

# 2022 Social Work Practice Education Guide

School of Nursing, Midwifery and Social Work



SCHOOL OF NURSING, MIDWIFERY AND SOCIAL WORK

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# Social Work Practice Education Guide 2022

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Placement 1: SWSP3155, SWSP7155

Placement 1: SWSP7366 (24 Units)

Placement 2: SWSP4266, SWSP7266

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# 1. WHAT IS PRACTICE EDUCATION?

The goal of this guide is to provide students and their field educators with a guide to practice education within the social work programs at the University of Queensland. While it is largely addressed to students, we are confident that educators will also find the document useful.

A guide cannot cover everything, of course: each placement is unique and the number of questions which can arise is vast. The best we can hope is that this guide will cover the most common issues students and educators encounter over the course of the placement journey.

It will quickly become apparent that communication is key to all successful placements. Putting that into practice, if you encounter any issues which are not covered in this guide, don't hesitate to contact the Practice Education Team (Social Work) on:- 07 3365 2462 or by e-mail at [fielded@uq.edu.au](mailto:fielded@uq.edu.au).

## 1.1 The Two Sides of Social Work Practice Education

To quote the Australian Association of Social Workers (AASW) Australian Social Work Education and Accreditation Standards (ASWEAS), practice education is *where you make sense of what it means to be a social worker by developing (your) professional identity, integrity, and practice frameworks.*

There are two components of practice education and it is important to remember that they are BOTH crucial. The **first** and most obvious is the placement itself - the time you spend embedded in an agency observing and developing the skills you will need in practice. The **second** component is the Integration Workshops. These are sessions held on campus (or via Zoom if you are on a regional placement) in which you consolidate your agency-based learning by exploring with your peers how theories and the academic components of the program can be integrated with your practice experiences. The AASW requires that Integration Workshops accompany all placements and as such, they are a **compulsory** part of your practice education.

Placement in the UQ social work programs is that part of your training where you spend a total of 1000 hours learning under the supervision of social workers in "the real world" of agencies providing services to clients. It is where you take your classroom learning and apply it to actual professional practice.

You will go on placement twice over the course of your program. Both placements are 500 hours duration, which equates to approximately 18 weeks, four days per week. When you will be going on placement depends on your program and your progression. Table 1 shows the typical schedule:

	BSW (Hons)	MSW
Placement 1	Year 3, Semester 1	Year 1, Semester 2
Placement 2	Year 4, Semester 2	Year 2, Semester 2

**Table 1**

Good social work never occurs in isolation. It is always the result of people working together, listening to each other, planning and acting along agreed lines. It is the same with a successful placement. As the learner, it is your responsibility to manage your learning. Work with your Supervisor and Practice Educator to maximise your opportunities on placement, ask questions, observe, listen and be prepared to get involved.

Above all, approach practice education with an attitude of open-mindedness, humility and energy. As social workers we share an obligation to serve members of our society who are disadvantaged. Practice education is where you get an opportunity to make that Real.

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

The University of Queensland policy in practice education is guided by the principals and requirements of the AASW's accreditation standards. These are available at: <https://www.aasw.asn.au/document/item/6073>

### **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. WHO'S WHO IN PRACTICE EDUCATION?

There are a number of people involved in the provision of practice education, and the terminology can be confusing. In this section we will try to simplify things!

There are four basic roles in any placement.

1. You. The student.
2. Your Field Educator/Task Supervisor, who is employed by the agency in which you have been placed.
3. Your External Field Educator, who is employed by UQ to provide you with social work supervision in placements where the Task Supervisor is unable to do so.
4. Your Principal Practice Educator, who is an experienced social worker based in the UQ Practice Education Team (PET).

### **2.1 Student**

All UQ social work programs are based on principals of adult education. Put simply, that means it is your responsibility to manage your learning. Staff have expertise and knowledge we are eager to share with you, but we rely on you to be active in:

- Taking initiative and responsibility for learning.
- Communicating your learning needs clearly so that staff can respond in a timely and appropriate fashion.
- Remaining open to the range of learning experiences every placement contains.
- Representing the university and profession through behaviour and practice, which are always ethical, respectful, and collegial.

More specifically, you are required to:

- Provide educators with direct access to your work, including being observed in practice.
- Prepare for and actively participate in supervision sessions, liaison meetings and Integration Workshop.
- Engage in self evaluation and receive constructive feedback.



- Critically evaluate your placement performance and identify priorities for future learning.
- Practice within the guidelines of the *AASW Code of Ethics (2020)*.
- Work within The University of Queensland and agency practice education guidelines and policies.

It is important to remember that your placement is a university course, with its own course code. That means you are a guest at the placement agency, which offers you opportunities to develop your skills and knowledge.

Your Field Educator provides your Principal Practice Educator (see below for both these roles) with a recommendation regarding the ultimate result of your placement course (ie pass or fail), but that is only a recommendation (albeit a very influential one!) Ultimately, whether you pass the placement is a decision made by the placement course coordinator in conjunction with your Principal Practice Educator.

## **2.2 Field Educator**

Field Educators are qualified social workers employed by the placement agency. Their dedication to the profession and to practice excellence is demonstrated by their decision to allocate time to the mentoring and training of student social workers.

Placement settings vary so widely, it is not possible here to set out rules for how students and Field Educators should interact. There are some basic requirements, however, which will help ensure the placement is valuable for the student, the Field Educator and the broader host organisation.

- The Field Educator must want to be involved in a student placement. The most effective Field Educators are energised by having a student. They **enjoy talking about their work**, articulating their approach to practice and fostering skills.
- The Field Educator must have sufficient time to **provide supervision** and for preparation. Regularly scheduled, uninterrupted individual sessions of one (1) hour or more per week usually works best, especially with beginning students.
- The Field Educator must be prepared to **evaluate the student's work**. The Field Educator has overall responsibility for the social work supervision, assessment of the student while on placement and recommend a pass or fail grade to the PET

Key responsibilities of Field Educators include:

- Negotiation within the agency prior to placement commencing to ensure the student will be provided with space, necessary log-in credentials and access, meaningful tasks and access to other staff.
- Facilitating the development of skills and learning consistent with placement learning objectives.
- Providing a range of experiences appropriate to the agency, the core curriculum and to the interests and abilities of the student.
- Being available for regular supervision sessions (minimum of seven face-to-face or Zoom/Teams).
- Provision of constructive and balanced feedback regarding tasks, performance and professional behaviour and being open to the student's feedback.
- Conferring at least once with the Principal Practice Educator from the University and attending seminars or other meetings which involve issues concerning practice education.
- Together with the student, evaluating the student's practice and completing the mid-placement and final evaluation reports by due dates.
- Informing the Principal Practice Educator of any circumstances which may affect the quality of a student's experience on placement, or pose a risk to their health, ability to complete placement or safety and wellbeing.
- Assisting students to report any incidents, injuries, or work-related ill health to their Principal Practice Educator.
- Proactively alerting the student and the Principal Practice Educator of any issues in the students' performance which may affect their passing the placement and working with the student and Principal Practice Educator to address these where possible.

### **2.3 Task Supervisor**

Task Supervisors are experienced employees within an agency who will work closely with students on placement but who are unable to provide professional social work-specific supervision. This may be because the Task Supervisor is not able to guarantee the time for formal supervision, however they are able to guarantee day-to-day oversight, allocate daily tasks and provide support.

In some agencies, the Task Supervisor may not have a social work qualification. Agencies such as Child Safety, domestic and community mental health or disability services often employ professionals with a range of qualifications (psychology, social science) to undertake tasks performed by social workers.

The AASW recognises the importance of non-social worker Task Supervisors and students are able to have one placement in which a Task Supervisor oversees their work. This reflects the skill, expertise and professionalism of these service providers.

Task Supervisors have the same range of responsibilities as Field Educators with one exception: they don't provide social work supervision. Because they are not social workers or are social workers but can't guarantee the time required, they are not able to provide social work-specific supervision. If you have a placement with a Task Supervisor, you will also have external supervision with a qualified social worker.

This will be arranged for you by the Practice Education Team. It is important to note that this arrangement is increasingly common in Australian social work training and is fully compliant with AASW expectations. **A placement with a Task Supervisor is not in any way inferior to a placement with a Field Educator.**

#### **2.4 External Field Educator**

The External Field Educator is employed by UQ to provide professional supervision to students in a placement in conjunction with a Task Supervisor.

