

# Social Work Practice Education Guide 2023

School of Nursing, Midwifery and Social Work







SCHOOL OF NURSING, MIDWIFERY AND SOCIAL WORK

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# Social Work Practice Education Guide 2023

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Placement 1: SWSP3155, SWSP7155

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 the guide is largely addressed at students, we are confident that field 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 field 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) by email at [fielded@uq.edu.au](mailto:fielded@uq.edu.au) or phone 07 3365 2462.

## **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 an important 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, four days per week, which equates to approximately 18 weeks. When you will be going on placement depends on your program and your progression. The table below shows the typical schedule:

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

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 Liaison 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?

The basic function of your placement is to give you an opportunity to learn and develop the knowledge and skills you'll need as a beginning social worker. That involves teamwork between you, the student, and the experienced people who'll be guiding you through the 500 hours.

There are a number of people involved in the provision of practice education, and the terminology can be confusing. In this section we will outline the specific roles of everyone involved in your placement.

### 2.1 Student

All UQ social work programs are based on principles of adult education. 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 and engaged while on placement.

As a social work student on placement, you will need to:

- Take initiative and responsibility for learning.
- Communicate your needs clearly so that staff can respond to it in a timely and appropriate fashion.
- Provide staff with access to your work, including being observed in practice.
- Prepare for and actively participate in supervision sessions, liaison meetings and integration workshops.
- Engage in self-evaluation and constructive feedback.
- Practice within the guidelines of the AASW *Code of Ethics* (2020).
- Undertake all tasks with a professional attitude, remaining open to the learning they offer.
- Observe and follow all agency rules and requirements.

- 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 UQ 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 and is a requirement of the AASW Practice Standards.
- 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 to provide regular formal supervision sessions during placement (in person 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 representative 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/Liaison 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/Liaison of any issues in the students' performance which may affect their passing the placement and working with the student and Principal Practice Educator/Liaison 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 that can be also performed by social workers.

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 an onsite Field Educator.**

## **2.4 External Field Educator**

The External Field Educator is a qualified social worker who is employed by UQ to provide professional supervision to students 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 as part of the Field Education Team. The Principal Practice Educator's primary role is to support you in your learning during placement. Depending on the circumstances, a Principal Practice Educator may take on the role of external Field Educator (supervisor) or Liaison during the 18 weeks of your placement.

If the Principal Practice Educator takes on the role of external Field Educator during your placement, refer to section **2.4** for their role during placement.

If the Principal Practice Educator takes on the role as Liaison during your placement, refer to section **2.6** for their role during placement.

In addition, there are broadly three essential functions of the Principal Practice Educator role. These are:

- Support and Problem Solving
  - Oversees the social work Field Education student placements.
  - Provide the support and manage all stakeholders involved in the practice education experience.
  - 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.
- Educational
  - Review the core curriculum developed by the student and Principal 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/Liaison.
  - Assess, in consultation with the Field Educators/Task Supervisor or External Field Educator/Liaison, 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.

## **2.6 Liaison**

The university Liaison is a representative from UQ social work. The Liaison is either a person from the Field Education team or qualified social worker who is contracted by UQ to fill this role to support you on placement.

### The role of the Liaison:

- Assist and facilitate communication between all stakeholders (university, agency, and student) during the 18-week placement.
- Meet with the student and Field Educator/Task Supervisor. The Liaison meeting provides an opportunity for you and your supervisor to reflect on your progress, raise concerns and issues, and to review goals for further learning.
- The Liaison will make at least **two** contacts over the course of your placement. The first contact is suggested approximately week 3-4 to check with the students' progress and learning goals have been identified. The second visit is agreed upon with all parties after the mid evaluation. The Liaison will write a brief liaison report reflecting your progress following each visit. This will be sent to you and your supervisor after each meeting.
- Maintain contact with student and assist with any difficulties that may arise during placement. An early intervention approach involving all stakeholders to assess and develop an action plan as required.
- Contact the Field Education team when difficulties arise affecting the student placement.
- Students and Field Educators/Task Supervisors are encouraged to contact the Liaison outside of the organised meetings if they have any concerns or require support in relation to the placement. If they are unable to speak with the Liaison in a timely manner, they are encouraged to contact staff at: [fielded@uq.edu.au](mailto:fielded@uq.edu.au)

## 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 (LO) 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 LO 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 LO 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 linked to at least one of the placement course LOs in the Learning Plan (LP).
- **Assess your 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 easy to follow. 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 LO you are not fully satisfied with (and nobody should EVER be fully satisfied with the LO: 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 LO will help you identify the professional learning you need to focus on in your professional practise. Remember, social work is a profession about relationships and people.

The table below shows the LOs for first and second placement. This links to both the course ECPs and the Learning Plan you will discuss and develop with your Supervisor during the first part of your placement. You'll notice BSW (Hons.) and MSW programs have the same LOs. This is in recognition of the fact all students in both programs are being exposed to social work practice for the first time.

