



# **SOWK13009 *Fieldwork Education 1***

## **Term 1 - 2024**

Profile information current as at 01/05/2024 03:14 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 you are required to complete. You will complete onsite, agency-based interactions and learning tasks in a practice context supervised by an approved agency worker. You 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 you are invited to consolidate and apply your learning from the first two years of study within an agency placement context. You will observe other workers, participate in the operations of the agency and should be able to critically analyse and articulate your developing professional practice framework within the context of the field placement. A Field Education Manual will guide you through the placement process, providing a detailed framework and administrative arrangements, including attendance and assessment requirements, as well as roles and responsibilities of all parties. The manual outlines the inherent requirements and performance expectations based on the Australian Association of Social Workers (AASW) Practice Standards and ASWEAS General and Profession-Specific Graduate Attributes. You are required to attend the compulsory residential school associated with the co-requisite unit, SOWK13010, and participate in designated call-back sessions.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *18*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.375*

### Pre-requisites or Co-requisites

Prerequisites: Students must have completed all first and second year units before attempting SOWK13009. Corequisite: SOWK13010 Integrating Theory and Practice I.

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 - 2024

- Online
- Rockhampton

### Attendance Requirements

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

### 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. Develop and demonstrate the integration of professional social work knowledge, skills, and values within the placement context, in alignment with the AASW Code of Ethics and AASW Practice Standards, and organisational context for practice, including adherence to legislative and policy frameworks.
2. Reflect on your professional practice, incorporating self-care strategies, use of self in the organisational context along with problem-solving skills, and cross-cultural competency.
3. Create opportunities to develop your skills in the assessment of clients' needs, evaluating appropriate intervention strategies using social work theoretical frameworks.
4. Construct a professional practice framework relevant to your emerging social work practice and demonstrate its application in various contexts.

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
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, H&S Orientation Form, Meet and discuss LA with your FELO - 04 Mar 2024**

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, 2024)
3. Ensure you have explored the Moodle site for this unit.

- **A2 - 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 (or similar) 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 - 11 Mar 2024

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> </ul>	<ol style="list-style-type: none"> <li>1. Cleak and Wilson 3rd Edition           <ul style="list-style-type: none"> <li>• Chapter 3: Getting Started - Student p. 26 -34</li> <li>• Chapter 5: The Learning Agreement p.44</li> </ul> </li> <li>2. Review the Field Education Manual (CQU, 2024)</li> </ol>	<p><b>A2 - Supervision Record</b> and action plan - shared with Supervisor before your following supervision session for review and feedback.</p>

### Week 3 - Learning Agreement Meeting - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>The Learning Agreement</b> session arranged.  <b>Facilitated by:</b> Field Education Liaison Officer  <b>Attended by:</b> Student, Field Educator or Onsite Supervisor and External Supervisor as is required/possible.  <b>Purpose:</b> 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"> <li>1. Review the Field Education Manual, (CQU, 2024)</li> <li>2. In the work ready series tile - Watch; week 3 Learning Styles</li> </ol>	<ul style="list-style-type: none"> <li>• A1 - By now you should have met with your FE learning team and have a completed or almost completed Learning Agreement. which is due for submission via Moodle by your week 3 or 4</li> <li>• A2 - <b>Supervision Record</b> and action plan -weekly</li> <li>• A2 - <b>1st online forum</b> due this week</li> </ul>

### Week 4 - Learning Agreement Meeting - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>The Learning Agreement</b> session arranged.  <b>Facilitated by:</b> Field Education Liaison Officer  <b>Attended by:</b> Student, Field Educator or Onsite Supervisor and External Supervisor as is required/possible.  <b>Purpose:</b> 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"> <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>	<ul style="list-style-type: none"> <li>• A2- <b>Supervision Record</b> and Action Plan</li> </ul>

### Week 5 - Assessing Your Learning - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<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>	<ul style="list-style-type: none"> <li>• A2 - <b>Supervision Record</b> and action plan</li> </ul>

