



SOWK14009 *Fieldwork Education 2*

Term 2 - 2017

Profile information current as at 04/05/2024 01:14 am

All details in this unit profile for SOWK14009 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This is the final fieldwork placement of the BSW course and it is expected to be the final unit the students completes within the BSW course. The student will complete 80 days x 7 hours (560 hours) of onsite, agency based interactions and learning activities supervised by an approved social worker. Students will participate in the range of activities, tasks and processes that the agency encompasses under supervision. Students should be able to integrate professional social work knowledge and skills acquired during their coursework and be able to participate meaningfully in the operations of the agency where they are placed. Student should be able to formulate their own model of practice as a beginning professional social worker. On completion of the placement students will be expected to meet the AASW practice standards for a beginning professional social worker. Attendance at the relevant residential school as well as participation in designated call back sessions during placement is a requirement. Students will be also required to undergo a pre placement interview to assess their suitability for fieldwork placement and preference for placements will be given to students who have successfully completed all other required coursework in the BSW. Students readiness for fieldwork will be assessed on the basis of their participation in a range of tasks and assessments completed during their previous years of coursework and fieldwork.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: *18*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.375*

Pre-requisites or Co-requisites

Prerequisites: (SOWK13009 and SOWK14005 and SOWK14006) or (SOWK13002 and SOWK19016 and SOWK19017) or Requires Departmental consent by the School, Corequisite: SOWK14010 Integrating Theory & Practice 2

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 2 - 2017

- Distance

Attendance Requirements

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

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 18-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 37.5 hours of study per week, making a total of 450 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: Pass/Fail

3. **Group Discussion**

Weighting: Pass/Fail

4. **Off-campus Activity**

Weighting: Pass/Fail

5. **Written Assessment**

Weighting: Pass/Fail

6. **Written Assessment**

Weighting: Pass/Fail

7. **Written Assessment**

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 AASW Accreditation requirements Student feedback Academic staff feedback

Feedback

Residential program to incorporate practical preparation for Field Education 2 assessment tasks.

Recommendation

Residential program to continue to provide opportunities for students to commence learning agreement tasks for placement.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Critically reflect on professional practice and construct opportunities to determine placement preferences and fieldwork learning contract.
2. Display appropriate use of self and complex problem solving skills within the placement context.
3. Generate appropriate self care strategies within the professional context.
4. Promote cross cultural competency skills and knowledge including working in indigenous contexts.
5. Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
6. Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.
7. Formulate a clear articulation and justification of a professional practice framework.

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				•	•	•	

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
8 - Ethical practice	•	•	•	•	•	•	•
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 0%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 0%	•		•			•	•	•		
3 - Group Discussion - 0%	•		•		•		•	•		
4 - Off-campus Activity - 0%	•	•	•		•		•	•		
5 - Written Assessment - 0%	•	•	•	•	•	•	•	•		
6 - Written Assessment - 0%	•	•	•	•	•	•	•	•		
7 - Written Assessment - 0%	•			•	•	•		•		

Textbooks and Resources

Textbooks

SOWK14009

Prescribed

Making the Most of Field Placement

Edition: 3rd (2013)

Authors: Cleak, H. Wilson, J.

Cengage Learning

South Melbourne , Vic , Australia

ISBN: 9780170222433

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Word
- Zoom - smartphone or laptop (not government based computer)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Kate Moore Unit Coordinator
k.moore@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Getting Started: Revisiting - your Learning Agreement? Placement orientation and induction Risk Assessment of Placement orientation and induction Risk Assessment of Placement	1. Cleak and Wilson 3rd Edition • Chapter 3: Getting Started - Student p. 26 -34 • Chapter 5: The Learning Agreement p.44 2. Review the Field Education Manual, CQU, 2017	Commence: • Assessment 5 - Supervision feedback record: Your first supervision session will occur in week 1 or 2 of placement. You will commence recording and submitting this feedback in the moodle private forum area as per the course profile after each weekly supervision session. • Assessment 2 Part A - Online Reflective Writing to commence. Due: • Placement Risk Assessment Form DUE

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Establishing a Supervisory relationship What is critically reflective practice?	Cleak and Wilson 3rd Edition • Chapter 6: Critical Reflection for Teaching and Learning, p. 56-62 • Chapter 7: Developing good supervisory practices p.63 79 2. Review the Field Education Manual, CQU, 2017	Due: • A5 - Supervision Record and action plan

