



SOWK13009 *Fieldwork Education 1*

Term 1 - 2017

Profile information current as at 14/05/2024 03:42 pm

All details in this unit profile for SOWK13009 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This is the first of 2 fieldwork placements that students are required to complete. As a student you will complete 63 days x 7 hours (440 hours) of onsite, agency based interactions and learning tasks in a practice context supervised by an approved agency worker. Students will participate in the range of activities, tasks and processes that the agency encompasses by negotiation with the supervisor and subject to agency rules and procedures. During the first placement students are invited to consolidate and apply their learning from the first two years of study within an agency placement context. Students will observe other workers, participate in the operations of the agency and should be able to critically analyse and articulate their developing professional practice framework within the context of the field placement. Students will be required to attend and participate in assessable tasks in the relevant residential to complete the requirements of this unit. The residential SOWK13010 is a pre-requisite for fieldwork placement, as is all units from year one and two of the BSW Honours course. The students will be contacted once their application has been received and a pre placement consultation will be offered. Eligible students, who have passed all of the pre required units within the BSW Honours Course, will participate in a compulsory seminar in the final residential of their second year of the course, whereby they will also be offered a private consultation. Students who for whatever reason are not attending this residential shall request an interview with the field education coordinator if required or the field education coordinator will request an interview with the student if previous experiences and feedback need to be discussed in regards to placement readiness.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *18*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.375*

Pre-requisites or Co-requisites

Prerequisites: (SOWK12010 and SOWK12012 and SOWK12014) or (SOWK11010 and SOWK11011 and SOWK19014 and SOWK19015 and SOWK13006) or Approval of Appropriate Head of Program Co-requisite: SOWK13010 Integrating theory and practice 1

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 18-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 37.5 hours of study per week, making a total of 450 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: Pass/Fail

3. **Group Discussion**

Weighting: Pass/Fail

4. **Written Assessment**

Weighting: Pass/Fail

5. **Practical Assessment**

Weighting: Pass/Fail

6. **Written Assessment**

Weighting: Pass/Fail

7. **Written Assessment**

Weighting: 100%

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Moodle 'Have your Say'

Feedback

Students reported feeling overwhelmed with the number of assessments in the subject.

Recommendation

Continue to provide education on the purpose of the assessment tasks, and the linkage between these and new graduate preparedness.

Action

A 5 day residential with a 2 hour information and Q&A session in regards to Assessments was conducted. This Assessment information was referred to constantly during the residential, and further information was provided on moodle.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Determine placement preferences, learning contract and post placement learning needs
2. Select and apply appropriate use of self and problem solving skills as a worker within an organisation
3. Select and apply appropriate self care strategies within the professional context
4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice
5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies
6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures
7. Evaluate elements of an emerging professional practice framework

All of the learning outcomes are linked to the AASW Practice Standards

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication	•	•	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•	•	•
4 - Information Literacy	•	•		•	•	•	•
5 - Team Work		•	•	•		•	
6 - Information Technology Competence	•	•		•		•	•

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
7 - Cross Cultural Competence		•		•	•	•	•
8 - Ethical practice		•	•	•	•	•	•
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Textbooks and Resources

Textbooks

SOWK13009

Prescribed

Making the most of field placement

Edition: 3rd (2013)

Authors: Cleak, H & Wilson, J

Cengage Learning Australia Pty Ltd

Brisbane , Queensland , Australia

Binding: Paperback

SOWK13009

Prescribed

The Social Work Assignments Handbook

(2013)

Authors: Foote, S., Quinney, A., Taylor, M

Routledge

New York , USA

ISBN: 978-1-4082-5253-6

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer with microphone
- Microsoft Word
- Telephone
- Zoom app on your smart phone or access to Zoom on your laptop

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kate Moore Unit Coordinator

k.moore@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Getting Started:

What is a Learning Agreement?
 Placement orientation and induction
 Risk Assessment of Placement
 Work Readiness - Time Management

1. Cleak and Wilson 3rd Edition

- Chapter 3: Getting Started - Student p. 26 -34
- Chapter 5: The Learning Agreement p.44

2. Review the Field Education Manual, CQU, 2017**3. Watch Moodle Echo Link "Week 1 - Time Management"****DUE:**

- **Assessment 2** - Supervision feedback record: Your first supervision session will occur in week 1 or 2 of placement. You will commence recording and submitting this feedback in the moodle private forum area as per the course profile after each weekly supervision session.
- **Assessment 5** - Reflective Writing to commence, this is to be done in a private electronic or hard copy journal, on a WEEKLY basis.
- **Placement Risk Assessment Form DUE**