### University Vacation Week - Preparing for Your Mid Placement Review - 08 Apr 2024

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>Check Moodle for posts from Unit Coordinator!</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>	<ul style="list-style-type: none"> <li>A2 - <b>Supervision Record</b> and action plan</li> </ul>
<b>Week 6 - Mid Placement Reviews - 15 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Mid Placement Review Meetings (Commences)</b></p> <ul style="list-style-type: none"> <li>Facilitated by: Field Education Liaison Officer</li> <li>Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor</li> <li>Purpose: 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>	<ul style="list-style-type: none"> <li>A1b - <b>Complete your Mid Placement Review</b> in your Learning Journey Proforma; please refer to your assessment outline for full instructions.</li> <li>A2 - <b>Supervision Record</b> and action plan.</li> <li>A2 - <b>2nd online forum</b> due</li> </ul>
<b>Week 7 - Mid Placement Reviews - 22 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Mid Placement Review and Assessment</b></p> <ul style="list-style-type: none"> <li>Facilitated by: Field Education Liaison Officer</li> <li>Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor</li> <li>Purpose: Review and assess your progress on placement and meeting the goals set in your learning plan</li> <li>Scheduled your Assessment following your MPR</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>	<ul style="list-style-type: none"> <li>A1b - Complete your <b>Mid Placement Review and schedule your MPA</b></li> <li>A2 - <b>Supervision Record</b> and action plan</li> </ul>
<b>Week 8 - Mid Placement Reviews - 29 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Mid Placement Review and Assessment</b></p> <ul style="list-style-type: none"> <li>Facilitated by: Field Education Liaison Officer</li> <li>Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor</li> <li>Purpose: Review and assess your progress on placement and meeting the goals set in your learning plan</li> <li>Scheduled your Assessment following your MPR</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>	<ul style="list-style-type: none"> <li>A1b - Complete your <b>Mid Placement Review and schedule your MPA</b></li> <li>A2 - <b>Supervision Record</b> and action plan</li> </ul>
<b>Week 9 - Reviewing Your Self Care Plan - 06 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Mid Placement Reviews and Assessments should be completed around now.</b></p> <ul style="list-style-type: none"> <li>Working with Difference</li> <li>Ethical Issues</li> <li>Review information on developing my Social Work 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>	<ul style="list-style-type: none"> <li>A2 - <b>Supervision Record</b> and action plan</li> <li>A3 - Social Work <b>Practice Framework presentation</b> sessions this week</li> </ul>



## Week 10 - Professional Practice Framework Presentations - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Social Work Practice Frameworks in week 9/10 of Term weeks</li><li>• Review yourself care goal/plan with supervisor - In the Self Care tile - Review "Managing Stress" &amp; Watch - Self Care recording.</li></ul>	<ul style="list-style-type: none"><li>• Bassot (2020) The Reflective Journal - Theme 8 - Reflecting with others.</li></ul>	<ul style="list-style-type: none"><li>• A2 - <b>Supervision Record</b> and action plan</li><li>• A3 - Social Work <b>Practice Framework presentation</b> sessions this week</li></ul>

## Week 11 - Preparing for Ending Placement Well - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Preparing for the final part of your placement journey</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>	<ul style="list-style-type: none"><li>• A2 - <b>Supervision Record</b> and action plan</li><li>• A2 - <b>3rd online forum</b></li></ul>

## Week 12 - Preparing for Ending Placement Well - 27 May 2024

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>	<ul style="list-style-type: none"><li>• A1c - <b>End of placement review</b> - in your Learning Journey Proforma</li><li>• A2 - <b>Supervision Record</b> and action plan</li><li>• A2 - <b>Reflective summary</b> of supervision and online forum experiences due week 12 of term weeks.</li></ul>

## Week 13 of Placement - 03 Jun 2024

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>• Final Assessment - Field Educators Report due within two weeks following the end of your placement hours.</li><li>• Ensure you have explored all requirements and finalised all tasks.</li></ul>

## Week 14 of Placement - 10 Jun 2024

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>• <b>Have you completed all your log of hours?</b></li><li>• <b>Final Assessment - Field Educators Report due within two weeks following the end of your placement hours.</b></li></ul>

## Assessment Tasks

### 1 The Learning Journey

#### Assessment Type

Professional Practice Plans (learning plans)

## Task Description

### Assessment 1 - The Learning Journey

Part A - The Learning Agreement

Part B - The Mid Placement Review and Assessment

Part C - The End of Placement Report

Type: Written

Due date: This form will be uploaded to Moodle at three points;

Part A - Week 4 of your placement hours.

Part B - Between weeks 6 and 9 (mid-way through) of your placement hours.

Part C - Within two weeks of placement completion.

Weighting: Pass/Fail

Length: Succinct within template provided

Unit Coordinator: Robyn Kemble

## Aim

### Part A

The aim of the Learning Agreement (LA) is for you to develop your learning goals which are a commitment by you and the placement agency with CQUniversity to ensure that the AASW (Australian Association of Social Workers) Graduate Attributes are met by the completion of SOWK14009.

### Part B

The aim of the Mid Placement Review (MPR) and Mid Placement Assessment (MPA) is for you to assess your progress towards meeting your learning outcomes, where you will meet either in person or online with a Field Education Liaison Officer (FELO) and your field education placement team close to the midway point of your fieldwork. This key assessment point in your placement is what will guide you into meeting the requirements of your placement unit.

### Part C

The aim of the End of Placement Report (EPR) is to evaluate and assess your application of social work practice standards and ethics, your integration of theory to practice, your approach to supervision and feedback and your learning. This will also be an opportunity to engage in a final conversation with your key mentor/s on placement to share final reflections on your experience.

## Instructions

### Part A Learning Agreement

The 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.

It is imperative that you 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 Journey template is designed to assist you to develop your learning goals and outlines the nine (9) standards (AASW, 2023) as the key learning areas where for each learning area you must on the Learning Agreement proforma (supplied):

1. Draft your Learning Agreement during Week 1 of your placement in collaboration with your field educator and/or onsite task 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 by week 4 of your placement timeline.

### Part B Mid Placement Review and Assessment

The MPR & A are key assessment points to demonstrate that your learning is on track and will allow the unit coordinator to support your ongoing placement.

#### **Mid Placement Review - Your FELO will lead this.**

1. Initiate contact with the FELO and the field educator/s to arrange your MPR meeting (please ensure you do this at the time of your LA meeting).
2. At this MPR meeting you will explore if you are on track with your learning goals in preparation for your Mid

Placement Assessment (MPA).

3. 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.
4. Provide a copy of your LA to the FELO and your supervisor prior to the review meeting.
5. Determine with your supervisor (onsite and/or external) whether the entire review will include all parties or whether you or they wish to speak with the FELO prior to this meeting.
6. At the outset of the review, the FELO will ask the supervisor (onsite and/or external) to confirm that you are accomplishing the terms set out in the LA at a satisfactory standard. This confirmation will determine the remaining process of the visit.
7. Ensure that you take notes during the MPR meeting so that you can be prepared to give evidence to your learning at the MPA.
8. Please ensure you complete and email the first full draft of Part B of the LA proforma prior to the MPA meeting.

**Mid Placement Assessment - A member of the Field Education team will lead this**

1. This meeting will be approximately 30 minutes in duration following your MPR, for you to speak to your learning goals and how you are evidencing these.
2. This will be just between you and a member of the field education team unless your FELO has recommended the inclusion of them, or one of your supervisors for reasons of concern or request.
3. This meeting will also address any changes to the original LA or action plans that need developing following any concerns raised.
4. You will then finalise Part B of the LA proforma with any additional information and submit.

**Part C End of Placement Report**

1. The EPR is the final part of evidencing your LA and will allow both you and your supervisor/s to reflect on your strengths and challenges for future growth.
2. Schedule a final supervision session with your supervisor to complete your final review. Please be proactive when scheduling this final supervision and ensuring your supervisor has a copy of the updated LA proforma.
3. Complete your section of Part C where you consider key learnings that you have achieved on placement as relevant to each standard.
4. Your supervisor might prefer to complete their section with you in supervision after you have drafted your responses or they may ask that you send the updated proforma by email so they can complete their final reflections to support your evidence.
5. Ensure that your supervisor is aware of the due date of the final sections of the proforma.

## Submission

This proforma will be uploaded as a word or PDF document to Moodle at three points;

Part A - Week 4 of your placement hours.

Part B - Between weeks 7 and 9 (mid-way through) of your placement hours.

Part C - Within two weeks of placement completion.

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.

## Assessment Due Date

This is due at three times in your placement - Approximately Week 4, Week 6 - 9, and Week 14 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 2024**

Part A Learning Agreement Criteria	Pass	Fail
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 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 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/competences attained.
Document is well presented; well set out with clear expression	Document is set out in a highly professional manner, that allows both the university liaison person, Unit Coordinator, and social work supervisor to clearly understand the purpose of the document and the goals to be achieved.	Document is not well set out and there is significant grammatical errors.
Part B - Mid Placement Review and Assessment Criteria	Pass	Fail
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.
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.
Analysis and articulation of client's needs using social work theories and evaluation of intervention strategies.	Evidence provided	Limited/unclear evidence provided.

Work within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures.	Evidence provided	Limited/unclear evidence provided.
Evaluate elements of an emerging social work practice framework, achievement of learning goals to a satisfactory level.	Evidence provided	Limited/unclear evidence provided.
Demonstrates professional communication skills and accountability through supervision and the receipt of feedback.	Evidence provided	Limited/unclear evidence provided.
Student is on track with meeting their learning goals	Evidence provided	Limited/unclear evidence provided.
<b>Part C - End of Placement Report Criteria</b>	<b>Pass</b>	<b>Fail</b>
Student undertakes final supervision and completes tasks required.	Completed and submitted	Not submitted
Student ensures their supervisor has been provided with a copy of the learning agreement prior to final supervision session.	Completed and submitted	Not submitted
Students complete final reflections on their learning within part c of the learning agreement document.	Completed and submitted	Not submitted
Student completes their log of hours, and their supervisor has approved all hours before finalising all documents.	Completed and submitted	Not submitted

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Develop and demonstrate the integration of professional social work knowledge, skills, and values within the placement context, in alignment with the AASW Code of Ethics and AASW Practice Standards, and organisational context for practice, including adherence to legislative and policy frameworks.
- Reflect on your professional practice, incorporating self-care strategies, use of self in the organisational context along with problem-solving skills, and cross-cultural competency.
- Create opportunities to develop your skills in the assessment of clients' needs, evaluating appropriate intervention strategies using social work theoretical frameworks.

## 2 Reflective Journey

### Assessment Type

Learning logs / diaries / Journal / log books

### Task Description

#### Assessment 2 - Your Reflective Journey

Summary of Supervision Records and Online forums

Type: Written

Due date: Final submission due week 12 of term

Weighting: pass/fail

Length: 1000 words

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

1. You are required to complete a **written supervision record after each supervision session** with your relevant social work supervisor, using the Supervision Record and Action Plan, template (or equivalent), 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, prior to each supervision session.
3. Participate in **three online forums where you professionally interact with other students** and share your placement journey as well as read other students placement journey's and give strength-based feedback.
4. Produce a **summary of your learning from supervision and the online forum** interactions outlining your key learnings.
5. *Please ensure you have completed regular supervision notes as your FELO, supervisor or a member of the field education team may request a copy if any concerns arise.*
6. Please note whilst this is a reflective piece of writing it is still important to write academically. References are not requested; however, you will still need to reference if you refer to another source as is appropriate.

## Submission

1. Upload your 1000-word summary of your reflections to Moodle in week 12 of term.

## 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 2024

Criteria	Pass	Fail
Evidence within their reflective summary of using supervision to critically reflect on practice, value-based thinking, theory integration, skills and knowledge, practice framework exploration and the ability to seek guidance on administration tasks as required.	Clearly demonstrates evidence that reflects on their practice discovery within supervision from their supervision notes.	Student has not demonstrated evidence that reflects on their practice discovery within supervision from their supervision notes and has not addressed the requirements.
Evidence within their reflective summary of making appropriate use of the online forums, through reflecting on their own and others sharing of linking theory to practice, supporting and being supported by peers, ensuring confidentiality and respect of participants and organisations being upheld.	Clearly demonstrates evidence that reflects on their key learning experiences from the online forums and demonstrated evidence of respectful communication within the online forums.	Student has not included or addressed the requirements of this task and has not demonstrated respectful communication within the online forums.
Reflective summary was within word limit and written with academic skill and integrity.	Clearly within word limit and written with academic skill and integrity.	Student has not addressed the word limit or academic skill and integrity.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Develop and demonstrate the integration of professional social work knowledge, skills, and values within the placement context, in alignment with the AASW Code of Ethics and AASW Practice Standards, and organisational context for practice, including adherence to legislative and policy frameworks.
- Reflect on your professional practice, incorporating self-care strategies, use of self in the organisational context along with problem-solving skills, and cross-cultural competency.
- Construct a professional practice framework relevant to your emerging social work practice and demonstrate its application in various contexts.

## 3 Social Work Practice Framework

### Assessment Type

Presentation

### Task Description

## Assessment 3 - Social Work Practice Framework (PF)

Type: Group Discussion

Due date: Weeks 9 - 11 of term to be advised

Weighting: pass/fail

Length: 10-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. A social work 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 PF 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, where you will choose a time and group that suits you.
2. You are to prepare a 10 min VERBAL presentation of your PF, 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 PF.
5. Your PF is to be presented to small group of your peers.
6. As your framework is continually developing and your identity as a social worker just beginning it should form part of your supervision agenda.

### The presentation should include:

1. A brief summary of the key elements of your emerging social worker identity and understanding of your developing practice frameworks and theories.
2. Start with you and your background, your own values and beliefs that have been both challenged and that have aligned with your developing social work identity and your understanding of use of self.
3. Identify and briefly explain the relevant theories, methods, values, skills, and practice contexts comprising your PF.
4. Identify strengths and areas of further development in Field Education 2.
5. Your final slide is a summary of your overall experience of your placement journey and PF creation.

Please note attendance at these sessions is a 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 first choice of time or 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).

### Assessment Due Date

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 – Social Work Practice Framework (PF) – SOWK13009 – Grading Sheet 2024

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

Criteria	Pass	Fail
Effective micro-skills used in teleconference mode. Such as: - no-one dominating or interrupting in the discussions - competent use of teleconference functions, such as sharing slides and raising a hand to ask a question.	Competent micro-skills evidenced during teleconference.	Poor micro-skills evidenced in teleconference mode.
Attends to all administrative tasks to ensure effective participation as evidenced by their preparation and ability to communicate social work knowledge verbally.	Evidence of attention to administrative tasks to ensure effective participation. Good 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.
Communication is active, professional, and ethical while also responsive to others' participation.	Evidence of active, ethical, and professional communication while also respecting others' participation.	Passive communication and ineffective, unethical, and/or unprofessional responses to others' participation.
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.
Students' PF 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.
Student provides evidence of all components of well-developed PF demonstrating third-year level understanding of social work practice, skill, and knowledge, identifying strengths and areas for further development in Field Education 2.	A clear and well articulation of their PF addressing all the areas	Limited evidence and poor articulation of PF.
Student provides a concluding summary of their overall experience on their placement and journey to creating their PF.	Student clearly provided a summary of their overall placement experience and PF creation.	Student did not provide a summary of their overall placement experience and PF creation.

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Create opportunities to develop your skills in the assessment of clients' needs, evaluating appropriate intervention strategies using social work theoretical frameworks.
- Construct a professional practice framework relevant to your emerging social work practice and demonstrate its application in various contexts.



## 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