



# **SOWK13009 *Fieldwork Education 1***

## **Term 1 - 2018**

Profile information current as at 16/05/2024 01:21 am

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 - 2018

- 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 Student feedback x 1

##### Feedback

Set up of the moodle site.

##### Recommendation

Gain feedback from the BSW student cohort on preferred moodle structure and set up.

#### Feedback from Student feedback x 1 and general verbal feedback.

##### Feedback

Assessment workload is too high.

##### Recommendation

Remembering this is a 18 credit point unit the assessment number will be high. But it is due for a review and I will be consulting with other university FE coordinators as to the structure and number of the assessments expected.

#### Feedback from Student feedback x 1

##### Feedback

Isolation felt by students during online unit and placement.

##### Recommendation

Provide opportunities for students to connect on a less formal basis through the use of zoom sessions.

## 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 | •                 | • | • | • | • | • | • |

| Assessment Tasks                                    | Learning Outcomes |   |   |   |   |   |   |
|---|-------------------|---|---|---|---|---|---|
|   | 1                 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 - Critical Thinking                               | •                 | • | • | • | • | • | • |
| 4 - Information Literacy                            | •                 | • |   | • | • | • | • |
| 5 - Team Work                                       |                   | • | • | • |   | • |   |
| 6 - Information Technology Competence               | •                 | • |   | • |   | • | • |
| 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
- SONIA
- 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](mailto:k.moore@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

**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.
- **Placement Risk Assessment Form DUE**

**Week 2 - 12 Mar 2018**

| Module/Topic   | Chapter   | Events and Submissions/Topic  |
|--|---|---|
| Establishing a Supervisory relationship<br>What is critically reflective practice?<br>Work Readiness - Effective Communication | <b>1. Cleak and Wilson 3rd Edition</b> <ul style="list-style-type: none"> <li>• Chapter 6: Critical Reflection for Teaching and Learning, p. 56-62</li> <li>• Chapter 7: Developing good supervisory practices p.63 79</li> </ul> <b>2. Review the Field Education Manual, CQU, 2017</b><br><b>3. Watch Moodle Echo Link "Week 2 - Effective Communication"</b> | <b>Due:</b> <ul style="list-style-type: none"> <li>• A2 - Supervision Record and action plan</li> <li>• A5 - Reflective posting online forum</li> </ul> |

**Week 3 - 19 Mar 2018**

| Module/Topic                                   | Chapter   | Events and Submissions/Topic  |
|--|---|---|
| Finalise your learning plan<br>Learning Styles | <b>1. Cleak and Wilson 3rd Edition</b> <ul style="list-style-type: none"> <li>• Chapter 8: Teaching and Learning Tools</li> </ul> <b>2. Review the Field Education Manual, CQU, 2017</b><br><b>3. Watch Moodle Echo Link "Week 3 - Learning Styles"</b> | Week 3 of placement, Learning Agreement due Submission via email to course coordinator Check moodle for details of teleconference/contact<br><b>Due:</b> <ul style="list-style-type: none"> <li>• A2 - Supervision Record and action plan</li> </ul> <b>Learning Agreement (No word count)</b> Due: Week 3 Friday (23 Mar 2018) 12:00 pm AEST |

**Week 4 - 26 Mar 2018**

| Module/Topic   | Chapter | Events and Submissions/Topic   |
|--|---------|--|
| <b><u>ASSESSMENT 3: CONTACT REVIEW MEETINGS</u></b><br>(sessions held over week 4 and Week 5, refer to schedule on moodle) |         | <b>CONTACT REVIEW MEETINGS COMMENCE (Assessment 3)</b><br>* Ensure you know the session details and which group you are in.<br>* Ensure you have read the ZOOM participant instructions.<br><b>Due:</b> <ul style="list-style-type: none"> <li>• A2 - Supervision Record and action plan</li> <li>• A5 - Reflective posting online forum</li> </ul><br><b>Contact Review Meeting (via ZOOM)</b> Due: Week 4 Monday (26 Mar 2018) 11:45 pm AEST |