<b>SWSP3155 and SWSP7155</b> <b>First Placement Learning Outcomes</b>	<b>SWSP4266 and SWSP7266</b> <b>Second Placement Learning Outcomes</b>
<p><b>1 Values and ethics</b> Identify and respond to practice challenges to core social work principles of respect for persons, social justice, or professional integrity in the placement context.</p>	<p><b>1 Values and ethics</b> Demonstrate the consistent application of the AASW Code of Ethics (2020) to all aspects of practice in the placement agency.</p>
<p><b>2 Professionalism</b> Establish constructive rapport with clients based on respect, accountability, and appropriate boundaries. Maintain purpose and clarity in heightened emotional circumstances.</p>	<p><b>2 Professionalism</b> Articulate professional purpose taking into account of context, client needs and capacities, social work knowledge, theory, skills and values and the power and authority inherent in the social worker's role.</p>
<p><b>3 Culturally responsive and inclusive practice</b> Recognise the complexity of personal, social, and cultural identity (avoiding homogenisation of clients' experience) and their influence on clients' understandings of services, needs and professional roles.</p>	<p><b>3 Culturally responsive and inclusive practice</b> Recognise and manage the impact of institutionalised racism on how social work may be perceived by Aboriginal and Torres Strait Islander clients and other CALD service users.</p>
<p><b>4 Knowledge for practice</b> Identify links between individual problems and structural patterns of inequity in terms of the agency's practice field.</p>	<p><b>4 Knowledge for practice</b> Articulate a coherent practice framework incorporating critical reflection, theoretical positions and a reflexive examination of your skills and knowledge.</p>



<b>SWSP3155 and SWSP7155</b> <b>First Placement Learning Outcomes</b>	<b>SWSP4266 and SWSP7266</b> <b>Second Placement Learning Outcomes</b>
<p><b>5 Applying knowledge to practice</b> Work inclusively and respectfully with client and service users to promote client involvement in decision-making, recognising the need for assessments and interventions to be informed by the lived experience of clients.</p>	<p><b>5 Applying knowledge to practice</b> In collaboration with clients, assess needs and appropriate interventions using evidence-informed independent critical thought and judgement.</p>
<p><b>6 Communication and interpersonal skills</b> Communicate role and mandate to clients and other stakeholders clearly and unambiguously, ensuring clients and service users are provided with clear details of the rights and responsibilities of all parties involved in service provision</p>	<p><b>6 Communication and interpersonal skills</b> Establish and maintain respectful and accountable relationships with a diverse range of clients, engaging in effective rapport-building and professional dialogue, taking into account their varying communication capacities and needs.</p>
<p><b>7 Information recording and sharing</b> Record, manage and safeguard the confidentiality of information according to agency standards of accuracy and scope.</p>	<p><b>7 Information recording and sharing</b> Maintain accurate, comprehensive records, including the documentation of all interventions and assessments in accordance with ethical principles and relevant legislation, using agency templates and storage facilities. Develop templates where necessary.</p>
<p><b>8 Professional development and supervision</b> Make proactive use of supervision to identify and account for your emotional and assumptive responses to placement incidents, tensions and challenges.</p>	<p><b>8 Professional development and supervision</b> Monitor and manage your professional development needs, attitudes, and behaviour to promote and advance social work practice by actively engaging with supervision, research, academic literature and professional learning opportunities.</p>

### **3.2 Learning Plan**

The Learning Plan (LP) has been designed to assist students to meet the LO and guide your learning while on student placement. Therefore, it is a 'living document' that can be added to or changed during your placement experience. The LP needs to be completed within the first 2 to 3 weeks starting placement. Your Supervisor will assist you with identifying tasks. There are instructions in LP template that provide instructions you how to complete the LP.

The LP will not only guide your learning journey but is also an important document that will be a part of your mid and final evaluation. In order to start the mid and final evaluations, students need to upload their completed LP to ePortfolio. A Learning Plan template can be found on your placement Blackboard site (under the 'Document Resources' portal on left hand side of the screen).

### **3.3 Safety, Health and Wellbeing during placement**

The placement agency will have their own policies and procedures in place for your safety and wellbeing. It is important that you ensure you are 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. All incidents that occur while on placement must be reported to your UQ supervisor and to the placement workplace.

Written incidents reports should be prepared as soon after an incident as possible, when you are in a safe environment. This ensures the incident details are fresh in your mind and you can provide sufficient details to enable an effective investigation.


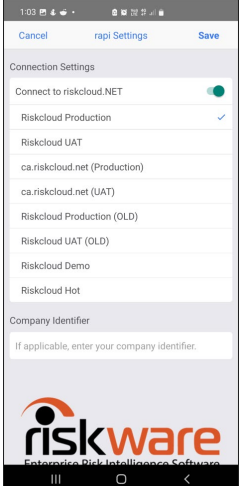
The UQSafe - pocketSafety incident reporting App enables students to quickly and easily report incidents or hazards via their mobile device.

