



# **SOWK13009 *Fieldwork Education 1***

## **Term 1 - 2020**

Profile information current as at 16/05/2024 11:29 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 - 2020

- Online
- Rockhampton

### 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 Have your say Moodle Q&A site

##### Feedback

Students expressed that the Field Education Package was very helpful but there was some 'technical glitches' with the template.

##### Recommendation

I have collaborated with a technologically advanced student/participant that has assisted with fixing the 'bugs' of the template, and had the student insight experience to assist.

## 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	•	•		•		•	•
7 - Cross Cultural Competence		•		•	•	•	•
8 - Ethical practice		•	•	•	•	•	•

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
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 (4th Edition)**

4th Edition (2019)

Authors: Helen Cleak, Jill Wilson

Cengage

Melbourne , Victoria , Australia

ISBN: 9780170417006

Binding: Paperback

SOWK13009

#### Prescribed

##### **The Reflective Journal (2nd Edition)**

2nd Edition (2016)

Authors: Barbara Bassot

Palgrave Macmillan Education,

London , United Kingdom

ISBN: 1137603488 9781137603487

Binding: Paperback

#### **Additional Textbook Information**

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

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**Robyn Kemble** Unit Coordinator

[r.kemble@cqu.edu.au](mailto:r.kemble@cqu.edu.au)

## Schedule

### **Week 1 - Learning Agreement, Orientation and Risk assessment - 09 Mar 2020**

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 4th Edition  
 • Part 1: Pre placement planning
2. Review the **Field Education Manual**, CQU, 2017 and watch "What is a Field Education Manual?"
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 - Supervision, Critically reflective practice, and Learning plan - 16 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Establishing a Supervisory relationship What is critically reflective practice? Work Readiness - Effective Communication	1. Cleak and Wilson 4th Edition; Part 2: Beginning placement 2. Review the Field Education Manual (CQU, 2016) 3. Watch Moodle Echo Link "Week 2 - Effective Communication"	<b>Due:</b> • A2 - Supervision Record and action plan • A5 - Reflective posting online forum

**Week 3 - Learning plan meeting - 23 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Learning Plan meeting</b> Facilitated by: Field Education Liaison Officer Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor Purpose: Present and have approved <b>Part A and Part B - Field Education Package</b>	1. Review the Field Education Manual, CQU, 2017 2. 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 <b>Due:</b> • A2 - Supervision Record and action plan  <b>Learning Agreement - Field Education Package Part A and B</b> Due: Week 3 Monday (23 Mar 2020) 11:45 pm AEST

**Week 4 - Learning Plan Meeting - 30 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
	<b>1. Cleak and Wilson 4th Edition;</b> Part 2: Beginning placement - Chapter 5: Charting the course for placement - contracts and agreements	<b>Due:</b> • A2 - Supervision Record and action plan • A5 - Reflective posting online forum

**Week 5 - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
	<b>1. Cleak and Wilson 4th Edition;</b> Part 3: Teaching and Learning on placement	• Organisation of Mid Placement Review - Check moodle for posts from Course Coordinator <b>Due:</b> • A2 - Supervision Record and action plan

**Preparing for your Mid Placement Review - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for your Mid Placement Review	<b>1. Cleak and Wilson 4th Edition;</b> Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors 2. Review Moodle Echo Link: "All you need to know about Mid Placement reviews"	<b>Due:</b> • A2 - Supervision Record and action plan • A5 - Reflective posting online forum

**Week 6 - Preparing for your Mid Placement Review - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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### **Mid Placement Review Meeting (Commences)**

Facilitated by: Field Education Liaison Officer

Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor

Purpose: Review Part A and Part B - Field Education Package

Complete: **Part C - Field Education Package - Mid Placement Review**

**1. Cleak and Wilson 4th Edition; Chapter 16:** Assessment and evaluation - students and supervisors

**2. Review Moodle Echo Link:**  
"All you need to know about Mid Placement reviews"

#### **Due:**

- A2 - Supervision Record and action plan

**Mid Placement Review (Student, Field Educator, and FELO staff collaboration)** Due: Week 6 Monday (20 Apr 2020) 12:00 pm AEST

