



# SOWK13009 Fieldwork Education 1

## Term 1 - 2022

Profile information current as at 09/05/2024 07:40 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

Social Work Field Education 1 is the first of two fieldwork placements that students are required to complete. Students will complete 500 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 are all units from year one and two of the BSW course. The students will be contacted once their application has been received and a pre placement consultation will be offered. Eligible students are required to participate in a consultation in the second year of the course, to explore placement readiness and to prepare for placement interviews.

### 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

Pre-requisites: 96 credit points including SOWK12010, SOWK12012 and SOWK12014. Co-requisite: SOWK13010.

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 - 2022

- Online

### 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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. **Professional Practice Plans (learning plans)**

Weighting: Pass/Fail

#### 2. **Learning logs / diaries / Journal / log books**

Weighting: Pass/Fail

#### 3. **Presentation**

Weighting: Pass/Fail

### 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 SUTE

##### **Feedback**

- The easily accessible materials for assessment tasks and the helpful team - Assessments are supportive of placement - The communication and help received from the lecturers have been great and the information on the Moodle site was easy to follow.

##### **Recommendation**

Student generally found the resources and tasks to be supportive and accessible. We hope to increase this experience for students to find the layers of requirements within their first field education experience to be smooth and enjoyable.

#### Feedback from SUTE

##### **Feedback**

As a student doing a first placement that was required to start placement prior to start of term, I felt that the unit was disorganised and that I wasn't properly prepared to start placement. I couldn't access Sonia, the Residential School was after my placement already started (I would have felt much more confident if the Resi was before my placement) and I couldn't access Moodle.

##### **Recommendation**

It is for this reason that placements will no longer have this kind of flexibility and students need to understand that placements must take place within the designated terms in order for access and information to be available for them to support their placement.

## 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 First Nations communities 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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### 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							
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

## Textbooks and Resources

### Textbooks

SOWK13009

#### Prescribed

##### **Making the Most of Field Placement**

Edition: 4th (2019)

Authors: Helen Cleak and Jill Wilson

Cengage

Melbourne , Victoria , Australia

ISBN: 9780170417006

Binding: Paperback

SOWK13009

#### Prescribed

##### **The Reflective Journal**

Edition: 3rd (2020)

Authors: Barbara Bassot

MacMillan Education UK

London , United Kingdom

ISBN: 9781352010299

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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Robyn Kemble** Unit Coordinator

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

## Schedule

### **Week 1 - LEARNING AGREEMENT, ORIENTATION AND RISK ASSESSMENT - 07 Mar 2022**

Module/Topic

Chapter

Events and Submissions/Topic

**PLEASE NOTE:** These weeks align with the University Term weeks but may not align with *YOUR* Placement weeks.

**Getting Started:**

- What is a Learning Agreement/Plan?
- Placement orientation and induction.
- Risk Assessment of Placement (Sonia form).
- Work Readiness - Time Management.

- Bassot (2020) The Reflective Journal - Theme 1 - Beginnings.
- Cleak and Wilson (2019) - Part 1: Pre placement planning.
- Review the CQU Social Work Field Education Manual (2022).
- In the work ready series tile - Watch Week 1 - Time Management.

**Due:**

- Assessment 2 a - Supervision record: Your first supervision session will occur in week 1 or 2 of placement. You will commence writing up your supervision sessions in the proforma provided which will be completed after each weekly supervision session.
- Placement Risk Assessment Form - to be completed via SONIA form.