- External Field Educators have overall responsibility for the social work supervision, assessment of the student while on placement and recommend a pass or fail grade to the PET.
- External Field Educators work closely with the Task Supervisor to give specific feedback on the progress of the student. The External Field Educator may negotiate placement tasks with the agency to ensure the student gains an appropriate range of opportunities and experience.
- External Field Educators ensure appropriate supervision and systems of work remain in place to ensure the safety and wellbeing of students during placement.
- External Field Educators conduct the mid- and final evaluation of the student.

#### **2.5 Principal Practice Educator**

Principal Practice Educators are experienced social workers employed by UQ through the Practice Education Team. A Principal Practice Educator is assigned to each placement and will contact you and your Field Educator/Task Supervisor/ External Field Educator early in the placement. Your Principal Practice Educator is your "go-to" person at UQ for any queries or issues you experience on placement.

The Principal Practice Educator role is to support you in your learning and to liaise directly with your agency where the situation calls for it.

The Principal Practice Educator meets with the student and Field Educator/Task Supervisor 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 mid-placement report.**

Students and Field Educators/Task Supervisors are encouraged to contact the Principal Practice Educator 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 Principal Practice Educator in a timely manner, they are encouraged to contact staff at: - [fielded@uq.edu.au](mailto:fielded@uq.edu.au)

There are broadly three essential functions of the Principal Practice Educator 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, practice 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 where required.
- Educational
  - Review the core curriculum developed by the student and practice educator; assist in linking theoretical and practical strands of the course.
- Monitoring and Evaluation
  - Provide input in relation to the learning process.
  - Contribute to the practice education experience as required and provide feedback to student and Field Educators/Task Supervisors.
  - Assess, in consultation with the Field Educators/Task Supervisor or External Field Educator, whether the student is making satisfactory progress for their stage of the course.
  - Provide feedback to the Practice Education Manager where there are any concerns or issues in relation to a student's placement.

## 3. PLACEMENT PROCESS

### 3.1 Understanding the Placement Course Learning Objectives

By this point in your program, you will have noticed that every course Electronic Course Profile (ECP) includes a list of the specific Learning Objectives (LOs) for the subject. Students sometimes miss them because they go straight to the information on assessments and don't look at the rest of the document. In fact, the LOs form the whole point of every course. They are carefully written to ensure the UQ programs comply with the various practice standards which the Australian Association of Social Workers (AASW) requires of new graduates.

So being familiar with the LOs will help you to:

- **Plan your placement experience.**  
Every task you undertake on placement - reading, observing, interacting both formally and informally with colleagues, writing reflections and process records, engaging in supervision, and working with service users - contributes to your learning. That means every task should be able to be linked with at least one of the placement courses LOs.
- **Assess you progress.**  
Having a clear understanding of the LOs will help you to keep track of how you are meeting them - what you are achieving well, what you need to focus more on and what you need to flag in supervision as something you're concerned about.
- **Evaluate your progress.**  
Having this understanding and consistently assessing your progress (through reflective practice and supervision) makes the mid-placement and final-placement evaluations quite simple. You link LOs to tasks you have done, and you are able to assess how you performed, which is the key indicator of whether you are meeting the LO.
- **Plan for your professional development.**  
If this is your first placement, thinking about the LOs you are not fully satisfied with (and nobody should EVER be fully satisfied with the LOs: they are aspirational and developmental, not a simple fixed-point) will help you focus on the sort of placement opportunities you will want next time. If this is your final placement, thinking through the LOs will help you identify the professional learning you need to focus on in your professional practise. Social work is a profession about relationships and people.

If you ever find yourself thinking you know everything to do with social work well, ..., we suggest you consider becoming a politician or a social media influencer instead.

Because they are written to fit with the AASW standards, the LOs are at times expressed in an abbreviated form which uses a lot of jargon and is based on assumptions which are not always made explicit. The following Core Curriculum table attempts to demystify the LOs.

### **Using the Core Curriculum Table**

The table below lists all the LOs for your first placement. For each LO we have provided a general explanation and linked this to some concrete examples - things you can do to demonstrate you have achieved the learning.

Not every placement will offer all these opportunities, so make sure you work through the table with your Field Educators/Task Supervisors early in the placement, to identify what tasks you can perform against each LO. The list is not exhaustive! If there are different tasks which will demonstrate the learning in the opinion of your Field Educators/Task Supervisors, these can certainly be undertaken.

What is important is that you and your Field Educators/Task Supervisors come to an agreement on the tasks you will undertake against each LO and that you keep a record of this for both your reference (see Learning Agreements in Section 4 below).

You do not need to submit this agreement to UQ, but it will be useful to have on hand at your mid-placement and final placement evaluations. **Remember, just doing something once does not equate to learning. It is expected that you will undertake many of these tasks' multiple times on placement, developing your skills at every opportunity.**

**Practice Placement 1 (First Placement) - Core Curriculum for SWSP3155 and SWSP7155**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
<ul style="list-style-type: none"> <li>Demonstrate the consistent application of the AASW Code of Ethics (2020) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.</li> </ul>	<ul style="list-style-type: none"> <li>You show respect, a commitment to social justice and integrity in all your placement activities and demonstrate the values of the placement agency.</li> </ul>	<ul style="list-style-type: none"> <li>You are appropriately dressed and punctual.</li> <li>Your demeanour is professional, efficient and courteous.</li> <li>Your work is efficient.</li> <li>Your attitude toward service users (f2f and in office discussion) is appropriate, empathic, and non-judgmental.</li> <li>Confidentiality and accuracy of note recording are observed at all times.</li> <li>Your practice is consistent with the limits set by your supervisor.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Articulate:</p> <ul style="list-style-type: none"> <li>the primary needs the agency addresses</li> <li>the ways activities of staff in the agency address these needs</li> <li>the outcomes and effectiveness of the service.</li> </ul>	<ul style="list-style-type: none"> <li>Read agency policy and procedure documents and discuss in supervision.</li> <li>Access or develop Organisational Chart.</li> <li>Review available research data on the target population or target social issue.</li> <li>Observation of interventions and reflection on goals, methods and outcomes.</li> </ul>

**Practice Placement 1 (First Placement) - Core Curriculum for SWSP3155 and SWSP7155**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
	<ul style="list-style-type: none"> <li>How the agency social policy base aligns with AASW values.</li> </ul>	<ul style="list-style-type: none"> <li>Participate In workplace meetings and complete minutes (on at least one occasion).</li> <li>Identify or participate in identifying gaps in service provision or enhancing services to clients (a quality improvement activity).</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>You are able to effectively communicate verbally and non-verbally (speech) and in writing with other staff, educators, service users and management.</li> <li>You are able to vary your language where necessary, shifting between levels of formality, technicality and general tone in order to accurately convey information and establish a warm, professional rapport.</li> </ul>	<ul style="list-style-type: none"> <li>Telephone, on-line, email and in-person communication with service users is observed by Field Educators/Task Supervisors / Principal Practice Educator, critiqued and reflected upon.</li> <li>Field Educators/Task Supervisors / Principal Practice Educator observes and provides feedback on your interactions with agency staff or service users on at least three occasions across the course of the placement.</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate effective, purposeful and culturally appropriate communication and interpersonal skills in engaging with service users and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Your body language and disposition demonstrate compassionate engagement and professional care.</li> </ul>	<ul style="list-style-type: none"> <li>Complete at least one formal written piece of assessment, analysis or plan, using either an agency format or one developed for this task</li> <li>You develop strong links with agency staff and take advantage of opportunities as they arise.</li> </ul>



**Practice Placement 1 (First Placement) - Core Curriculum for SWSP3155 and SWSP7155**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
		<ul style="list-style-type: none"> <li>• You engage with related agencies, demonstrating initiative and interest in their activities.</li> <li>• You demonstrate culturally sensitive engagement with others</li> </ul>
<ul style="list-style-type: none"> <li>• Identify links between individual problems and structural patterns of power in terms of the skills and knowledge required for effective anti-oppressive practice.</li> </ul>	<ul style="list-style-type: none"> <li>• You are able to describe and explain the connections between the problems of individual service users' broad social issues such as: access to resources, racism, sexism and class.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions in supervision and reflections articulate individual and structural links.</li> <li>• You consistently adopt a non-judgmental attitude toward service users and their problems.</li> <li>• Your interventions and assessments must incorporate a clear strengths-based perspective in addition to other appropriate theories i.e., systems theory</li> <li>• You maintain a focus on empowerment.</li> <li>• Develop initial practice framework.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate professionalism, collegiality and integrity in workplace practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Your disposition is positive and inclusive. Your work is transparent and consistently subject to reflection and discussion. You actively seek feedback from colleagues. You acknowledge what you have not</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a work diary showing planned and actual use of time (a hard copy or outlook calendar showing your planned week - this is not your 'log of hours').</li> <li>• Maintain records of work undertaken to meet agency standards, and AASW Practice Standards.</li> </ul>