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Finalise your learning plan Learning Styles	1. Cleak and Wilson 3rd Edition • Chapter 8: Teaching and Learning Tools 2. Review the Field Education Manual, CQU, 2017	Due: • A5 - Supervision Record and action plan • A2 Part A - Online Reflective Writing to commence Learning Agreement (no word count) Due: Week 3 Friday (28 July 2017) 11:45 pm AEST

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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ASSESSMENT 3: CONTACT REVIEW MEETINGS
(sessions held over week 4, 5 and Week 6 , refer to schedule on moodle)

CONTACT REVIEW MEETINGS COMMENCE (Assessment 3)

- * Ensure you know the session details and which group you are in.
- * Ensure you have read the ZOOM participant instructions.

Due:

- **A5** - Supervision Record and action plan

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
CONTACT REVIEW MEETINGS continue	1. Cleak and Wilson 3rd Edition • Chapter 9: Linking Learning and practice in placement	Organisation of Mid Placement Review - Check moodle for posts from Course Coordinator Due: • A5 - Supervision Record and action plan • A2 Part A - Online Reflective Writing to commence

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Due: • A5 - Supervision Record and action plan

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for your Mid Placement Review	Cleak and Wilson • Chapter 16: Assessment and evaluation - students and supervisors 2. Review Moodle Echo Link: "All you need to know about Mid Placement reviews"	Due: • A5 - Supervision Record and action plan • A2 Part A - Online Reflective Writing to commence

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for Mid Placement Review and/or attend Mid Placement Review Challenging issues in supervision	Cleak and Wilson • Chapter 13: Challenging issues in supervision p. 138 - 149	Due: • A5 - Supervision Record and action plan

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Mid placement reviews Ethics and Legal Issues	1. Cleak and Wilson • Chapter 15: Ethical and Legal issues p. 158 - 165	Due: • A5 - Supervision Record and action plan • A2 Part A - Online Reflective Writing to commence

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Due:

- **A5** - Supervision Record and action plan

Mid Placement Reviews

Mid Placement Review (Student, Field Educator, and academic/social work liaison staff collaboration) Due: Week 9 Friday (15 Sept 2017) 11:45 pm AEST

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Difference Self Care	1. Cleak and Wilson • Chapter 14: Working with difference p. 150-157 2. Moodle reading in "Week 9" tab (optional) 3. Watch Moodle Echo Link "Week 9 - Self Care"	Due: • A5 - Supervision Record and action plan • A2 Part A - Online Reflective Writing to commence

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
	1. Moodle reading in "Week 11" tab 2. Watch Moodle Echo Link "Week 11 - Self Care"	Due: • A5 - Supervision Record and action plan

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
End of placement report due at end of placement with log of hours and final reflection	Cleak and Wilson Chapter 17: Finishing Well p. 179-182	Due: • A5 - Supervision Record and action plan • A2 Part A - Online Reflective Writing to commence • A2 Part B - Practice Framework

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Due: • A5 - Supervision Record and action plan

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Due: • A5 - Supervision Record and action plan • A2 Part A - Online Reflective Writing to commence

Term Specific Information

This unit is a co-requisite for **SOWK14010 - Integrating Theory to Practice 2**. **There is a compulsory residential attached to SOWK14010. Please ensure you make arrangements to attend this residential. The field education placement cannot commence until residential has been completed, unless approved by the unit coordinator.**

Assessment Tasks

1 Learning Agreement (no word count)

Assessment Type

Written Assessment

Task Description

Learning Agreement

Focus Statement

The learning agreement is the cornerstone of some of the most important learning relationships you will ever encounter in your professional career; shaping the educational relationships with field educators who offer to guide your learning journey into the human services sector. This document provides a framework for determining whether the practice standards, competencies and student attributes have been accomplished during Field Education 1. It is imperative that you achieve the deadlines stated in this submission as the Learning Agreement clarifies and articulates roles, goals objectives tasks and strategies, methods of evaluation that will drive your field education experience. Consolidating these agreements by the due dates (stated above) an important preventative measure maximising your successful completion.