- Download the App



Both iPhones and Android devices are supported and seamlessly integrate with UQSafe. To install, scan the relevant QR code for your device or download the free pocket safety app from the Apple App store or Google Play store.



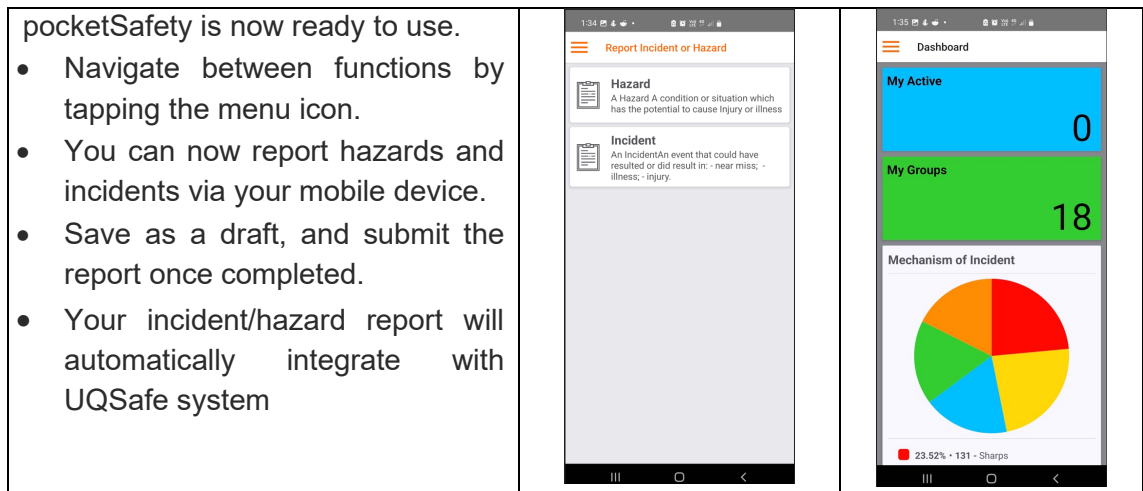
- Configure the App

<p><b>Configure Connection Settings</b></p> <ul style="list-style-type: none"> <li>• Open pocketSafety for the first time.</li> <li>• Tap the red and yellow cloud icon (next to the log in button) to open the Connection Settings.</li> <li>• Ensure the Riskcloud Production option is selected.</li> <li>• Enter the UQ Access Code in the Company Identifier section (642). Save settings.</li> <li>• You will be redirected back to the homepage where you can now log in.</li> </ul>		
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- Login to UQSafe and Set Passcode

<p>Select the 'Log in' button. UQ uses Single Sign On (SSO) - tap the Single Sign-On Log in button.</p> <ul style="list-style-type: none"> <li>• Enter your UQ Username and Password (the same one that you use to Log into UQ systems on your desktop).</li> <li>• For added security, you will be asked to enter a 4-digit pass code.</li> <li>• Enter a Passcode to allow easy access back into pocketSafety if you have closed the app without logging out. You will need to do this twice, for verification.</li> <li>• (If you do logout, you simply need to login again).</li> </ul>		
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- Congratulations



Get to know your placement workplace as soon as you can and work out the best way for yourself to travel to and from the workplace, your transport, and buildings. Be alert and walk purposefully, avoid walking alone at night use a safety escort afterhours (most larger hospitals will have security escorts to nearby parking), and always use well-lit walkways at night. If driving to your placement, make sure your vehicle is locked, park in well-lit areas as close to the entry as possible, never leave valuables where someone can see them, never put personal identification on your keyring.

Develop situational awareness, be aware of what and who is around you. Ear buds (headphones) and phones can reduce your situational awareness.

If you need to wear a uniform for placement, make sure to cover up any identifying information outside the workplace, details such as name badges, and lanyards can make you vulnerable to undesirable attention. Removing identifying information can prevent you being identified by your profession and being approached by individuals who may have negative associations with medical organisations, or who may be looking to prey on the empathy of your profession.

In 2023, placement students in the School of Nursing, Midwifery and Social Work will have FREE access to our pilot of “Sonder”, a 24/7 support app which connects you with a team of specialists dedicated to getting you the help you need, whenever you need it, in whatever language you need it.

The Sonder support team can help you with any issue or concerns you have with wellbeing, safety, medical needs or mental health. You can instantly chat directly with registered nurses, call or even get in-person specialist support while at your placement location.

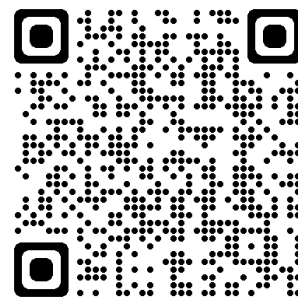
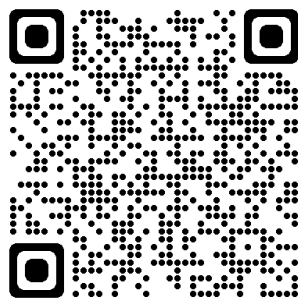
When to use Sonder:

- If you're unwell and don't know what to do next
- If you're injured and don't know what kind of help you need
- If you're concerned, stressed, anxious or worried, or you feel unsafe
- If you're lost or in an unfamiliar location
- If you're working or walking home alone and want to make sure someone is looking out for you

We encourage you to download the "Sonder" app. Available from both the Google Play store and the Apple App Store. You can scan the relevant QR code below for your device, to download the app.