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Establishing a Supervisory relationship What is critically reflective practice? Work Readiness - Effective Communication	1. Cleak and Wilson 3rd Edition • Chapter 6: Critical Reflection for Teaching and Learning, p. 56-62 • Chapter 7: Developing good supervisory practices p.63 79 2. Review the Field Education Manual, CQU, 2017 3. Watch Moodle Echo Link "Week 2 - Effective Communication"	Due: • A2 - Supervision Record and action plan • A5 - Reflective Writing Journal piece

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Finalise your learning plan Learning Styles	1. Cleak and Wilson 3rd Edition • Chapter 8: Teaching and Learning Tools 2. Review the Field Education Manual, CQU, 2017 3. Watch Moodle Echo Link "Week 3 - Learning Styles"	Week 3 of placement, Learning Agreement due Submission via email to course coordinator Check moodle for details of teleconference/contact Due: • A2 - Supervision Record and action plan • A5 - Reflective Writing Journal piece Learning Agreement (No word count) Due: Week 3 Friday (24 Mar 2017) 11:45 pm AEST

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
ASSESSMENT 3: CONTACT REVIEW MEETINGS (sessions held over week 4 and Week 5, refer to schedule on moodle)		CONTACT REVIEW MEETINGS COMMENCE (Assessment 3) * Ensure you know the session details and which group you are in. * Ensure you have read the ZOOM participant instructions. Due: • A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece • A2 - Supervision Record and action plan

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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**CONTACT REVIEW MEETINGS
continue**

1. Cleak and Wilson 3rd Edition

- Chapter 9: Linking Learning and practice in placement

- Organisation of Mid Placement Review - Check moodle for posts from Course Coordinator

Due:

- A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece
- A2 - Supervision Record and action plan

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<u>Due:</u> <ul style="list-style-type: none">• A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece• A2 - Supervision Record and action plan Contact Review Meeting (via ZOOM) Due: Vacation Week Friday (14 Apr 2017) 11:45 pm AEST

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for your Mid Placement Review	1. Cleak and Wilson <ul style="list-style-type: none">• Chapter 16: Assessment and evaluation - students and supervisors2. Review Moodle Echo Link: <i>"All you need to know about Mid Placement reviews"</i>	<u>Due:</u> <ul style="list-style-type: none">• A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece• A2 - Supervision Record and action plan

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for Mid Placement Review Challenging issues in supervision	1. Cleak and Wilson <ul style="list-style-type: none">• Chapter 13: Challenging issues in supervision p. 138 - 149	<u>Due:</u> <ul style="list-style-type: none">• A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece• A2 - Supervision Record and action plan

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Ethics and legal issues	1. Cleak and Wilson <ul style="list-style-type: none">• Chapter 15: Ethical and Legal issues p. 158 - 165	<u>Due:</u> <ul style="list-style-type: none">• A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece• A2 - Supervision Record and action plan

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Difference Self Care	1. Cleak and Wilson <ul style="list-style-type: none">• Chapter 14: Working with difference p. 150-1572. Moodle reading in "Week 9" tab (optional)3. Watch Moodle Echo Link "Week 9 - Self Care"	<u>Due:</u> <ul style="list-style-type: none">• A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece• A2 - Supervision Record and action plan

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Due:

- A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece
- A2 - Supervision Record and action plan

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
	1. Moodle reading in "Week 11" tab 2. Watch Moodle Echo Link "Week 11 - Self Care"	Due: <ul style="list-style-type: none"> • A2 - Supervision Record and action plan A5 - Reflective Writing Journal piece • A2 - Supervision Record and action plan Supervision Feedback and Action Plan Due: Week 11 Friday (26 May 2017) 11:45 am AEST

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Ending placement well	Cleak and Wilson Chapter 17: Finishing Well p. 179-182	Due: <ul style="list-style-type: none"> • Part B of Assessment 5 due Reflective Practice - Journal and Summary Due: Week 12 Friday (2 June 2017) 11:45 pm AEST End of Placement Report Due: Week 12 Friday (2 June 2017) 12:00 am AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Submission signed and Log of Hours due (uploaded and electronic only)

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Final Assessment (Field Educators Report due (2 weeks) after completion of placement Log of Hours Due: Exam Week Friday (16 June 2017) 11:45 am AEST

Term Specific Information

Residential school is a compulsory requirement of this course.