Several key documents must be synthesised into the Learning Agreement including the Practice Standards for the Australian Association of Social Workers, the AASW Code of Ethics, organisational codes of conduct, CQUniversity's Student Charter, Student Misconduct policy, IT policies and occupational health and safety policies.

The balance of practice standards from field education 1 will need to be completed in field education 2. In consultation with your field educator you will need to determine which additional practice standards such as those for Indigenous practice, child wellbeing, mental health and cultural sensitivity are also relevant.

Your Roles

You will need to take a proactive approach to drafting your learning agreement in the first week of field education in collaboration with your field educator. In some instances you will be with on site and off site field educators and you will need to coordinate liaison so that all perspectives are included and approved in the final agreement.

NB: The learning agreement should not be regarded as an agreement confined to you and your host organisation. The learning agreement as below, contains standards of practice that are related to your ongoing agreement with CQ University.

Learning agreements must be signed and uploaded to moodle.

Products/Performance

Your learning agreement is a unique plan that articulates your journey towards professional entry. The document will need to demonstrate the conceptualisation and organisation of your learning needs, learning agendas, and methods for demonstrating competency.

Use the **following checklist** in conjunction with the **assessment criteria** grid to scaffold your submission. **All learning agreements need to include:**

1. A detailed cover sheet including student identification on all subsequent pages; page numbered; street address of the organisation; contact details of field educator assigned; contact details of operational supervisors if applicable (see **CQU BSW Field Education Manual 2017**)
2. Articulation of initial learning needs on entry of field education 2, (summary of assessments reached on placement readiness process) (see **CQU BSW Field Education Manual 2017**)
3. Evidence of discussion about the role of social work students in the team and/or organisation in the general sense.
4. Articulation of learning goals for field education
5. Articulation of learning objectives for field education
6. Articulation of social work or welfare roles to be learned.

7. A list of tasks and skills to be undertaken and learned.
8. The methods of evaluating goals, objectives, roles, tasks and skills.
9. The methods of recording standards or competencies achieved.
10. Personal development goals (strengths and weaknesses)
11. The time, place and frequency of supervision (inclusive of any external supervision / liaison arrangements)
12. The roles and responsibilities of the student, the field educator and the organisational supervisor for the field education sessions.
13. Processes for addressing difficulties, tensions and conflicts in the field education relationship, other members of staff and University staff, (see Field Education Manual 2016)
14. A record of student provisions (desk, phone, internet access etc)
15. Agency working arrangements such as start and finish times, dress code, confirmation that the code of conduct or similar documents have been noted, confirmation that the student charter of CQ University have been noted.
16. Signatures of field educator/s

PLEASE NOTE: Students are required to manage an ongoing record of learning and supervision that will be attached to the final assessment of log of hours.

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

- The learning agreement is not a living document, it should reflect the goals to be achieved and must be done in collaboration with your field educator.
- Any significant revision of the Learning Agreement that departs from the original document should be communicated to the Field Education Coordinator within (3) working days.
- You are encouraged to use your learning agreement at each scheduled field education session with your supervisor.

Further Action to be taken by student:

You will be required to provide the field education liaison person with a copy of your learning agreement either prior to your mid placement review or on the day of your review.

Submission:

- You will need the learning agreement signed by; supervisor/s (external and internal - if this is the case) for submitting to moodle - PDF VERSION
- The learning Agreement must be submitted to moodle using A WORD DOCUMENT
- Therefore, two submissions; one in PDF with signature and one in WORD so that feedback can be given.

Assessment Due Date

Week 3 Friday (28 July 2017) 11:45 pm AEST

Submitted online through Moodle

Return Date to Students

Week 5 Friday (11 Aug 2017)

Feedback via moodle

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above. Placements may be interrupted or terminated at the time of a failed assessment.