Once downloaded:

- Open the Sonder app
- Enter your UQ email address
- Enter the registration code when prompted: **UQNMSW23**



Sonder is an independent third party that has been engaged to provide resources and support for our students. All information provided to Sonder is confidential. Your feedback on this service is always welcome, please send your feedback at any time to [habs.whs@uq.edu.au](mailto:habs.whs@uq.edu.au). This is a trial program and we would like to be able to evaluate the effectiveness of the services provided.

### **3.4 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)

#### **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 placement of 4 days per week, approximately 7 hours per day (minimum of 500 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 (eg 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 Supervisor counts as placement time on an hour-to-hour basis.

Students should follow agency requirements for logging their hours, and this should be monitored by Supervisors on an ongoing basis. All recorded hours must be accurate and match activities undertaken using the Student Placement Timesheet available on your placement Blackboard site (under 'Document Resources' portal on left hand side of screen).

On completion of the placement, students need to arrange for their Supervisor to provide a brief signed and dated statement confirming that the full 500 hours have been completed. This statement should be emailed to your University Liaison. Until this statement is sighted by the Liaison, your placement has not been completed.

### **3.5 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.

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 four (4) Integration Workshops to placement hours. Each workshop is scheduled for **two** hours.

**Travel time to and from placement cannot be counted in placement hours.**

### **3.6 Student Illness During Placement**

Students should notify their Supervisor and Liaison 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 Australian Social Work Education and Accreditation Standards (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, ie 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 in line with the placement agency's absentee policy. Students must also provide a medical certificate to the Practice Education Manager (email: fielded@uq.edu.au).

If a student requires an extension to their placement finish date, they must follow the process outlined in Section 5.5 of the Practice Education Guide.

### **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. Consult the agency for further information.
- It is the student's responsibility to clarify agency requirements concerning travel expenses, use of agency cars or private vehicles on agency business, eg arrangements re insurance and driver's licence requirements.

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

UQ's Motor Vehicle insurance only covers UQ-owned vehicles. If you have an accident while using your own private vehicle for work-integrated learning, field trips, work experience or other UQ authorised activities, you will not be covered under UQ's Motor Vehicle insurance. You will instead need to claim through your private insurance provider, if any.

UQ strongly recommends that students using their own vehicles for UQ authorized activities ensure that those vehicles are comprehensively insured.



## 4. TEACHING AND LEARNING ON PLACEMENT

### Introduction

The majority of your learning on placement happens 'in the moment' as you undertake tasks and observe practice at your agency. The majority of your teaching is undertaken in the same way, by your supervisor.

Alongside this, the University needs to ensure that your work meets the necessary standard, and that you are able to demonstrate meeting the course LO and AASW Practice Standards. In order to fulfil our obligations, we will ask you to undertake some essential activities designed to supplement your placement.

In this chapter we outline those tasks. Much of the information contained here is also in the Electronic Course Profile (ECP) for your placement course.

### **4.1 AASW Practice Standards 2013**

The Learning Objectives (LO) reflect the AASW's Practice Standards (2013), which 'outline what is required for effective, professional and accountable social work practice in all social work contexts.

The Standards are divided into eight sections:

1. Values and ethics
2. Professionalism
3. Culturally responsive and inclusive practice
4. Knowledge for practice
5. Applying knowledge to practice
6. Communication and interpersonal skills
7. Information recording and sharing
8. Professional development and supervision

During your first week of practice you should read the standards thoroughly. You will find the complete document here. [www.aasw.asn.au/document/item/4355](http://www.aasw.asn.au/document/item/4355)

All graduates of UQ social work programs must be able to demonstrate that they have attained a beginning practitioner level of skill in all eight sections. You do this by meeting your placement course LOs, which are aligned with the AASW Practice Standards (2013), outlined in Chapter 3.

## **4.2 Using the Placement Learning Objectives (LO)**

Meeting the LO is how you pass your placement, so it is very important that you read them carefully and think about how you can meet them at your agency. Every placement arranged by the UQ Practice Education Team provides you with opportunities to meet all the LO.

**In your first two weeks of placement** it will be very important for you to meet with your Supervisor and carefully map out the activities you need to undertake by using the Learning Plan document. A template for the Learning Plan is available on your placement course Blackboard site. Your mid- and end of placement evaluations will be linked to your Learning Plan and recorded on ePortfolio.

## **4.3 Practice Reflections**

You will already be familiar with the term “reflective practice” from your course work. This is a fundamental skill in social work, in which we review specific incidents and reflect on your experiences..