Dates: FRIDAY 24th February 2017 to Tuesday 28th February 2017 - total 5 days

Time: 9 am - 5.15 pm

Preparation:

- It is recommended that you arrive at the campus at least 30 mins before commencement to locate your room and orientate yourself to the campus.
- Please look for the SOWK13010 residential signs located in the foyer to direct you to the correct classroom.
- Please bring notebook, pens, laptop, textbook or other devices (that you would like to use) with you. See you all at residential!

The Campus:

This year residential will be held at the **NOOSA**

- There will be a kitchenette and fridge that students can use.
- The campus has ample parking and a cafe near by.
- Please note there is a long stay car park to the right of the building, parking in front of the campus is reserved mostly for the businesses.

An agenda will be made available on the 'Social Work Central Site' prior to residential and moodle.

Further explanation: Compulsory Residential and Distance Learning structure of this unit

Distance education

This unit is offered through distance education and a choice of compulsory face to face attendance identified below. Distance education is conducted completely online at Moodle. In distance mode you will be required to undertake self-directed study, engage in discussion or activities, and upload assignments via Moodle. This may include individual and group activities and readings posted at Moodle. You will be supported by lecturers and unit co-ordinators at Moodle where teaching takes place. Issues you would usually address in the privacy of a lecturer's office can be addressed via email or phone. You will also have opportunities to engage in learning face to face.

AND

Residential block

In residential mode you will be able to complete face to face requirements in one intensive block of varying duration throughout the social work course. You will also be expected to complete set tasks, readings, and learning outside of workshops through distance education. Due to set assessments and AASW accreditation requirements you may be required to complete additional work or re-attend future residential programs if workshops are missed. This will be decided on a case by case basis by unit co-ordinators. This term, residential blocks will be delivered from Noosa campus.

Assessment Tasks

1 Learning Agreement (No word count)

Assessment Type

Written Assessment

Task Description

Focus Statement

The learning agreement is the cornerstone of some of the most important learning relationships you will ever encounter in your professional career; shaping the educational relationships with field educators who offer to guide your learning journey into the human services sector. This document provides a framework for determining whether the practice standards, competencies and student attributes have been accomplished during Field Education 1. It is imperative that you achieve the deadlines stated in this submission as the Learning Agreement clarifies and articulates roles, goals objectives tasks and strategies, methods of evaluation that will drive your field education experience. Consolidating these agreements by the due dates (stated above) an important preventative measure maximising your successful completion.

Several key documents must be synthesised into the Learning Agreement including the Practice Standards for the Australian Association of Social Workers, the AASW Code of Ethics, organisational Codes of conduct, CQUniversity's Student Charter, Student Misconduct policy, It policies and occupational health and safety policies.

The practice standards negotiated for learning in field education 1 in conjunction with those demonstrated in University coursework will determine the balance of practice standards to be completed in field education 2. In consultation with

your field educator you will need to determine which additional practice standards such as those for Indigenous practice, child wellbeing, mental health and cultural sensitivity are also relevant.

Your Roles

You will need to take a proactive approach to drafting your learning agreement in the first week of field education in collaboration with your field educator. In some instances you will be with on site and off site field educators and you will need to coordinate liaison so that all perspectives are included and approved in the final agreement. Learning agreements must be signed, by both external supervisor and internal/task supervisors (if this is your placement arrangement) or by your supervisor (if you have the one internal supervisor) and uploaded to moodle.

PLEASE NOTE: *the learning agreement should not be regarded as an agreement confined to you and your host organisation, The Learning Agreement as you will see below contains standards of practice that are related to your ongoing agreement with CQUniversity.*

Products/Performance

Your learning agreement is a unique plan that articulates your journey towards professional entry. The document will need to demonstrate the conceptualisation and organisation of your learning needs, learning agendas, and methods for demonstrating competency.

Use the following checklist in conjunction with the assessment criteria grid to scaffold your submission. All learning agreements need to include:

1. A detailed **cover sheet** including student identification on all subsequent pages; page numbered; street address of the organisation; contact details of field educator assigned; contact details of operational supervisors if applicable (see field education manual 2015)
2. Articulation of **initial learning needs** on entry of field education (summary of assessments reached on placement readiness process) (see CQU Social Work Field Education Manual 2016).
3. Evidence of discussion about **the role of social work or welfare students** in the **team and/or organisation** in the general sense.
4. Articulation of **learning goals** for field education.
5. Articulation of **learning objectives** for field education.
6. Articulation of **social work or welfare roles** to be learned.
7. A list of **tasks and skills** to be undertaken and learned.
8. The methods of **evaluating** goals, objectives, roles, tasks and skills.
9. The methods of **recording standards or competencies** achieved.
10. **Personal development goals** (strengths and weaknesses).
11. The time, place and frequency of the field education sessions (aka **supervision**).
12. The **roles and responsibilities** of the student, the field educator and the organisational supervisor for the field education sessions.
13. **Processes for addressing difficulties, tensions and conflicts** in the field education relationship, other members of staff and University staff (see CQU Social Work Field Education Manual 2016).
14. A record of **student provisions** (desk, phone, internet access etc)
15. **Agency working arrangements** such as start and finish times, dress code, confirmation that the code of conduct or similar documents have been noted, confirmation that the student charter of CQ University have been noted.
16. **Signatures of field educator/s** - MUST BE SIGNED BEFORE UPLOADING TO MOODLE

