SOWK14009 *Fieldwork Education 2*

Term 2 - 2020

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.

Corrections

Unit Profile Correction added on 13-07-20

Assessment 1 due date should read
Due Friday of Week 3 in line with your placement timing.

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 - 2020

- Online

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

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 Have your say

Feedback

It would be helpful for students to be encouraged to use creative methods for reflection (e.g. poetry, drawing, musical composition) as it would be a great way to support different learning styles.

Recommendation

I believe this is really valuable feedback, and could result in exploring dynamic and innovative ways of engaging in reflection, and using multi-media to demonstrate this learning online. Therefore, I will introduce this multi-media options for the reflective assessment in the T2 2020 unit profile.

Feedback from Have your say

Feedback

Managing conflict/difficulties in field education.

Recommendation

A very valid comment and I believe creating some resources for this topic would be beneficial. I will record interviews with alumni students and practitioners in the field; what is their advice, when they followed the conflict management process outlined in the manual what was the challenges and strengths.

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.
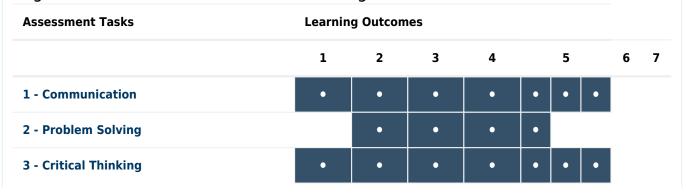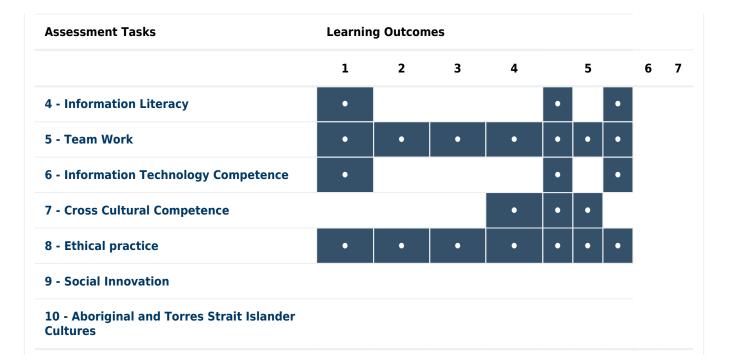7. Formulate a clear articulation and justification of a professional practice framework.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	◦ Introductory Level	◦ Intermediate Level	• Graduate Level	◦ Professional Level	◦ Advanced Level

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	•	•	•	•	• • •		

Assessment Tasks	1	2	3	4	5	6	7
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							

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	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 (4th Edition)
4th Edition (2019)
Authors: Helen Cleak, Jill Wilson
Cenage
Brisbane , QLD , Australia
ISBN: 9780170417006
Binding: Paperback

Additional Textbook Information
This is the same textbook as last year SOWK13009

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)
- Sonia

Referencing Style

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

Teaching Contacts

Robyn Kemble Unit Coordinator
r.kemble@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

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**	**Please note:** **Assessment submissions are based on weeks at placement, not term weeks.** **E.g. Learning plan is due at the end of (your) third week (3 x 5 day week) of placement.** **Thus its best for each student to create their own timetable based on their start date and days at placement.**

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 3 - 27 Jul 2020

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**	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
	1. Cleak and Wilson 3rd Edition • Chapter 9: Linking Learning and practice in placement	

Vacation Week - Week 6 (of placement) - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

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"**	

Week 7 - 31 Aug 2020

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	

Week 8 - 07 Sep 2020

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	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Mid Placement Reviews		

Week 10 - 21 Sep 2020

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"* | |

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
	1. Moodle reading in "Week 11" tab 2. *Watch Moodle Echo Link "Week 11 - Self Care"*	

Week 12 - 05 Oct 2020

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	

Week 13 - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 13, 14, 15 of placement/field - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Learning Agreement - Part A & B - Field Education Package

Assessment Type
Written Assessment

Task Description
Focus Statement:
The learning agreement is the cornerstone of the most important learning relationships you will encounter in their professional career; shaping the educational relationships with field educators who offer to guide the learning journey into the human services sector. This document provides a framework for determining whether the Australian Association of Social Work (AASW) practice standards, competencies and student attributes have **been met during Field Education**.

