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Social Work
Practice Education Guide

School of Nursing, Midwifery and Social Work

Faculty of Health, Medicine and Behavioural Sciences

SCHOOL OF NURSING, MIDWIFERY AND SOCIAL WORK

Social Work Practice Education Guide

Placement 1: SWSP3155, SWSP7155

Placement 2: SWSP4266, SWSP7266

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Contents

1. WHAT IS PRACTICE EDUCATION? 1

1.1 The Two Sides of Social Work Practice Education 1

2. WHO'S WHO IN PRACTICE EDUCATION? 3

2.1 Student 3

2.2 Social Work Field Educator/Supervisor 4

2.3 Task Supervisor 5

2.4 External Field Educator/Supervisor 5

2.5 Principal Practice Educator 6

2.6 Liaison 7

3. PLACEMENT PROCESS 8

3.1 Understanding the Placement Course Learning Objectives 8
3.1.1 First and Second Placement Learning Objectives 9

3.2 Learning Plan 11

3.3 Safety, Health, and Wellbeing during placement 12
3.3.1 General Safety and Wellbeing 12
3.3.2 Incident Reporting 12
3.3.3 UQSafe RiskWare Mobile App 13

3.4 Hours of Attendance and Timesheets during placement 15
3.4.1 Timesheet/Log of Placement Hours 15

3.5 Placement Dates 16

3.6 Student Illness During Placement 16

3.7 Public Holidays 17

3.8 Transport 17

4. TEACHING AND LEARNING ON PLACEMENT 18

4.1 AASW Practice Standards 18

4.2 Using the Placement Learning Objectives (LO) 19

4.3 Practice Reflections 19

4.4 Integration Workshops 22

4.5 Placement Evaluation 22
4.5.1 Mid and Final Evaluation Meetings 23
4.5.2 Evaluation Reports and Grading Criteria 24

4.6 Summary of Tasks **26**

5. DIFFICULTIES ON PLACEMENT **27**

5.1 Risks During Placement **27**

5.2 Process for Negotiation of Difficulties between Student and Supervisor **27**

5.3 Termination of Placement **28**
5.3.1 Agency-initiated Termination of Placement 28
5.3.2 Student-Initiated Termination of Placement 29

5.4 Changes in Placement, Extensions, Failing Grades and Special Circumstances **30**
5.4.1 Requirements under University Placement Course Rules 30

6. RISK MANAGEMENT AND INSURANCE **32**

6.1 Safety Modules **32**

6.2 Student Insurance **33**

6.3 Public Liability Insurance **34**

6.4 Personal Accident Insurance **34**

6.5 Student Travel Insurance **34**

6.6 UQ Motor Insurance Details **35**

7. SUPPORT FOR STUDENTS **36**

7.1 Student Services **36**

7.2 Financial Hardship Support **36**

7.3 English Language Support **37**

7.4 Student Advocacy and Support (SAS) **37**

7.5 Disability or Learning Support **37**

7.6 Discrimination **38**

7.7 Harassment **38**

7.8 Freedom of Information (FOI) **38**

APPENDIX 1: SKILLS AND TECHNIQUES FOR SOCIAL WORK PRACTICE **40**

APPENDIX 2: A PROFESSIONAL PRACTICE FRAMEWORK **42**

APPENDIX 3: SUPERVISION CONTRACT **43**

APPENDIX 4: REFLECTIVE PRACTICE TEMPLATE **45**

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 towards students, we hope field educators will also find the document useful.

A guide cannot cover everything. Each placement is unique and the number of questions which can arise is vast. The best we can hope for 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. If you encounter any issues which are not covered in this guide, please don't hesitate to contact the Practice Education Team (PET) by email at fielded@uq.edu.au or phone 07 3365 2462.

A reminder to all students that the PET is responsible for organising your field placement/s. Please do not contact agencies until the PET have given you a referral.

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 workshops held via Zoom allow you to 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. It also provides students with the opportunity to share their placement journey with their peers. The workshops are run by the course coordinator and a member of the PET. The AASW requires that integration workshops accompany all placements and as such, they are an important part of your practice education. Students who attend the workshops, **with cameras on**, can count these hours towards their placement.

Students will complete two placements over the course of their program. Placements are 500 hours in duration, typically spread across four days per week, over an 18-week period. The timing of your placements will depend on your specific program and progress. 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 within the scope of the agency and associated policies and procedures. 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's policy in practice education is guided by the principles and requirements of the AASW's accreditation standards. These are available at: https://ao.aasw.asn.au/careers-study/education-standards-accreditation

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 an emerging social worker.

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 – student, task supervisor, social work supervisor/field educator, liaison and principal practice educators. It will also refer to the course coordinator and practice education manager.

If there are questions, concerns or challenges that arise, the first point of contact for students, field educators and task supervisors is the **liaison person**. The liaison person is a pivotal role for all placements, and they are there to support both the student and placement agency. Further information on the liaison role is included later in this document. The PET can also be contacted at: fielded@uq.edu.au.

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 that they 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 in a timely and appropriate manner.
- 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 AASW *Code of Ethics* (2020) guidelines.
- Undertake all tasks with a professional attitude, remaining open to all learning opportunities.
- Observe and follow all agency policies, procedures, guidelines 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.

2.2 Social Work Field Educator/Supervisor

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 widely. Below are some key requirements that will help ensure the placement is beneficial for the student, the field educator, and the 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 regular scheduled, uninterrupted, supervision. This is a requirement of the AASW Practice Standards.**

The field educator is responsible for evaluating the student's work. They oversee social work supervision, assess the student's performance during the placement, and determine whether the student passes or fails the placement course.

Your field educator/social work supervisor provides a recommendation regarding the result of your placement course (ie pass or fail) and this is highly influential. However, ultimately, whether you pass the placement is a decision finalised by the UQ course coordinator in conjunction with the practice education manager.

Key responsibilities of field educators include:

- Ensure the student will be provided with space, necessary log-in credentials and access to required IT systems.
- 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 social work supervision sessions during placement (in person or Zoom/Teams).
- Provision of constructive and balanced feedback regarding tasks, performance and professional behaviour and be open to the student's feedback.
- Together with the student, evaluate their practice and complete the mid-placement and final evaluation reports.
- Inform the liaison and PET as soon as practicable of any circumstances which may impact the quality of a student's experience on placement, or pose a risk to their health, ability to complete placement or safety and wellbeing.
- Assist students to report any incidents, injuries, or work-related ill health as per agency and UQ policies. Please also inform the liaison person.

- Alert the student and the liaison/PET of any issues in the students' performance which may impact their grade (pass/fail). The liaison will work closely with the agency to address the identified issue/s and assist to develop a plan moving forward.

