



SOWK13009 *Fieldwork Education 1*

Term 1 - 2023

Profile information current as at 19/04/2024 01:28 pm

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

General Information

Overview

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 - 2023

- 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

I found using the timesheets for placement quite difficult to start with, and would have appreciated a quick tutorial being available. Everything else was fantastic

Recommendation

Recorded tutorials are provided through the Moodle Site, however, we may be able to improve our announcement and guidance around accessing this information.

Feedback from SUTE

Feedback

Workload is extremely high in comparison to other social work students from other universities

Recommendation

We continue to address this, and ways to reduce expectations and levels of pressure.

Feedback from SUTE

Feedback

It would be good to have at least a couple of prearranged zoom videos explaining the assessment, and the requirements for completion. At the very least, someone willing to answer questions on the forum/better communication about expectations.

Recommendation

We have endeavoured to reduce the amount of expectations on student by ensuring we address the assessments at the residential prior to placement. We will be adding sessions as well throughout placement for Q&A times for students.

Feedback from SUTE

Feedback

Loved the point of placement and how working in practice for some on-site experience helped me to incorporate social work practice to my organisation and discover my professional practice framework with consideration to my organisational context. The final assessment was highly effective in providing and receiving feedback from & to other students in a zoom when talking of PPF. The requirements and what to expect for this assessment could have been more clear however with consideration to grades being at a pass or fail standard helped me to feel more confident within myself - less pressure with made me feel the stress of being on placement itself is stressful enough. Thankyou!

Recommendation

We have addressed the confusions and hope this will not be a concern for 2023.

Feedback from SUTE

Feedback

The field education team provided support and guidance.

Recommendation

We continue to explore ways to be supportive and make their experience positive.

Feedback from SUTE teacher report

Feedback

Demonstrated compassion, understanding and acceptance all the way throughout the unit, and made me feel as though I was part of something great! Having Robyn as my FELO was an incredible asset to my successful placement. Robyn provided support in various areas not just education that provided me with confidence in approaching various concerns this term. I am grateful for her contribution over the last few months and know that other students will benefit from her expertise - or collaborative partnership :) Thank you Robyn for your advocacy on my behalf and for your assistance throughout placement. You have been very helpful. Thank you Robyn for your unconditional support and guidance.

Recommendation

Some great feedback here suggests we are mostly on the right track

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



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

Schedule

Week 1 - Learning Agreement, H&S Orientation Form, Meet and Greet with your FELO - 06 Mar 2023

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
- Health and Safety Orientation Form (Sonia form)
- Work Readiness - Time Management
- Review Log of Hours information in Moodle

1. Cleak and Wilson 3rd Edition
 1. Chapter 3: Getting Started - Student p. 26 -34
 2. Chapter 5: The Learning Agreement p.44
2. Review the Field Education Manual (CQU, 2023)
3. Ensure you have explored the Moodle site for this unit

- Assessment 2a - 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 H&S Orientation Form DUE - to be completed via SONIA form
- Start logging your hours in SONIA and ensure your supervisor is able to sign off in SONIA

Week 2 - Supervision, Critical reflection, Learning Agreement - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Establishing a supervisory relationship • What is critically reflective practice? • Work readiness - Effective communication 	<ul style="list-style-type: none"> • 1. Cleak and Wilson 3rd Edition <ul style="list-style-type: none"> ◦ Chapter 3: Getting Started - Student p. 26 -34 ◦ Chapter 5: The Learning Agreement p.44 2. Review the Field Education Manual (CQU, 2022) 	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan - shared with Supervisor before your following supervision session for review and feedback

Week 3 - Learning Agreement Meeting - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>The Learning Agreement session arranged</p> <p>Facilitated by: Field Education Liaison Officer</p> <p>Attended by: Student, Field Educator or Onsite Supervisor and External Supervisor as is required/possible</p> <p>Purpose: To develop the working relationship, to explore any concerns about the Learning Plan and schedule the Mid Placement Review</p>	<ol style="list-style-type: none"> 1. Review the Field Education Manual, (CQU, 2023) 2. In the work ready series tile - Watch; week 3 Learning Styles 	<ul style="list-style-type: none"> • A1 - Learning Agreement due for submission via Moodle • A2a - Supervision Record and action plan • A2b- 1st online forum due