Student Role and the Field Education Team
A proactive approach is required when drafting learning agreements in the first week of field education in collaboration with field educators. You will need to **consult with all members of their field education team, including the field educator and/or task supervisor, and Field Education Liaison Officer (FELO)**. It is essential that all person/s perspectives are included and approved in the final agreement. Learning agreements must be signed by all members of the field education team at a ***Learning Planning Meeting coordinated and facilitated by the FELO***. *Please note the field education coordinator's signature is **not** required.*

Products/Performance:
The Field Education Package – Part A and Part B

The learning agreement is a unique plan that articulates the social work student's journey towards professional entry. The document will need to demonstrate the conceptualisation and organisation of your learning needs, agendas, and methods for demonstrating competency. There are two major parts to this learning document.

Part A - Placement Structure: this template is designed to assist you to develop and apply a clear and thorough understanding of the placement structure. This will include:

- key agency information, o the role of the social worker in the agency,
- the service delivery models of the organisation,
- placement monitoring, support and supervision
- the specific responsibilities and roles of each member of the field education team, including you - you, the FELO, the Field Educator (supervisor), and (if relevant) task supervisor and external supervisor,
- Also included here are the details around preparation for the field

Part B – Learning plan and agreement: this template outlines six (6) key learning areas with 5 tasks in each area: The key learning areas include:

- Values, Ethics and Professional Practice
- Organisational Context
- Use of Knowledge in Practice
- Processes, skills and relationships
- Research
- Self-learning and professional development

The 5 tasks include:

1. Learning Objectives
2. Action plan/task
3. Evaluation/Evidence
4. AASW Practice Standards
5. Student Social Work Graduate Attributes

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

1. AASW Practice Standards and AASW Student Social Work Graduate Attributes.
2. AASW Code of Ethics,
3. Organisational Codes of conduct,
4. CQUniversity's Student Charter and Student Misconduct policy,
5. Any other relevant occupational health and safety policies relating to the placement setting.

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

- The Learning Plan and Agreement (referred to as the *learning plan*) must be constructed in collaboration with the field educator. Once the document is approved by the FELO, Field Educator and student at the ***Learning Plan Meeting*** there should be **no major changes to the document from that point forward**.
- Any significant revision of the learning plan that departs from the original document should be communicated to the Field Education Coordinator within (3) working days.
- You are encouraged to use the learning plan at each scheduled supervision session with the Field Educator or External Field Educator. The learning plan and supervision record is reviewed at the field education visit, and any changes required can be made at this time, in agreement with both the Field Educator, FELO and the Field Education Coordinator.

Submission:

- **You will need the Learning Plan signed by; supervisor/s (external and internal - if this is the case) at the *Learning Plan Meeting* in order to submit to Moodle.**
- You will need to coordinate with the FELO and Field Educator (supervisor), and Task Supervisor (onsite supervisor – if applicable) a learning plan meeting to have Part A and Part B approved.
- All members of the field education team must approve the learning plan before submitting to Moodle.

Assessment Due Date

Submitted online through Moodle

Return Date to Students

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	Pass	Fail
Provide **confirmation** of: • start and finishing dates of field education placement • days per week attended • address of the organisation.	Provided	Not provided
Assessment of learning needs on entry to Fieldwork 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.
Evidence of **negotiation about student role** in accordance with learning needs and capacity of organisation.	Evidence of personal communications about your role in organisation, including links between your role, learning goals and tasks.	No evidence of personal communications about your role in organisation.
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 exploration 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.
Exploration of learning objectives informed by learning goals.	Demonstrated exploration of learning objectives informed by learning goals.	Learning objectives not informed by learning goals.
Exploration of the social work knowledge and skills to be learned in accordance with learning objectives.	Demonstrated exploration of the social work roles to be learned in accordance with learning objectives.	Inadequate demonstrated exploration of the social work roles to be learned in accordance with learning objectives.
Methods for evaluating goals, objective roles, tasks and skills accomplished, including 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.
Comprehensive range of methods for recording the development of **standards/competencies** 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.

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 Online Reflective postings (fortnightly)

Assessment Type
Written Assessment

Task Description
Focus statement
Reflective tools are utilised within this unit to provide you and the Field Education Coordinator with evidence of the students capacity to integrate theory into practice and demonstrate the attainment of social work practice standards suitable to meet the eligibility criteria required by the Australian Association of Social Workers and the Bachelor of Social Work graduate learning outcomes.

Student's Role
You is required to demonstrate authenticity and a professional presentation of all required elements as within your learning plan (see below links).

- Submit fortnightly postings into a forum, reflecting on skills, knowledge and new discoveries.
- Students are encouraged to maintain a regular personal reflective journal during the placement however, this will not be submitted and should form part of your own reflective practice writing.

Required Elements:

1. AASW Practice Standards and AASW Student Social Work Graduate Attributes.
2. AASW Code of Ethics,
3. Organisational Codes of conduct,
4. CQUniversity's Student Charter and Student Misconduct policy,
5. Any other relevant occupational health and safety policies relating to the placement setting.