2.3 Task Supervisor

Task supervisors are experienced employees within an agency who will work closely with students on placement but are unable to provide professional social work supervision. A task supervisor provides day-to-day support and oversight of student learning, including allocating daily tasks.

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 (ie psychology, social science, criminology etc) to undertake tasks that can also be performed by social workers. These supervisors are experienced and skilled practitioners in their context of work, and thus can value-add significantly to the student's social work learning experience.

Task supervisors have the same range of responsibilities as field educators with two exceptions:

- Firstly, they don't provide social work supervision. If you have a placement with a task supervisor, you will also have external supervision with a qualified social worker (see **2.4** external field educator for further details). This will be arranged for you by the PET. 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.
- Secondly, task supervisors do not complete the mid and final evaluations. Their feedback is extremely valuable and where possible, attendance at the mid and final evaluation is preferable however, the responsibility of these documents sits with the social work supervisor/field educator.

2.4 External Field Educator/Supervisor

The external field educator is a qualitied social worker who is employed by UQ to provide professional supervision to students.

- 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.
- 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 PET. The principal practice educator's primary role is to support the student in their learning during placement. Depending on the circumstances, a principal practice educator may take on the role of placement coordinator, external field educator (supervisor) or liaison during the 500 hours 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 details of their role during placement.

If the principal practice educator takes on the role as liaison during your placement, refer to section **2.6** for details of their role during placement.

In addition, there are broadly three essential functions of the principal practice educator:

- **Support and Problem Solving**
  - Oversee student placements.
  - Provide support and manage all stakeholders involved in the practice education experience.
  - Provide support, input, modelling, evaluation and mediation as required.
  - Provide a link for all participants in the placement including students, practice educators, School of Nursing, Midwifery and Social Work, clients/consumers, community members and the agency.
  - Ascertain the safety and wellbeing of students.
- **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 and course coordinator where there are any concerns or issues in relation to a student's placement.

- **Educational**
    - Review the core curriculum and assist in linking theoretical and practical standards of the course to the placement experience.

2.6 Liaison

The university liaison is a social work representative from UQ. The liaison is either a person from the PET or a qualitied social worker contracted by UQ to fill this role.

The role of the liaison:

- Assist and facilitate communication between all stakeholders (university, agency, and student) during the placement.
- Meet with the student and field educator/task supervisor. The liaison meetings provide an opportunity for the student and supervisor to reflect on progress, raise concerns and issues, and to review goals for further learning.
- The liaison will make a number of contacts over the course of your placement.
    - The liaison will organise an initial check-in via TEAMS in the early weeks of placement. This is a check-in with the liaison and student alone and is an opportunity for the student and liaison to 'put a face to a name' and for the student to share their initial thoughts and feelings on the placement experience so far.
    - The 1st visit is around mid-evaluation and will be in-person if able. This visit is an opportunity for all parties to discuss students' progress. Whilst not a requirement, the liaison can attend the mid evaluation if requested by the onsite field educator and/or student.
    - The 2nd visit is agreed upon with all parties and will be conducted via TEAMS closer to the end of placement. The liaison will write a brief report reflecting students' progress following each visit and a finalised copy will be sent to the student and task supervisor/field educator/supervisor prior to the conclusion of placement. A copy will also be uploaded to InPlace.
- Maintain contact with student and assist with any difficulties that may arise during placement. The liaison will aim to provide an early intervention approach involving all stakeholders to assess and develop an action plan as required.
- Contact the PET when difficulties arise affecting the student placement.

3. Placement Process

3.1 Understanding the Placement Course Learning Objectives

By this point in your program, students will have noticed that every 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 core focus 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:

- **Plan your placement experience**

  Every task 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 student learning. That means every task should be linked to at least one of the placement courses LOs in the Learning Plan (LP).

- **Assess you progress**

  Having a clear understanding of the LOs will help students keep track of how LOs are being met - what area/s is the student performing well in, what requires further development and what would the student and supervisor like to explore further in supervision.

- **Evaluate your progress**

  Consistently evaluating progress through reflective practice, case discussion, debriefing and formal and informal supervision, makes the mid-placement and final-placement evaluations easy to follow. Students are encouraged to link LOs to tasks they have done and assess how they feel they are performing. This is the key indicator of whether LOs are being met.

- **Plan for your professional development**

  LOs are aspirational and developmental, not a simple fixed-point. For first placement students, reflecting on LOs will help identify what placement opportunities they would like for their final placement. For final placement students, thinking through the LOs will help 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 final placements. This links to both the course ECPs and your LP. You will notice BSW (Hons) and MSW programs have the same LOs for their first placement. This is in recognition of the fact all students in both programs are being exposed to social work practices for the first time.

3.1.1 First and Second Placement Learning Objectives

AASW Practice Standards (2023)	First Placement Learning Objectives (SWSP3155 & SWSP7155)	Second Placement Learning Objectives (SWSP4266 & SWSP7266)
1 Code of Ethics		
Social workers conduct themselves according to the values, principles, and guidelines of the AASW Code of Ethics 2020	Identify and respond to ethical dilemmas and practice challenges in line with social work principles of respect for persons, social justice, or professional integrity in the placement context.	Demonstrate the consistent application of the AASW Code of Ethics (2023) to practice challenges and decisions and demonstrate accountability for the quality of your practice, the decisions you make and your professional actions
2 Working Alongside Aboriginal and Torres Strait Islander Peoples		
Social workers practice in partnership with Aboriginal and Torres Strait Islander Peoples to support their priorities and aspirations.	Respectfully engage with Aboriginal and Torres Strait Islander staff, elders and/or community members as a way of enriching insights into their lived experience.	Identify agency practices, social policies and programs that serve to impede or promote, the right of Aboriginal and Torres Strait Islander people to be self-determining.
3 Human Rights and Social Justice		
Social workers advocate for policy initiatives and approaches to practice aimed at achieving fair and equitable access for people to social, health, economic, environmental, and political resources.	Identify practices and/or policies within the placement agency that help address structural and systemic inequities. Consider areas for improvement.	Critically analyse government policies relevant to the placement agency context that inhibit equitable access to social, health, economic, and/or political resources.
4 Culture, Identity, and Intersectionality		
Social workers practice respectfully and inclusively regarding culture and diversity.	Demonstrate critical awareness of how your personal values, culture and beliefs impact your interaction with people	Review organisational policies and practices that promote inclusivity and demonstrate your ability to adapt and modify your

AASW Practice Standards (2023)	First Placement Learning Objectives (SWSP3155 & SWSP7155)	Second Placement Learning Objectives (SWSP4266 & SWSP7266)
		practice based on a culturally safe framework.
5 Critical thinking in Practice		
Social workers practice within a professional knowledge framework informed by a critical understanding of contemporary social work theory and research.	Reflect upon practice experiences using a reflective framework, practice within the limits of your professional scope, knowledge, and skills and understand and articulate how and when theories and evidence-based knowledge inform practice.	Apply critical and reflective thinking to practice and outline your emerging practice framework. Demonstrate an ability to modify approaches in the light of new and emerging global social, health, political, economic, and environmental challenges, and knowledge.
6 Exercising Professional Judgement		
Social workers make professional decisions based on a holistic assessment of the needs, strengths, goals, and preferences of people.	In consultation with your supervisor, 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.	Undertake intake, risk or psychosocial assessments within the agency and reflect on how these processes meet the expectations outlined in Standard 6 of the AASW Practice Standards.
7 Professional Identity		
Social workers actively contribute to strengthening and promoting the identity and standing of the profession.	Behave in a professional manner and be accountable for all actions and decisions. Work effectively and collaboratively in a team environment, treating colleagues and clients with respect. Effectively communicate social work	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.