**Week 2 - SUPERVISION, CRITICALLY REFLECTIVE PRACTICE, AND LEARNING PLAN - 14 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Establishing a supervisory relationship.</li> <li>• What is critically reflective practice?</li> <li>• Work readiness - Effective communication.</li> <li>• In the work ready series tile - Watch Week 2 - Effective Communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Cleak and Wilson (2019) Part 2: Beginning placement - Chapter 3- Getting Started - Student.</li> <li>• Bassot (2020) The Reflective Journal - Theme 1 - Beginnings.</li> <li>• Review the CQU Social Work Field Education Manual (2022).</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• A2a - Supervision Record and action plan - shared with Supervisor and FELO.</li> </ul>

**Week 3 - LEARNING PLAN MEETING - 21 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Learning Plan meeting</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitated by:</b> Field Education Liaison Officer.</li> <li>• <b>Attended by:</b> Students, Field Educator or Onsite Supervisor and External Supervisor.</li> <li>• <b>Purpose:</b> Present and have approved <i>your Learning Plan</i> - Part A of Your Learning Journey Proforma.</li> <li>• In the work ready series tile - Watch Week 3 - Learning Styles</li> </ul>	<ul style="list-style-type: none"> <li>• Bassot (2020) The Reflective Journal - Theme 1 - Beginnings.</li> <li>• Cleak and Wilson (2019) Part 2: Beginning placement - Chapter 4 - Getting started - Supervisor.</li> <li>• Review the CQU Social Work Field Education Manual (2022).</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• A1a - Your Learning Journey - Learning Plan to be submitted to Moodle.</li> <li>• A2a - Supervision Record and action plan.</li> <li>• A2b - Reflective posting online group forum.</li> </ul>

**Week 4 - LEARNING PLAN MEETING - 28 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Learning Plan meeting</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitated by:</b> Field Education Liaison Officer.</li> <li>• <b>Attended by:</b> Students, Field Educator or Onsite Supervisor and External Supervisor.</li> <li>• <b>Purpose:</b> Present and have approved <i>your Learning Plan</i> - Part A of Your Learning Journey Proforma.</li> </ul>	<ul style="list-style-type: none"> <li>• Bassot (2020) The Reflective Journal - Theme 2 - Starting to Write Reflectively.</li> <li>• Cleak and Wilson (2019) Part 2: Beginning placement - Chapter 5 - Charting the course for placement - contracts and agreements.</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• A2a - Supervision Record and action plan.</li> </ul>

**Week 5 - ASSESSING YOUR LEARNING - 04 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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<ul style="list-style-type: none"> <li>• Models and Tools for Reflection.</li> <li>• Organisation of Mid Placement Review.</li> </ul>	<ul style="list-style-type: none"> <li>• Bassot (2020) The Reflective Journal - Theme 2 - Starting to Write Reflectively.</li> <li>• Cleak and Wilson (2019) Part 3: Teaching and Learning on placement.</li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li>• A2a - Supervision Record and action plan.</li> </ul>
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#### University Vacation Week - PREPARING FOR YOUR MID PLACEMENT REVIEW - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Preparing for your Mid Placement Review.</li> <li>• In the Mid Placement Review tile - Read "What is a Mid Placement Review".</li> <li>• <b>Check Moodle for posts from Unit Coordinator!</b></li> </ul>	<ul style="list-style-type: none"> <li>• Bassot (2020) The Reflective Journal - Theme 3 - Learning from experience.</li> <li>• Cleak and Wilson (2019) Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors.</li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li>• A2a - Supervision Record and action plan.</li> </ul>

#### Week 6 - PREPARING FOR YOUR MID PLACEMENT REVIEW - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Mid Placement Review Meetings (Commences)</b> <ul style="list-style-type: none"> <li>• <b>Facilitated by:</b> Field Education Liaison Officer.</li> <li>• <b>Attended by:</b> Students, Field Educator or Onsite Supervisor and External Supervisor.</li> <li>• <b>Purpose:</b> Review and assess your progress on placement and meeting the goals set in your learning plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Bassot (2020) The Reflective Journal - Theme 4 - The practice of reflection.</li> <li>• Cleak and Wilson (2019) Chapter 16: Assessment and evaluation - students and supervisors.</li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li>• A1b - Complete your Mid Placement Review - following your meeting in your Learning Journey form and submit.</li> <li>• A2a - Supervision Record and action plan.</li> <li>• A2b - Reflective posting online forum and emailed to your FELO for feedback.</li> </ul>