Managing changes/revisions to your learning plan during the placement:

- The learning agreement is not a living document, it should reflect the goals to be achieved and must be done in collaboration with your field educator.
- **Any significant revision of the Learning Agreement that departs from the original document should be communicated to the Field Education Coordinator within (3) working days.**
- You are encouraged to use your learning agreement at **each scheduled** field education session with your **supervisor**.
- The learning agreement and supervision record is reviewed at the field education visit, and any changes required can be made at this time, in agreement with both the field educator, University liaison person and the Field Education Coordinator.

Further Action to be taken by student:

- You will be required to provide the field education liaison person with a copy of your learning agreement either prior to your mid placement review or on the day of your review.

Submission:

- You will need the learning agreement signed by; supervisor/s (external and internal - if this is the case) for submitting to moodle.

- The learning Agreement must be submitted to moodle using Microsoft Word Document.

Assessment Due Date

Week 3 Friday (24 Mar 2017) 11:45 pm AEST

This will be due in week 3 of your placement and not necessarily week 3 of term

Return Date to Students

Week 5 Friday (7 Apr 2017)

Feedback will be given via moodle

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the course.

Assessment Criteria

Criteria no:	Criteria	Pass	Fail
1.	Provide confirmation of: <ul style="list-style-type: none"> • the start and finishing dates of field education placement • the days per week attended • and, the street address of the organisation. 	Provided	Not provided
2.	Assessment of learning needs on entry to Field Education 1	Evidence of reflective and reflexive practice informing the evaluation of learning needs to be addressed.	No evidence of reflective and reflexive practice informing the evaluation of learning needs to be addressed.
3.	Evidence of negotiation about student role in accordance with learning needs and capacity of organisation.	Evidence of personal communications about the student role in organisation, including links between the student role, learning goals and tasks.	No evidence of personal communications about the student role in organisation.
4.	Assessment of learning goals that are clear and achievable, informed by learning needs and linked directly to the Practice Standards/Competencies, and student attributes chosen to be addressed.	Demonstrated analysis of learning goals that are clear and achievable, and informed by learning needs.	Learning goals are unclear, not achievable, and not informed by learning needs.
5.	Analysis of learning objectives informed by learning goals.	Demonstrated analysis of learning objectives informed by learning goals.	Learning objectives not informed by learning goals.
6.	Evaluation of the social work knowledge and skills to be learned in accordance with learning objectives.	Evaluation of the social work or welfare roles to be learned in accordance with learning objectives.	Social work or welfare roles/skills/knowledge has not been identified to be learned.
7.	Methods for evaluating goals, objective roles, tasks and skills accomplished. This must also include clear pathways to receive feedback from the professional supervisor and other members of the agency staff group, and/or service users.	Effective methods, including clear pathways to receive feedback from supervisor and other staff in the agency based on the students development of goals, objectives, roles, tasks, and skills accomplished.	Ineffective methods for evaluating goals, objectives, roles, tasks and skills, and no avenues for feedback identified.
8.	Determination of methods for evaluation progress of standards/competencies and attributes to be attained.	Comprehensive range of methods for recording progress of standards/competencies attained.	Limited range of methods for recording progress of standards/competencies attained.

9.	Document is well presented; well set out with clear expression.	Document is set out in a highly professional manner, that allows both the university liaison person, Unit Coordinator, and social work supervisor to clearly understand the purpose of the document and the goals to be achieved.	Document is not well set out and there is significant grammatical errors.
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Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submit through Moodle with supervisor/s signature and provide your liaison officer with a hard copy at your reiew

Learning Outcomes Assessed

- Determine placement preferences, learning contract and post placement learning needs
- Select and apply appropriate use of self and problem solving skills as a worker within an organisation
- Select and apply appropriate self care strategies within the professional context
- Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice
- Analyse and articulate client's needs using social work theories and evaluate intervention strategies
- Work within the AASW code of ethics, practice standards, and organisational policies and procedures
- Evaluate elements of an emerging professional practice framework

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Supervision Feedback and Action Plan

Assessment Type

Written Assessment

Task Description

Focus statement

As a student on your first field education experience, you will have an opportunity to further develop your skills and knowledge in reflective and reflexive practice and how to utilise supervision effectively. Student supervision undertaken during your placement is one of the important professional spaces where this in-depth reflection occurs. Feedback is also a vital part of the reflection cycle where your supervisor will provide guidance, support and identify and evaluate your practice in order to assist you to incorporate this into your activities during placement. It is therefore important to develop the techniques and skills involved to successfully record, integrate, apply and reflect on this process.