AASW Practice Standards (2023)	First Placement Learning Objectives (SWSP3155 & SWSP7155)	Second Placement Learning Objectives (SWSP4266 & SWSP7266)
	role, purpose, and mandate to clients.	
8 Professional Supervision		
Social workers build and strengthen their practice through regular structured supervision from social work qualified supervisors.	Proactively engage in supervision to examine and critically reflect upon your personal and professional values and the implications for practice supervision to identify and account for your emotional and assumptive responses to placement incidents, tensions, and challenges.	Proactively engage in supervision to demonstrate integration of professional knowledge and theoretical approaches to practice and to monitor and manage your professional development needs, attitudes, and behaviour.
9 Professional Growth		
Social workers monitor their skills, knowledge, and expertise to maintain, improve and broaden their professional development.	Demonstrate evidence of active learning through reflective practice, broadening of skills through training and proactively researching new and emerging knowledge, research and evidence informing practice in the agency.	Monitor, evaluate and review your skills, knowledge, and expertise to maintain, improve and broaden your professional development and incorporate new and emerging knowledge, research, and evidence into your practice.

3.2 Learning Plan

The Learning Plan (LP) has been designed to assist students to meet the LOs and guide learning while on placement. It is an initial plan to set goals and tasks across the course of the placement experience. It is a 'living document' that can be added to or changed throughout the placement experience. The LP needs to be completed within the first 4 weeks of placement commencing. Students are encouraged to seek guidance and support from their supervisor with identifying tasks.

The LP will not only guide the students learning journey but is also an important document that mirrors the course learning objectives and AASW practice standards, and therefore links with the mid and final evaluation.

Once the student has completed the initial LP, they need to share this with their relevant supervisor/field educator.

3.3 Safety, Health, and Wellbeing during placement

3.3.1 General Safety and Wellbeing

Get to know the placement workplace. Become familiar with the physical surroundings, including travel to and from the workplace and car parking (if required).

Develop situational awareness. Be aware of what and who is around you. Be alert and walk purposefully. Ear buds (headphones) and phones can reduce your situational awareness.

Avoid walking alone at night if possible and always use well-lit walkways at night. Walk in pairs or use a safety escort afterhours if available (most larger hospitals will have security escorts to nearby parking).

If driving to 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 and never put personal identification on your keyring.

If the placement agency requires you to wear identification, make sure to remove / cover up any identifying information when leaving your placement agency.

3.3.2 Incident Reporting

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 the supervisor as soon as possible. All incidents that occur while on placement must be reported to the relevant supervisor/field educator, liaison and to the placement workplace.

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

Incidents, near misses and hazards **MUST** be reported to the placement agency **AND** in UQSafe.

The UQSafe – RiskWare mobile app is an incident reporting app that enables students to quickly and easily report incidents, or hazards, via their mobile device. Refer to Section 3.3.3 for more information and instructions.

Work Integrated Learning (WIL) student placement incident/near-miss/hazard reporting process

Actions to be taken by student:

- Notify as soon as possible:
  - Onsite Placement supervisor/field Educator, AND
  - UQ liaison, AND
  - External supervisor/field educator (if applicable).
- Within 24 hours, lodge an incident report via UQSafe pocketSafety app or online via UQSafe - UQSafe System Access - Systems Training Hub - University of Queensland. If you have any questions about completing the report, please contact the HMBS Faculty Safety Team at: hmbs.hsw@uq.edu.au.
- Speak to your onsite supervisor about their own onsite processes as some providers will also lodge the incident via their internal system.

Actions to be taken by UQ Supervisor (unless stated otherwise):

1. Confirm that appropriate medical attention, if required, has been given.
2. Check-in with student post incident.
3. Provide student support resources.
4. Complete UQSafe action plan.
5. Review incident with placement provider re: student placement safety.

3.3.3 UQSafe RiskWare Mobile App

Download RiskWare App

Scan QR code to download the RiskWare app

Apple Users

Go to the App Store and download the RiskWare app to your device

Download on the App Store

Android Users

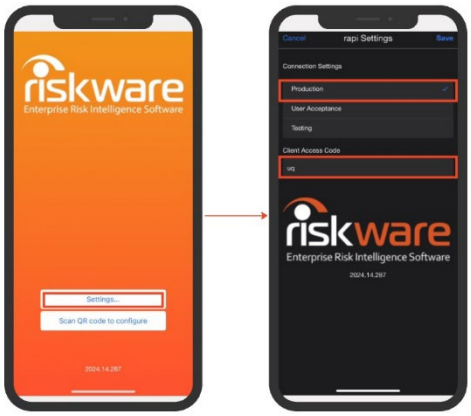
Go to Google Play and download the RiskWare app to your device.

GET IT ON Google Play

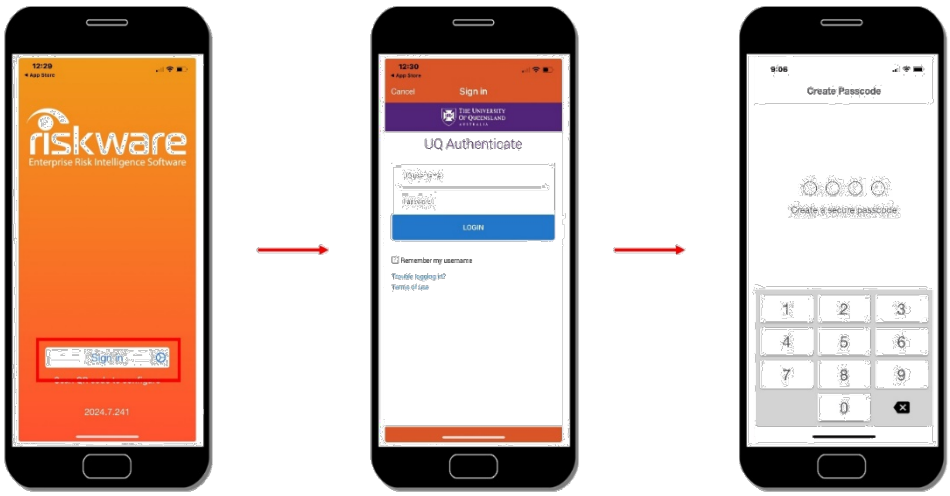
Configure the RiskWare App

or follow the steps below to configure the RiskWare app manually:

- Open the RiskWare app for the first time
- Click on 'Settings'
- Under Connection Settings, select 'Production'
- Under Client Access Code, enter 'UQ'
- You will be redirected back to the homepage where you can now sign in.