**Week 5 - 02 Apr 2018**

| Module/Topic                                   | Chapter  | Events and Submissions/Topic  |
|--|--|---|
| <b><u>CONTACT REVIEW MEETINGS continue</u></b> | <b>1. Cleak and Wilson 3rd Edition</b> <ul style="list-style-type: none"> <li>• Chapter 9: Linking Learning and practice in placement</li> </ul> | <ul style="list-style-type: none"> <li>• Organisation of Mid Placement Review - Check moodle for posts from Course Coordinator</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>• A2 - Supervision Record and action plan</li> </ul> |

**Vacation Week - 09 Apr 2018**

| Module/Topic  | Chapter  | Events and Submissions/Topic  |
|---|--|---|
| <b>Week 6 - 16 Apr 2018</b>   |  |   |
| Module/Topic  | Chapter  | Events and Submissions/Topic  |
| Preparing for your Mid Placement Review                               | <b>1. Cleak and Wilson</b><br>• <b>Chapter 16:</b> Assessment and evaluation - students and supervisors<br><b>2. Review Moodle Echo Link: "All you need to know about Mid Placement reviews"</b> | <b>Due:</b><br>• A2 - Supervision Record and action plan<br>• A5 - Reflective posting online forum<br><br><b>Mid Placement Review (Student, Field Educator, and Liaison staff collaboration)</b> Due: Week 6 Monday (16 Apr 2018) 11:45 pm AEST |
| <b>Week 7 - 23 Apr 2018</b>   |  |   |
| Module/Topic  | Chapter  | Events and Submissions/Topic  |
| Prepare for Mid Placement Review<br>Challenging issues in supervision | <b>1. Cleak and Wilson</b><br>• <b>Chapter 13:</b> Challenging issues in supervision p. 138 - 149  | <b>Due:</b><br>• A2 - Supervision Record and action plan<br>• A5 - Reflective posting online forum  |
| <b>Week 8 - 30 Apr 2018</b>   |  |   |
| Module/Topic  | Chapter  | Events and Submissions/Topic  |
| Ethics and legal issues   | <b>1. Cleak and Wilson</b><br>• <b>Chapter 15:</b> Ethical and Legal issues p. 158 - 165   | <b>Due:</b><br>• A2 - Supervision Record and action plan  |
| <b>Week 9 - 07 May 2018</b>   |  |   |
| Module/Topic  | Chapter  | Events and Submissions/Topic  |
| Working with Difference<br>Self Care                                  | <b>1. Cleak and Wilson</b><br>• <b>Chapter 14: Working with difference p. 150-157</b><br>2. Moodle reading in "Week 9" tab (optional)<br>3. <b>Watch Moodle Echo Link "Week 9 - Self Care"</b>   | <b>Due:</b><br>• A2 - Supervision Record and action plan<br>• A5 - Reflective posting online forum  |
| <b>Week 10 - 14 May 2018</b>  |  |   |
| Module/Topic  | Chapter  | Events and Submissions/Topic  |
|   |  | <b>Due:</b><br>• A2 - Supervision Record and action plan  |
| <b>Week 11 - 21 May 2018</b>  |  |   |
| Module/Topic  | Chapter  | Events and Submissions/Topic  |
|   | 1. Moodle reading in "Week 11" tab<br>2. <b>Watch Moodle Echo Link "Week 11 - Self Care"</b>   | <b>Due:</b><br>• A2 - Supervision Record and action plan<br>• A5 - Reflective posting online forum  |
| <b>Week 12 - 28 May 2018</b>  |  |   |
| Module/Topic  | Chapter  | Events and Submissions/Topic  |



**Due:**

- A5 - Reflective posting online forum - SUMMARY DUE IN LAST WEEK OF YOUR PLACEMENT

Ending placement well

**Cleak and Wilson**  
**Chapter 17:** Finishing Well p.  
 179-182

**Reflective Practice - Online reflective postings and Summary**  
 Due: Week 12 Monday (28 May 2018) 11:45 pm AEST

**Log of Hours** Due: Week 12 Monday (28 May 2018) 11:45 pm AEST

**End of Placement Report** Due: Week 12 Friday (1 June 2018) 11:45 pm AEST

### Review/Exam Week - 04 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic  |
|--------------|---------|---|
|              |         | Completed SONIA LOG OF HOURS due at the completion of your placement.<br>Final Assessment (Field Educators Report due (2 weeks) after completion of placement |