### **What is reflective practice?**

Reflective practice is a way of critically reviewing your own experiences in order to facilitate a greater understanding of how your beliefs and values influence your practice, teaching, learning, and actions. The process of reflection develops self-awareness and facilitates changes in thinking, professional behaviour and practice. It can occur before, during or after an event, ie on day to day practice, as a result of an incident or in preparation for a complex situation.

The Gibbs Reflective Cycle (1988) is one model used to develop your reflective practice as an emerging professional. The model provides structure to learning from experiences and offers a framework for examining experiences. The model allows you to learn and plan from the experience that went well or didn't go well. The model covers six (6) stages:

**Description** of the experience

**Feelings** and thoughts about the experience

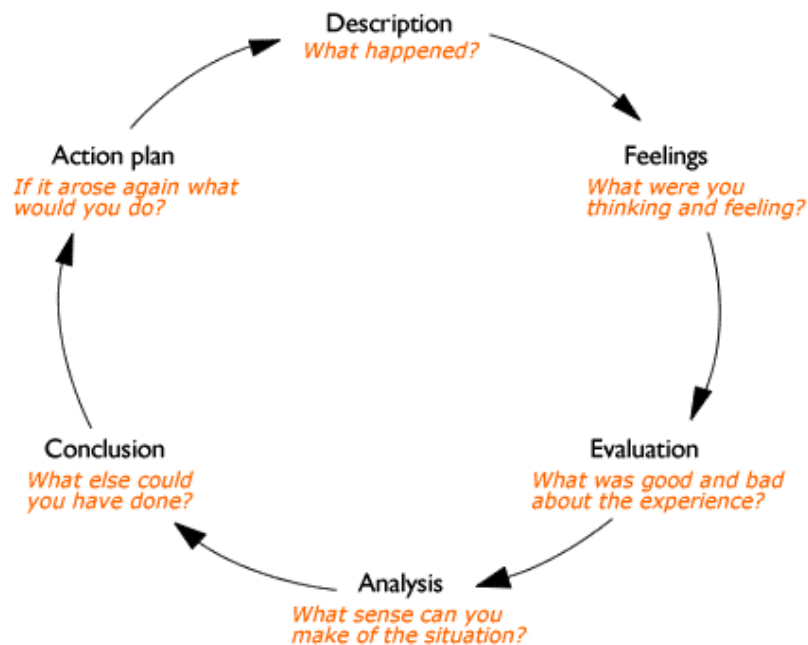
**Evaluation** of the experience, both good and bad

**Analysis** to make sense of the situation

**Conclusion** about what you learned and what you could have done differently

**Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate.

### Gibbs Reflective Cycle



Source: Adapted from Gibbs (1988) *Learning by Doing: a guide to teaching and learning methods*.

Students often ask about the types of incidents on which they should base their reflections. There is no simple answer to this. When deciding on a topic, we suggest you ask yourself the following questions:

1. Have you been involved in (or witnessed – that’s OK too) an incident or intervention which you found particularly memorable? Or confronting / disturbing? Or difficult to manage?
2. Has something happened on placement which has changed your opinion about social work the significance of social work?
3. Have you experienced anything which has led you to question your values, or which has challenged your principles?
4. Have you observed any practices or incidents which you have found challenging or confronting?

The rationale behind requiring these written reflections is simple. We are looking for evidence that you are developing the ability to:

- Link theory to practice
- Recognise the social forces and factors underlying individual problems and situations
- Be aware of your own responses and biases and their impact on your work
- Take a critical approach to performance evaluation.

A template in Appendix 4 will assist as a guide to identify and reflect on your experience using the Gibbs Reflective Cycle (1988). You are required to submit two (2) Reflection pieces during placement. Reflection one (1) is due approximately week seven (7). Reflection due approximately week 11. The word requirement for each reflection is 500 words across all courses SWSP3155, SWSP7155, SWSP4266, SWSP7266.

Together these represent essential social work skills, so you are encouraged to approach this task seriously.

#### **4.4 Integration Workshops**

The AASW requires that each field placement include a number of university-based sessions in which students integrate material from their academic courses into their field experiences. These are the Integration Workshops (IWs).

Four IWs are run for first placement and two for second placement. These are held at the St. Lucia campus, generally on a Friday. The IWs run for two hours each and you can credit that time to your placement as long as you attend for the whole session. Dates, times and venues for the sessions are included in all placement course ECPs.

These are highly interactive sessions. A zoom option is available ONLY for students on regional or rural placements. All other students are expected to attend in-person. The sessions are not recorded, to encourage open dialogue and sharing of placement experiences in a confidential, safe setting.