Week 4 - Learning Agreement Meeting - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p>The Learning Agreement session arranged</p> <p>Facilitated by: Field Education Liaison Officer</p> <p>Attended by: Student, Field Educator or Onsite Supervisor and External Supervisor as is required/possible</p> <p>Purpose: To develop the working relationship, to explore any concerns about the Learning Plan and schedule the Mid Placement Review</p>	<ul style="list-style-type: none"> • Bassot (2020) The Reflective Journal - Theme 2 - Starting to Write Reflectively • Cleak and Wilson (2019) Part 2: Beginning placement - Chapter 5 - Charting the course for placement - contracts and agreements 	<ul style="list-style-type: none"> • A2a - Supervision Record and Action Plan

Week 5 - Assessing Your Learning - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Models and Tools for Reflection. • Organisation of Mid Placement Review 	<ul style="list-style-type: none"> • Bassot (2020) The Reflective Journal - Theme 2 - Starting to Write Reflectively • Cleak and Wilson (2019) Part 3: Teaching and Learning on placement 	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan

University Vacation Week - Preparing for Your Mid Placement Review - 10 Apr 2023

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

Week 6 - Mid Placement Reviews - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Mid Placement Review Meetings (Commences) <ul style="list-style-type: none">• Facilitated by: Field Education Liaison Officer• Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor• Purpose: Review and assess your progress on placement and meeting the goals set in your learning plan	<ul style="list-style-type: none">• Bassot (2020) The Reflective Journal - Theme 4 - The practice of reflection• Cleak and Wilson (2019) Chapter 16: Assessment and evaluation - students and supervisors	<ul style="list-style-type: none">• A1b - Complete your Mid Placement Review through the Sonia form; please refer to your assessment outline for full instructions.• A2a - Supervision Record and action plan.• A2b - 2nd online forum due

Week 7 - Mid Placement Reviews - 24 Apr 2023

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

Week 8 - Mid Placement Reviews - 01 May 2023

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

Week 9 - Reviewing Your Self Care Plan - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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- Working with Difference
- Ethical Issues
- Review information on developing my Professional Practice Framework from the residential
- Bassot (2020) The Reflective Journal - Theme 7 - Ethic and Values - also check out Part 2 and 3 to support your thinking around your PPF
- Cleak and Wilson (2019) Chapter 9: Linking learning and practice in placement & Chapter 14: Working with cultural and power differences
- A2a - Supervision Record and action plan

Week 10 - Professional Practice Framework Presentations - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Review your self care goal/plan with supervisor - In the Self Care tile - Review "Managing Stress" & Watch - Self Care recording 	<ul style="list-style-type: none"> • Bassot (2020) The Reflective Journal - Theme 8 - Reflecting with others 	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan • A3 - Professional Practice Framework presentation sessions this week <p>Your Professional Practice Framework Due: Week 10 Monday (15 May 2023) 11:45 pm AEST</p>

Week 11 - Preparing for Ending Placement Well - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Preparing for the final part of your placement journey 	<ul style="list-style-type: none"> • Bassot (2020) The Reflective Journal - Theme 9- Creativity in reflective practice • Cleak and Wilson (2019) Chapter 17: Finishing well 	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan • A2b - 3rd online forum

Week 12 - Preparing for Ending Placement Well - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Ending placement well • Ensure you arrange and attend a final supervision session to reflect on your placement overall 	<ul style="list-style-type: none"> • Bassot (2020) The Reflective Journal - Theme 10 - Reflective practice for personal and professional well-being • Cleak and Wilson (2019) Chapter 17: Finishing Well 	<ul style="list-style-type: none"> • A1c - End of placement review - in your SONIA Forms • A2a - Supervision Record and action plan

Final Placement Tasks - 05 Jun 2023

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

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Please note the hours required for this unit are 440 hours.

Assessment Tasks

1 Your Learning Journey

Assessment Type

Professional Practice Plans (learning plans)

Task Description

Assessment 1 - Your Learning Journey

Part A - The Learning Agreement

Part B - Mid-Placement Review

Part C - End of Placement 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 arrange a meeting with the Field Education Liaison Officer (FELO) and your agency supervisor. 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.

Instructions

Part A Learning Agreement

The *Learning Agreement* (LA) is the cornerstone of your placement experience and learning journey; it shapes your educational relationships with your field educators (supervisors) who will guide your learning journey in the human services sector. The *Learning Agreement* provides a framework for determining whether AASW practice standards, competencies, and student attributes have been met during Field Education 1.