## Term Specific Information

### This unit is a co-requisite for SOWK13010 - Theory and Practice 1

**Before commencing SOWK13009 students must participate in a five (5) day residential** that incorporates practice-theory integration seminars. This includes a mix of lectures, tutorials and learning activities on field education preparation (supervision, reflective and reflexive practice, conflict management and communication/team work, overview of the unit – assessment information and expectations and responsibilities of all stakeholders), practice to theory integration seminars and group work (theory exploration workshop and lecture, practice frameworks workshop, values and beliefs workshop, group work based on a case scenario and presentation).

Please note that attendance at the residential for these units is compulsory. Refer to the [handbook](#) for residential details. As per ASWEAS (2012, p20) 4.2.1 Flexible delivery, distance and off-campus programs... At least one block of learning of not less than five (5) days face-to-face teaching must occur prior to the first placement.

## 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 (23 Mar 2018) 12:00 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 (6 Apr 2018)

Feedback will be given via moodle

### Weighting

Pass/Fail

### Minimum mark or grade

PASS - Must pass each assessment to pass the course.

### Assessment Criteria

1. Provide confirmation of: *the start and finishing dates of field education placement, the days per week to attend, and, the street address of the organisation.*
2. Assessment of learning needs on entry to Field Education 1
3. Evidence of negotiation about student role in accordance with learning needs and capacity of 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.
5. Analysis of learning objectives informed by learning goals.
6. Evaluation of the social work knowledge and skills to be learned in accordance with learning objectives.
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.
8. Determination of methods for evaluation progress of standards/competencies and attributes to be attained.
9. Document is well presented; well set out with clear expression.
10. Students have ensured that the entirety of the document is completed by ensuring they have cross checked the assessment with the ["Assessment 1 - Check list"](#) available on moodle.

Students can access the **GRADING RUBRIC/MARKING SHEET** via the [Assessment 1 LEARNING PLAN](#) link in Moodle.

### 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 review

### 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 be provided to you in the private forum area on moodle.

### Assessment Due Date

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

### Return Date to Students

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

1. Student uses key social work attributes working with people
2. Supervision record is succinct and clearly identifies student thought processes
3. Student demonstrates both reflective and reflexive practice
4. Student identifies feedback including strengths and limitations to be further developed with an appropriate action plan

Students can access the **GRADING RUBRIC/MARKING SHEET** via the **the [assessment 2 submission link](#)**.

### 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

Week 4 Monday (26 Mar 2018) 11:45 pm AEST

Group session details are on moodle, and will be held between weeks 4-6. The written reflection is due 7 days after the completion of the contact review meeting.

#### Return Date to Students

Week 8 Monday (30 Apr 2018)

via moodle

#### 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) criteria to pass the assessment.**

1. Effective micro-skills used in teleconference mode.
2. Attends to all administrative tasks to ensure effective participation.
3. Communication is active, professional and ethical while also responsive to others' participation.

4. Content of discussion topics are concise and informative.
5. Evidence of thorough preparation and ability to communicate social work knowledge verbally.
6. Evidence of sound reflective practice in written submission.

Students can access the **GRADING RUBRIC/MARKING SHEET** via the [Assessment 3 Submission link](#).

### 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 (Student, Field Educator, and 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](#)). Please note it is NOT the responsibility or task of your supervisor or liaison person to complete any of this form.

### **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**

Week 6 Monday (16 Apr 2018) 11:45 pm AEST

This mid placement review will take place as close to mid placement as possible, it will be between week 6-9. The report is DUE 7 days after the completion of your MPR meeting.