### **Week 7 - Mid Placement Reviews - 27 Apr 2020**

#### **Module/Topic**

#### **Chapter**

#### **Events and Submissions/Topic**

#### **Mid Placement Review Meeting**

Facilitated by: Field Education Liaison Officer

Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor

Purpose: Review Part A and Part B - Field Education Package

Complete: **Part C - Field Education Package - Mid Placement Review**

**1. Cleak and Wilson, 4th Edition; Part 5:** Keeping on Course

#### **Due:**

- A2 - Supervision Record and action plan
- A5 - Reflective posting online forum

### **Week 8 - Mid Placement Reviews - 04 May 2020**

#### **Module/Topic**

#### **Chapter**

#### **Events and Submissions/Topic**

#### **Mid Placement Review Meeting**

Facilitated by: Field Education Liaison Officer

Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor

Purpose: Review Part A and Part B - Field Education Package

Complete: **Part C - Field Education Package - Mid Placement Review**

**1. Cleak and Wilson, 4th Edition; Part 4:** Methods and Contexts of Practice.

#### **Due:**

- A2 - Supervision Record and action plan

### **Week 9 - Reviewing your self care plan - 11 May 2020**

#### **Module/Topic**

#### **Chapter**

#### **Events and Submissions/Topic**

Working with Difference  
Self Care  
Ethical Issues

**1. Cleak and Wilson 4th Edition**  
• **Chapter 9:** Linking learning and practice in placement  
• **Chapter 14:** Working with cultural and power differences  
**2.** Moodle reading in "Week 9" tab (optional)  
**3. Watch Moodle Echo Link** "Week 9 - Self Care"

#### **Due:**

- A2 - Supervision Record and action plan
- A5 - Reflective posting online forum

**Professional Practice Framework (PPF) Presentation** Due: Week 9 Monday (11 May 2020) 12:00 am AEST

### **Week 10 - Reviewing your self care plan - 18 May 2020**

#### **Module/Topic**

#### **Chapter**

#### **Events and Submissions/Topic**

Review your self care goal/plan with supervisor.

#### **Due:**

- A5 - Professional Practice Framework presentation sessions commence.
- A2 - Supervision Record and action plan

### **Week 11 - Preparing for placement ending - 25 May 2020**

#### **Module/Topic**

#### **Chapter**

#### **Events and Submissions/Topic**

**1. Cleak and Wilson, 4th Edition:**  
Chapter 17: Finishing well  
**2. Watch Moodle Echo Link** "Week 11 - Self Care"

#### **Due:**

- A2 - Supervision Record and action plan
- A5 - Reflective posting online forum



## Week 12 - Preparing for placement ending - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ending placement well	<b>Cleak and Wilson, 4th Edition; Chapter 17:</b> Finishing Well	<b>Due:</b> <ul style="list-style-type: none"><li>• A5 - Reflective posting online forum - SUMMARY DUE IN LAST WEEK OF YOUR PLACEMENT</li></ul>

## Finalising placement - 08 Jun 2020

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

## Finalising Placement - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<b>End of Placement Report Due:</b> Exam Week Friday (19 June 2020) 5:00 pm AEST

## Term Specific Information

**PLEASE NOTE:** Assessment due dates are due based on weeks in placement (5 days of placement = 1 week) NOT term based weeks. E.g Learning plan is due once 3 weeks of placement have been completed.

This is a **corequisite unit** with [SOWK13010](#) - the associated residential is compulsory to attend and is aligned with the Australian Association of Social Workers (AASW) requirements for placement readiness.

## Assessment Tasks

### 1 Learning Agreement - Field Education Package Part A and B

#### Assessment Type

Written Assessment

#### Task Description

##### Focus Statement:

The learning agreement is the cornerstone 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 AASW 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 is an important preventative measure maximising your successful completion.