**Practice Placement 1 (First Placement) - Core Curriculum for SWSP3155 and SWSP7155**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
	<p>done well. Your attendance is consistent and reliable. You maximise opportunities to engage with all aspects of practice in the agency.</p>	<ul style="list-style-type: none"> <li>• You can articulate how you form positive professional working relationships with others.</li> </ul>
<ul style="list-style-type: none"> <li>• Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how the agency's policies, procedures and practices ensure the inclusion of First Nations people.</li> <li>• (NB this is valid for <b>ALL</b> agencies - regardless of the field, agencies should have specific services or policies which promote First Nations peoples' participation.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect in supervision on:               <ul style="list-style-type: none"> <li>❖ agency policies and the ways in which inclusion is promoted</li> <li>❖ potential barrier</li> <li>❖ trauma-informed practices; and intergenerational grief and loss</li> <li>❖ engagement with local community</li> <li>❖ acknowledgment of country at work meetings etc.</li> </ul> </li> </ul>

**Practice Placement 1 (First Placement) - Core Curriculum for SWSP3155 and SWSP7155**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
<ul style="list-style-type: none"> <li>• Make proactive use of supervision to identify and account for your emotional and assumptive responses to placement incidents, tensions and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is scope in your supervision to reflect on how your own lived experience affects the ways in which you respond to service users, agency requirements and your professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• In supervision, consider:               <ul style="list-style-type: none"> <li>❖ your emotional responses and personal triggers to placement events and how these might relate to your own lived experience. (NB, this particularly includes situations where you struggle to identify any emotional response)</li> <li>❖ your assumptions about service users' needs, behaviours and backgrounds</li> <li>❖ your assumptions about service delivery.</li> </ul> </li> <li>• Reflect on the ways in which you understand and practice self-care, particularly in the context of any confronting or distressing incidents occurring on placement.</li> </ul>

**Practice Placement 2 (Final Placement) - Core Curriculum for SWSP7366, SWSP4266, SWSP7266**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
<p>1. Demonstrate the consistent application of the AASW Code of Ethics (2020) and AASW Practice Standards (2013) to all aspects of practice in the placement agency.</p>	<ul style="list-style-type: none"> <li>You show respect, a commitment to social justice and integrity in all your placement activities.</li> </ul>	<ul style="list-style-type: none"> <li>You are appropriately dressed and punctual.</li> <li>Your demeanour is professional, efficient, and courteous.</li> <li>Your work is efficient.</li> <li>Your attitude toward service users (f2f and in office discussion) is appropriate, empathic, and non-judgmental.</li> <li>Confidentiality and accuracy of note recording are observed at all times.</li> <li>Your practice is consistent with the limits set by your supervisor.</li> </ul>
<p>2. Develop and trial a strategy for addressing an ethical dilemma or intervention barrier confronting workers within the placement agency.</p>	<ul style="list-style-type: none"> <li>Social work practice inevitably involves situations where the values of the profession (or the individual worker) can come into conflict with organisational or government policies; or where protocols and requirements are perceived as not being in the service user's best interests.</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>AASW Code of Ethics (2020)</i> and <i>Practice Standards (2013)</i> and consider their relevance to social work in the placement agency.</li> <li>Use of supervision and reflective writing to:                             <ul style="list-style-type: none"> <li>❖ identify an ethical dilemma encountered or observed on placement</li> <li>❖ define the values or principals in conflict.</li> </ul> </li> </ul>

**Practice Placement 2 (Final Placement) - Core Curriculum for SWSP7366, SWSP4266, SWSP7266**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
	<ul style="list-style-type: none"> <li>You are able to identify conflicts and develop resolution that satisfies both professional obligations and personal values.</li> </ul>	<ul style="list-style-type: none"> <li>❖ develop a practical response which meets service user needs and agency requirements.</li> <li>❖ articulate your thinking and processes.</li> </ul>
<p>3. Articulate a coherent practice framework incorporating critical reflection and a reflexive examination of your motivations, emotional responses and knowledge.</p>	<ul style="list-style-type: none"> <li>The Practice Framework is explained in the first Practice Integration Workshop.</li> <li>Defining the framework is outside the scope of this document, but further information can be found in the sources listed below.</li> </ul>	<p>The Practice Framework is a developing document. It involves honest self-reflection, knowledge of the field and cannot be developed in isolation.</p> <ul style="list-style-type: none"> <li>Development of the practice framework should be a regular topic of discussion in supervision.</li> <li>Various drafts of the framework should be developed across the duration of the placement.</li> <li>Changes in the framework reflect a developing understanding of the social work role and the self as a practitioner. Therefore, it would be expected that the document will change noticeably from first draft to final product.</li> </ul>
<p>4. Conduct independent interventions with a diversity of service users, demonstrating effective, empathic</p>	<ul style="list-style-type: none"> <li>Note that "diversity" here can be interpreted as referring service users in a range of emotional states. Given this is your final placement you are expected to be able to work independently with service users who are distressed, angry, dissatisfied, confused, anxious and non-compliant <b>AS WELL AS</b> those who are cooperative, calm and grateful for your assistance.</li> </ul>	

**Practice Placement 2 (Final Placement) - Core Curriculum for SWSP7366, SWSP4266, SWSP7266**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
<p>communication skills in conjunction with an authentic use of self.</p>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander, CALD, LGBTQI+</li> <li>• Note that you are expected to have at least three sessions observed by your supervisor.</li> <li>• You are able to engage in a number of different styles of intervention to suit the situation</li> <li>• Your interventions are consistent with agency values</li> <li>• The interventions should form the basis of reflective discussion at supervision.</li> </ul>	
<p>5. Demonstrate capacity to critically analyse and address the <b>systemic influences</b> affecting an individual or community access to resources within the specific area of practice.</p> <p>6. Demonstrate the capacity to critically analyse and promote <b>culturally inclusive and respectful practice</b> with people and communities which are culturally diverse.</p>	<ul style="list-style-type: none"> <li>• You are able to describe and explain the connections between the problems of individual service users' broad social issues such as access to resources, racism, sexism and class.</li> <li>• You are able to apply, analyse and respond to structural issues using a range of relevant theoretical approaches.</li> <li>• You are able to articulate the ways in which structural forces define, limit</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions in supervision and reflections articulate individual and structural links.</li> <li>• You consistently adopt a non-judgmental attitude toward service users and their problems.</li> <li>• Your interventions and assessments incorporate a clear Evidence Informed Practice (see section 5 of this guide)</li> <li>• You acknowledge your position within the larger system and reflect on ways in which it can be used in the service of clients.</li> </ul>

**Practice Placement 2 (Final Placement) - Core Curriculum for SWSP7366, SWSP4266, SWSP7266**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
<p>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.</p>	<p>and privilege your professional practice and position.</p>	<ul style="list-style-type: none"> <li>• You reflect on spoken and unspoken assumptions of "normal" or "appropriate".</li> <li>• Your practice reflects integration of strengths focus and trauma-aware principals</li> <li>• You adopt a stance of engaged, humble inquiry when engaging with service users from culturally diverse backgrounds.</li> <li>• You maintain a focus on empowerment.</li> <li>• Refine practice framework.</li> </ul>
<p>8. Apply principals of evidence-informed practice to problem-solving and decision-making within the context of placement agency interventions.</p>	<ul style="list-style-type: none"> <li>• You engage critically with academic literature and research and the lived experience of workers and service users as a means of guiding interventions and informing practice.</li> <li>• You make explicit reference to research in discussing and evaluating your practice and in your written assessments</li> <li>• You are able to defend and justify your interventions on the basis of high-quality evidence.</li> </ul>	

**Practice Placement 2 (Final Placement) - Core Curriculum for SWSP7366, SWSP4266, SWSP7266**

Learning Objective	Explanation	Tasks, skills & knowledge that <u>must</u> be discussed during supervision over the course of placement
<p>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.</p>	<ul style="list-style-type: none"> <li>• Your formal and informal interactions reflect your commitment to respectful and authentic practice.</li> <li>• You embody the professional you wish to be in all aspects of your work on placement.</li> </ul>	



### **3.2 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.

### **3.3 Hours of Attendance during placement**

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

SWSP3155 is normally an 18-week block placement of 4 days per week, approximately 7 hours per day (minimum of 500 hours).