#### Week 7 - MID PLACEMENT REVIEWS - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Mid Placement Review Meetings</b> <ul style="list-style-type: none"> <li>• <b>Facilitated by:</b> Field Education Liaison Officer.</li> <li>• <b>Attended by:</b> Students, Field Educator or Onsite Supervisor and External Supervisor.</li> <li>• <b>Purpose:</b> Review and assess your progress on placement and meeting the goals set in your learning plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Bassot (2020) The Reflective Journal - Theme 5 - Building resilience.</li> <li>• Cleak and Wilson, (2019) Part 5: Keeping on Course.</li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li>• A1b - Complete your Mid Placement Review - following your meeting in your Learning Journey form and submit.</li> <li>• A2a - Supervision Record and action plan.</li> </ul>

#### Week 8 - MID PLACEMENT REVIEWS - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Mid Placement Review Meetings</b> <ul style="list-style-type: none"> <li>• <b>Facilitated by:</b> Field Education Liaison Officer.</li> <li>• <b>Attended by:</b> Students, Field Educator or Onsite Supervisor and External Supervisor.</li> <li>• <b>Purpose:</b> Review and assess your progress on placement and meeting the goals set in your learning plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Bassot (2020) The Reflective Journal - Theme 6 - Working with Assumptions.</li> <li>• Cleak and Wilson (2019) Part 4: Methods and Contexts of Practice.</li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li>• A1b - Complete your Mid Placement Review - following your meeting in your Learning Journey form and submit.</li> <li>• A2a - Supervision Record and action plan.</li> </ul>

**Week 9 - REVIEWING YOUR SELF CARE PLAN - 09 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Working with Difference.</li> <li>Ethical Issues.</li> <li>Review information on developing my Professional Practice Framework from the residential.</li> </ul>	<ul style="list-style-type: none"> <li>Bassot (2020) The Reflective Journal - Theme 7 - Ethic and Values - also check out Part 2 and 3 to support your thinking around your PPF.</li> <li>Cleak and Wilson (2019) Chapter 9: Linking learning and practice in placement &amp; Chapter 14: Working with cultural and power differences.</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>A2a - Supervision Record and action plan.</li> <li>A3 - Professional Practice Framework Presentation sessions begin.</li> </ul>

**Week 10 - PROFESSIONAL PRACTICE FRAMEWORKS - 16 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Review your self care goal/plan with supervisor - In the Self Care tile</li> <li>Review "Managing Stress" &amp; Watch - Self Care recording.</li> <li>Review information on developing my Professional Practice Framework from the residential.</li> </ul>	<ul style="list-style-type: none"> <li>Bassot (2020) The Reflective Journal - Theme 8 - Reflecting with others.</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>A2a - Supervision Record and action plan.</li> <li>A2b - Reflective posting online forum.</li> <li>A3 - Professional Practice Framework presentation sessions continued.</li> </ul>

**Week 11 - PREPARING FOR PLACEMENT ENDING - 23 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Preparing for the final part of your placement journey.</li> <li>In the Self Care tile - explore the Self Care starter kit.</li> <li>Review information on developing my Professional Practice Framework from the residential.</li> </ul>	<ul style="list-style-type: none"> <li>Bassot (2020) The Reflective Journal - Theme 9- Creativity in reflective practice.</li> <li>Cleak and Wilson (2019) Chapter 17: Finishing well.</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>A2a - Supervision Record and action plan.</li> <li>A3 - Professional Practice Framework presentation sessions continued.</li> </ul>

**Week 12 - PREPARING FOR PLACEMENT ENDING - 30 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Ending placement well.</li> <li>Ensure you arrange and attend a final supervision session to reflect on your placement overall.</li> </ul>	<ul style="list-style-type: none"> <li>Bassot (2020) The Reflective Journal - Theme 10 - Reflective practice for personal and professional well-being.</li> <li>Cleak and Wilson (2019) Chapter 17: Finishing Well.</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>A1c - End of placement review - in your Learning Journey form.</li> <li>A2a - Supervision Record and action plan.</li> <li>A2b - Reflective posting online forum.</li> <li>A2c - Submit your final reflective summary to Moodle.</li> </ul>