Assessment Criteria

Criteria no:	Criteria.....	Pass.....	Fail.....
1.	Provide confirmation of: • the start and finishing dates of field education placement • the days per week attended • and, the street address of the organisation.	Provided	Not provided
2.	Assessment of learning needs on entry to Field Education 2	Evidence of reflective and reflexive practice informing the evaluation of learning needs to be addressed.	No evidence of reflective and reflexive practice informing the evaluation of learning needs to be addressed.
3.	Evidence of negotiation about student role in accordance with learning needs and capacity of organisation.	Evidence of personal communications about the student role in organisation, including links between the student role, learning goals and tasks.	No evidence of personal communications about the student role in organisation.
4.	Assessment of learning goals that are clear and achievable, informed by learning needs and linked directly to the Practice Standards/Competencies, and student attributes chosen to be addressed.	Demonstrated analysis of learning goals that are clear and achievable, and informed by learning needs.	Learning goals are unclear, not achievable, and not informed by learning needs.
5.	Analysis of learning objectives informed by learning goals.	Demonstrated analysis of learning objectives informed by learning goals.	Learning objectives not informed by learning goals.
6.	Evaluation of the social work knowledge and skills to be learned in accordance with learning objectives.	Evaluation of the social work or welfare roles to be learned in accordance with learning objectives.	Social work or welfare roles/skills/knowledge has not be identified to be learned.

7.	Methods for evaluating goals, objective roles, tasks and skills accomplished. This must also include clear pathways to receive feedback from the professional supervisor and other members of the agency staff group, and/or service users.	Effective methods, including clear pathways to receive feedback from supervisor and other staff in the agency based on the students development of goals, objectives, roles, tasks, and skills accomplished.	Ineffective methods for evaluating goals, objectives, roles, tasks and skills, and no avenues for feedback identified.
8.	Determination of methods for evaluation progress of standards/competencies and attributes to be attained.	Comprehensive range of methods for recording progress of standards/competencies attained.	Limited range of methods for recording progress of standards/competencies attained.
9.	Document is well presented ; well set out with clear expression.	Document is set out in a highly professional manner, that allows both the university liaison person, Unit Coordinator, and social work supervisor to clearly understand the purpose of the document and the goals to be achieved.	Document is not well set out and there is significant grammatical errors.

Referencing Style

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

Submission

Online

Submission Instructions

Signed and scanned copy submitted via moodle (copy required at review)

Learning Outcomes Assessed

- Critically reflect on professional practice and construct opportunities to determine placement preferences and fieldwork learning contract.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 PART A Online Reflective postings (fortnightly) and PART B Practice Framework (final week submission)

Assessment Type

Written Assessment

Task Description

Reflective Practice - Part A and Part B

Focus statement

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

Your Role

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

PART A - ONLINE POSTINGS (Fortnightly & Final Summary)

You will make online postings in Moodle each fortnight, making professional links from theory to practice, discussing

your learning and providing support to your peers. Please ensure that confidentiality of any participants and/or organisations are upheld. Your **final summary will be undertaken in your final week of placement** and will reflect on your overall learning.

PART B - PRACTICE FRAMEWORK (Due last week of placement)

A visual representation or metaphor of your **Professional Practice Framework (PPF)** and **concise articulation of the key components** in your framework is to be available for presentation at all times throughout your placement. Your PPF will continually develop and is part of your supervision agenda. **The final product is to be completed by the last week your placement.** This written summary should outline the key elements of the PPF and identify and explain the relevant theories, methods, values, skills and practice contexts comprising your PPF. You may receive feedback on your PPF however, it forms part of the entire grade for this assessment.

Assessment Due Date

PART A is due fortnightly submissions with a FINAL SUMMARY is due the Friday of your last week of your placement. PART B is due the Friday of your last week of placement.

Return Date to Students

Dependent on individual student submission timeframes based on a 16 week placement.

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above. Placements may be interrupted or terminated at the time of a failed assessment.

Assessment Criteria

Part A - Online Reflective Postings

Criteria	Pass	Fail
Student has completed online posts submission, by presenting a learning experience or a response to a learning experience.	Students provide fortnightly posts that either introduce content to the page or respond appropriately to content provided.	Student fails to provide fortnightly posts and/or introduce or respond inappropriate to the content provided.
Student has clearly demonstrated that they have been a reflective practitioner evidenced by the consistency of their learning summary.	Student has provided very good examples of their learning in the field that includes a demonstration of their reflective and reflexive practice.	Student has not been able to identify their own learning style or identify how they work reflectively or use reflexive practice.

Part B - Professional Practice Framework

Criteria	Pass	Fail
Student provides evidence of all components of well-developed PPF demonstrating graduate level understanding of social work practice.	Student has demonstrated understanding of theory, values, methods, skills and contexts.	Students fails to demonstrate understanding of theory, values, methods, skills and contexts.
PPF identifies core values, ethics and use of self consistent with social work standards of practice.	Student is able to articulate centrality of social work values, ethics, goals as part of the PPF.	Student is not able to demonstrate use of social work values, ethics and goals as part of the PPF or does so incorrectly or insufficiently. .