Sign in via UQ Authenticate and set passcode



3.4 Hours of Attendance and Timesheets during placement

FIRST PLACEMENT - Hours of Attendance at Placement

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

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

SWSP7266 is an 18-week block placement of 4 days per week approximately 7 hours per day (minimum of 500 hours)

Daily Placement 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.

Students are to complete no more than **8 hours onsite per day** (7.5 working hours, which includes a 30-minute lunch break) and 4 days per week.

Outside Hours

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. All learning opportunities requested or recommended by the supervisor, counts as placement time and should be recorded on a student's timesheet. **Students whose agency requires them to work extra hours, will need prior approval from their liaison person. Please apply for this in writing via email to your liaison person.**

3.4.1 Timesheet/Log of Placement Hours

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. All recorded hours must be accurate and match activities undertaken. **Timesheets are to be reviewed and approved weekly by your onsite supervisor/task supervisor.**

A student logbook is available on InPlace and has been designed specifically for students completing field education. Students will find this logbook via their InPlace profile. Each week students will submit

their timesheet for review (via InPlace) and supervisors will receive an email with a link to approve/return timesheets.

Instructions on how to access the logbook and input placements hours and activities is located on Blackboard. Students and supervisors are asked to contact their placement liaison person in the first instance with any questions regarding the use of the logbook.

If there are any concerns regarding placement hours or projected finish date, please contact the placement liaison.

3.5 Placement Dates

Placement dates vary from year to year. Ensure you check the ECP and the UQ placement site for up-to-date information. As a general guideline, placements scheduled in first semester begin in February and conclude in June, while second semester placements start in July and end in November.

In accordance with AASW requirements, each placement is 500 hours, totaling 1000 hours throughout your program. **These hours are not negotiable**. **Sick days and public holidays do not count towards placement hours. Travel time to and from placement and any breaks cannot be counted in placement hours.** It is a requirement that students take a minimum 30-minute unpaid lunch break. It is a requirement that **all placement hours be complete in-person, at the placement agency**.

Students who attend the preplacement workshop and integration workshops (4 in total) throughout placement, can credit these as placement hours. Workshops are 2 hours each in duration and students are required to attend with their camera on.

3.6 Student Illness During Placement

Sick leave is **not** included in placement hours. Students should notify their supervisor and liaison if they are ill and unable to attend placement. This needs to occur prior to the placement 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 1000 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 1000 hours must be completed.*** *(Australian Social Work Education and Accreditation Standards (ASWEAS) 2012 Guideline 1.2: Guidance on practice education programs).*

Medical Certificate

If students have consecutive sick days, the student needs to provide a medical certificate in line with the placement agencies absentee policy and send this to all relevant parties – including the liaison and all supervisor/s.

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 travelling to and from their placement agency.

The procedures and policy concerning the student's use of transport on placement will vary depending on the agency offering the placement.

- 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.

For further details on UQ's motor vehicle insurance, please refer to Section 6 of this guide.

4. Teaching and Learning on Placement

Introduction

Learning on placement often happens 'in the moment' as students undertake tasks and observe practice at their agency. We encourage students to take on all learning opportunities that are offered throughout placement.

The University needs to ensure that student placements provide the opportunity to demonstrate the course LO's and AASW practice standards. To fulfil these obligations, we will ask you to undertake some essential activities designed to supplement your placement.

In this chapter we outline those tasks. This information is also available in the Electronic Course Profile (ECP) for your placement course.

4.1 AASW Practice Standards

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

The Standards are divided into nine sections:

1. Code of Ethics
   Social workers conduct themselves according to the values, principles, and guidelines of the AASW Code of Ethics 2020.

2. Working alongside Aboriginal and Torres Strait Islander Peoples
   Social workers practice in partnership with Aboriginal and Torres Strait Islander Peoples to support their priorities and aspirations.

3. Human Rights and Social Justice
   Social workers advocate for policy initiatives and approaches to practice aimed at achieving fair and equitable access for people to social, health, economic, environmental, and political resources.

4. Culture, Identity, and Intersectionality
   Social workers practice respectfully and inclusively regarding culture and diversity.

5. Critical Thinking in Practice
   Social workers practice within a professional knowledge framework informed by a critical understanding of contemporary social work theory and research.

6. Exercising Professional Judgement
   Social workers make professional decisions based on a holistic assessment of the needs, strengths, goals, and preferences of people.

7. Professional Identity
   Social workers actively contribute to strengthening and promoting the identity and standing of the profession.

8. Professional Supervision
   Social workers build and strengthen their practice through regular structured supervision from social work qualified supervisors.

9. Professional Growth:
   Social workers monitor their skills, knowledge, and expertise to maintain, improve and broaden their professional development.

During your first week of placement, you should read the Standards thoroughly. You will find the complete document here. https://www.aasw.asn.au/practice-standards-2023/. All graduates of UQ social work programs must be able to demonstrate that they have attained a beginning practitioner level of skill in all nine sections. You do this by meeting your placement course LOs, which are aligned with the AASW Practice Standards, outlined in Chapter 3.

4.2 Using the Placement Learning Objectives (LO)

Meeting the LOs is how students pass placement, so it is very important that students read them carefully and think about how they can meet them. **Every placement arranged by the UQ PET provides the opportunity to meet the LOs.**

In the first two weeks of placement, it is important to meet with the placement supervisor(s) and carefully map out the activities students can be involved in to demonstrate learning. This is done using the LP.

A robust draft of a student LP needs to be complete within the first 4 weeks of placement. Students and supervisors will receive this document via InPlace and a supervisor acknowledgement is required to indicate a draft has been complete. Supervisors will receive an email requesting acknowledgement once the student has submitted their LP for review. The document will remain 'live' on InPlace for students, to continue to add to the document as placement progresses.

4.3 Practice Reflections

You are required to submit two reflection pieces during your placement. These reflections need to be read by your social work field educator/supervisor, who will provide feedback and comment on this reflection. Supervisors will be asked to acknowledge that students have completed each reflection which signifies a pass for this assessment.