SWSP7155 is normally an 18-week block placement of 4 days per week, approximately 7 hours per day (minimum of 500 hours).

**Students are to keep a log of hours completed on placement and have it signed by their onsite Field Educator / Task Supervisor at the end of each week.**

#### **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-21-week block placement of 4-5 days per week, approximately 7 hours per day (minimum of 600 hours).

Daily start and finishing times will be determined by the agency. It is the student's responsibility to clarify these expectations at the commencement of the placement. Some placements involve activities outside normal hours (e.g., when running an evening group session or a weekend workshop). Where possible students should prioritise attending these valuable learning opportunities. Attendance at out-of-hours events requested or recommended by the Field Educators/Task Supervisor counts as placement time on an hour-to-hour basis.

### **3.4 Placement Dates**

Placement dates vary from year to year. Ensure you check the ECP and the Placement Blackboard site for up-to-date information.

As a general indication, placements scheduled in first semester commence in February and are completed in June. Second semester placements commence in July and finish in November.

As per AASW requirements, each placement is 500 hours long, a total of 1000 hours across your program. Students enrolled in SWSP7366 only do one placement in their program, for a duration of 600 hours.

These hours are not negotiable. **Sick days and public holidays do not count for placement.** You **MUST** attend the agency for 500 hours each placement. You are able to credit attendance at Integration Workshops to placement hours. Each workshop is scheduled for two hours.

Travel time can not be counted in placement hours.

### **3.5 Student Illness during Placement**

Students should notify their practice educator and agency if they are ill and unable to attend placement. This needs to occur prior to the start time on the day

In accordance with the ASWEAS guidelines:

*Students must successfully complete a minimum of 1,000 hours in at least two practice 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, i.e. the full 1,000 hours must be completed.** (Australian Social Work Education and Accreditation Standards (ASWEAS) 2012 Guideline 1.2: Guidance on practice education programs).*

If students have consecutive sick days, the student needs to provide a medical certificate inline with the placement agencies absentee policy. They must provide a medical certificate to the Practice 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 6.4.1 of the Practice Education Guide.

### **3.6 SUSTAINING PLACEMENT DURING COVID 19 OR OTHER RESTRICTIONS**

The possibility of future intermittent lockdowns, or restrictions impacting a student's ability to attend a placement, is something that needs to be managed proactively between the student and the placement agency.

Students are encouraged to discuss, as early as possible with their placement agency, agreed activities that can be completed away from agency during times where access to the placement has been restricted (e.g., COVID-19 or other directives). Once a task has been agreed to, this will be conveyed to the Principal Practice Educator indicating the following:

- The task or project
- Duration of each task or project
- Hours/day for the task or project that can be counted towards placement hours
- Method for engaging with student during work from home arrangements are in place

Students are reminded, **they must get tested if they feel unwell**, even if there is no current outbreak; to be vigilant for COVID symptoms and advise their Practice Educator (or supervisor). Students will need to isolate whilst awaiting test results.

### **3.7 Public Holidays**

Public holidays are not included in placement hours.

### **3.8 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 the student's responsibility to clarify agency requirements concerning travel expenses, use of agency cars or private vehicles on agency business, e.g. arrangements re insurance and driver's licence requirements.

The University of Queensland does not provide funds for travel expenses for students on placement.

## 4. TEACHING AND LEARNING ON PLACEMENT

### 4.1 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.”

<b>After passing your FIRST placement you will possess the following professional attributes</b>	<b>After passing your SECOND placement you will possess the following professional attributes</b>
Knowledge of social work theories, principals and processes, as well as established and emerging fields of practice and intervention modes.	Knowledge of the relationships among different fields of practice and modes of social intervention.
Beginning capacity to engage in critical reflection and evaluation of practice.	Capacity to engage in multiple modes of practice (e.g., policy practice, interpersonal and family work, research).
Beginning capacity to assess situations and select appropriate professional responses.	Awareness of and capacity to proactively use self as a change agent.
Beginning ability to use information and ideas in pursuing the goals of social work practice.	Developed ability to use information and ideas in pursuing the goals of social work practice.
Beginning ability to adapt communication styles to meet the needs of your audience.	The ability to use effective verbal, non-verbal and written communication skills to achieve social work goals.
Beginning capacity to recognise, think through and respond to ethical issues that arise in practice	The capacity to work collaboratively with others and to participate in multi-disciplinary teams.
A capacity to respond to non-routine and continuously changing conditions.	

#### **4.2 What work needs to be submitted to the University?**

Full details about submittable tasks are included in course ECPs. The following table offers a summary only. Make sure you consult the ECP for all details and due dates.

<b>Due</b>	<b>Task</b>	<b>Length</b>
Monday, 1:00 PM Placement Week 7	first practice reflection using SEAL framework; 1 process record based on the reflection	First Placement reflection = 500 words First Placement Process record = 500 words  Final Placement reflection = 750 words Final Placement Process record = 750 words
Placement Week 8 (approx)	Mid-placement evaluation	N/A
Monday, 1:00 PM Placement Week 11	final practice reflection using SEAL framework; 1 process record based on the reflections	First Placement reflection = 500 words First Placement Process record = 500 words  Final Placement reflection = 750 words Final Placement Process record = 750 words
Placement Week 16 (approx)	End of placement evaluation	N/A

All assessable work is to be submitted via ePortfolio on the course Blackboard site.

### **4.3 Learning Agreements**

A learning agreement is a document negotiated by the student and the Field Educators/Task Supervisor in which they record:

- arrangements for the performance and observation of placement tasks,
- agreed processes for feedback,
- agreed arrangements for supervision,
- agreed work hours.

It is the responsibility of the student to write and organise the agreement and to manage negotiations with the Field Educators/Task Supervisor. The agreement will ideally be co-signed by both student and Field Educators/Task Supervisor, and it may be used to help structure both placement evaluation sessions.

Experience has shown that students who take the time to construct a Learning Agreement find it highly useful.

**Please note: students are urged to complete a Learning Agreement, but it does not need to be submitted to the University.** Its purpose is to serve as a record and guide for the student and Field Educators/Task Supervisor. Should concerns arise about student performance, a clear, signed Learning Agreement provides a key point of reference.

Appendix 1 is an example of a recommended Learning Agreement format.

## **5. EVALUATING PERFORMANCE ON PLACEMENT**

### **5.1 Evaluation Details**

All placement courses are graded as Pass or Fail only.

To pass each course, students must:

- complete the required number of hours,
- demonstrate they have met the course Learning Objectives to the satisfaction of their Field Educator and Principal Practice Educator,
- complete all submittable work to a passing standard,
- attend all Integration Workshops.

### **5.2 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 Field Educator or Task Supervisor and External Field Educator. If necessary, consultation with the Principal Practice Educator may be undertaken 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 the student's behaviour during placement is deemed to be unethical, malicious or dangerous by the Field Educator and Principal Practice Educator, the student will fail the placement regardless of prior performance and the issue will be referred to the School's Integrity Officer for investigation.

### **5.3 Evaluation Reports**

The Mid or Final evaluation is completed by the Field Educator (or External Field Educator) in consultation with the student. The report is completed in ePortfolio.

#### **5.3.1 About ePortfolio**

Many students will be unfamiliar with the ePortfolio platform. UQ has provided extensive instructions on its use via the Library website.

You will find all the information you need by following links available here: <https://web.library.uq.edu.au/library-services/it/learnuq-blackboard-help/learnuq-assessment/eportfolio>.

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

Please note the following:

- All Field Educators are referred to in ePortfolio as "External Assessors". They only have access to the system after you submit something to them as an assessor, such as a reflective piece or practice framework

### **5.3.2 About the Evaluation Reports**

All evaluation reports are in the form of a table.