**FINAL PLACEMENT TASKS - 06 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Checking all tasks have been completed.</li> <li>Taking some time to explore all requirements within Moodle.</li> </ul>	<ul style="list-style-type: none"> <li>Bassot (2020) The Reflective Journal - Parts 2 and 3 - More space for reflection &amp; Career development.</li> </ul>	<ul style="list-style-type: none"> <li>SONIA LOG OF HOURS FORM due at the completion of your placement.</li> <li>Final Assessment - Field Educators Report will be accessed through SONIA following the completion of hours.</li> </ul>

**Assessment Tasks**



# 1 Your Learning Journey

## Assessment Type

Professional Practice Plans (learning plans)

## Task Description

# Assessment 1 - Your Learning Journey

## Part A - The Learning Plan

## Part B - Mid Placement Review

## Part C - End of Placement Assessment and Report

**Type:** Written

### Due date:

Part A - Week 2 - 4 of your placement timeline.

Part B - Between weeks 6-8 of your placement timeline.

Part C - Within two weeks of placement completion.

**Weighting:** pass/fail

**Length:** Use template supplied

**Unit Coordinator:** Robyn Kemble

## Aim

### Part A

The aim of this assessment is to develop a learning agreement which is a commitment by you and the agency where you are placed with CQUniversity to ensure that the AASW Graduate Attributes will be met by the completion of Field Education 1.

### Part B

This is the second contact you will have with academic staff or representatives at the field placement review that will take place about mid-way through the placement. You will receive a visit from Field Education Liaison Officer (FELO). This will involve a face-to-face, or online meeting. 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.

### Part C

The end of placement assessment is to evaluate and assess your attainment and application of social work practice standards, ethics, integration of theory to practice and approach to supervision, feedback, and learning. Also, to engage in a final conversation with your key mentor/s on placement to gather final reflections on your placement experience.

The learning agreement is the cornerstone of your placement experience and learning journey; shaping the educational relationships with field educators (supervisors) 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 milestone and failure to do so may see the placement terminated.

This Learning Journey template is designed to assist you to develop your learning goals and outlines the eight (8) standards (AASW) as the key learning areas where for each learning area you must:

1. Construct at least one learning goal.
2. Identify the tasks, activities, and processes to attend this goal.
3. Describe the learning gained (for the final submission point).

## Instructions

You will need to complete the proforma supplied in the tile for Assessment 1.

### Part A

1. There are three parts with three point of submission to the proforma that make up your Learning Journey.
2. Using the proforma draft a learning agreement in the first week of field education in collaboration with the field educator (supervisor).

3. It is essential that all person/s perspectives are included and approved in the final agreement, including field educator and/or task supervisor, and Field Education Liaison Officer (FELO).
4. Learning agreements must be signed, by all of the above.

### Part B

1. **You will need to complete** Mid Placement Review section of the Learning Journey proforma as guided by your learning goals, and your meeting with FELO and field educator (Internal or external supervisor +/- task supervisor).
2. You will **initiate contact** with the FELO and the field educator (supervisor) to arrange mid placement review meetings.
3. You will provide to the FELO the street address of the meeting, any special directions, parking arrangements, and any other relevant information that may impact on the scheduled visit.
4. You will provide the FELO a copy of your learning agreement prior to the visit and your supervisory records through fortnightly emails.
5. Determine with your field educator (supervisor) whether the entire review will include all parties or whether you or they wish to speak with the FELO prior to this meeting.
6. Ensure that **you take notes** during the mid-placement review meeting to ensure you can complete the template.
7. A documented action plan needs to be attached to the MPR report if there are **significant changes** or departures from the original Learning Plan or any concerns raised.
8. At the outset of the mid placement review the FELO will ask the field educator (supervisor) to confirm that you are accomplishing the terms set out in the Learning Plan at a pass or fail standard. This confirmation will determine the remaining process of the visit.
9. Once the document is approved by the FELO, Field Educator and you at the *Learning Plan Meeting* any changes to the learning plan can take place following discussion with your supervisor and FELO and at your Mid Placement Review.