Both reflective tasks are completed via InPlace. These Reflection pieces are an opportunity to demonstrate your reflective practice -

- Reflection One (1) is due approximately week seven (7).
- Reflection Two (2) is due approximately week eleven (11).

Each reflective piece should be approximately 500 words.

A template in Appendix 4 will assist as a guide to identify and reflect on your experience using the Gibbs Reflective Cycle (1988). However, you may use other reflective practice templates or structure your reflection in a different format, as long as you are demonstrating reflective thinking and skills.

What is reflective practice?

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.

Reflective practice is a way of critically reviewing your own experiences 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.

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

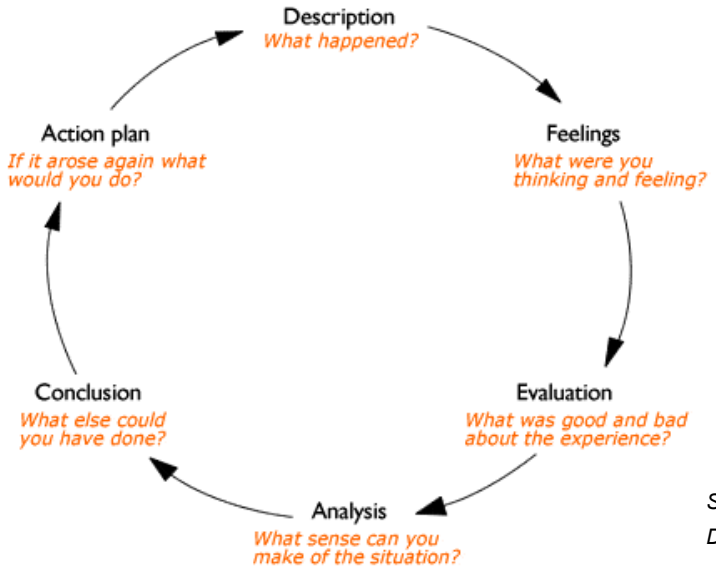
Evaluation of the experience, both good and bad

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.

The 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 observed/shadowed, an incident or intervention which you found particularly memorable? Or confronting/challenging? Or difficult to manage?

2. Has something happened on placement which has challenged your thinking about the role of social work in the agency or wider community?

3. Have you experienced anything which has led you to question your values, or which has challenged your principles?

4. Have you observed any practice or incident which you have found challenging or confronting?

Reflective practice is an integral part of your development as a social worker. In your written reflections 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.

Together these represent essential social work skills, so you are encouraged to approach this task seriously. References are not required.

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 and final placement students. These are held on a Friday via Zoom. The IWs run for two hours each and count towards your placement hours if you attend the whole session with your **camera on**. Dates, times, and venues for the sessions are included in all placement course ECPs.

These are highly interactive sessions. The sessions are not recorded to promote open dialogue and the sharing of placement experiences in a confidential and safe environment.

In past years the workshops have been compulsory. In the spirit of adult-centred learning, we have chosen to cease that requirement from 2023 onwards. 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 learning opportunities available across 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 placement hours.
- Demonstrate you have met all the course LOs to the satisfaction of your supervisor by the end of placement.
- Complete all submissible work to a passing standard (see Section 4.6 for a summary of tasks required).

Your performance in each LO, demonstrated by attention and completion of tasks will be assessed by your field educator/social work supervisor. If you have a separate task supervisor, they will also provide feedback regarding your progress on placement. If necessary, consultation with the liaison may be undertaken to determine whether a satisfactory level has been reached.

In the unlikely event that student behaviour during placement is deemed to be unethical, malicious, or dangerous by the supervisor and/or liaison, a fail grade will be given. This is regardless of prior performance.

4.5.1 Mid and Final Evaluation Meetings

Ideally, there will be many opportunities to regularly discuss learning, progress, and feedback throughout placement with relevant supervisors, often in the form of debriefing, supervision, liaison visits and informal conversations. However, mid and final evaluations are a core requirement of student assessment across placement.

There are two evaluation meetings specifically dedicated for placement feedback between the student and relevant supervisors:

- Mid Evaluation (approximately week 7-8 of placement).
- Final Evaluation (approximately week 15-18 of placement - a few weeks prior to completion of placement hours).

The evaluation meetings are organised between the student and relevant supervisors (eg social work supervisor and task supervisor). In cases where students have external social work supervision, their placement/task supervisor is also required to provide feedback regarding the student's progress on placement and attend evaluation meetings wherever possible. The final grade is decided by the social work supervisor and endorsed by the PET manager and course coordinator. Please note that liaisons can attend if specifically requested by student or placement supervisor.

The mid and final evaluation will be completed via InPlace.

Process:

- Students are required to complete their section of the mid and final evaluation documents prior to the meeting with their supervisors. This is a time to reflect on progress across placement, and an opportunity to highlight strengths and areas requiring further development.

- The supervisor will have access to the evaluations online, and can record feedback prior to the formal evaluation meetings. Task supervisors will not have access to the document online, however, can request a copy of the template from their placement liaison. Task supervisor feedback is extremely valuable, and the social work supervisor will include this feedback in the evaluation documents.

- Supervisors and students will be asked to acknowledge (via InPlace) that they have completed the evaluation.

Mid Evaluation

This evaluation is formative. It indicates how the student is progressing and identifies strengths as well as areas that require further development.

It is important not to panic if an unsatisfactory grade is given for one or more of the practice standards. In most cases there is still time to obtain a satisfactory grade by the completion of placement. We strongly encourage the student to engage with their liaison, should there be areas that are unsatisfactory. The placement liaison can spend time with the student and supervisor/s to develop a plan that allows for the opportunity for further development and opportunity to demonstrate skills in the identified areas.

At the completion of the mid-placement evaluation, the supervisor and the student are encouraged to review the LP and identify areas of focus for the second half of placement.

Final Evaluation

This evaluation is summative, which means that it relates to the whole student placement, providing a final assessment of overall progress and performance. A satisfactory grade in all LOs is required to successfully complete your placement unit.

4.5.2 Evaluation Reports and Grading Criteria

For each of the placement learning objectives, the social work supervisor is asked to indicate their evaluation of the student's progress by **circling satisfactory or unsatisfactory.**

There is an additional scaling to support feedback and discussions regarding progress and a comments section to allow for greater feedback and guidance to the student. Where progress is deemed unsatisfactory, we ask that the supervisor/s identify rationale of grading and highlight areas or actions for opportunities for development and improvement.

It is not expected that the student will be at a satisfactory standard at mid-placement on all the LOs. **However, by the final evaluation the student needs to be demonstrating a satisfactory level in all LOs to pass placement.**

Note: All placement courses are graded as pass/satisfactory or fail/unsatisfactory only. No further detail is recorded on the student's academic transcript or final grade.