Student role

You are required to complete a written supervision recording after each weekly supervision session with your relevant social work supervisor.

Product

This written record will **succinctly (no more than 600 words) record the following details:**

1. Date and time of supervision including length
2. Topics for discussion
3. Feedback / evaluation provided to you from your supervisor (strengths, limitations, areas to further develop, critique of social work practice etc)
4. Your reflection and analysis of the feedback provided to you
5. Agreed upon action plan to integrate feedback to your practice and activities and how this will be evaluated or re-visited
6. Any other aspects of supervision you found helpful or challenging

This assessment will be uploaded on a weekly basis and is submitted for viewing by the Field Education Coordinator. Feedback, where required will provided to you in the private forum area on moodle.

Assessment Due Date

Week 11 Friday (26 May 2017) 11:45 am AEST

This is a weekly private forum post submitted after each supervision session in line with your placement schedule.

Return Date to Students

Monday (12 June 2017)

Feedback via moodle private forum area as required. Please note feedback will be ongoing throughout term where needed.

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the course.

Assessment Criteria

Criteria no:	Criteria.....	Pass.....	Fail.....
1.	Student uses key social work attributes working with people	Student has provided key attributes working with people	Student fails to demonstrate social work attributes working with people.
2.	Supervision record is succinct and clearly identifies student thought processes	Student presents a succinct and thorough supervision record demonstrating their practice and thought processes	Students is not succinct and does not clearly identify through processes.
3.	Student demonstrates both reflective and reflexive practice	Good use of reflective and reflexive practice	Student does not identify clearly reflective and reflexive practice
4.	Student identifies feedback including strengths and limitations to be further developed with an appropriate action plan	Student has identified learning needs and undertakes critical reflection to develop skills and knowledge in social work practice.	Student has not identified or inadequately reflected on feedback for effective social work practice development.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submission via moodle

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Contact Review Meeting (via ZOOM)

Assessment Type

Group Discussion

Task Description

Focus Statement

This is the second of three contacts your CQ University staff will maintain with you throughout your field education experience. The main focus of this **Contact Review Meeting is the development of verbal communication skills articulating your personal framework for professional practice. The discussion is also designed to check on your orientation to your organisation and the gaps to be addressed in relation to understanding the strengths and constraints of social work practice in your unique context.**

Your Role

- Read the *ZOOM Participant Instructions* (Document can be found on moodle)
- Observe the moodle site for this course announcements about dates scheduled for your group meeting.
- Ensure that your location for the discussion is private and conducive to effective communication. Depending on your placement organisation, you may wish to consider being at home or at a University location. .
- Be available and prepared for the discussion at least 15 minutes prior to starting the conference
- Be prepared to participate, whilst being mindful that others will need opportunities to participate too

Performance/Product

You will be required to address:

1. Your beginning impression of your **field educators framework for practice**, this is your responsibility to be able to articulate this
2. The parts of your **own personal framework and your organisations framework**
3. How do you plan to **integrate your personal framework** into your practice.
4. Is the placement a **good fit for your framework**, explain why it is or why it is no, and provide an example of this.

Following this discussion you are required to:

5. Provide a **reflective writing piece on your participation** during the **CONTACT REVIEW MEETING**, including your strengths and limitations in regards to this assessment using the model of reflection presented at the residential school. This includes:

- Brief overview of 'what happened'
- How you felt during the event (group discussion)
- I believe (what values and beliefs were explored or raised during the session)
- I know (what strengths did you bring in terms of knowledge bases; ethics, practice frameworks, standards, agency information etc)
- What now (what action came out of this learning experience? e.g. what do you want to develop further in your own practice framework, or know about your supervisors, or what did a peer share that was a helpful strategy forward)

The assessment must be submitted to moodle using Microsoft Word Document

Assessment Due Date

Vacation Week Friday (14 Apr 2017) 11:45 pm AEST

Group session details are on moodle.

Return Date to Students

Week 7 Friday (28 Apr 2017)

Feedback will be only be given if necessary.