- Column 1 ("Criterion") shows the placement Learning Objectives.
- Column 2 ("Description") is left blank.
- Column 3 ("Score") shows how your work has been rated by your Educator. The numerical score does not contribute to your grade! Placements are Pass / Fail. The score is simply a guide as follows:

**0 = Unsatisfactory:** If you receive a zero against any Learning Objective it means that at this stage, there are concerns that you will NOT be able to meet a passing standard due to one or more of the following reasons: poor understanding of requirements, your practice is unsafe or inappropriate, your knowledge or skills are undeveloped and/or you have demonstrated little application to learning.

**1 = Satisfactory:** If you receive a 1 against any Learning Objective it means you have demonstrated satisfactory performance at a level expected of a newly qualifying practitioner. You can perform independently and you demonstrate adaptability and critical appreciation of own/others' practice.

**2 = Proficient:** If you receive a 2 against any Learning Objective it means you have demonstrated evidence of performance *beyond the level expected of a newly qualifying practitioner*. High levels of independence, strong engagement in critical reflexivity, ethical fluency, and the ability to generate new understandings or practices.

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

The final column ("Comments") is where your educator explains their evaluation of your performance.



#### **5.4 Mid-placement Evaluation**

This evaluation is formative. It indicates how you are progressing and identifies your strengths as well as those areas you will need to work on for the rest of the placement.

It is important not to panic if you receive an evaluation of Unsatisfactory against Learning Objectives in your mid-placement evaluation! In most cases there is still time to turn things around. Wherever your educator flags that they are considering this, it is important that you both liaise with your Principal Practice Educator as soon as possible. Your Principal Practice Educator can work with you to develop a plan for improving performance.

At the completion of the mid-placement evaluation, the practice educator and the student are encouraged to review the Core Curriculum and Supervision Checklist and to specify how the remainder of time on placement is to be spent.

#### **5.5 Final Evaluation**

This evaluation is summative, which means that it relates to the whole of your placement, providing a final assessment of your progress. You must pass all learning objectives at your Final Evaluation to successfully complete your placement unit.

#### **5.6 Liaison Meetings**

The liaison meeting provides an opportunity for the student, the Field Educator/ Task Supervisor and the Principal Practice Educator to review the placement, to reflect on the students' progress, raise concerns and issues, and to review goals for further learning.

Principal Practice Educators contact students to arrange the initial liaison meeting. Students are requested to email a copy of their Supervision Checklist to their Principal Practice Educator prior to the meeting. 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 Principal Practice Educator 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.

## 6. DIFFICULTIES ON PLACEMENT

### **6.1 Risks During Placement**

While the great majority of placements go very smoothly, problems can arise from time to time. Examples of issues that can occur include:

- Unanticipated extended absence of Field Educator due to illness or a new role.
- Changes to agency management or structure.
- Difficulties in supervision - conflict between Field Educator and student.
- Unsatisfactory standard of student performance.

In every case, it is essential that you communicate with your Principal Practice Educator at UQ as soon as you become aware of an issue. Delaying notifying the University makes it difficult to resolve issues in a timely fashion and can result in placements being terminated which may otherwise have been made viable.

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

When difficulties arise on placement, either the student or the Field Educator may contact the Principal Practice Educator at UQ. The Principal Practice Educator will work actively with both the student and the educator to devise and support a solution which maximises the student's learning opportunities and respects the needs of the agency.

Precise steps in resolution will depend on the nature of the issue and the placement context. In all cases, however, the Principal Practice Educator is responsible for ensuring that principals of fairness, transparency, natural justice, and trauma-informed practice are observed.

In most cases, the Principal Practice Educator will actively encourage the student to take responsibility for presenting their concerns to the Field Educator in a respectful, constructive manner. Developing the ability to engage in challenging conversations and advocating for a position is fundamental to preparation for social work practice.

Where this is not possible, or where the student feels unable to undertake the advocacy, the Principal Practice Educator will organise and attend a meeting to discuss the issue with both the student and the Field Educator.

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 course Program Lead in consultation with the Principal Practice Educator to assist the student's learning.
- A request by either the student or practice educator to terminate the placement.
- A recommendation by the Principal Practice Educator to terminate the placement if irreconcilable differences exist.

### **6.3 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 Principal Practice Educator. **A student must not terminate or change a placement.** If a student terminates a placement before consulting Practice Education, an alternative placement is not an option. A withdrawal without penalty or a failing grade will be awarded.
- Negotiation. 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, Principal Practice Educator and student will each submit a report to the Practice Education Manager covering the following points:
  - Learning opportunities experienced and the learning derived from them to date,
  - The difficulties identified and an assessment of student performance.

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

- A second placement in the same semester may be organised by the Practice Education Team if, in the assessment by the Practice Education 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 Practice Education Manager, in consultation with the Program Lead, reserves the right not to replace the student.

- If the second placement in the same semester is also terminated, the student will not be replaced for this enrolment period. Either a withdrawal without academic penalty based on 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. If the Field Educator wishes to terminate the placement because of personal or agency issues, for example, this policy does not apply.

## **6.4 Changes in Placement, Extensions, Failing Grades and Special Circumstances in Practice Education**

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

- Supplementary assessment is not available for placement courses.
- 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. 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://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 practice 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.

#### **6.4.2 Practice Education Process**

The Program Lead, in consultation with the relevant Practice 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 Educator and the Principal Practice Educator, it is determined by the Practice Education Manager that the quality of the student's performance to date is not in the interests of individuals, groups, and/or the agency.

## 7. RISK MANAGEMENT AND INSURANCE

### 7.1 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 HaBS Managing Occupational Violence and Agression Module and the HaBS Placement Safety Module.

Additional Risk Assessments may be required for unique and high-risk placements. The risk assessment is to be completed in the UQSafe risk assessment database.

### 7.2 Student Insurance

#### **Insurance for Course Placements**

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 Principal Practice Educator. The School will contact the University's Insurance Services office. Failure to promptly notify your School may affect your insurance coverage.

### **7.3 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.

### **7.4 Personal Accident Insurance**

The University of Queensland 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, practice 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 that could result in a claim are reported your Principal Practice Educator as soon as possible after the event. The Principal Practice Educator will consult with the University Insurance Office and guide you through the necessary steps.

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



## **8. SUPPORT FOR STUDENTS**

### **8.1 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.

### **8.2 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.

### **8.3 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 Practice 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 Practice 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 Adviser on 07 3365 1704 or [inclusion@uq.edu.au](mailto:inclusion@uq.edu.au).

#### **8.4 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 practice 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 Principal Practice Educator and/or the Practice Education Team Manager.

#### **8.5 Harassment**

Processes have been developed within the community (e.g., Anti-Discrimination Commission Qld) and in various organisations (e.g., 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 educators are victims of such behaviour, it is important to engage in a process which is helpful to them. Contacting the university Principal Practice Educator would be a starting point for a student, from there decisions can be made about the appropriate action.

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

#### **8.6 Freedom of Information (FOI)**

The Queensland Right to Information Act 2009 and the Information Privacy Act 2009 extend the right of the community to have access to information held by state government departments and local and public authorities.

As a public authority established by an Act of the Queensland Parliament, The University of Queensland is subject to the Queensland Right to Information Act 2009 and the Information Privacy Act 2009. Go to [www.rti.qld.gov.au](http://www.rti.qld.gov.au) for more information.

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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 Core 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 guides for the organisation.

Signed: ..... Date: .....  
Field Educator

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

**Structure for Supervision**

What day is Supervision

--

What time is Supervision

--

Where will Supervision be held

--

What is the format for Supervision  
(eg agenda, flexible)

--

# Appendix 2: Skills and Techniques for Social Work Practice

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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:

- Needs 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, disability, class



# Appendix 3: Tasks, Skills and Knowledge Discussed during Supervision

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

This document has been designed by the Social Work Practice Educators (UQ) as a suggested way of tracking and recording placement milestones for the student. Regularly updating the checklist over the course of the placement will ensure you as Supervisor and your student(s) will have a reliable record of key task completion. As such, the document can be referenced and discussed at placement liaison meetings.

Please note:

- the table is for your convenience. It does not need to be submitted to ePortfolio.
- the format is optional. Additional milestones can be added or deleted as best suits the placement your agency is offering.