First Placement Criteria: Example of evaluation for first placement students

Unsatisfactory *In the opinion of the Supervisor, the Student's performance is consistently falling below a satisfactory standard for a first placement student.*		**Satisfactory** *In the opinion of the Supervisor, the Student's performance is consistently demonstrating they have met the objective to a satisfactory standard for a first placement student.*	
Not Capable	Limited Capability	Beginning Capability	Capable
Student has demonstrated unsatisfactory or poor performance on placement. Their behaviour during placement may be deemed inappropriate, unethical, or unsafe	*Student has demonstrated limited capability as a social work student. Their knowledge or skills are undeveloped, they may show poor understanding of requirements, and/or have demonstrated little application to learning.*	*Student has demonstrated satisfactory performance at a level expected of a first placement student. They can perform some work independently and demonstrate adaptability and critical appreciation of own/others' practice.*	*Student has demonstrated evidence of performance at the level expected of a first placement student. High levels of independence, strong engagement in critical reflexivity, ethical fluency, and the ability to articulate and practice social work in their placement context.*

Second Placement Criteria: Example of evaluation for final placement students

Unsatisfactory *In the opinion of the Supervisor, the Student's performance is consistently falling below a satisfactory standard for a second placement student.*		**Satisfactory** *In the opinion of the Supervisor, the Student's performance is consistently demonstrating they have met the objective to a satisfactory standard for a second placement student.*	
Not Capable	Limited Capability	Beginning Capability	Capable
Student has demonstrated unsatisfactory or poor performance on placement. Their behaviour during placement may be deemed inappropriate, unethical, or unsafe	*Student has demonstrated limited capability as a social work student. Their knowledge or skills are undeveloped, they may show poor understanding of requirements, and/or have demonstrated little application to learning.*	*Student has demonstrated satisfactory performance at a level expected of a first placement student. They can perform some work independently and demonstrate adaptability and critical appreciation of own/others' practice.*	*Student has demonstrated evidence of performance at the level expected of a first placement student. High levels of independence, strong engagement in critical reflexivity, ethical fluency, and the ability to articulate and practice social work in their placement context.*

4.6 Summary of Tasks

The table below is intended to help you plan your placement to meet all requirements. Each requirement is discussed in further detail below.

Task	Placement Week
Read t**he** AASW Practice Standards	1
Read and reflect on course learning objectives	1
In supervision, discuss how your placement will meet the Standards and Objectives	1 - 2
Complete learning plan draft	3
Practice reflection 1	7
Mid-Placement evaluation	8 - 10
Practice reflection 2	11
End of placement evaluation	16 - 17
Timesheet - record of placement hours	18

5. Difficulties on Placement

5.1 Risks During Placement

While the 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 taking on a new role.
- Changes to agency management or structure.
- Difficulties in supervision - conflict between supervisor and student.
- Unsatisfactory standard of student performance, including unprofessional disposition.

In every case, it is essential that you **communicate with the placement Liaison at UQ as soon as an issue is identified.** Delaying notifying the University makes it difficult to resolve issues in a timely manner and can result in placements being terminated, which may otherwise have been made viable. The PET is here to help so please reach out anytime if you have questions, concerns or challenges.

5.2 Process for Negotiation of Difficulties between Student and Supervisor

When difficulties arise on placement, the student and/or the supervisor are encouraged to contact the liaison at UQ. The liaison will engage with both student and supervisor to understand the identified challenge/s and work collaboratively to develop an action plan, 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.

Where appropriate, students are encouraged to discuss their concerns with their supervisor in a respectful, constructive manner. Developing the ability to engage in challenging conversations and advocating for a position is fundamental in 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. It is suggested that any plan details clear tasks / expectations and

timelines. A follow up meeting, including the placement liaison, is suggested to review the plan and student progress.

- To assist the student's learning, a remedial action plan may be developed by the liaison in collaboration with the placement course coordinator. This will be written up in the liaison report, with a copy provided to both student and supervisor. Students may also be requested to meet with the practice education manager and course coordinator to discuss the nature of the concern/s.
- 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

5.3.1 Agency-initiated Termination of Placement

Agency-initiated Termination of Placement Process

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. **This includes circumstances where a student is consistently demonstrating a poor attitude.**

It is a student's responsibility to ensure their emerging practice aligns with the AASW Code of Ethics. Reasons for termination of placement can be any behaviours that breach theses Codes or the ethics/policies and procedures of the agency. Examples include, but are not limited to:

- Breaching confidentiality: This includes discussing client information, both verbally and written, with persons not directly involved in your placement. For students that have access to client/patient databases, it is essential that you only access records that you have been given permission to review. **Breaching confidentiality also includes posting about placement and/or clients on social media without prior written permission from your supervisor.**
- Engaging in inappropriate behaviours with clients and service users. Always maintain a professional relationship, including professional boundaries, with all service users. Always work within the scope of the placement agency and follow agency policies and procedures.
- Unprofessional disposition. Placements may be terminated in cases where students consistently display behaviours or attitudes which indicate boredom, disinterest, condescension towards tasks, staff or service users or a generally negative demeanour. Students are guests at agencies. They are expected to be positive, eager to embrace all learning opportunities and inclusive in their attitudes and actions.

The steps for termination:

- Notify the liaison assigned to the student. UQ values our partnerships with agencies and respects the views and wishes of supervisors in relation to student challenges and performance.
- The Liaison will work in collaboration with the supervisor, practice education manager and course coordinator to guide and support the termination process.
- Following a placement termination, the student will meet with the manager of the PET and course coordinator to discuss a way forward.

Agency-initiated Termination of Placement Outcome

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, practice education manager 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 PET 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.

Note - 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.

5.3.2 Student-Initiated Termination of Placement

Student-Initiated Termination of Placement Process

All placements organised by the PET 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:

- An irretrievable breakdown of the student-agency relationship for which the student is not deemed by the liaison, practice education manager 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 and course coordinator.

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

Student-Initiated Termination of Placement Outcome

If a student-initiated placement termination is approved by the practice education manager, the PET 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, it may not be possible to source an alternative placement in the required timeframe. Students are not guaranteed an alternative placement in the same semester in cases where they have initiated the termination.

5.4 Changes in Placement, Extensions, Failing Grades and Special Circumstances

5.4.1 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. 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 (generally no more than 2 weeks) 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 Safety Modules

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. UQ has a duty of care to its students to ensure they are adequately prepared to commence placements. Likewise, as a student, you are required to abide by UQ policies and procedures relevant to your studies including those related to occupational health and safety and fitness to practise. For up-to-date information about safety modules students need to complete prior to placement: please refer to https://habs.uq.edu.au/current-students/prepare-for-your-placement/placement-safety-modules.