Weighting

Pass/Fail

Minimum mark or grade

PASS - You must pass at least 4 of the 6 criteria to pass this assessment. Non participation or failure to advise of changes may result in a fail. PASS - Must pass each assessment to pass the course.

Assessment Criteria

.Students must pass four (4) out of the six (6) critiera to pass the assessment.

Criteria no:	Criteria	Pass	Fail
1.	Effective micro-skills used in teleconference mode.	Competent micro-skills in during teleconference.	Poor micro-skills used in teleconference mode.
2.	Attends to all administrative tasks to ensure effective participation.	All administrative tasks ensure effective participation.	Administrative tasks not attended to resulting in poor or no participation.
3.	Communication is active, professional and ethical while also responsive to others' participation.	Active, ethical and professional communication while also responsive to others' participation.	Passive communication and ineffective, unethical and/or unprofessional responses to others' participation.
4.	Content of discussion topics are concise and informative.	Effective discussion of topics in a concise and informative way.	Ineffective discussion of topics in an inefficient and uninformed way.
5.	Evidence of thorough preparation and ability to communicate social work knowledge verbally.	Sound evidence of preparation and verbal articulation of social work knowledge.	Limited preparation and verbal articulation of social work knowledge.
6.	Evidence of sound reflective practice in written submission.	Reflects on participation in a meaningful way, has identified strengths and limitations	Is not reflective and has not submitted any meaningful reflections on strengths and limitations

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Participation will be in a group, however submission is individual and Uploaded to moodle

Learning Outcomes Assessed

- Select and apply appropriate use of self and problem solving skills as a worker within an organisation
- Analyse and articulate client's needs using social work theories and evaluate intervention strategies
- Evaluate elements of an emerging professional practice framework

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Mid Placement Review (All students - student, Field Educator, and academic / social work liaison staff collaboration)

Assessment Type

Written Assessment

Task Description

Focus Statement

This is the third contact you will have with academic staff or their representatives at the field placement review, that will take place about mid way through the placement. This usually involves a face to face meeting, although sometimes this can be through ISL, Teleconference or Skype, depending on the availability of the organisations. You will receive a visit from academic staff or a social worker in your local district contracted to represent the University. Whilst the University endeavours to make this review as close as possible to midway, this is not always possible, and it could occur earlier or later than mid way.

The field education review is pivotal to your progress in Field Education 1. Several sources of evaluation will contribute to the overall assessment of student progress. Supervision feedback, participation in organisational tasks and practice, contributions made to working with the field education team inclusive of the University, demonstration of social work knowledge and practice and emerging practice framework etc all contribute to this evaluation. The mid placement review provides additional opportunities to identify the practice standards, competencies and student attributes that have been attained. The visit also provides the opportunity for any person involved to discuss concerns about the progress of the learning experience in order to provide you with the opportunity to make necessary changes required for successful completion or where this is not achievable, to conclude the placement.

Your Role and Responsibilities

1. You are responsible for **regular moodle contact** in order to receive announcements related to the coordination of mid field education visits
2. **Consult with the staff member visiting and provide the street address of the meeting, any special directions, parking arrangements, and any other relevant information that may impact on the scheduled visit.**
3. Provide a **copy of your learning agreement** and **supervisory record** to the member of staff who will be facilitating your review either prior to the visit, or on the day.
4. **Determine with your field educator** whether the entire review will include all parties or whether they wish to speak with the academic member of staff prior to meeting with you.
5. You are able to **take notes during the mid placement review.**
6. You are **responsible to complete and submit your mid placement report** ([this proforma is available on moodle](#)).

Product/Performance

You as the student will be responsible to submit your the mid placement review report (this proforma is available on moodle). The report is a template and you will complete the overall feedback from both the supervisor and the liaison person as well as your own input, it must have a documented action plan attached to the review report if significant changes or departures from the original Learning Agreement. This should be submitted to moodle within 7 days of your review.

Focus of the Field Education Review

The Learning Agreement is the core document used to determine whether practice standards, competencies and student attributes have been accomplished. The supervision record will compliment this document to provide evidence and ongoing evaluation of your learning needs, practice competence and student role in the field.

At the outset of the mid field review your field educator will be asked to confirm if you are accomplishing the terms set out in the Learning Agreement at a pass or fail standard. This confirmation will determine the remaining process of the visit.