### **Return Date to Students**

Week 8 Monday (30 Apr 2018)

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**

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:**

1. Demonstrate evidence of developing student attributes (discussion of student values and beliefs) and how this integrates into social work practice.
2. Select and apply appropriate use of self and problem solving skills as a student social worker within an organisation.
3. Analysis and articulation of client's needs using social work theories and evaluation of intervention strategies.
4. Work within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures.
5. Evaluate elements of an emerging professional practice framework.
6. Demonstrates achievement of learning goals to a satisfactory level.
7. Understands and applies self-care.
8. Demonstrates professional communication skills and accountability through supervision and the receipt of feedback.

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

Students can access the **GRADING RUBRIC/MARKING SHEET** via the the Assessment 4 [MID PLACEMENT REVIEW](#) link in Moodle.



## 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 - Online reflective postings and Summary

### Assessment Type

Practical Assessment

### Task Description

## Focus statement

**Reflective tools are utilised within this unit to provide you and your Field Education Coordinators with a process and evidence of your capacity to integrate theory to practice and demonstrate the attainment of practice standards and social work practice suitable to meet the eligibility criteria as set out by the Australian Association of Social Workers and the Bachelor of Social Work (Hons) graduate learning outcomes.**

## Your Role

**You are to demonstrate creativity and professional presentation of all required elements. You will be required to submit fortnightly reflective postings in a forum and weekly supervision feedback, reflection and action planning. You are encouraged to maintain a personal reflective journal during your placement however, this will not be submitted and should form part of your own reflective practice writing.**

## Product: ONLINE REFLECTIVE POSTINGS (Fortnightly & Final Summary)

**You will make online postings in Moodle each fortnight, making professional links from theory to practice, discussing your learning and providing support to your peers. Please ensure that confidentiality of any participants and/or organisations are upheld. Your final summary will be undertaken in your final week of placement and will reflect on your overall learning.**

### Assessment Due Date

Week 12 Monday (28 May 2018) 11:45 pm AEST

Fortnightly postings and End of placement summary (last week of your placement)



**Return Date to Students**

Exam Week Monday (11 June 2018)

Feedback via moodle or email

**Weighting**

Pass/Fail

**Minimum mark or grade**

PASS - Must pass each assessment to pass the course

**Assessment Criteria**

1. Student has clearly demonstrated that they have been able to understand a process of critically reflective writing, and create a series of online reflective postings. This will be evidenced by the consistency and quality of the Final Learning Summary.
2. Student has provided very good examples of their learning in the field that includes a demonstration of their reflective and reflexive practice, both in the fortnightly forum and in the final summary. This will be evidenced by the consistency and quality of the Final Learning Summary.

Students can access the **GRADING RUBRIC/MARKING SHEET** via the [GRADING RUBRIC/MARKING SHEET](#) can be located on Moodle.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Fortnightly reflective posts on moodle forum, summary uploaded to moodle assessment submission link.

**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 (1 June 2018) 11:45 pm AEST

Students must upload the completed (by supervisor) report via moodle.

**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 submit their copy on moodle assessment.

Important aspects of this assessment:

- The recommendation of your field educator is given significant weight and is incorporated as part of the overall assessment of your attainment of graduate attributes and practice standards. The University awards the final grade.
- Field Educators reserve the right to assess your performance according to the developments made since the mid placement review and overall placement performance.
- SOWK13009 report contains work to be completed and assessed by your field educator and the fieldwork coordinator. Passing grades must be obtained for all assessment items in order to be awarded the grade of PN (Pass non-graded) for SOWK13009.
- Your grade cannot be finalised until this report and all outstanding assessments are received.

For further information please refer to the [Field Education End of Placement Report proforma](#) on the moodle site and the requirements of the AASW Practice Standards 2013.

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

Submit via moodle (on behalf of supervisor)

**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.

**Your Role and Responsibility**

- Review the instructions for RECORDING HOURS on SONIA.
- Complete LOG OF HOURS ON SONIA on a WEEKLY BASIS.
- Support your Supervisor with university contacts (admin staff and Field Ed coordinator) should the supervisor have issues with accessing/using SONIA.

### **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 2016** for further details regarding hours of duty and any departures from normal hours or days of duty must be made known to the Unit Coordinator by email as soon as this becomes known.

### **Assessment Due Date**

Week 12 Monday (28 May 2018) 11:45 pm 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