##### Student Role:

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. You will need to consult with all members of your field education team; including your field educator and/or task supervisor, and Field Education Liaison Officer (FELO), you do not require the signature of the field education coordinator. It's essential that all person/s perspectives are included and approved in the final agreement. Learning agreements must be signed, by all members of the field education team.

##### Products/Performance: [The Field Education Package - Part A and Part B](#)

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. There are two major components/parts of this document;

- **Part A - Placement Structure - Field Education Package;** this template is designed to assist the student to develop and apply a clear and thorough understanding of the placement structure. Including key agency information, role of the social worker in the agency, the service delivery models of the organisation; and in relation to their placement monitoring, support and supervision; the specific responsibilities and roles of each member of the field education team, including the student, Field Education Liaison Officer, Field Educator (supervisor), and (if relevant) task supervisor and external supervisor. In addition the preparation for the field that has been undertaken by the student.
- **Part B - Learning plan and agreement - Field Education Package;** this template outlines six (6) key learning areas. The student must create a goal for each area including;
  - identifying the learning objective of the goal,
  - creating an action plan,
  - implement methods of evaluation,
  - And clearly link these to the AASW Practice Standards and AASW Student Social Work Graduate Attributes.

Several key documents must be synthesised into the Learning Agreement including the:

- AASW Practice Standards
- [AASW Code of Ethics](#),
- Organisational Codes of conduct,
- [CQUniversity' s Student Charter](#) and [Student Misconduct policy](#).
- Any other relevant occupational health and safety policies relating to the placement setting.

PLEASE NOTE: the learning agreement should not be regarded as an agreement confined to you and your host organisation. Rather this document is your ongoing agreement with CQUniversity, and ensures that the AASW Graduate Attributes have been met by the completion of Field Education 2.

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

The learning agreement must be undertaken in collaboration with your field educator. Once the document is approved by the FELO, Field Educator and student at the "Learning Plan Meeting" there should be no major changes to the document from that point forward. Please note:

- 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 supervision session with your Field Educator or External Field Educator.
- The learning plan and 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.

#### **Submission: (Review in detail before submitting)**

1. You will need the learning agreement signed by; supervisor/s (external and internal - if this is the case) at the Learning Plan Meeting in order to submit to moodle.
2. You will need to coordinate with the FELO and Field Educator (supervisor), and/off Task Supervisor (onsite supervisor – if applicable) a Learning Plan meeting to have Part A and Part B approved. All members of the field education team must approve the learning plan before submitting this to moodle.
3. The Field Education Package – Part A and Part B must be submitted to moodle using Microsoft Word Document and a PDF of the signage sheet.

#### **Assessment Due Date**

Week 3 Monday (23 Mar 2020) 11:45 pm AEST

Please note assessments are aligned with the weeks in placement, not term weeks. ie. once you have completed 15 days in placement this assessment is due.

#### **Return Date to Students**

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: • 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.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit through MOODLE with supervisor/s signature and provide your field education liaison officer (FELO) 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 Record 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: [Supervision Record and Action Plan \(Template\)](#)**

This written record will succinctly (no more than 600 words) record the following details using the supplied **Supervision Record and Action Plan template on MOODLE**.

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**

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 Professional Practice Framework (PPF) Presentation

**Assessment Type**

Group Discussion

## Task Description

### Focus Statement:

This is the third of three (3:3) contacts your CQUniversity staff will maintain with you throughout your field education experience (1:3 and 2:3 are with the FELO). The main focus of Professional Practice Framework (PPF) Presentation is the development of verbal communication skills articulating your (emerging) personal framework for professional practice.

### Your Role:

Refer to the ZOOM meeting instructions on Moodle.

Prepare a 5 min VERBAL presentation of your PPF including VISUAL material (e.g. powerpoint presentation, picture)

### Performance/Product

You will be required to address:

1. A visual representation or metaphor of your Professional Practice Framework (PPF) and concise articulation of the key components in your framework is to be available for presentation at all times throughout your placement. Your PPF will continually develop and is part of your supervision agenda.
2. The final product is to be presented to your peers in allocated small groups. The presentation should outline a summary of the key elements of the PPF; identify and explain the relevant theories, methods, values, skills and practice contexts comprising your PPF, and reflexive practice ; what you need to develop further in Field Education 2 (i.e. identify strengths and areas of development).
3. Please note if the presentation extends past five (5) minutes, the remaining content will not be assessed.
4. Please note failure to attend the session without prior APPROVAL from the UC will result in a fail for this assessment.