Referencing Style

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

Submission

Offline Online

Submission Instructions

Moodle submission

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.

- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.
- Formulate a clear articulation and justification of a professional practice framework.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 ZOOM - Contact Review Meeting

Assessment Type

Group Discussion

Task Description

Contact Review Meeting (ZOOM)

Focus statement

This is the second of three contacts that academic staff at CQUniversity will maintain with you during your field education experience. The focus of this contact review meeting is on the development of verbal communication skills conveying your beginning impressions of the similarities and differences between the two Field education experiences. This meeting will also provide an opportunity to articulate the learning goals you have identified as being suitable for this final placement.

Your role

The contact review meetings will be conducted in small groups via Blackboard Collaborate. Details of the dates and times for groups will be made available to students on Moodle. Students are expected to be available for the collaborate session as it is an assessment. In the event that a student can't attend, it is the student's responsibility to arrange a transfer of dates and times with another student in the unit. This should then be emailed to the Unit Coordinator to advise. Ensure that your location for the meeting is private and conducive to effective communication. This is most important and where this is unlikely to be possible, students should consider conducting the meeting from home. There should be no interruptions during the meeting and students should be available 15 minutes prior to the commencement. Be prepared to participate while also ensuring that you provide opportunities for the participation of others. This collaborate session is counted towards placement hours so please record this in your log of hours appropriately.

Performance/product

Part A:

You will be required to register your attendance and participate in the contact review meeting to discuss:

- 1. Your beginning impressions of the placement including opportunities, challenges and learning objectives.**
- 2. Your comparative evaluation of your fieldwork education experience from Field education 1 against Field education 2 at this point.**

Part B:

You are required to **submit a written summary of your reflections on the contact review meeting and placement progress. This reflection should be no more than 500 words and is to be submitted on Moodle within 5 days of participation at the meeting.**

Assessment Due Date

Week 4, 5, 6 - Meeting times and dates will be notified via Moodle

Return Date to Students

Returned to students two weeks after submitting.

Weighting

Pass/Fail

Minimum mark or grade

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.

Assessment Criteria

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

Criteria no:	Criteria.....	Pass.....	Fail.....
1.	Effective micro-skills used in teleconference mode.	Competent micro-skills in during teleconference.	Poor micro-skills used in teleconference mode.
2.	Attends to all administrative tasks to ensure effective participation.	All administrative tasks ensure effective participation.	Administrative tasks not attended to resulting in poor or no participation.
3.	Communication is active, professional and ethical while also responsive to others' participation.	Active, ethical and professional communication while also responsive to others' participation.	Passive communication and ineffective, unethical and/or unprofessional responses to others' participation.
4.	Content of discussion topics are concise and informative.	Effective discussion of topics in a concise and informative way.	Ineffective discussion of topics in an inefficient and uninformed way.
5.	Evidence of thorough preparation and ability to communicate social work knowledge verbally.	Sound evidence of preparation and verbal articulation of social work knowledge.	Limited preparation and verbal articulation of social work knowledge.
6.	Evidence of sound reflective practice in written submission.	Reflects on participation in a meaningful way, has identified strengths and limitations	Is not reflective and has not submitted any meaningful reflections on strengths and limitations

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.
- Formulate a clear articulation and justification of a professional practice framework.

Graduate Attributes

- Communication
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

4 Mid Placement Review (Student, Field Educator, and academic/social work liaison staff collaboration)

Assessment Type

Off-campus Activity

Task Description

Mid Placement Review

(Student, Field Educator, & Academic/Social Work Liaison Staff collaboration)

Focus Statement

This is the third contact you will have with academic staff or their representatives at the field placement review, that will take place about mid way through the placement. This usually involves a face to face meeting, although sometimes this can be through ISL, Teleconference or Skype, depending on the availability of the organisations. You will receive a visit from academic staff or a social worker in your local district contracted to represent the University. Whilst the University endeavours to make this review as close as possible to midway, this is not always possible, and it could occur earlier or later than mid way.