In past years the workshops have been compulsory. In the spirit of adult-centred learning, we have chosen to cease that requirement from 2023. Attendance is **strongly recommended** for the following reasons:

- It demonstrates an active, professional engagement with your learning and a mature recognition that the placement process is complex and multi-layered

- It provides a crucial opportunity to network with your colleagues during a period in which the university experience can seem remote
- Listening to the experiences of your colleagues enables you to gauge your progress and the opportunities available to you at your and other agencies
- It contextualises your academic work and contributes to the development of your practice framework – a significant document among prospective employers
- It demonstrates support for your colleagues who may be struggling on placement
- It is an opportunity for you to ask questions, raise concerns and seek assistance from university staff.

**Note:** If you do not attend the IW's, you will not be able to credit the hours towards your placement.

#### **4.5 Placement Evaluation**

All placement courses are graded as Pass or Fail only. To pass each course, you must:

- Complete the required number of hours
- Demonstrate you have met the course Learning Objectives to the satisfaction of your supervisor
- Complete all submissible work to a passing standard

Your performance in each learning objective, demonstrated by attention and completion of tasks will be assessed by your Supervisor. If necessary, consultation with the Liaison may be undertaken to determine whether a satisfactory level has been reached. You are required to complete all tasks and pass all criteria associated with each learning objective to pass this course.

In the unlikely event that your behaviour during placement is deemed to be unethical, malicious or dangerous by your Supervisor and Liaison, you will fail the placement regardless of prior performance and the issue will be referred to the School's Integrity Officer for investigation.

##### **4.5.1 Evaluation Reports**

The Mid or Final evaluation is completed by your supervisor in consultation with you. The report is completed in ePortfolio (see, sec. 4.7.2 below).

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 you 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.

#### **4.5.2 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](mailto: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.

### **4.5.3 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 supervisor flags that they are considering this, it is important that you involve your Liaison as soon as possible. Your Liaison can work with you to develop a plan for improving performance.

At the completion of the mid-placement evaluation, the Supervisor and the student are encouraged to review the Learning Plan and to specify how the remainder of time on placement is to be spent.

### **4.5.4 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.

## **4.6 Summary of Tasks**

The table below is intended to help you plan your placement in order to meet the requirements this chapter has detailed.

<b>Task</b>	<b>Placement Week</b>	<b>ePortfolio Submission</b>
Read AASW Practice Standards 2013	1	No
Read and reflect on course Learning Objectives	1	No
In supervision, discuss how your placement will meet the Standards and Objectives	1 - 2	No
On the basis of the above, write and sign Learning Agreement	3	Yes – before Mid-Placement Review

<b>Task</b>	<b>Placement Week</b>	<b>ePortfolio Submission</b>
Practice Reflection 1	7	Yes
Mid-Placement Review	8-10	Yes
Practice Reflection 2	11	Yes
End of Placement Review	16-17	Yes



## **5. DIFFICULTIES ON PLACEMENT**

### **5.1 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 Supervisor due to illness or a new role.
- Changes to agency management or structure.
- Difficulties in supervision - conflict between Supervisor and student.
- Unsatisfactory standard of student performance.

In every case, it is essential that you communicate with your Liaison 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.

### **5.2 Process for Negotiation of Difficulties between Student and Supervisor**

When difficulties arise on placement, either the student or the Supervisor may contact the Liaison at UQ. The Liaison will work actively with both the student and the Supervisor 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 Liaison is responsible for ensuring that principals of fairness, transparency, natural justice, and trauma-informed practice are observed.

In most cases, the Liaison will actively encourage the student to take responsibility for presenting their concerns to Supervisor 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 Liaison will organise and attend a meeting to discuss the issue with both the student and the Supervisor.

Possible outcomes include:

- A commitment by both student and Supervisor 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.
- To assist the student's learning, a remedial Action Plan may be developed by the Liaison in collaboration with the placement Course Coordinator.
- A request by either the student or Supervisor to terminate the placement.
- A recommendation to the Course Coordinator by the Liaison to terminate the placement if irreconcilable differences exist.

### **5.3 Termination of Placement Process**

#### **5.3.1 Agency-initiated Termination of Placement**

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

The steps for termination are:

- **Notifying the Liaison assigned to the student.** It is expected this will involve an open discussion between the Supervisor and the Liaison about the reasons for the termination and what, if any, options are available for continuing the placement in an amended form.
- **Negotiation**  
A meeting between the student, Liaison and, if necessary, the Course Coordinator should then take place. In this meeting the student's perspective on the placement experience will be sought. If it is agreed that the placement cannot continue, suitable arrangements must be made to terminate that placement and to complete and handover any outstanding work. The Liaison, Supervisor and student will each be requested to submit a report of the learning opportunities experienced, the learning derived from them to date, the difficulties identified, and an assessment of student performance.

#### **5.3.2 Student-Initiated Termination of Placement**

All placements organised by the Practice Education Team provide students with the opportunity to develop essential social work skills and have been carefully assessed for their educational value. Therefore, requests to change placements due to perceived inadequate learning opportunities will not be considered.