ONLINE POSTINGS (Fortnightly 500-600 words and Final Summary 600 words) You will make online postings into Moodle each fortnight, making professional links from theory to practice, discussing your learning and providing support to student peers. Please ensure that confidentiality of any participants and/or organisations are upheld. The **final summary will be undertaken in the final week of placement** and will reflect on your overall learning.

Assessment Due Date

Due fortnightly submissions with a FINAL SUMMARY is due the Friday of your last week of your 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

Criteria	Pass	Fail

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

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 Practice Framework

Assessment Type
Group Discussion

Task Description
Focus Statement
This is the third of three (3:3) contacts the CQUniversity staff will maintain with you throughout the field education experience (1:3 and 2:3 are with the FELO). The main focus of Professional Practice Framework (PPF) Presentation is the demonstration of verbal communication skills articulating your (emerging) personal framework for professional practice, and the application of this PPF to a case scenario.

Student's Role:

- Refer to the ZOOM meeting instructions on Moodle
- Prepare an 8-10 min VERBAL presentation of your PPF including VISUAL material (e.g. PowerPoint presentation, pictures) and apply this PPF to a case scenario generated from client work on placement.

Performance/Product

The presentation should outline:

i) A **summary of the key elements of the PPF**; identify and explain the relevant theories, methods, values, skills and practice contexts comprising your PPF, and reflexive practice.
ii) **Articulate how your PPF was applied to client work:** case management, intake, support plan, and/or service delivery model specific to your placement setting.
iii) **Articulate the reflective and reflexive aspects** of this client intervention; evaluating the outcomes of this intervention.
Please note if the presentation extends past ten (10) minutes, the remaining content will not be assessed. Please note failure to attend the session without prior APPROVAL from the UC will result in a fail for this assessment. The assessment visual material must be submitted to Moodle.
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 to develop and is part of your supervision agenda.
The final product is to be presented to your peers in allocated small groups.

Assessment Due Date

ZOOM invites will be sent via Microsoft Outlook and a session schedule will be posted on moodle. Sessions will occur between weeks 10 - 14.

Return Date to Students

Via moodle.

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 through the use of teleconferencing platforms.	Competent micro-skills during teleconference.	Poor micro-skills used during teleconference.
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 is **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 all components of **well-developed PPF** demonstrating 3rd year level understanding of social work practice.	Sound evidence through the articulation of a PPF; including personal and professional values and beliefs, social work skills and knowledge, theory and research and organisational context (including empirical knowledge – legislation).	Limited evidence and poor articulation of PPF.
6.	PPF identifies **core values**, ethics and use of self-consistent with social work standards of practice.	Student articulates a sound level of self-awareness, self-knowledge and use of self.	Limited or nil meaningful insights into self, and self in practice.

Referencing Style

- Harvard (author-date)

Submission
Online

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 - Part C - Field Education Package

Assessment Type
Off-campus Activity

Task Description

Focus Statement

This is the second 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**.

*There are **two (2) main components** of this assessment.*

1) A Mid Placement Review (MPR) meeting facilitated by the *Field Education Liaison Officer (FELO)* and attended by *Field Educator and/or supervisor, and yourself (SWIT)*. The university endeavours for all MPRs to be face-to-face, however sometimes locality and availability of FELO staff can result in a teleconference or ZOOM mode of meeting.

- The MPR is pivotal to your progress in Field Education 2. Several sources of evaluation will contribute to the overall assessment of your progress: supervision feedback, participation in organisational tasks and practice, contributions made to working with the field education team inclusive of the University, demonstration of social work knowledge and practice and emerging practice framework.

- The mid placement review provides additional opportunities to identify the practice standards, competencies and student attributes that you have attained. The visit also provides the opportunity for others to discuss concerns about the progress of your learning in order to provide you with the opportunity to make necessary changes required for successful completion or where this is not achievable, to conclude the placement.

2) Part C – Field Education Package – the MPR report; this document will be **completed by you** and is a record of the meeting. **The template is designed for you to collect and summarise the overall feedback from both the supervisor and the FELO as well as their own input.** Please see the Part C document/template for further guidance. Please note **you are responsible** for completing this document and may need to take notes during the meeting.

Student Role and Responsibilities

1. You is responsible for the **timely response to FELO correspondence**. Please ensure you check your emails frequently.
2. Consult with the FELO visiting and provide the street address of the meeting, any special directions, parking arrangements, and any other relevant information that may impact on the scheduled visit.
3. Provide a **copy of your learning agreement and supervisory record** to the FELO who will be facilitating your review either prior to the visit, or on the day. Your supervision records provides the FELO with an understanding of your engagement in supervision sessions, and your ability to analyse and respond to feedback.
4. **Determine with your field educator** whether the entire review will include all parties or whether they wish to speak with the academic member of staff prior to meeting with you.
5. You **can take notes** during the mid-placement review to ensure you can complete **Part C- Mid Placement Review – Field Education package. You are responsible to complete and submit Part C** – Mid placement review (this template is available on Moodle). Please note it is NOT the responsibility or task of your supervisor or liaison person to complete any part of this form.