### Submission:

The assessment visual material must be submitted to moodle following the presentation (not before).

### Assessment Due Date

Week 9 Monday (11 May 2020) 12:00 am AEST

A schedule will be posted on moodle, and an invite sent via microsoft outlook. The assessment visual material must be submitted to MOODLE.

### Return Date to Students

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

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.	Student provides evidence of all components of well-developed PPF demonstrating third year level understanding of social work practice.	Sound evidence through the articulation of a PPF; including personal and professional values and beliefs, social work skills and knowledge, theory and research and organisational context (including empirical knowledge - legislation).	Limited evidence and poor articulation of PPF.
6.	PPF identifies core values, ethics and use of self consistent with social work standards of practice.	Student articulates a sound level of self-awareness, self-knowledge and use of self.	Limited or nil meaningful insights into self, and self in practice.

### 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 FELO 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 ZOOM, depending on the availability of the organisations. You will receive a visit from Field Education Liaison Officer (FELO) 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.

#### Student Role and Responsibilities:

1. You are responsible for liaising with the Field Education Liaison Officer and Field Educator/Supervisor/s regarding the coordination of mid placement review meetings.
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 can take notes during the mid-placement review to ensure you can complete Part C- Mid Placement Review – Field Education package.
6. You are responsible to complete and submit Part C – Mid placement review. Please note it is NOT the responsibility or task of your supervisor or liaison person to complete any of this form.

#### Product/Performance: [Field Education Package - Part C](#)

You as the student will be responsible to submit **Part C – Mid Placement Review – Field Education Package**. The template is designed for the student to collect and summarise the overall feedback from both the supervisor and the FELO as well as your own input. Please note 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 ,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 complement 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 placement 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 Field Education Liaison Officer (FELO) will ask students and field educators or task supervisor (if applicable) and external field educator (if applicable) for their verbal evaluation of the following three (3) areas;**

1. A **verbal account on the progress of the Learning Agreement** and discussion about any changes needed. That includes learning highlights and challenges; the student will be encouraged to discuss how they have or are overcoming challenges.

2. **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.

3. **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 (20 Apr 2020) 12:00 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

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 unit

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

### 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 Coordinator 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.

#### Student 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

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

### Return Date to Students

Feedback via MOODLE or email.

### Weighting

Pass/Fail

### Minimum mark or grade

PASS - Must pass each assessment to pass the unit.

### Assessment Criteria

Criteria	Pass	Fail
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.	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, both in the fortnightly forum and in the final summary. This will be evidenced by the consistency and quality of the Final Learning Summary.	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

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

1. 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.
2. 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.
3. Students are responsible for uploading this report to moodle (unless a supervisor requests to deliver the report directly to the unit coordinator)

### Product/Performance: Part D - Field Education Package - [End of Placement Report](#) - completed by Field Educator/Supervisor and Onsite Supervisor (if applicable)

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 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 regard 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 student's final placement.

#### Assessment Due Date

Exam Week Friday (19 June 2020) 5:00 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

Student to submit via MOODLE on behalf of supervisor/field educator and onsite supervisor (if applicable).

### 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

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

### Product/Performance: SONIA online timesheet

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).

#### Placement hours consist/do not consist of the below:

- Travel required in your placement can be counted however, travel to and from your placement are not recorded.
- The Professional Practice Framework (Assessment 5) 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 Unit Coordinator.

If 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

To be completed on SONIA database.

### Return Date to Students

No return required.

**Weighting**

100%

**Minimum mark or grade**

PASS - Must pass each assessment to pass the unit

**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 SOWK14009.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Hours are submitted and approved via SONIA

**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