You must meet the deadlines stated in your *Learning Agreement* as this document clarifies and articulates roles, goals, objectives, tasks and strategies, and 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 Agreement proforma 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. On the Learning Agreement proforma (supplied), draft a Learning Agreement during Week 1 of your Field Education in collaboration with your field educator and/or supervisor.
2. Construct one or two learning goals for each Standard.
3. The perspectives and approvals of the field educator and/or task supervisor and Field Education Liaison Officer (FELO) must be included in the final Learning Agreement.
4. The final Learning Agreement must be submitted to Moodle.

Part B Mid-Placement Review

1. Initiate contact with the FELO and the field educator/s to arrange a mid-placement review (MPR) meeting.
2. Provide the FELO with details of the meeting. If the meeting is online, arrange an appropriate link, and if the meeting is face-to-face, share directions, parking arrangements, and any other relevant information to assist the FELO.
3. Provide a copy of your learning agreement to the FELO prior to the MPR.
4. 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.
5. At the outset of the review, the FELO will ask the field educator (supervisor) to confirm that you are accomplishing the terms set out in the LA at a pass-or-fail standard. This confirmation will determine the remaining process of the visit.
6. Ensure that **you take notes** during the mid-placement review meeting so that you can complete the relevant Sonia form.
7. Complete the MPR Sonia form as guided by your learning goals, and your meeting with your FELO and field educator (Internal or external supervisor +/- task supervisor).
8. Ensure you include an action plan within the MPR if there are *significant changes* to the original LA or any concerns raised.
9. Submit to your supervisor for approval in a timely manner once this meeting and forms are completed, to allow them to share their feedback (Instructions for this are within the form).

Part C End of Placement Report

1. The End of Placement Report (EPR) is the final part of evidencing your Learning Journey and will allow both you and your supervisor/s to reflect on your strengths and challenges.
2. Schedule a final supervision session with your field educator to complete your final review. Please be proactive when scheduling this final supervision and ensuring the field educator has a copy of the updated LA proforma.
3. Access the EPR through Sonia.
4. Completing the sections where you consider key learnings that you have achieved on placement as relevant to each standard.
5. Send your EPR to your field educator to complete their final reflections to support your evidence (instructions are included within the Sonia form).

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 must be submitted to Moodle using Microsoft Word Document or PDF.
2. Parts B and C are Sonia forms you will find available through the Sonia platform.

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 times in your placement - Approximately Week 3, Week 6, and Week 12 of your placement timeline

Return Date to Students

Feedback will be given at each meeting

Weighting

Pass/Fail

Assessment Criteria

Assessment 1 - Learning Journey - SOWK13009 - Grading Sheet

Criteria no:	Criteria	Pass	Fail
	Part A - Learning Agreement		
	Demonstrated understanding of their 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.
	Evidence of negotiation around their 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.
	Evidence of clear and achievable learning goals , 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.
	Evidence of an evaluation of the social work knowledge and skills 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.
	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 the 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 evaluating 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.
	Document is well presented ; well set out with clear expression.	Document is set out in a highly professional manner, allowing both the university liaison person, Unit Coordinator, and social work supervisor to clearly understand the document's purpose and the goals to be achieved.	Document is not well set out, and there are significant grammatical errors.
	Part B - Mid-Placement Review	Students must achieve a pass 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 fail grade will be given.
8.	Demonstrate evidence of developing student attributes (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 use of self and problem-solving skills as a student social worker within an organisation and understands and applies self-care .	Evidence provided	Limited/unclear evidence provided.
10.	Analysis and articulation of client's needs using social work theories and evaluation of intervention strategies .	Evidence provided	Limited/unclear evidence provided.
11.	Work within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures .	Evidence provided	Limited/unclear evidence provided.
12.	Evaluate elements of an emerging professional practice framework, and achievement of learning goals to a satisfactory level.	Evidence provided	Limited/unclear evidence provided.
13.	Demonstrates professional communication skills and accountability through supervision and the receipt of feedback .	Evidence provided	Limited/unclear evidence provided.
	Part C - End of Placement Report		
14.	Student undertakes final supervision and completes tasks required.	Completed and submitted	Not submitted
15.	Students ensure their supervisor has been provided with a copy of the learning agreement before the final supervision session.	Completed and submitted	Not submitted
16.	Students complete final reflections on their learning within the end of placement Sonia document.	Completed and submitted	Not submitted
17.	Student completes their log of hours form for their supervisor to approve before finalising all documents.	Completed and submitted	Not submitted

Referencing Style

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

Submission

Online

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 First Nations communities 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 Your Reflective Journey

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Assessment 2 - Your Reflective Journey

A - Supervision Records

B - Online Forums

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 a vital part of the reflection cycle. Your supervisor will provide guidance and support to identify and evaluate your practice to assist you to incorporate this into your activities during placement. Therefore, it is important to develop the techniques and skills 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 in demonstrating the attainment of the practice standards to meet the eligibility criteria set out by the Australian Association of Social Workers (AASW) and social work graduate learning outcomes.