### Part C

1. This is the final part of your Learning Journey form to facilitate a check in and confirmation of both you and your supervisors understanding of your strengths and challenges.
2. The field educator (supervisor) will also be required to complete a full final report through a Sonia link they will receive once **you have** completed your Log of Hours Sonia form.
3. You are responsible for respectfully reminding your field educator (supervisor) two (2) weeks prior to the completion of your field education placement that the final supervision and end of placement assessment is to be completed and that the report that they will receive through a link will be due within two weeks (maximum) after a placement has been completed.
  - a. End of placement assessment on the proforma to be completed after final supervision session within the last two weeks of placement.
  - b. This allows time for the field educator (supervisor/s) to discuss their evaluation with you prior to completion of placement.
  - c. The End of Placement Report – will come to the supervisor through a Sonia link once you have completed your Log of Hours Sonia form.
4. You need to be proactive in terms of scheduling the final supervision around the final review and ensuring the field educator (supervisor) has a copy of the updated proforma.
5. You are responsible for uploading your fully completed Learning Journey proforma to Moodle.
6. The field educator is responsible for completing the End of Placement report through Sonia link, which you will have access to.

Documents that can be used to assist you to create your learning goals include:

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

### Submission

1. Part A, B and C – The Learning Journey Proforma must be submitted at three points over the

placement once each section is completed.

2. Part A must be signed by; the student, the field educator (internal and/or external) and the FELO, at the Learning Plan Meeting or after, prior to submission.

3. Submit the form at each submission date into the appropriate Moodle assignment portal using Microsoft Word Document or PDF.

### Marking Criteria

Please refer to the marking criteria on the Moodle site for more detail on how grades will be assigned.

### Assessment Due Date

This is due at three points in your placement - Approximately Week 3, Week 6, Week 12

### Return Date to Students

Feedback will be given at each meeting

### Weighting

Pass/Fail

### Assessment Criteria

## Assessment 1 - Learning Journey Plan - SOWK13009 - Grading Sheet 2022

Criteria no:	Criteria	Pass	Fail
	<b>Part A - Learning Plan</b>		
	<b>Demonstrated understanding of their learning needs</b> 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.
	Evidence of <b>negotiation around their role</b> 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.
	<b>Evidence of clear and achievable learning goals</b> , informed by their learning needs and linked directly to the Practice Standards/Competencies, and 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.
	<b>Evidence of an evaluation of the social work knowledge and skills</b> 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.
	<b>Methods for evaluating</b> goals, objective roles, tasks, and skills accomplished. This must also include clear <b>pathways to receive feedback</b> 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 student's 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.
	Determination of methods for evaluation progress of <b>standards/competencies</b> 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/competences attained.
	<b>Document is well presented</b> ; 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.
	<b>Part B - Mid Placement Review</b>	Students must achieve a <b>pass</b> in at least 6 of the 8 criteria/outcomes to pass the mid placement review and continue placement	Students will be given an opportunity for a plan to address any concerns. If students do not address concerns adequately a grade of <b>fail</b> will be given.
8.	Demonstrate evidence of <b>developing student attributes</b> (discussion of student values and beliefs) and how this integrates into social work practice	Evidence provided	Limited/unclear evidence provided.
9.	Select and apply appropriate <b>use of self and problem solving skills</b> as a student social worker within an organisation and understands and applies <b>self-care</b> .	Evidence provided	Limited/unclear evidence provided.
10.	Analysis and articulation of <b>client's needs using social work theories</b> and <b>evaluation of intervention strategies</b> .	Evidence provided	Limited/unclear evidence provided.
11.	Work within the <b>AASW Code of Ethics, Practice Standards, and organisational policies and procedures</b> .	Evidence provided	Limited/unclear evidence provided.
12.	Evaluate elements of an emerging professional practice framework, achievement of learning goals to a satisfactory level.	Evidence provided	Limited/unclear evidence provided.
13.	Demonstrates professional communication skills and accountability through <b>supervision and the receipt of feedback</b> .	Evidence provided	Limited/unclear evidence provided.
	<b>Part C - End of Placement Assessment and Report</b>		
14.	Student undertakes final supervision and completes tasks required	Completed and submitted	Not submitted
15.	Student ensures their supervisor has been provided with a copy of the learning plan prior to final supervision session	Completed and submitted	Not submitted
16.	Students completes final reflections on their learning within the learning plan proforma	Completed and submitted	Not submitted