A student-initiated termination of placement will **only** be possible in exceptional circumstances where there is:

- An irretrievable breakdown of the student-agency relationship for which the student is not deemed by the Liaison and Course Coordinator to bear responsibility,
- An unanticipated change in the student's circumstances which renders the specific placement inappropriate (eg the sudden death of a family member, direct personal involvement with the agency by the student as a service user etc).

Students considering requesting placement termination should be aware that it may not be possible to source an alternative placement in the same semester.

**Under no circumstances should students terminate a placement or commence an alternative placement without receiving the approval of the Practice Education Manager, following discussions between the student, their Liaison and Supervisor.**

**Unapproved terminations will result in the student failing the relevant placement course.**

## **5.4 Outcomes of Terminating Placement**

### **5.4.1 Agency-initiated Termination of Placement**

**If a placement is terminated by the agency following a student whose behaviour is deemed unprofessional, unethical, malicious or dangerous by the organisation** - and if this assessment is upheld by the Liaison and Course Coordinator following a discussion with the student and agency - an alternative placement will not be provided in the current semester. The student will need to recommence placement (**with no hours credited**) in the following semester, having re-enrolled in the relevant placement course. The placement will be at a different agency. A failing grade will be recorded.

Prior to repeating the placement, it is required that the student meet with the Course Coordinator to review progress and to establish a plan for preparing for a future placement. A remedial Action Plan will be instigated by the Course Coordinator to assist the student to meet placement requirements.

**If a placement is terminated due to circumstances beyond the student's control** the Practice Education Team will endeavour to identify an alternative placement in the same semester. In such an event, the student will be able to credit existing hours toward the hours spent at the new agency.

**NB** - depending on when in the semester the termination occurs it may not be possible to locate an alternative agency. For example, if the placement is terminated in the last few weeks, it may not be possible to re-place the student. In that case the student will need to complete their remaining hours in the following semester. It is recognised that this is sub-optimal, and every effort will be made to locate a viable alternative.

#### **5.4.2 Student-Initiated Termination of Placement**

If a student-initiated placement termination is approved by the Practice Education Manager, the Practice Education Team will endeavour to identify an alternative placement in the same semester. In such an event, the student **will be able to credit existing hours** toward the hours spent at the new agency.

As noted above, however, it may not be possible to source an alternative in the required time-frame. Students are not guaranteed an alternative placement in the same semester in cases where they have initiated the termination.

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

#### **5.5.1 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. Consult the ECP for instructions on requesting an extension.

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 Course Coordinator. Approvals will only be granted in exceptional circumstances, on a case-by-case basis and at the discretion of the agency.

- 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>.

- 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. RISK MANAGEMENT AND INSURANCE

### 6.1 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 Aggression 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.

### 6.2 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

All insurance cover is subject to policy terms and conditions. Please refer to the UQ 'Insuring People' webpage (<https://governance-risk.uq.edu.au/insurance/insuring-people#1>) for further details.

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 cover.

### **6.3 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.

## **6.4 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.

## **6.5 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>

## **6.6 UQ Motor Insurance Details**

UQ's Motor Vehicle insurance only covers UQ-owned vehicles. If you have an accident while using your own private vehicle for work-integrated learning, field trips, work experience or other UQ authorised activities, you will not be covered under UQ's Motor Vehicle insurance. You will instead need to claim through your private insurance provider, if any.

UQ strongly recommends that students using their own vehicles for UQ authorized activities ensure that those vehicles are comprehensively insured.



## 7. SUPPORT FOR STUDENTS

### **7.1 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.

### **7.2 Student Advocacy and Support (SAS)**

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 and equity, employment, gender and sexuality, legal, welfare and wellbeing. Visit the website, <https://www.uqu.com.au/supporting-u>, for further information.

### **7.3 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 Advisor on 07 3365 1704 or [inclusion@uq.edu.au](mailto:inclusion@uq.edu.au).

#### **7.4 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 Principal Practice Educators and their clients become exposed to and are the victims of discrimination. Students who are affected by this should discuss the details with their Principal Practice Educator and/or the Practice Education Team Manager.

#### **7.5 Harassment**

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

Generally, under the law sexual and racial harassment are considered serious issues. Where students and/or Field Educators are victims of such behaviour, it is important to engage in a process which is helpful to them. 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.

#### **7.6 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.



## 8. APPENDICES

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# APPENDIX 1

## SKILLS AND TECHNIQUES FOR SOCIAL WORK PRACTICE

### Bachelor of Social Work (Hons) & Master of Social Work Studies

Social 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.