<b>SUPERVISION CHECKLIST FOR SUPERVISORS</b>	
Name of Student	
<b>Date when completed</b>	<b>Agency Onboarding</b>
	Student introduced to their team and who they report to for daily tasks/concerns
	Student has an allocated work area
	Student has access to necessary Information Technology to perform daily tasks
	Student has completed the agencies orientation
	Student provided an overview of agencies policy and procedures
	Supervisor and Liaison have been identified
	<i>Insert other local processes for onboarding if required</i>

<b>SUPERVISION CHECKLIST FOR SUPERVISORS</b>	
<b>Within supervision agreement:</b>	
	Roles and responsibilities discussed
	Goals of supervision decided
	Methods for supervision determined
	Frequency and duration of supervision activities determined
	Confidentiality and recording of supervision activities discussed and agreed and where appropriate, engagement of external supervision support has been negotiated
	Copy of signed Learning Agreement sent to Student
	Copy of Learning Agreement sent to UQ Practice Education Team (if applicable)
<b>FIRST PLACEMENT</b>	
<b>Tick when completed</b>	<b>TASK, SKILLS AND KNOWLEDGE DISCUSSED DURING SUPERVISION AS DESCRIBED IN PLACEMENT COURSE LEARNING OBJECTIVES (or additional topics for student development specific)</b>
	You are appropriately dressed and punctual
	Your demeanour is professional, efficient, and courteous.
	Your work is efficient.
	Your attitude toward service users (f2f and in office discussion) is appropriate, empathic, and non-judgmental.
	Confidentiality and accuracy of note recording are observed at all times.
	Your practice is consistent with the limits set by your supervisor.
	You have read the agency policy and procedure documents and discuss in supervision.
	Access or develop Organisational Chart.

## SUPERVISION CHECKLIST FOR SUPERVISORS

### FIRST PLACEMENT

	Review available research data on the agencies target population or target social issue.
	Observation of interventions and reflection on goals, methods, and outcomes.
	Participate in workplace meetings and complete minutes (on at least one occasion).
	Identify or participate in identifying gaps in service provision or enhancing services to clients - quality improvement activity
	Telephone, on-line, email and in-person communication with service users is observed by Supervisor, critiqued, and reflected upon.
	Supervisor observes and provides feedback on your interactions with agency staff or service users on at least three occasions across the course of the placement.
	Complete at least one formal written piece of client assessment, analysis, or plan, using either an agency format or one developed for this task
	You develop strong links with agency staff and take advantage of opportunities as they arise.
	You engage with related agencies, demonstrating initiative and interest in their activities.
	You demonstrate culturally sensitive engagement with others
	Discussions in supervision and reflections articulate individual and structural links.
	You consistently adopt a non-judgmental attitude toward service users and their problems.
	Your interventions and assessments must incorporate a clear strengths-based perspective in addition to other appropriate theories i.e., systems theory

<b>SUPERVISION CHECKLIST FOR SUPERVISORS</b>	
<b>FIRST PLACEMENT</b>	
	You maintain a focus on empowerment.
	You develop an initial practice framework.
	Keep a work diary showing planned and actual use of time.
	Maintain records of work undertaken to meet agency standards, and AASW Practice Standards.
	You can articulate how you form positive professional working relationships with others
	<p>Reflect in supervision on:</p> <ul style="list-style-type: none"> <li>• agency policies and the ways in which inclusion is promoted.</li> <li>• potential barriers.</li> <li>• trauma-informed practices; and intergenerational grief and loss</li> <li>• engagement with local community.</li> <li>• acknowledgment of traditional custodians of the land where you are meeting.</li> </ul>
	<p>In supervision, consider:</p> <ul style="list-style-type: none"> <li>• your emotional responses and personal triggers to placement events and how these might relate to your own lived experience. (N.b., this particularly includes situations where you struggle to identify any emotional response.)</li> <li>• your assumptions about service users' needs, behaviours, and backgrounds.</li> <li>• your assumptions about service delivery.</li> </ul>
	Reflect on the ways in which you understand and practice self-care, particularly in the context of any confronting or distressing incidents occurring on placement.
Ongoing	

## SUPERVISION CHECKLIST FOR SUPERVISORS

### FINAL PLACEMENT

Tick when completed	TASK, SKILLS AND KNOWLEDGE DISCUSSED DURING SUPERVISION AS DESCRIBED IN PLACEMENT COURSE LEARNING OBJECTIVES (or additional topics for student development specific)
	You are appropriately dressed and punctual
	Your demeanour is professional, efficient, and courteous.
	Your work is efficient.
	Your attitude toward service users (f2f and in office discussion) is appropriate, empathic, and non-judgmental.
	Confidentiality and accuracy of note recording are observed at all times.
	Your practice is consistent with the limits set by your supervisor.
	Read <i>AASW Code of Ethics (2020)</i> and <i>Practice Standards (2013)</i> and consider their relevance to social work in the placement agency.
	<p>Use of supervision and reflective writing to:</p> <ul style="list-style-type: none"> <li>• identify an ethical dilemma encountered or observed on placement.</li> <li>• define the values or principals in conflict.</li> <li>• develop a practical response which meets service user needs and agency requirements.</li> <li>• articulate your thinking and processes.</li> </ul>
	<p>The Practice Framework is a developing document. It involves honest self-reflection, knowledge of the field and cannot be developed in isolation.</p> <ul style="list-style-type: none"> <li>• Development of the practice framework should be a regular topic of discussion in supervision.</li> </ul>

## SUPERVISION CHECKLIST FOR SUPERVISORS

### FINAL PLACEMENT

	<ul style="list-style-type: none"> <li>• Various drafts of the framework should be developed across the duration of the placement.</li> <li>• Changes in the framework reflect a developing understanding of the social work role and the self as a practitioner. Therefore, it would be expected that the document will change noticeably from first draft to final product.</li> </ul>
	You engage in a number of different styles of intervention to suit the situation
	Your interventions are consistent with agency values
	You are observed by your supervisor completing three sessions/client interactions.
	Discussions in supervision and reflections articulate individual and structural links.
	You consistently adopt a non-judgmental attitude toward service users and their problems.
	Your interventions and assessments incorporate a clear Evidence Informed Practice
	You acknowledge your position within the larger system and reflect on ways in which it can be used in the service of clients.
	You reflect on spoken and unspoken assumptions of "normal" or "appropriate".
	Your practice reflects integration of strengths focus and trauma-aware principals
	You adopt a stance of engaged, humble inquiry when engaging with service users from culturally diverse backgrounds.
	You maintain a focus on empowerment.
	You refine your practice framework.

## **SUPERVISION CHECKLIST FOR SUPERVISORS**

### **FINAL PLACEMENT**

	You engage critically with academic literature, research and the lived experience of workers and service users as a means of guiding interventions and informing practice.
	You make explicit reference to research in discussing and evaluating your practice and in your written assessments
	You are able to defend and justify your interventions on the basis of high-quality evidence
	Your formal and informal interactions reflect your commitment to respectful and authentic practice.
	You embody the professional you wish to be in all aspects of your work on placement.
Ongoing	Review progress of placement hours recorded on timesheet - endorse hours on a weekly basis

# Appendix 4: Student Development Plan

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## Student Development Plan

<b>Student Name</b>	<i>First Name, Last Name</i>
<b>Student Number</b>	<i>s1234567</i>
<b>Semester and year</b>	<i>Semester xx, 202x</i>
<b>Placement Supervisor</b>	<i>First Name, Last Name, Role Description</i>



<b>Placement Location:</b> <i>e.g. Royal Brisbane Womens Hospital (oncology dept)</i>	
<b>Learning Gap / Area for Development</b> <i>What was the situation that highlighted a knowledge gap or area for development in your social work practice?</i>	<b>Strategies to improve/enhance your knowledge</b> <i>What are the goals needed to achieve your objective?</i>
<i>Example: I began working with local Elders and realised I have limited understanding of their culture</i>	<i>Example strategy: research and complete online training to improve my knowledge; attend cultural awareness training; discuss with supervisor</i>

## Appendix 5: An Example of a Process Record

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

The following is an example of an initial interaction during an interview at youth support agency. There are three relevant people involved in this conversation: Student (S), the Youth Worker (YW), and the Young Person (YP) “JJ”.