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

No submission method provided.

## 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

## 2 My Reflective Journey

### Assessment Type

Learning logs / diaries / Journal / log books

### Task Description

## Assessment 2 - My Reflective Journey - A - Supervision Records B - Online Forums C - Summary

Type: Written

Due date: Throughout Placement (see below)

Weighting: pass/fail

Length: Various (see below)

Unit Coordinator: Robyn Kemble

### Aim

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 and support to 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

You are provided with reflective tools to provide you with a process and evidence to integrate theory to practice. This will assist you to be able to demonstrate the attainment of the practice standards to meet the eligibility criteria as set out by the Australian Association of Social Workers (AASW) and social work graduate learning outcomes.

### Instructions

#### Part A - Supervision Records - Kept weekly, submitted fortnightly

1. You are required to complete a written supervision record after each weekly supervision session with your relevant social work supervisor, using the [Supervision Record and Action Plan](#), template,
  - a. Please ensure you keep your word limit to a minimum and use dot points.
  2. This record will be kept on a weekly basis and then emailed to your Supervisor and FELO for review and feedback on a fortnightly basis.

#### Part B - Online Forums - Due Weeks 3, 6 and 9 (of your placement timeline)

1. Online postings of no more than 300 words in the shared Moodle forum on three occasions, where you will:
  - a. make professional links from theory to practice,
  - b. discuss learning and

c. provide support to your peers.

2. Please revisit “netiquette” rules ensuring confidentiality and respect of any participants and/or organisations are upheld.

### **Part C - Reflection Summary - Due final week of placement**

1. A final summary will be undertaken in the final week of placement and will reflect on your overall key learning.

2. You are strongly encouraged to maintain a personal reflective journal throughout placement forming part of your own reflective practice writing skills and self-care, however, this will not be submitted or reviewed.

### **Submission**

1. Supervision notes are to be emailed fortnightly to supervisor and FELO

2. Online reflective forums - Week 3, Week 6, & Week 9 (no more than 300 words each)

3. The final Summary following last week of placement is submitted to Moodle for assessment (600 words)

### **Marking Criteria**

Please refer to the marking criteria on the Moodle site for more detail on how grades will be assigned.

### **Assessment Due Date**

Please refer to outline for due dates

### **Return Date to Students**

Feedback is ongoing

### **Weighting**

Pass/Fail

### **Assessment Criteria**

## **Assessment 2 - Reflective Summary - SOWK13009 - Grading Sheet 2022**

	Criteria	Pass	Fail
1.	Student has clearly demonstrated that they have been able to understand a process of critically reflective writing, and through the creation of online reflective posts, and supervision notes as evidenced by the consistency and quality of the <i>Final Learning Summary</i> .	Student has been able to identify their learning style and the use of critical thinking and reflective practice.	Student has not identified or explained their learning style or engaged in a process of reflective writing.
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 online posts, supervision notes as evidenced by the consistency and quality of the <i>Final Learning Summary</i> .	Student evidences an understanding and application of critical reflective writing by identifying examples.	Student has not demonstrated an understanding of critically reflective writing, and therefore has not applied this to field placement examples.
3.	Student has evidenced completion of tasks A – sharing supervision notes with FELO and Supervisor B – Participating appropriately in the online forums and C – Submitted reflective summary to Moodle.	Evidence of completion	Not completed.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

No submission method provided.