The Liaison Person will ask students and field educators for their verbal evaluation of the following four issues;

1. An **overview of the field education experience** so far including learning highlights and challenges, the student will be encouraged to discuss how they have or are overcoming challenges.
2. A verbal account on the **progress of the Learning Agreement** and discussion about any **changes needed**.
3. **Interpersonal skills**, how does the student manage themselves in a team environment; discuss how they are developing in supervision and how do they utilise and respond to feedback. **Give an example of feedback** being taken; and how it made a difference.
4. **Insights into the students learning style**; how does this compare and contrast with the field educators learning style and how have they managed this.

This document must be submitted in moodle using Microsoft Word Document within seven (7) days following the Mid placement meeting.

Assessment Due Date

This mid placement review will take place as close to mid placement as possible, it will be between week 6-9

Return Date to Students

Feedback will be given at the review, and again in moodle following submission of the mid placement review assessment

Weighting

Pass/Fail

Minimum mark or grade

Students must achieve a pass in 6 or the 8 criteria/outcomes to pass this assessment. PASS - Must pass each assessment to pass the course.

Assessment Criteria

Students must provide evidence through the assessment of the mid placement review that they are achieving to a satisfactory level the outcomes below:

Outcome No:	Outcomes:	Pass/Developing	Fail
1.	Demonstrate evidence of developing student attributes (discussion of student values and beliefs) and how this integrates into social work practice.	Evidence provided.	Limited/unclear/nil evidence provide.
2.	Select and apply appropriate use of self and problem solving skills as a student social worker within an organisation.	Evidence provided.	Limited/unclear/nil evidence provide.
3.	Analysis and articulation of client's needs using social work theories and evaluation of intervention strategies .	Evidence provided.	Limited/unclear/nil evidence provide.
4.	Work within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures .	Evidence provided.	Limited/unclear/nil evidence provide.
5.	Evaluate elements of an emerging professional practice framework .	Evidence provided.	Limited/unclear/nil evidence provide.
6.	Demonstrates achievement of learning goals to a satisfactory level.	Evidence provided.	Limited/unclear/nil evidence provide.
7.	Understands and applies self-care .	Evidence provided.	Limited/unclear/nil evidence provide.
8.	Demonstrates professional communication skills and accountability through supervision and the receipt of feedback .	Evidence provided.	Limited/unclear/nil evidence provide.

Students must achieve a pass in at least 6 of the 8 criteria/outcomes to pass the mid placement review and continue placement		
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Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Student participates in an interview assessment and complete a report of mid placement review using template provided on moodle.

Learning Outcomes Assessed

- Determine placement preferences, learning contract and post placement learning needs
- Select and apply appropriate use of self and problem solving skills as a worker within an organisation
- Analyse and articulate client's needs using social work theories and evaluate intervention strategies
- Work within the AASW code of ethics, practice standards, and organisational policies and procedures
- Evaluate elements of an emerging professional practice framework

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

5 Reflective Practice - Journal and Summary

Assessment Type

Practical Assessment

Task Description

Reflective practice skills: Part A and Part B

Part A:

You will be required to make fortnightly reflections into a private journal (either electronic or paper). This is NOT uploaded to moodle, however may be required for submission by email at the request of the Course Coordinator, and/or the liaison person. This allows the student to have a place to discuss the personal learning that will be occurring including the development of the use of self in practice.

Part B:

Finally, you will draw together the reflections and learning from the past 12 weeks and submit a final summative reflective of your experiences and learning on placement.

Part A: Reflective Journal

If you have successfully completed your introductory SOWK courses at CQU you are familiar with reflective practice in preparation for contemporary social work and welfare practice. The emphasis in this learning journal is your ongoing engagement with the practice standards of the AASW. You will keep a learning journal (either in a book or electronically) and this is **not** to be shared online however, it may be called upon by the Course Coordinator. The fortnightly reflections will assist you to write your final summary required for submission in week 12/13 of your placement.

Your demonstrated ability to apply and evaluate social work knowledge and theory in the field education process is the focus of the case study embedded in SOWK13010 Integrating Theory and Practice 1. This reflective practice will provide evidence that you can undertake the readings associated with this course and then apply the concepts that comprise those theories to the everyday world in SOWK13010.

This is not an academic assessment, therefore no referencing is required.

Part B: Final Summary

The students will make a final submission of no more than 600 words that will outline their experience of reflective writing; challenges, strengths and actions for the future. This will be graded as an academic paper and will require references. Students are expected to have a clear understanding of the purpose of reflective writing, and models of reflective writing. Students are encouraged to refer to the model of reflective writing they engaged with.

Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

Part A: weekly submission in a private journal Part B: online submission

Return Date to Students

Feedback via moodle or email

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the course

Assessment Criteria

Criteria - PART B	Pass	Fail
Student has clearly demonstrated that they have been able to understand a process of critically reflective writing, and create a series of journal entries. This will be evidenced by the consistency and quality of the <i>Final Learning Summary</i>	Student has been able to identify their learning style and the use of critical thinking and reflective practice.	Student has not identified or explained their learning style or engaged in a process of reflective writing.
Student has provided very good examples of their learning in the field that includes a demonstration of their reflective and reflexive practice. This will be evidenced by the consistency and quality of the <i>Final Learning Summary</i>	Student evidences an understanding and application of critical reflective writing by identifying examples.	Student has not demonstrated an understanding of critically reflective writing, and therefore has not applied this to field placement examples.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Part A: 1 x weekly reflective writing piece kept in a private journal, Part B: uploaded to moodle at the end of week 12

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

6 End of Placement Report

Assessment Type

Written Assessment

Task Description**Focus Statement**

The end of placement report is an evaluation and assessment of the student social worker's attainment and application of social work practice standards, ethics, integration of theory to practice and approach to supervision, feedback and learning.

Your role/responsibilities

- Students are responsible for respectfully reminding their supervisor two (2) weeks prior to the completion of their field education placement that the report is due seven (7) days (max) after a placement has been completed.
- Students should be proactive in terms of scheduling the final supervision around the report and ensuring the supervisor does have a copy of the template.
- Students are responsible for uploading this report to moodle (unless a supervisor requests to deliver the report directly to the unit coordinator)

Product/Performance

This report is completed by the supervising social worker (internal or external) and is the responsibility of the

supervising social worker. A template of this report is available on the course moodle site and is provided to your supervisor at their commencement. The final report should be planned in advance of completion with most reports finalised in the last two weeks of placement. This allows time for the supervisor/s to discuss the evaluation report with the student prior to completion. Each relevant practice standard should have been completed and signed before submission.

Please Note

Grades cannot be completed until the final report has been received and graded. In regards to your final grade the end of placement report is carefully considered, however the Unit Coordinator is responsible for awarding the students final grade.

Students are strongly advised to keep a copy of their end of placement report; as it may be required by their field educator in the students final placement.

Assessment Due Date

Week 12 Friday (2 June 2017) 12:00 am AEST

This is due to be either uploaded by you on moodle or submitted by your Field Educator via email

Return Date to Students

Email response if required

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the course

Assessment Criteria

The Criteria for this assessment is provided to the Field Educators. The students do NOT complete this report, however, can submit their copy on moodle assessment.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Offline Online

Submission Instructions

submit via moodle or email

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

7 Log of Hours

Assessment Type

Written Assessment

Task Description

Focus Statement

You are required to keep an accurate log of hours that you spend in formal education activities. This can include training provided by your organisation. Additionally, you will need to provide a record of your supervision with some brief dot points of supervision topics discussed.

Your Role and Responsibility

- Upload a supervisor signed electronic copy of the log of hours at the completion of your placement. It is recommended you upload via a zip file.

Product/Performance

The Field education Log begins on your first day. It records the hours you spend in the agency, hours you spend outside the agency undertaking tasks associated with your learning or any pre placement training / induction hours you have been required to participate in (eg. QLD Health induction).

Travel required in your placement can be counted however, travel to and from your placement are not recorded. The collaborate 'contact review meeting' is recorded in your log of hours and any travel time associated with this assessment task is also recorded and counted. Any activities beyond the Learning Agreement will be deemed personal and professional development and will not be considered to be a component of Field education 1. The log can be called on at any time by the University. Students must not accrue additional hours (work more than 8 hours per day) in their placement without the explicit consent of the Course Coordinator. In the event that a student is required to undertake additional hours in the placement for travel or due to a delay in a client related activity, the student is required to negotiate taking these hours off as soon as practicable to ensure appropriate self care and health and safety needs are met.

Students should refer to the Field Education Manual for further details regarding hours of duty and any departures from normal hours or days of duty must be made known to the Course Coordinator by email as soon as this becomes known.

Assessment Due Date

Exam Week Friday (16 June 2017) 11:45 am AEST

Log of hours

Return Date to Students

The Log of hours or Field Education Report will not be returned to students; all feedback will be given either by email or telephone, where deemed appropriate.

Weighting

100%

Minimum mark or grade

PASS - Must pass each assessment to pass the course

Assessment Criteria

The complete hours for the BSW (Hons) degree is 1000 hours, however we expect that you will complete 440 hours in this placement irrespective of full-time or part-time status.

The additional hours of 560 hours will be undertaken in SOWK 14009.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Please upload a copy of these to moodle and keep a record for your own verification of your completed hours.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem