpaid.
- Have your placement formally approved by your school, faculty or institute – according to their processes.

Making a claim

Please immediately report any incidents to your School office. The School will contact the University's Insurance Services office. Failure to promptly notify your School may affect your insurance coverage.

8.5 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.

8.6 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.

It is very important that incidents involving students that could result in a claim are reported to the Insurance Office as soon as possible after the event.

1. Complete an OH&S Report.
2. Complete a Personal Accident Claim Form.
3. Attach the OH&S Report to the Personal Accident Claim Form as well as any supporting documentation.
4. Forward the documentation to insurance@uq.edu.au.
5. Students will be contacted directly by the University's insurance broker.

8.7 Student Travel Insurance

Please refer to the following links for further details relating to student travel for placement purposes:

- UQ Travel
<https://my.uq.edu.au/information-and-services/manage-my-program/fees-payments-and-refunds/university-insurance>
- Australian Government Smart Traveller
<https://www.smarttraveller.gov.au>

- Register ISOS for all travel
<https://travel.uq.edu.au/article/2019/04/international-travel-notification-updated-procedure>

8.8 Incident Reporting

In the event of an incident occurring to a student on placement, it is important that this is reported to their supervisor as soon as possible. An online Incident Report will need to be raised via UQ Safe, the online Incident Reporting Database. (<https://www.riskcloud.net/prod>).

The student needs to sign in to UQ Safe, as above, using their UQ username and password, click on the 'My Incidents/Hazards' tab, click 'New' and then follow the instructions. It should be noted that the Supervisor of the student (for incident reporting purposes) is Mark Cleaver, Field Education Manager (email: fielded@uq.edu.au / phone 07 3365 2462).

If you have any questions or need assistance with this process, please contact Mark Cleaver as above.

9. SUPPORT FOR STUDENTS

9.1 Student Services

The Student Services website (<https://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 Student Advocacy and Support (SAS)

- Brought to you by the UQ Union (UQU), SAS is a free, independent, short term support service for all UQ students.
- SAS can provide you with assistance on matters relating to advocacy, support and university decisions relating to education & equity, employment, gender & sexuality, legal, welfare & wellbeing.
- Visit the website (<https://www.uqu.com.au/supporting-u>) for further information.
- Located at Level 4 Union Building (Bldg 21) St Lucia Campus Monday - Friday 8:00 AM - 4:00 PM.
- Tel: 07 3346 3400.

9.3 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.

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.

9.4 Discrimination

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

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

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

9.5 Harassment

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

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

has a Sexual Harassment Network and students are encouraged to use this network for advice.

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

UQ Equity and Diversity	www.uq.edu.au/equity
UQ Equity and Diversity	07 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 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: Example of a Learning Curriculum for Social Work Practice

Bachelor of Social Work & Master of Social Work Studies

Learning Curriculum – UQ Student Services – Social Work -Placement I

Student: **Amanda Wright (s3184109)**

Supervisor/Assessor: **Aileen Alexander, UQ Student Services**

Field Liaison Tutor: **Rachel McCarthy, UQ Field Placement**

Learning Objective	Learning Goals	Tasks	Timeframes	Notes/Comments
1. <i>Demonstrate the consistent application of the AASW Code of Ethics (2010) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.</i>	<p>Understand how the three key ethics underpinning social work relate my three key areas of practice experience:</p> <ol style="list-style-type: none"> 1. Financial Assistance/Hardship 2. Mental Health Promotions project 3. RESPECT – Sexual Consent 	<p>Complete one formal written piece of assessment, analysis, or planning – Mental Health Promotions Project – <i>Creating Inclusive Events for Culturally and Linguistically Diverse</i></p> <p>Describe the principles and processes used in reaching this analysis, assessment, or plan. Include the use of research/evidence-based practice - <i>Creating Inclusive Events for Culturally and Linguistically Diverse</i>.</p>	Mid-late October (see appendix)	See attached placement plan in Appendix

Learning Objective	Learning Goals	Tasks	Timeframes	Notes/Comments
		<p>Consider the process and impact of sharing the analysis, assessment, or plan with those affected by it, including the right of service users to question - <i>Creating Inclusive Events for Culturally and Linguistically Diverse</i>- Review by student panel</p> <p>From your analysis/assessment develop a plan that outlines what is being offered and review this plan routinely.</p> <p>Demonstrate a broader understanding of specific social work theories underpinning practice at all levels</p> <p>Read AASW Code of Ethics and AASW Practice Standards for Social Workers and consider their relevance to agency context and to pieces of work.</p>	Currently completing	
<p>2. <i>Identify the ways in which the interventions offered by the placement agency reflect its social policy base and the needs targeted and areas for improving the service provision/ agency outreach to the target population.</i></p>	<p>Identify and define the social policy base and critically observe, analyse, and reflect on how the service can improve student wellbeing.</p> <ol style="list-style-type: none"> 1. Financial Assistance/Hardship 2. Mental Health Promotions project 3. RESPECT – Sexual Consent 	<p>Identify systems and structures that preserve inequalities and injustices -</p> <p>Read agency constitutions/policy documents/procedure manuals</p>	<p>Ongoing/</p> <p>Completed</p>	

Learning Objective	Learning Goals	Tasks	Timeframes	Notes/Comments
<p>3. <i>Demonstrate skills needed to relate constructively and purposefully to a wide range of people and to reflect on the use made of self in that process.</i></p>	<p>Improve direct practice skills when undertaking financial hardship assistance assessments with students</p> <p>Embed critical reflection as a part of each interaction with student and project group – as to improve both skills and outcomes</p>	<p>Write an outline of practice framework that includes social justice and human rights principles and then review it towards the end of placement.- Based on strengths-based practice</p> <p>Keep agency records of work done and discuss role of records in meeting needs of service user or community members – Financial Assistance – case notes/recommendations</p> <p>Keep a work diary showing planned and actual use of time. Review on two occasions: o 1st review with field educator o 2nd review with field educator</p> <p>Draw up organisational chart</p> <p>Complete one formal written piece of assessment, analysis, or planning – Mental Health Champions Describe the principles and processes used in reaching this analysis, assessment, or plan. Include the use of research/evidence-based practice.</p> <p>Consider the process and impact of sharing the analysis, assessment, or plan with those affected by it, including the right of service users to question. From your analysis/assessment develop a service plan that outlines what is being offered and review this plan routinely.</p> <p>Be observed by field educator on three occasions (Please Note: this is an important requirement as a learning tool for practice), 1st occasion, 2nd occasion and 3rd occasion.</p>	<p>Complete</p> <p>Mid-late October</p>	

Learning Objective	Learning Goals	Tasks	Timeframes	Notes/Comments
		Write and review a professional practice plan and relate it to professional practice issues that the student might find challenging or confronting		
4. <i>Demonstrate effective, purposeful, and culturally appropriate communication and interpersonal skills in engaging with service users and colleagues.</i>	Enhance my direct practice skills with international students when working with them in the financial assistance/hardship practice area	<p>Articulate how the student works with others in organisation</p> <p>Participate in workplace meetings and complete a set of meeting minutes – Financial Assistance Team, Mental Health Promotions Project</p> <p>Case Note course –Financial Assistance preparation Demonstrate an understanding of working with cultural difference and diversity – International students in Financial Assistance</p> <p>Be observed by field educator on three occasions (Please Note: this is an important requirement as a learning tool for practice), 1st occasion, 2nd occasion and 3rd occasion.</p>	<p>End of August</p> <p>Ongoing in FA</p> <p>To be confirmed</p>	
5. <i>Identify links between individual problems and structural patterns of power in terms of the skills and knowledge required for effective anti-oppressive practice.</i>	<p>Develop an understanding of how individual mental health outcomes can be impacted by broader scale mental health wellbeing projects in the student population</p> <p>Understand the key drivers behind good mental health supports in youth/young adult populations and how to implement effective support systems</p>	<p>Complete 3 agency visits</p> <ul style="list-style-type: none"> - Aboriginal and Torres Strait Islander Studies Unit - DV Connect - CYMHS – Child Youth Mental Health Service – Qld Children’s Hospital <p>Demonstrate and critique the use of a skill relevant to an individual – assessment – Financial Assistance</p> <p>Demonstrate and critique the use of a skill relevant to a group – Mental Health Promotions project</p> <p>Demonstrate and critique the use of a skill relevant to</p>	<p>To be confirmed</p> <p>End of August</p> <p>Mid-late October</p> <p>Mid-late October</p>	

Learning Objective	Learning Goals	Tasks	Timeframes	Notes/Comments
		<p>an individual or group – Mental Health Promotions project</p> <p>Demonstrate a broader understanding of specific social work theories underpinning practice at all levels</p> <p>Identify an ethical dilemma and reflect on this, while examining personal and professional ethics and values. Short term FA vs Long term student welfare</p>	End of August	
6. <i>Demonstrate professionalism, collegiality, and integrity in workplace practices.</i>	Develop an understanding of how social workers and support workers interact with all parts of the wider support networks (counsellors, disability workers, medical professionals) and with colleagues in all parts of the university to provide support to its student population	<p>Draw up organisational chart/Review organisational chart</p> <p>Articulate how the student works with others in organisation</p> <p>Participate in workplace meetings and complete a set of meeting minutes</p> <p>Professional boundary training</p>		
7. <i>Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures.</i>	Understand how Aboriginal and Torres Strait Islander people are supported in their studies at UQ and what are the key strengths and barriers to opening pathways for these students to succeed in tertiary education	Demonstrate an understanding of working with cultural difference and diversity – International students in Financial Assistance Team	End of August	
8. <i>Make proactive use of supervision to identify and account for your emotional and assumptive responses to placement incidents, tensions,</i>	<p>Use supervision regularly to identify key strengths and challenges of practice experience.</p> <p>Learn how to reflect critically on both</p>	<p>Discuss impact of organisational structure and policies on practice with reference to AASW Code of Ethics (2010) & AASW Practice Standards (2013)</p> <p>Write-up an inventory of skills/knowledge needed for</p>		

Learning Objective	Learning Goals	Tasks	Timeframes	Notes/Comments
<p><i>and challenges.</i></p>	<p>skills and theory used in the service</p> <p>Develop a knowledge base for future practice with youth/young adult mental health direct practice</p>	<p>effective social work practice in this organisation.</p> <p>Seek out new knowledge relevant to practice context – RESPECT project</p> <p>Be observed by field educator on three occasions (Please Note: this is an important requirement as a learning tool for practice), 1st occasion, 2nd occasion and 3rd occasion.</p> <p>Identify and present to the field educator the links between skills, knowledge, theories for practice and values used in action or intervention in at least two situations. Financial Assessment</p> <p>Identify an ethical dilemma and reflect on this, while examining personal and professional ethics and values. International students in Financial Assistance Team</p>		

Appendix 4: An Example of a Process Record

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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 haircut. 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: my dad only gave me \$25 for my haircut	I could now see that Jodie wasn't in a position to	Jodie had a sudden enlightened look as feelings then	This information brought in an element of systems	I was later to find out that Jodie's father can be quite

Jodie = Client

HD = Hairdresser

S = Student

Content Dialogue	Students Feelings	Clients Feelings	Knowledge/ Skills	Comments: Student/ Supervisor
	<p>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>turned to anxiety, I think this was probably due to thoughts of her father & how he might be displeased at her spending more than intended on a hair cut.</p>	<p>framework as it became apparent that there were other factors within this decision making process beyond Jodie's own desires. It was now also evident that the opinion of her father now outweighed 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>strict & 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 & her father.</p>
<p>S: maybe we can get the treatment next time?</p>	<p>I said this to both Jodie & 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</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.</p>

Jodie = Client

HD = Hairdresser

S = Student

Content Dialogue	Students Feelings	Clients Feelings	Knowledge/ Skills	Comments: Student/ Supervisor
			directly saying she 'can't afford the product today'.	This is something I will bring up with her worker.
Jodie: yes	I felt reassured that had made the right decision in intervening.	Jodie seemed a lot more relaxed & relieved as she said this & confident in what she was wanting.	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 & 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 perspectives to support the client to the best of my abilities.	