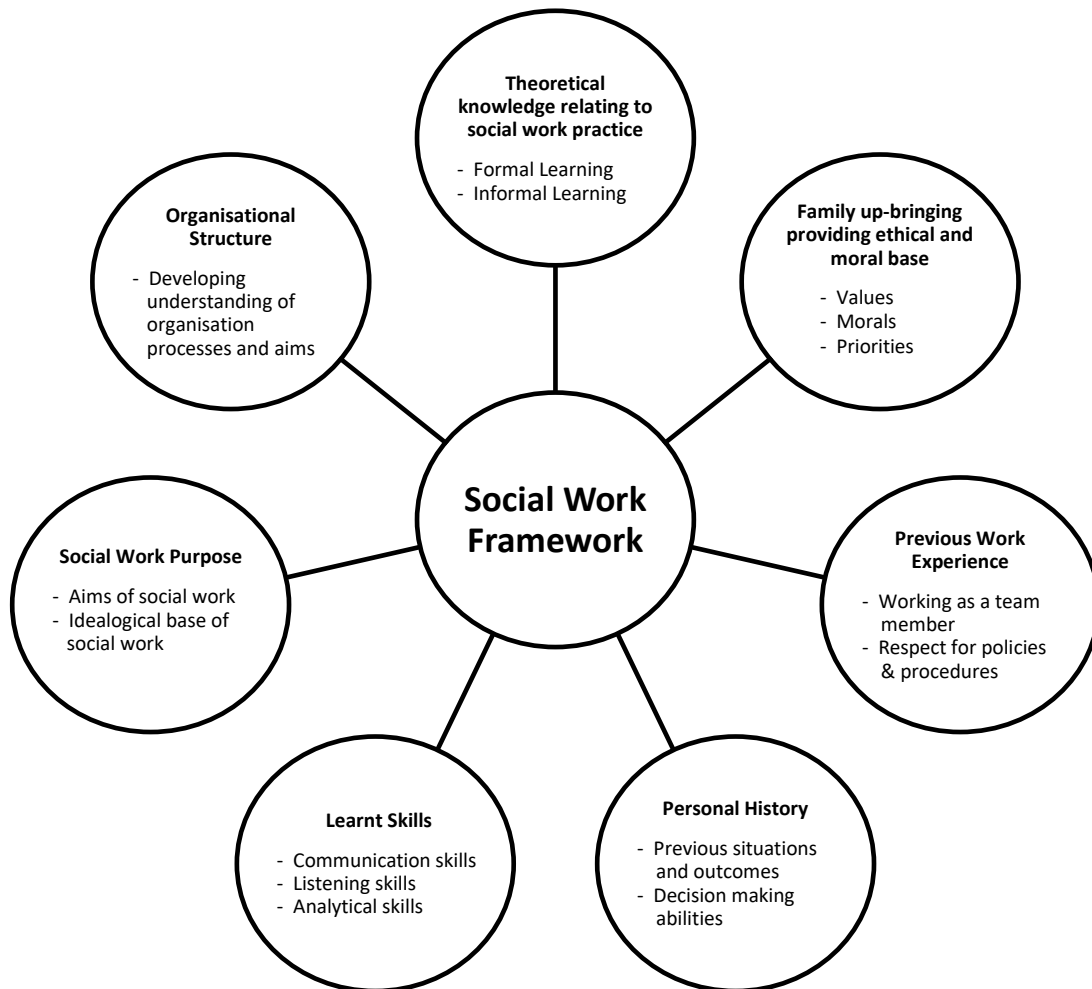
### **Advanced Techniques in Social Work**

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 2 A PROFESSIONAL PRACTICE FRAMEWORK

**Bachelor of Social Work (Hons) & 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 4 REFLECTIVE PRACTICE TEMPLATE

Bachelor of Social Work (Hons) & Master of Social Work Studies

### Description

Describe what happened during the situation or chosen episode for reflection:

- When and where did this happen?
- Why were you there?
- Who else was there?
- What happened?
- What triggers were observed?
- What did you do?
- What did other people do?
- What was the result of the situation?
- What was the impact on health and wellbeing as well as learning

### Thoughts & Feelings

What were your thoughts and feelings at the time?

- What did you think or feel before this situation took place?
- What did you think or feel while this situation took place?
- What did you think other people felt during this situation?
- What did you think or feel after this situation?
- What did you think or feel before this situation now?
- What did you think other people feel about this situation now?

### Evaluation

What was positive and what was negative about the experience?

- What was positive about the situation?
- What was negative?

- What went well?

What didn't go so well?

- What did you and other people do to contribute to the situation? (either positively or negatively)
- What evidence do you have that the strategies used were appropriate?

### **Analysis**

What have you learnt from the experience?

- What similarities or differences are there between this experience and other experiences?
- Think about what actually happened. What choices did you make and what effect did they have?
- Who do you need to consult to further develop your skills?
- What is the understanding of the learner's strengths and challenges? (Learner Profile)

### **Conclusion**

What else could you have done in the circumstances? What things might you not change?

- How could this have been a more positive experience for everyone involved?
- If you were faced with the same situation again, what would you do differently?
- What skills do you need to develop so that you can handle this type of situation better

### **Action Plan**

If it arose again, what might you do differently?

- If a similar situation arose again, what would you do?
- How could you incorporate ew understandings or skills into your current practice?

Have relevant assessments been completed/considered to inform an effective plan

- for the future?

*Source: Adapted from Gibbs (1988) Learning by Doing: a guide to teaching and learning methods*