Prior to commencing your first placement, the Faculty of Health, Medicine & Behavioural Sciences (HMBS) requires you to complete ONE placement safety module and TWO associated assessments that relate to placement safety and managing occupational violence and aggression. You need to complete the relevant modules and assessments **in addition to any provider specific training** that may be required of you.

What do I need to do?

Step 1: Log on to Learn.UQ (Blackboard):

- Go to 'Training Courses'.
- Select 'NOT FOR STAFF OR HDR - UQ workplace inductions and training OHSB0000N_0000_00000'.
- Select 'HSW - clinical and industry placement students' from the menu on the left side of the screen.

Step 2: Select and complete correct module.

Step 3: Complete required assessments.

You MUST complete the TWO associated assessments in Blackboard for each module to demonstrate your learning and to verify that you have completed the module. Once you have completed and passed both assessments by the due date (80% pass mark), the HMBS Placement Ready Team will be able to confirm that you have met this requirement.

For further enquiries contact the placement ready team via email at hmbs.placementready@uq.edu.au or phone 07 3346 0903 Monday - Friday 8:30am - 4:30pm. Alternatively, the HMBS Placement Ready team are available for online chat Monday to Thursday afternoon from 1:00 PM to 3:00 PM. You can find the chat function on the Prepare for your placement homepage.

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 of Queensland 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 incident to your liaison and principal practice educator and/or PET. 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 to your liaison and the PET as soon as possible after the event. The PET 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, for any vehicle damage and/or for any liability claim by a third party should they be involved in an accident. In Queensland comprehensive motor vehicle insurance is NOT the same as the compulsory third party insurance (paid for as part of vehicle registration). UQ strongly recommends that students using their own vehicles for UQ authorised activities ensure that those vehicles have comprehensive motor insurance.

If a student is requested or approached to drive agency vehicles, or use their own vehicle for placement activities, please discuss this with your liaison or PET to discuss the risks, responsibilities and insurance issues associated. This is because, the students may not be covered by any, or adequate insurance, depending on the agency's insurance policies and student's circumstances (eg appropriate license or if under 21 years of age).

UQ does not recommend students driving clients in their own vehicles. In addition to insurance concerns there are also health and safety risks associated with this activity that are very difficult, if not impossible to control, especially if the student isn't accompanied by a placement supervisor. For further information regarding Insurance and vehicles UQ 'Insuring People' webpage (https://governance-risk.uq.edu.au/insurance/insuring-people#1).

7. Support For Students

UQ wants all students on placement to feel well supported and know who to contact, should additional support be required. Some options for support are:

- Speak to your supervisor or UQ liaison about what support you require.
- UQ Student Services.
- External to UQ, you can look up any required services at the Ask Izzy website which has a list of support service connections throughout Australia. These include housing, food, counselling, family violence etc. https://askizzy.org.au.

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 student.

Mental Health and Wellbeing

There are a number of self-care and mental health support services available during placement and throughout your degree. As stated above, UQ Student Services has access to personal counselling and there are a number of other supports:

- UQ With You provides no cost short term counselling services - https://nmsw.uq.edu.au/connect/uq-with-you
- Self-Care strategies guide - https://uqu.com.au/wp-content/uploads/SAS_Self-CareStrategiesBooklet_6May20-1.pdf

7.2 Financial Hardship Support

If you are dealing with financial hardship on placement, UQ student services offer a number of support options around housing, food and finances if you would like to talk to someone about your options. They can include:

- Financial assistance applications – https://my.uq.edu.au/financial-support
- Practical tips - https://uqu.com.au/welfare-wellbeing-resources/

- Free breakfasts and dinners on campus - https://uqu.com.au/food-co-op/
- Food Hamper Relief - https://my.uq.edu.au/information-and-services/student-support/financial-support/local-community-food-relief

External to UQ

There are a number of agencies in the Brisbane region that assist those that are under financial hardship. Ask Izzy is a great website (https://askizzy.org.au/) as well as foodbank Queensland for food related support (https://www.foodbank.org.au/QLD/foodbank-queensland-source-of-foods/?state=qld).

7.3 English Language Support

Internal to UQ - UQ has a number of English language support services, https://hass.uq.edu.au/english-language-support.

External to UQ:

The Brisbane City Council (BCC) libraries have English language conversation sessions if you would like support externally. Please look up 'English Conversation Group' on the BCC Website for one in your local area: https://www.brisbane.qld.gov.au/whats-on-and-events/search.

7.4 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.

7.5 Disability or Learning Support

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 the practice education 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.

UQ Student Services has support services for students with ADHD and other neurodivergence conditions, such as the neurodivergent hub. Please see the UQ website: https://my.uq.edu.au/neurodivergent-hub.

7.6 Discrimination

Attitudes concerning gender, race and age vary within the general community and the agencies who 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 supervisors, and their clients become exposed to and are the victims of discrimination. Students who are affected by this should discuss the details with their PET and/or the practice education team manager.

7.7 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 law, sexual and racial harassment are considered serious issues. Where students and/or supervisors are victims of such behaviour, it is important to engage in a process which is helpful to them. Contacting the university PET would be a starting point for a student, and from there decisions can be made about the appropriate action.

Sexual Harassment

The University of Queensland's Sexual Misconduct Support Unit (SMSU) is a safe and supportive place for the UQ community to receive guidance around sexual assault and sexual harassment. Students are encouraged to use this network for advice. Further information regarding support can be found here: https://respect.uq.edu.au/support/sexual-misconduct-support-unit-smsu

If you are experiencing an emergency or need urgent support in relation to an experience of sexual assault or harassment, then you can call:

- +61 7 3365 3333 – UQ Security for on campus emergencies
- 000 – Immediate police or ambulance assistance
- 1800 737 732 – 1800RESPECT for 24/7 counselling support
- 07 3646 5207 – Sexual Assault Response Team (SART) for 24/7 Acute Response