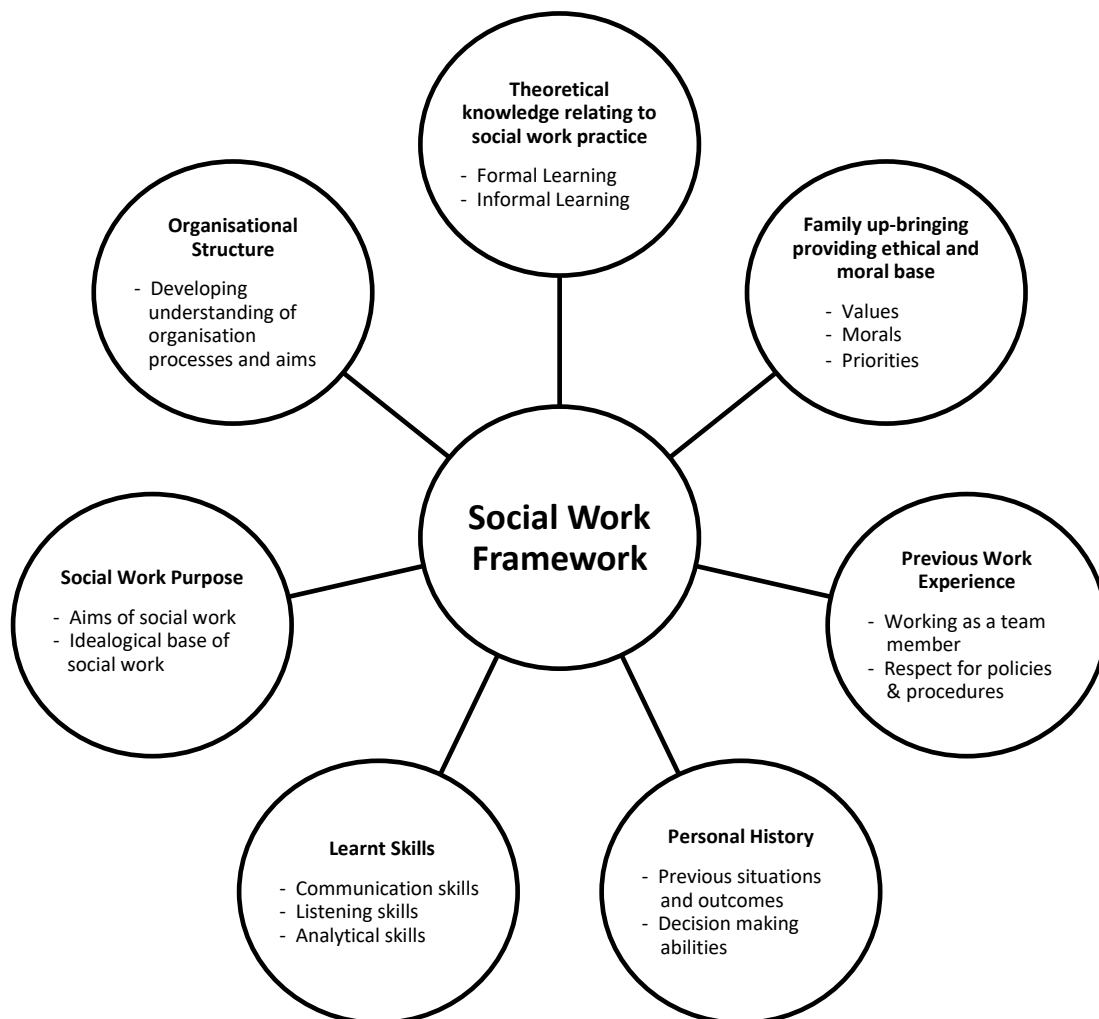
In hindsight I need to be careful I don't lead to false promises. The idea of 'next time' may create an area of anxiety over the next appointment should Jodie remember this appointment and feel obligated to say yes. However she might not remember it at all and simply face it again as part of the hairdressers 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

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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 6: Student Timesheet

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

Below is a template of the timesheet that students can use.

SWSP

Timesheet for
Placement

Date	Hours on Placement	Major Learning Activity	Field Educator Signature

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

Student's Signature

Field Educator's Signature

Appendix 7: The 4Rs Model of Reflective Thinking

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The 4Rs Model of Reflective Thinking



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

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: Definition of Roles & Process in a Placement Breakdown

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