The field education review is a pivotal to your progress in Field Education 2. It provides opportunities to identify the practice standards, competencies and student attributes that have been attained. The visit also provides the opportunity for any person involved to convey concerns about the progress of the learning experience in order to provide you with the opportunity to make necessary changes required for successful completion.

Your Role

- You are responsible for regular moodle contact in order to receive announcements related to the coordination of mid field education visits
- Consult with the staff member visiting and provide the street address of the meeting, any special directions, parking arrangements, and any other relevant information that may impact on the scheduled visit.
- Provide a copy of your learning agreement and supervisory record to the member of staff who will be facilitating

your review either prior to the visit, or on the day.

- Determine with your field educator whether the entire review will include all parties or whether they wish to speak with the academic member of staff prior to meeting with you.

You will be responsible for taking notes during the mid placement review

Product/Performance

You as the student will be responsible to submit your the mid placement review report (this is available on moodle) The report is a template and you will complete the overall feedback from both the supervisor and the liaison person as well as your own input, it must have a documented action plan attached to the review report if significant changes or departures from the original Learning Agreement. This should be submitted to moodle ***within 7 days of your review.***

Focus of the Mid Placement Review

The Learning Agreement is the core document used to determine whether practice standards, competencies and student attributes have been accomplished. The supervision record will compliment this document to provide evidence and ongoing evaluation of your learning needs, practice competence and student role in the field.

- During the mid field review your field educator will be asked to confirm if you are accomplishing the terms set out in the Learning Agreement at a pass or fail standard. This confirmation will determine the remaining process of the visit.
- Students and field educators will be asked for their verbal evaluation of the following four issues;
- An overview of the field education experience so far including learning highlights and challenges, the student will be encouraged to discuss how they have or are overcoming challenges.
- A verbal account on the progress of the Learning Agreement and discussion about any changes needed.
- Interpersonal skills, how does the student manage themselves in a team environment; discuss how they are developing in supervision and how do they utilise and respond to feedback. Give an example of feedback being taken; and how it made a difference.
- Insights into the students learning style; how does this compare and contrast with the field educators learning style and how have they managed this

PLEASE NOTE: STUDENTS ARE RESPONSIBLE FOR TAKING NOTES DURING THE MID PLACEMENT REVIEWING MEETING, AND AUTHORIZING THE MID PLACEMENT REVIEW.

This document must be submitted in moodle using Microsoft Word Document.

Outcome of Mid Placement Review

The mid placement review is graded as a Pass or Fail. Students will continue placements with a successful mid placement review evaluation. This outcome is inclusive of minor amendments or adjustments to the learning goals or tasks.

Should a mid placement review result in a fail grade, several actions will be discussed. These include:

Action 1

1. An action plan is developed to provide focus to address particular learning goals, tasks or issues . A clear and reasonable time-frame should form part of this action. The Unit Coordinator will lead this process in conjunction with relevant liaison / supervising staff.
2. The action plan will specify a review date to determine whether the goals have been achieved during the time-frame identified. A recommendation for continuation or termination will be made following the review. The grade will be finalised as either a Pass or Fail at this time. The Unit Coordinator will liaise with all parties in the event of a termination decision.

Action 2

1. After consultation with all parties, it may be determined that it is unreasonable to continue the placement or that the learning needs / placement issues are unable to be addressed or resolved in the remaining period of the placement. A decision to terminate the placement can be made by Unit Coordinator / placement organisation at this time. A post termination meeting is offered with the student to discuss the termination decision.

Assessment Due Date

Week 9 Friday (15 Sept 2017) 11:45 pm AEST

Mid Placement Review will occur preferably between Week 7 and Week 9 of placement. The report should be submitted no later than (5) days after the review is conducted.

Return Date to Students

Feedback will be given at the review, and if required in moodle following submission of the mid placement review assessment

Weighting

Pass/Fail

Minimum mark or grade

Minimum mark or grade - Pass - Must pass at least 7/10 of the assessment criteria to pass and continue placement. Refer to Handbook for further details.

Assessment Criteria**Assessment criteria for Field Education Review/Mid Placement Review (MPR)**

The Learning Agreement is the core document used to determine whether the practice standards identified in Field education 2 are being accomplished.

At the outset of the field education review your field educator will be asked to confirm whether you are accomplishing the terms set out in the Learning Agreement. This confirmation will determine the remaining process of the visit.