YP = Young Person “JJ”

YW = Youth Worker

S = Student

Content Dialogue	Students Feelings	Clients Non - Verbals	Knowledge/ Skills	Comments: Student/ Supervisor
YW: <i>‘Hey, JJ this is Brad. He’s a student doing placement here, do you mind if he sits in with us today?’</i>	I always feel nervous when meeting a new young person because I never know how they will receive me.	Unsure just yet but appeared a little uneasy	JJ’s right to self-determination and confidentiality.	The YW suggested I join him for a meeting with “JJ” as it will be good experience
YP: <i>‘Yeah, I guess.’</i>	I was concerned about the young person because they seemed hesitant to say yes.	The YP appeared to comply and perhaps felt obligated to say yes because they didn’t want to offend.	Sensitivity  Be aware of power imbalances  Choice	Upon reflection, it may have been more appropriate for the YW to ask the YP on their own and if comfortable, to be invited in
YW: <i>‘How are you feeling today mate? The last time we chatted you were dealing with some heavy feelings around losing your Dad’</i>	I knew beforehand that the YP (who identifies as a Gubbi Gubbi man) had recently lost their father. I was conscious about intruding on a deeply private moment	I believe the YP may have been feeling embarrassed by this question with me present, as he looked down and wouldn’t make eye contact.	Cultural safety and awareness  Greif and Loss	In Aboriginal culture, Sorry Business is a deeply spiritual practice. Death and dying is a sensitive topic, which must be approached with care.

YP = Young Person "JJ"

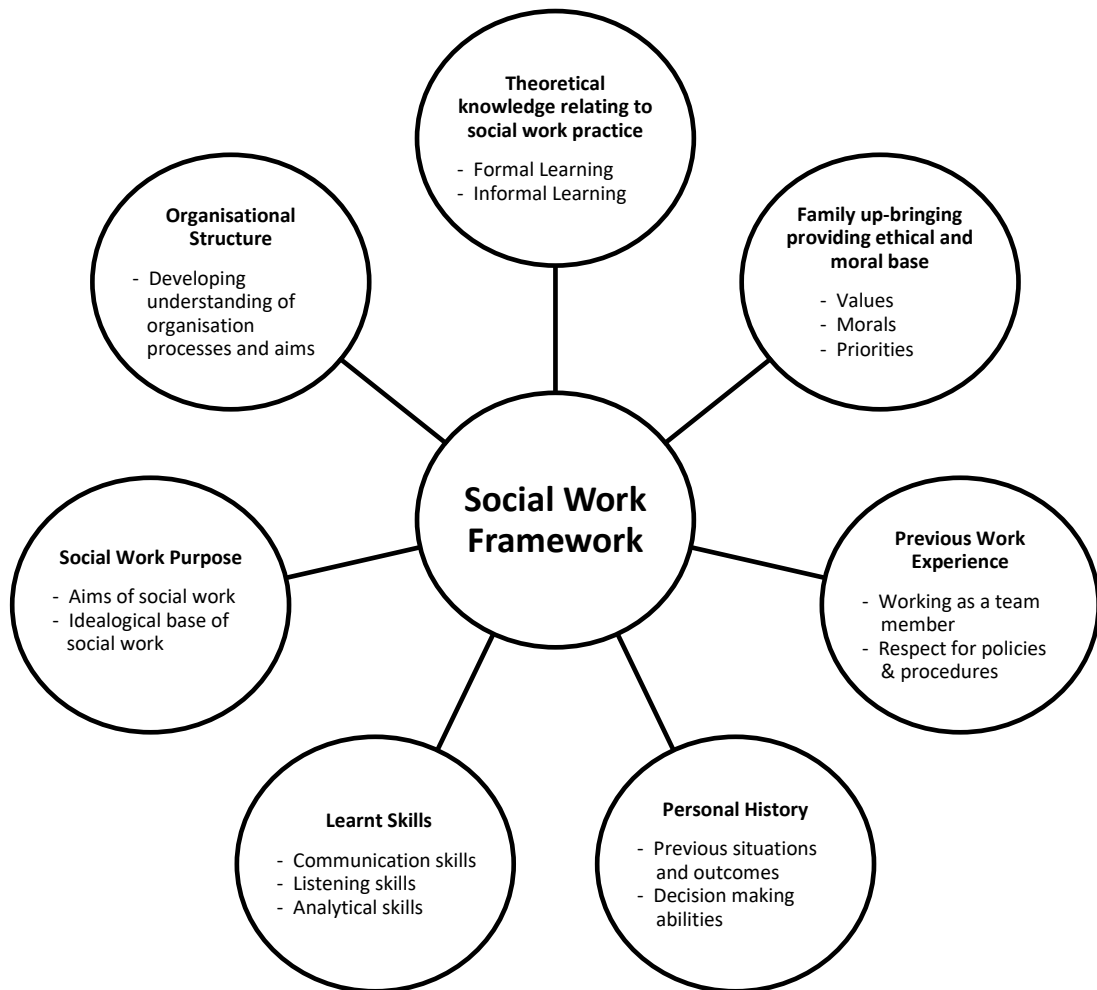
YW = Youth Worker

S = Student

Content Dialogue	Students Feelings	Clients Non - Verbals	Knowledge/ Skills	Comments: Student/ Supervisor
YP: <i>'Yeah, it is not so bad today. Hey! have you heard any more about getting those charges moved to the Brisbane Court?'</i>	The quick shift in topic took me by surprise	The YP quickly redirected the conversation away from his father's passing, which may mean he was feeling uncomfortable.	Active Listening  Building Rapport  Client Focused/Led	I noted that the YW let the conversation flow in the direction the YP wanted
YW: <i>'No mate, let me give the lawyers in Cairns a call while you're here, and see what they say.'</i>	I felt a bit nervous being alone with the YP, not for safety reasons but mainly what to do as the YW left the room	The YP was happy with this response and appeared relieved he would be getting answers today.	Using a person-centred approach the YW allowed the YP to direct the conversation	
(YW left the room but could be heard in the background talking softly on the phone)  YP: <i>'Hey mate, did you know it was my birthday last week.'</i>	I was pleased (and relieved) the YP felt comfortable enough to start a conversation with me while the YW was on the phone	Perhaps the YP felt awkward and wanted to fill the silence with casual conversation. Or it may have been a genuine 'small talk'	Ice breaker: Conversations with a stranger can be a stressful. This is true for YP who lack the basic social skills necessary for conversation.	The set-up of the room was awkward, with me almost sitting behind the YP. This made for an odd dynamic.
S: <i>'No way. Can I ask how old you turned?'</i>	I was happy to be engaging in a positive conversation with the YP.	The YP was visibly excited to talk about his birthday, and engaged in the conversation.	Rapport building: Whilst an arbitrary conversation, it was important for building a relationship with the YP and establishing trust and rapport.	As the YP talked I moved my chair to be more face to face
YP: <i>'Yep...21!'</i>	Feeling more at ease	YP looked really proud		
S: <i>'Congrats mate, that's massive! How'd you celebrate?'</i>	It was great to feel included	I could see the YP was happy to share and more at ease	Minimal encouragers	I was conscious to let the YP lead the conversation

# Appendix 6: A Practice Framework

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



Developed from "Making the Most of Practice 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 Principal Practice Educator. They will be able to assist you in developing your ideas to inform your framework.

# Appendix 7: Student Timesheet / Log of Hours

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

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

Placement commencement date: \_\_\_\_/\_\_\_\_/\_\_\_\_

End of Week	Hours on Placement	Tasks Performed	Agency Supervisor Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			

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

Student's Signature

Field Educator's Signature

# Appendix 8: Practice Reflection and Process Record Guide

Bachelor of Social Work & Master of Social Work Studies

## **FOR ALL FIRST PLACEMENTS**

Practice Reflection and Process Record

Type: Reflection

Learning Objectives Assessed: 2, 3, 5, 6, 7

Due Date: The first reflection and the first process record should be submitted via the ePortfolio at 1:00pm on the Monday of week 7 of your placement. The actual due date will vary, depending upon when you commence placement.

The final reflection and the final process record should be submitted via the ePortfolio at 1:00pm on the Monday of week 11 of your placement. The actual due date will vary, depending upon when you commence placement.

Weight: Pass/Fail

## **Task Descriptions:**

### **PRACTICE REFLECTION**

Over the course of your placement, you are required to submit two practice reflections and two process records. Each practice reflection should be 500 words. Each process record should also be 500 words. The first reflection and the first process record should be submitted via the ePortfolio at 1:00pm on the Monday of week 7 of your placement. The actual due date will vary, depending upon when you commence placement.

The final reflection and the final process record should be submitted via the ePortfolio at 1:00pm on the Monday of week 11 of your placement. The actual due date will vary, depending upon when you commence placement.