7.8 Freedom of Information (FOI)

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

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

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

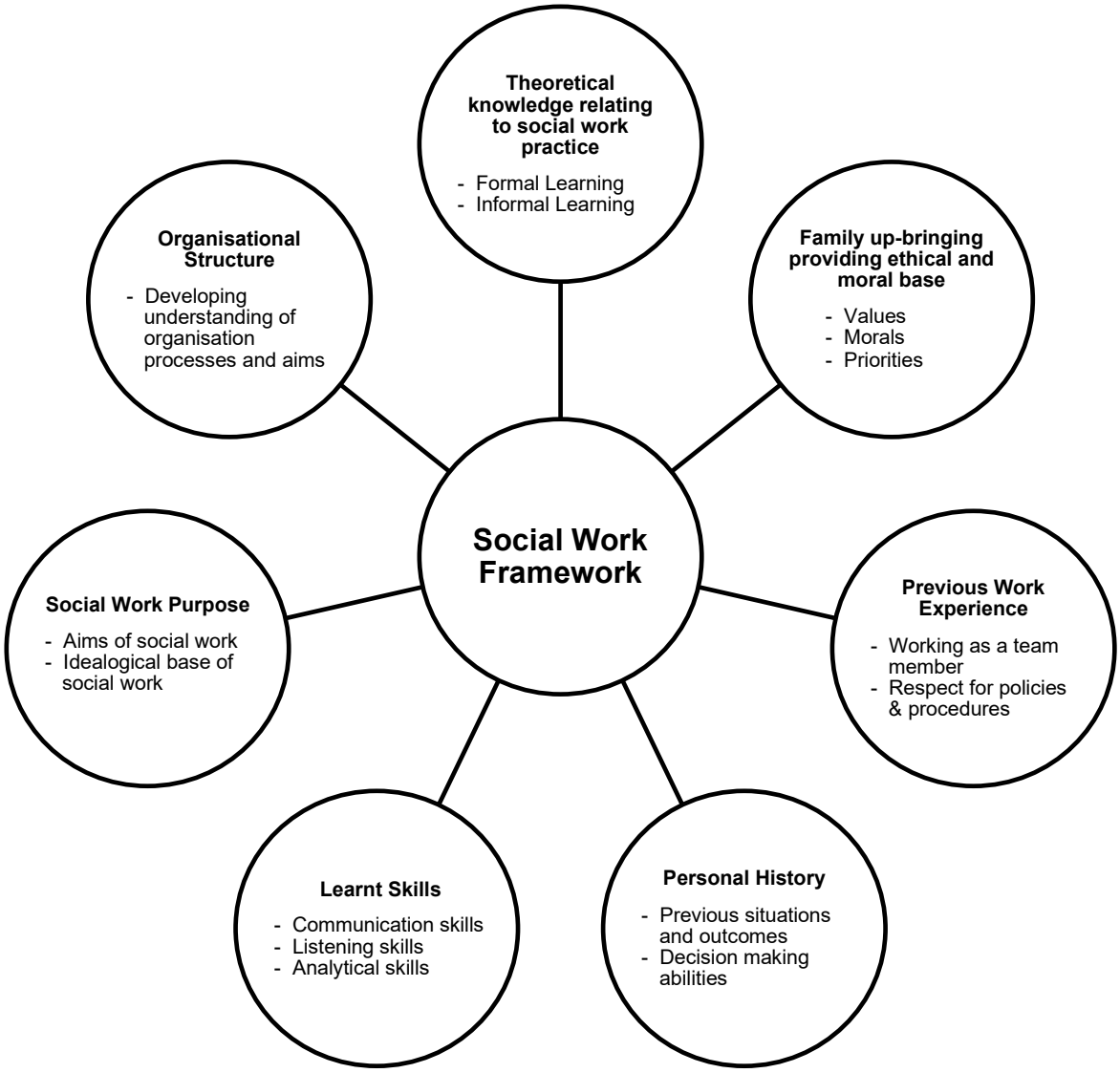
All these skills and techniques need to be grounded in a solid base of knowledge and theories concerning people, social interactions, structure of society, values and ethics, frameworks, and intervention methods. We all develop our own style within the limits of self, agency, and professional boundaries. 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 3: Supervision Contract

The following Supervision Contract template is an example. Please adjust or create your personalised Supervision Contract in negotiation between supervisor/supervisee.

Purpose of Supervision

Supervision is an interactive dialogue between a supervisor and supervisee, which provides and an intentional forum for critical reflection, review, and replenishment for professional practitioners. For more information regarding supervision please refer to the AASW Practice Standards (https://www.aasw.asn.au/about-aasw/ethics-standards/practice-standards).

Supervision Contract

This agreement was created on .....…and will be reviewed at .....

Between .....(Practice Educator Name)

and .....(Student Name)

Both parties will retain copy of this agreement. This agreement may change as necessary and with consultation between these parties.

Supervision Arrangements

Formal supervision will be held weekly for an hour either through individual supervision or group supervision format. If one party needs to reschedule, they are to provide as much notice as able, and reschedule if possible. Regular supervision times are as follows: .....

Responsibilities for Supervision

Supervision is primarily student led to maximise placement learning and experience. However, the supervisor will also contribute to the dialogue process to facilitate or support further learning or reflection.

Supervisor is responsible for the following:

- The supervisor is responsible for confirming and sending the video link in time for the supervision.
- Be available for arranged supervision and providing a safe and private space.
- Facilitate student's reflection of practice and promote their learning and growth as a Social Worker.
- Review student's work, progress, and attendance, and provide feedback to student.
- Communicate honestly with consideration, empathy, and respect.
- Discuss confidentiality and limitations as per the policies and procedures of the University.
- Maintain consistent and reliable records of supervision for the period of the supervisory relationship, stored securely electronically by supervisor on their university device, and until no longer required by the university.
- Other: .....

Student is responsible for the following:

- Be able to identify their learning style, be accepting of feedback and open to learning.
- Providing access to their work (eg reflective tasks, observations, reports etc).
- Be prepared for supervision (eg set agenda and set prior to supervision).
- Record minutes of supervision (eg relevant summary, important decisions, and agenda items for future meetings) and to send to the supervisor to review/amend if necessary.
- Communicate honestly with consideration, empathy, and respect.
- Other: .....

Decisions about the boundaries and confidentiality of material discussed in supervision: (eg when does content get discussed outside supervision)

As necessary, the supervisor may at times respectfully discuss share relevant information discussed in supervision. For example, with:

- PET or practice education manager to fulfill role and best support placement and supervision responsibilities.
- Other parties if required (eg liaison, task supervisor or placement agency) to support placement or manage placement challenges. Information sharing should be discussed with supervisee prior if possible.
- Or with relevant persons in line with legal and ethical requirements eg if required under duty of care and to reduce risk to person(s).
- Other: .....

Content of Supervision

The content of supervision may include themes within the three primary functions of supervision:

- Administrative (eg review placement hours).
- Educational (eg review of learning plan, theories and application to practice, critical reflection of placement experiences and direct practice with clients).
- Supportive (eg Self-care/wellbeing).

Other hopes and goals for supervision and development:

.....

.....

Other relevant information or considerations for supervision:

.....

.....

Signature: : ..... (Field Educator)

Signature: ..... (Student)

Agreement signed and dated on: .....

Appendix 4: Reflective Practice Template

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 new understandings or skills into your current practice? • Have relevant assessments been completed/considered to inform an effective plan • for the future?