Product/Performance

You will be responsible to submit Part C – Mid Placement Review – Field Education Package.

· The template is designed for you to collect and summarise the overall feedback from both the supervisor and the FELO as well as to provide your own input. *Please note* it must have a documented action plan attached to the review report if there are significant changes or departures from the original Learning Agreement.

· This document must be submitted in Moodle as a Word Document within seven (7) days of the Mid placement meeting.

The Agenda of the MPR:

The FELO will ask students, field educators or task supervisor (if applicable) and external field educator (if applicable) for their verbal evaluation of four issues:

1. Progress in relation to the Learning Agreement and any changes needed. This will include learning highlights and challenges and how you have overcome these challenges.
2. Interpersonal skills: how you have managed in a team environment; development in supervision and how you have utilised and responded to feedback. You will need to provide an example of feedback and how it made a difference.
3. Insights into your learning style; how this compares with the field educator's learning style and how this has been managed.
4. Reviewing the FELO goals.

After these issues have been discussed the FELO will recommend a Pass or Fail and then consult with the field educator/s in regard to their recommendation. The FELO will then pass on this recommendation to the Field Education Coordinator.

Assessment Due Date

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

Outcome	Outcomes:	Pass/Developing	Fail
1.	Demonstrate evidence of developing student attributes (discussion of student values and beliefs) and how this integrates into social work practice.	Evidence provided.	Limited/unclear/nil evidence provide.
2.	Select and apply appropriate use of self and problem solving skills as a student social worker within an organisation.	Evidence provided.	Limited/unclear/nil evidence provide.
3.	Analysis and articulation of client's needs using social work theories and evaluation of intervention strategies.	Evidence provided.	Limited/unclear/nil evidence provide.
4.	Work within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures.	Evidence provided.	Limited/unclear/nil evidence provide.
5.	Evaluate elements of professional practice framework.	Evidence provided.	Limited/unclear/nil evidence provide.
6.	Demonstrates achievement of learning goals to a satisfactory level.	Evidence provided.	Limited/unclear/nil evidence provide.
7.	Understands and applies self-care.	Evidence provided.	Limited/unclear/nil evidence provide.
8.	Demonstrates 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.	Evidence provided.	Limited/unclear/nil evidence provide.
	Students must achieve a pass in at least 6 of the 8 criteria/outcomes 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 journal and final Summary.

Assessment Type
Written Assessment

Task Description

Focus statement

- As a student within the field education experience, you will have an opportunity to further develop your skills and knowledge in reflective and reflexive practice and utilising supervision effectively.
- The supervision undertaken during your placement is an important professional spaces where in-depth reflection occurs.
- Feedback, also a vital part of the reflection cycle, occurs through your supervisor providing guidance and support for you to identify and evaluate practice. · This will then assist you to incorporate this into your activities during placement.
- It is therefore important to develop the techniques and skills of professional and reflective thought and translating this through writing to successfully record, integrate, apply and reflect on the supervision process.

Student role
You is 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 500 words) record the following details:

1. Date, time and length of supervision
2. Topics discussed
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 into your practice and how this will be evaluated
6. Any other aspects of supervision you found helpful or challenging

Process

1. These **weekly session records** are to be signed off by your supervisor.
2. **The assessment** will be a final reflective summary to be submitted for viewing by the Field Education Coordinator at the end of placement.
3. Feedback will be provided within your final summary document that is uploaded to Moodle in a word document.

Assessment Due Date

This is a weekly journaling activity after each supervision session in line with your placement schedule. 1000 word Summary of your weekly journaling will be due at the end of your placement.

Return Date to Students

Feedback supplied within the word document

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	Pass	Fail
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.
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.

| Student demonstrates both reflective and reflexive practice | Good use of reflective and reflexive practice | Student does not identify clearly reflective and reflexive practice |
| Student identifies feedback including strenghts 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
Offline

Submission Instructions
Upload summary at the end of placement in a word document

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 560 total (Weekly)

Assessment Type
Written Assessment

Task Description

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.**

Student 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 - please ensure your supervisor approves all hours before you exit placement.

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

<u>Focus Statement</u>

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.

<u>Your role/responsibilities</u>

- 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.

<u>Please Note:</u>

<u>**Grades cannot be completed until the final report**</u> 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 assessments.

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 template 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