### **What are practice reflections?**

Practice reflections are brief (500 words) documents in which you:

describe an example of social work practise you have either witnessed or undertaken personally and explore the ways in which the example fits with (or contrasts with) your values, attitudes, theories and life-experiences.

Practice reflections can be based on any placement incident which has challenged you or which has given you a deeper understanding of the social work role.

The reflection does not need to be based on a critical incident or crisis - in fact many excellent reflections in the past have been based on seemingly insignificant practise moments: a conversation in the staff lunchroom, a meeting you attended, a phone call to a client to confirm an appointment, an aspect of the agency policy manual you have been reading through, an email ...

### **What should I reflect on?**

Full details about submissable tasks are included in course ECPs. Make sure you consult the ECP for all details and due dates.

Although every aspect of placement offers learning and material for reflection, it can be helpful to have some basic guidelines when starting practise.

Your first reflection will be based on the early stages of placement in which you are being introduced to the agency and the field of practice.

Your final reflection should demonstrate greater familiarity with the agency and client-work.

### **How should I structure the reflections?**

All reflections should be structured according to the SEAL framework. This framework uses four sub-heading, as follows:

**Situation:** Describe the event, incident, task or experience. Identify the challenges that you faced.

**Effect:** Explain the new experience or challenge in the situation and its effect on you emotionally and in terms of your knowledge and skill development.

**Action:** Explain what strategies you employed (or observed) in the situation or what was done to deal with the challenge faced. Were the strategies effective? Why? Why not?.

**Learning:** The most important part of the reflection is to consider what you learned from the experience. Try to identify what skill or personal quality you have developed or enhanced. Explain what you can do now as a result of dealing with this situation or experience.

### **PROCESS RECORD**

As mentioned above, you are required to submit two process records over the course of your placement. Each process record should be 500 words in length. The records should be submitted at the same time as the practice reflections, that is, the first should be submitted via the ePortfolio at 1:00pm on the Monday of week 7 of your placement and the second submitted via the ePortfolio at 1:00pm on the Monday of week 11 of your placement. The process record should relate directly to a placement incident which forms the basis of the reflection which you are submitting at the same time.

## **What are process records?**

Process records are detailed accounts of a practice situation, written after the situation has taken place. Each process record includes direct quotes from the situation participants, notes on your emotional responses at different points of the process, notes on the client's emotional responses at different points of the process; notes on knowledge and skills demonstrated at different points of the process; other comments.

A description and example of a process record may be found in Cleak, H. & Wilson, J. (2019). *Making the most of field placement* (4th ed.). Cengage Learning Australia. pp. 90-91. Please ensure your record follows the format used in this text.

## **Criteria & Marking:**

Practice reflections and process records are tools designed to help you develop practice skills and to focus your learning while on placement. As such, they are not subject to the same processes of marking and assessment applied to your academic writing such as essays.

The reflections and record are to be used in supervision as topics for discussion and exploration. You are expected to negotiate how this can be managed. For example, your supervisor may wish to read the documents in advance of the scheduled supervision. Alternatively, your supervisor may ask you to talk through the documents in the session, discussing key points as you go, rather than reading for themselves. Either way, what is essential is that the documents are discussed and the learnings they contain form part of the content of your supervision sessions.

Your supervisor does not "mark" the documents, but does need to confirm they have been discussed by indicating a "Pass" on the ePortfolio. Further comments about the reflections or the process can be left by your supervisor on the ePortfolio should they choose to do so. The only circumstance in which a "Fail" should be recorded is when the reflections and record are not submitted for discussion at supervision.

## **Submission:**

Submitted via ePortfolio link in course Blackboard site.



## **FOR ALL SECOND/FINAL PLACEMENTS**

Practice Reflection and Process Record

Type: Reflection

Learning Objectives Assessed: 2, 3, 5, 6, 7

Due Date: The first reflection and the first process record should be submitted via the ePortfolio at 1:00pm on the Monday of week 7 of your placement. The actual due date will vary, depending upon when you commence placement.

The final reflection and the final process record should be submitted via the ePortfolio at 1:00pm on the Monday of week 11 of your placement. The actual due date will vary, depending upon when you commence placement.

Weight: Pass/Fail

### **Task Descriptions:**

#### **PRACTICE REFLECTION**

Over the course of your placement, you are required to submit two practice reflections and two process records. Each practice reflection should be 750 words. Each process record should also be 750 words.

The first reflection and the first process record should be submitted via the ePortfolio at 1:00pm on the Monday of week 7 of your placement. The actual due date will vary, depending upon when you commence placement.

The final reflection and the final process record should be submitted via the ePortfolio at 1:00pm on the Monday of week 11 of your placement. The actual due date will vary, depending upon when you commence placement.

#### **What are practice reflections?**

Practice reflections are brief (750 words) documents in which you: describe an example of social work practise you have either witnessed or undertaken personally and explore the ways in which the example fits with (or contrasts with) your values, attitudes, theories and life-experiences.

Practice reflections can be based on any placement incident which has challenged you or which has given you a deeper understanding of the social work role. The reflection does not need to be based on a critical incident or crisis - in fact many excellent reflections in the past have been based on seemingly insignificant practise moments: a conversation in the staff lunchroom, a meeting you attended, a phone call to a client to confirm an appointment, an aspect of the agency policy manual you have been reading through, an email ...

### What should I reflect on?

Although every aspect of placement offers learning and material for reflection, it can be helpful to have some basic guidelines when starting practise.

Your first reflection will be based on the early stages of placement in which you are being introduced to the agency and the field of practice.

Full details about submissable tasks are included in course ECPs. Make sure you consult the ECP for all details and due dates.

Although every aspect of placement offers learning and material for reflection, it can be helpful to have some basic guidelines when starting practise.

Your first reflection will be based on the early stages of placement in which you are being introduced to the agency and the field of practice.

Your final reflection should demonstrate greater familiarity with the agency and client-work.

For your final reflection, base it around either Reflection 3 or Reflection 4:

### How should I structure the reflections?

All reflections should be structured according to the SEAL framework. This framework uses four sub-heading, as follows:

**Situation:** Describe the event, incident, task or experience. Identify the challenges that you faced.

**Effect:** Explain the new experience or challenge in the situation and its effect on you emotionally and in terms of your knowledge and skill development.

**Action:** Explain what strategies you employed (or observed) in the situation or what was done to deal with the challenge faced. Were the strategies effective? Why? Why not?.

**Learning:** The most important part of the reflection is to consider what you learned from the experience. Try to identify what skill or personal quality you have developed or enhanced. Explain what you can do now as a result of dealing with this situation or experience.

### PROCESS RECORD

As mentioned above, you are required to submit two process records over the course of your placement. Each process records should be 750 words in length. The records should be submitted at the same time as the practice reflections, that is, the first should be submitted via the ePortfolio at 1:00pm on the Monday of week 7 of your placement and the second submitted via the ePortfolio at 1:00pm on the Monday of week 11 of your placement.

The process record should relate directly to a placement incident which forms the basis of the reflection which you are submitting at the same time.

## **What are process records?**

Process records are detailed accounts of a practice situation, written after the situation has taken place. Each process record includes direct quotes from the situation participants, notes on your emotional responses at different points of the process, notes on the client's emotional responses at different points of the process; notes on knowledge and skills demonstrated at different points of the process; other comments.

A description and example of a process record may be found in Cleak, H. & Wilson, J. (2019). *Making the most of field placement* (4th ed.). Cengage Learning Australia. pp. 90-91. Please ensure your record follows the format used in this text.

## **Criteria & Marking:**

Practice reflections and process records are tools designed to help you develop practice skills and to focus your learning while on placement. As such, they are not subject to the same processes of marking and assessment applied to your academic writing such as essays.

The reflections and record are to be used in supervision as topics for discussion and exploration. You are expected to negotiate how this can be managed. For example, your supervisor may wish to read the documents in advance of the scheduled supervision. Alternatively, your supervisor may ask you to talk her through the documents in the session, discussing key points as you go, rather than reading them herself. Either way, what is essential is that the documents are discussed and the learnings they contain form part of the content of your supervision sessions.

Your supervisor does not "mark" the documents, but she does need to confirm they have been discussed by indicating a "Pass" on the ePortfolio. Further comments about the reflections or the process can be left by your supervisor on the ePortfolio should she choose to do so.

The only circumstance in which a "Fail" should be recorded is when the reflections and record are not submitted for discussion at supervision.

## **Submission:**

Submitted via ePortfolio link in course Blackboard site.