Assessment Criteria

Students must provide evidence through the assessment of the mid placement review that they are achieving to a satisfactory level the outcomes below:

1. Demonstrate evidence of developing student attributes (discussion of student values and beliefs) and how this integrates into social work practice
 2. Select and apply appropriate use of self and problem solving skills as a student social worker within an organisation
 5. Analysis and articulation of client's needs using social work theories and evaluation of intervention strategies
 6. Work within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures
 7. Evaluate elements of professional practice framework
 8. Demonstrates achievement of learning goals to a satisfactory level
 9. Understands and applies self-care
 10. Demonstrates social work values and ethics when communication and professional communication skills and accountability through supervision and the receipt of feedback from all members of the field education supervision team
- Students must achieve a pass in at least 7 of the 10 criteria to pass the mid placement review and continue placement.

Referencing Style

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

Submission

Online

Submission Instructions

The Mid Placement Review report must be completed by the student and submitted on Moodle no later than one week after participation in the review meeting.

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

5 Supervision Action and Feedback Plan (Weekly)

Assessment Type

Written Assessment

Task Description

Supervision Action and Feedback Plan

Focus statement

As a student on your first field education experience, you will have an opportunity to further develop your skills and knowledge in reflective and reflexive practice and how to utilise supervision effectively. Student supervision undertaken during your placement is one of the important professional spaces where this in-depth reflection occurs. Feedback is

also a vital part of the reflection cycle where your supervisor will provide guidance, support and identify and evaluate your practice in order to assist you to incorporate this into your activities during placement. It is therefore important to develop the techniques and skills involved to successfully record, integrate, apply and reflect on this process.

Student role

You are required to complete a written supervision recording after each weekly supervision session with your relevant social work supervisor.

Product

This written record will succinctly (no more than 600 words) record the following details:

1. Date and time of supervision including length
2. Topics for discussion
3. Feedback / evaluation provided to you from your supervisor (strengths, limitations, areas to further develop, critique of social work practice etc)
4. Your reflection and analysis of the feedback provided to you
5. Agreed upon action plan to integrate feedback to your practice and activities and how this will be evaluated or re-visited
6. Any other aspects of supervision you found helpful or challenging

This assessment will be uploaded on a weekly basis and is submitted for viewing by the Field Education Coordinator. Feedback, where required will provided to you in the private forum area on moodle.

Assessment Due Date

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

Return Date to Students

Feedback via Moodle when required and MPR

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above. Placements may be interrupted or terminated at the time of a failed assessment.

Assessment Criteria

Criteria no:	Criteria.....	Pass.....	Fail.....
1.	Student uses key social work attributes working with people	Student has provided key attributes working with people	Student fails to demonstrate social work attributes working with people.
2.	Supervision record is succinct and clearly identifies student thought processes	Student presents a succinct and thorough supervision record demonstrating their practice and thought processes	Students is not succinct and does not clearly identify through processes.
3.	Student demonstrates both reflective and reflexive practice	Good use of reflective and reflexive practice	Student does not identify clearly reflective and reflexive practice
4.	Student identifies feedback including strengths and limitations to be further developed with an appropriate action plan	Student has identified learning needs and undertakes critical reflection to develop skills and knowledge in social work practice.	Student has not identified or inadequately reflected on feedback for effective social work practice development.

Referencing Style

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

Submission

Online

Submission Instructions

Moodle submission weekly

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

6 Entered into SONIA - Log of Hours (Weekly)

Assessment Type

Written Assessment

Task Description

Log of Hours (560 hours)

Focus statement

You are required to keep an accurate log of the hours that you spend in formal field education activities. You must complete **560 hours**.

Your role

Complete log of hours **entered into *SONIA** and approved by **INTERNAL/ONSITE** supervisor in SONIA.

Product/performance

The Field education Log begins on your first day.

These activities/events **constitute as placement hours**:

- It records the hours you spend in the agency,
- meeting attendance (agency/placement associated),
- training in relation to the organisation directed by your supervisor to attend
- contacting or networking with external agencies where directed by your supervisor
- compulsory/mandatory training relating to the organisation (e.g. Queensland Health pre-placement mandatory training)
- and the time it takes you to travel to and participate in the contact review meeting and any supervision sessions.