Instructions

Part A - Supervision Records

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, please ensure you keep your word limit to a minimum and use dot points.
2. Share your supervision record with your supervisor for review and feedback before each supervision session.
3. Submit to Moodle for review on three occasions throughout your placement.

Part B - Online Forums

1. Submit an online posting of no more than 300 words in the 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 to ensure that confidentiality and respect of participants and/or organisations is upheld.

Submission

1. Supervision Records are to be uploaded on three occasions in a single file, weeks 4, 8, and 12 of your placement timelines (please inform the UC of adjusted time frames if you are part-time).
2. Online reflective forums through Moodle approximately weeks 3, 7, & 11 of your placement timelines (please inform the UC of adjusted time frames if you are part-time).

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 Journey - SOWK13009 - Grading Sheet

	Criteria	Pass	Fail
Part A	Student will provide concise evidence that reflects on; practice, value-based thinking, theory integration, skills and knowledge, practice framework questions and sought guidance on administration task as required, through the completion of written supervision records after each supervision session.	Student clearly demonstrates concise evidence that reflects on their practice discovery within supervision through their supervision notes.	Student has not demonstrated dot point evidence that reflects on their practice discovery within supervision through their supervision notes.
Part B	Student will share posting in the online forums, that demonstrates a concise exploration of professional links from theory to practice, discuss learning and provide support to peers ensuring confidentiality and respect of participants and organisations is upheld.	Student clearly demonstrates respectful and concise communication within the online forums.	Student has not demonstrated respectful and concise communication within the online forums.

Referencing Style

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

Submission

Online

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 First Nations communities 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 Your Professional Practice Framework

Assessment Type

Presentation

Task Description

Assessment 3 - Your Professional Practice Framework (PPF)

Type: Presentation

Due date: Week 10 of Term

Weighting: pass/fail

Length: 10-minute presentation

Unit Coordinator: Robyn Kemble

Aim

The aim of this assessment is for you to develop the capacity to effectively articulate your social work practice. A professional practice framework shows a map of what we do and why, proposing a foundation for practice, as well as fostering a range of practice tools for assessments and interventions.

You are required to present your emerging PPF with a small group of your peers and a field education team member through an online platform (i.e., Zoom).

Instructions:

1. You will need to refer to the online meeting instructions on Moodle for links and times.
 2. You are to prepare a **10 min VERBAL** presentation of your PPF, using any format (e.g., PowerPoint, Prezi, Word or other).
 3. You will use a metaphor to assist your presentation (Tree, boat, basket, river etc.)
 4. This presentation is a **concise** articulation of the key components within your PPF.
 5. Your PPF is to be presented to a small group of your peers in allocated groups.
 6. As your framework is continually developing, it should form part of your supervision agenda.
- The presentation should include:
1. A brief summary of the **key elements** of your PPF.

2. Identify and briefly explain the **relevant theories, methods, values, skills, and practice contexts** comprising your PPF.
3. **Identify strengths and areas of further development** in Field Education 2.
4. Your final slide is a **summary of your overall experience** of your placement journey and PPF creation.

Please note attendance at these sessions is requirement of this assessment. If you cannot attend, you must seek **PRIOR** approval from the UC to arrange an alternative group or process to present. If your allocated group is not suitable then 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

Week 10 Monday (15 May 2023) 11:45 pm AEST

PPF presentations will take place in Week 10 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

Students must pass four (4) out of the seven (7) criteria to pass the assessment.

Criteria no:	Criteria	Pass	Fail
1.	Effective micro-skills 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 administrative tasks to ensure effective participation as evidenced by their preparation 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' participation .	Active, ethical, and professional communication while also respecting 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.	Students' 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 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 social work practice, skill, and knowledge, identifying strengths and areas for further development 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.
7.	Student provides a concluding summary of their overall experience on their placement and journey to creating their PPF.	Student clearly provided a summary of their overall placement experience and PPF creation.	Student did not provide a summary of their overall placement experience and PPF creation.

Referencing Style

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

Submission

Online

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 First Nations communities 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