### **Learning Outcomes Assessed**

- 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

## **3 Professional Practice Framework**

**Assessment Type**

Presentation

**Task Description****Assessment 3 - Professional Practice Framework (PPF)**

Type: Group Discussion

Due date: Week 9/10/11 of Term

Weighting: pass/fail

Length: 5-minute presentation

Unit Coordinator: Robyn Kemble

**Aim**

The Aim of this assessment is for you to develop capacity to effectively articulate your social work practice. You are required to present your emerging professional practice framework with your peers and Field Education Coordinator via Zoom.

**Instructions:**

You will need to refer to the ZOOM meeting instructions on Moodle. For this presentation:

1. You are to prepare a 5 min VERBAL presentation of your professional practice framework in a poster presentation, using any format (e.g., PowerPoint, Prezi, Word or other) and may be presented as a metaphor to assist your presentation
2. This presentation is a concise articulation of the key components within your professional practice framework. The framework is continually developing and should form part of the supervision agenda.
3. Your professional practice framework is to be presented to peers in allocated small groups.
4. The presentation should include:
  1. A summary of the **key elements** of the professional practice framework
  2. identify and explain the **relevant theories, methods, values, skills, and practice contexts** comprising your professional practice framework, and
  3. reflexive practice - **identify strengths and areas of further development** in Field Education
5. Please note attendance at these sessions is part of the assessment. If you cannot attend, you MUST seek PRIOR approval from the UC to arrange an alternative group or process to present. *Please note* it is the student's responsibility to arrange to swap with a peer and then notify the UC of this arrangement.

**Submission:**

The developed visual material (e.g., PowerPoint/ Prezi/ Word Doc) plus script used to speak to the visual material (if you used one) will be submitted to Moodle within one week following the presentation (not before – as you will have a chance to amend following feedback in groups).

**Marking Criteria**

Please refer to the marking criteria on the Moodle site for more detail on how grades will be assigned.

**Assessment Due Date**

PPF presentations will take place in Weeks 9/10/11 of Term Weeks

**Return Date to Students**

Feedback will be supplied in situ and within two weeks of submitting to Moodle

**Weighting**

Pass/Fail

**Assessment Criteria****Assessment 3 - PROFESSIONAL PRACTICE FRAMEWORK -  
SOWK13009 - Grading Sheet 2022**

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

Criteria no:	Criteria	Pass	Fail
1.	Effective <b>micro-skills</b> used in teleconference mode. Such as: - only one person speaking at a time - not interrupting others - no-one dominating the discussion - using zoom functions appropriately such as raising a hand to ask a question.	Competent micro-skills in during teleconference.	Poor micro-skills used in teleconference mode.
2.	Attends to all <b>administrative tasks</b> to ensure effective participation as evidenced by their <b>preparation</b> and ability to communicate social work knowledge verbally.	All administrative tasks ensure effective participation. Sound evidence of preparation and verbal articulation of social work knowledge.	Administrative tasks not attended to resulting in poor or no participation. Limited preparation and verbal articulation of social work knowledge.
3.	Communication is active, professional, and ethical while also responsive to others' <b>participation</b> .	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 <b>concise and informative</b> .	Effective discussion of topics in a concise and informative way.	Ineffective discussion of topics in an inefficient and uninformed way.
5.	Students PPF identifies core values, ethics, and <b>use of self</b> , consistent with social work standards of practice.	Student articulates a sound level of self-awareness, self-knowledge, and use of self.	Limited meaningful insights into self, and self in practice.
6.	Student provides evidence of all components of well-developed PPF demonstrating third year level understanding of <b>social work practice, skill, and knowledge, identifying strengths and areas for further development</b> in Field Education 2.	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. Good reflection on strengths and areas for development.	Limited evidence and poor articulation of PPF.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

No submission method provided.

## 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



## 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