These activities **do not constitute** as placement hours:

- Any activities beyond the Learning Agreement will be deemed personal and will not be considered to be a component of Field education 2.
- Travel to and from work
- travel to and from personal appointments attended during placement hours
- personal appointments attended during placement hours
- sick days/leave days
- Assessments relating to this unit undertaken in out of office hours.

The log can be called on at any time by the University. Ensure you have reviewed the **Field Education Manual to confirm hours of work appropriate to your placement**

PLEASE NOTE: Students must not accrue toil while on placement and should not log more than 40 hours per week max due to health and safety requirements. Should there be an extraordinary requirement for over time, this must be approved by the Unit Coordinator.

You must complete **560 hours** - this is recorded as a 'pass' or 'fail'.

*SONIA is a database, instructions regarding use will be on the moodle site and sent out by the school administration officer.

Assessment Due Date

Weekly via SONIA

Return Date to Students

Not returned to students.

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above. Placements may be interrupted or terminated at the time of a failed assessment.

Assessment Criteria

Field Education Log of Hours is submitted in full with no significant departures from reasonable working hours in accordance with the *Field Education Manual and assessment outline*.

Referencing Style

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

Submission

Offline Online

Submission Instructions

enter into SONIA ONLINE DATABASE "Log of Hours"

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.
- Formulate a clear articulation and justification of a professional practice framework.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

7 End Of Placement Report - completed by Supervisor & uploaded to Moodle by Student

Assessment Type

Written Assessment

Task Description

End of Placement Report by Supervisor/s

Focus Statement

The end of placement report is an evaluation and assessment of the student social worker's attainment and application of social work practice standards, ethics, integration of theory to practice and approach to supervision, feedback and learning.

Your role/responsibilities

- Students are responsible for **respectfully reminding their supervisor two (2) weeks prior to the completion** of their field education placement that **the report is due seven (7) days (max) after a placement has been completed**.
- Students should be proactive in **terms of scheduling the final supervision** around the report and ensuring the supervisor does have a copy of the template. It is your responsibility to ensure that your supervisor has a copy for completion - a copy can be found on the unit moodle site.
- Students are responsible for uploading this report to moodle (unless a supervisor requests to deliver the report directly to the unit coordinator)

Product/Performance

This report is completed by the supervising social worker (internal or external) and is the responsibility of the supervising social worker. A template of this report is available on the unit moodle site and is provided to your

supervisor at their commencement. The final report should be planned in advance of completion with most reports finalised in the last two weeks of placement. This allows time for the supervisor/s to discuss the evaluation report with the student prior to completion. Each relevant practice standard should have been completed and signed before submission.

Please Note

Grades cannot be completed until the final report has been received and graded. In regards to your final grade the end of placement report is carefully considered, however the Unit Coordinator is responsible for awarding the students final grade.

Students are strongly advised to keep a copy of their end of placement report; as it may be required by their field educator in the students final placement.

Assessment Due Date

This is due in the final week of placement, however field educators have one week post placement to complete and email to the student to upload to moodle. Please note that delays in the submission of your final report can impact on graduation timeframes due to the extended placement period. Should you have not received your final report at the completion of your placement it is your responsibility to contact the supervisor to follow up. If there are any concerns or issues about this process, please contact the Field Education Coordinator promptly.

Return Date to Students

Not returned

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

Assessment Criteria

Meets the requirements of the AASW Practice Standards 2013.

Important aspects of this assessment:

- The recommendation of your field educator is given significant weight and is incorporated as part of the overall assessment of your attainment of graduate attributes and practice standards. The University awards the final grade.
- Field Educators reserve the right to assess your performance according to the developments made since the mid placement review and overall placement performance.
- SOWK14009 report contains work to be completed and assessed by your field educator and the fieldwork coordinator. Passing grades must be obtained for **all assessment items** in order to be awarded the grade of PN (Pass non-graded) for SOWK14009.
- Your grade cannot be finalised until this report and all outstanding assessments are received.

For further information please refer to the Field Education End of Placement Report proforma on the moodle site.

Referencing Style

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

Submission

Offline Online

Submission Instructions

Please ensure copies are signed by your field educator and uploaded to moodle. Electronic signed copies are the only form of submission.

Graduate Attributes

- Communication
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem