



SOWK14009 Fieldwork Education 2

Term 2 - 2022

Profile information current as at 08/05/2024 02:58 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.

Corrections

Unit Profile Correction added on 04-07-22

Part B Mid Placement Review

6. Ensure that you take notes during the mid-placement review meeting so that you can complete the relevant Sonia form.

7. Complete the Mid Placement Review Sonia form as guided by your learning goals, and your meeting with your FELO and field educator (Internal or external supervisor +/- task supervisor).

8. Include the action plan section of the MPR form if there are *significant changes* to the original LA or any concerns raised.

9. Submit to your FELO for approval in a timely manner once this meeting and forms are completed.

Submission

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

General Information

Overview

This is your final fieldwork placement, and it is expected to be the final unit that you complete within the BSW course. You will complete 80 days x 7 hours (560 hours) of onsite, agency-based interactions and learning activities supervised by an approved social worker. During your field placement you will integrate professional social work knowledge and skills acquired during your coursework and participate meaningfully in the operations of the agency where you are placed. You will formulate your own model of practice as a beginning professional social worker. On completion of your fieldwork placement, you are expected to meet the AASW practice standards as a beginning professional social worker. In this unit you are required to attend the relevant residential school and participate in designated call back sessions. Prior to your fieldwork placement you will undergo a preplacement interview to assess your suitability for fieldwork placement. Your suitability will be assessed through evidence of your participation in a range of tasks and assessments completed during your previous 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 Corequisite: SOWK14010

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 - 2022

- Online

Attendance Requirements

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

Residential Schools

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

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

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

Weighting: Pass/Fail

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

Weighting: Pass/Fail

3. **Presentation**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE

Feedback

The best aspects of this unit were the Unit Coordinators, they were always approachable and easily contactable. Answers in the Q&A Forum were promptly replied to. The Coordinators were always easily contacted via email and phone as well. I was never left hanging in relation to my queries.

Recommendation

The field education team always endeavour to be responsive.

Feedback from SUTE

Feedback

Undertaking a co-requisite unit like SOWK14010 Integrating Theory and Practice 2 resulted in an adverse 'pressurised' experience, which only grew in intensity as placement progressed. The combination of both units severely restricted self-care capabilities and took away from truly being invested (grounded) in the field placement journey.

Recommendation

This very issue has been taken on board and changes have been made to reduce the amount of tasks required in field education to focus on the placement learning and self care. The integrating theories unit will remain as an integral part of the students learning however with these adjustments to SOWK14009 the pressure will ease.

Feedback from SUTE

Feedback

A lot of the units had administrative mistakes like due dates and wrong unit profiles etc.

Recommendation

Whilst we endeavour to be as diligent as possible with forms dates etc., some things do get missed. We have worked diligently to address these concerns and correct any identified administrative errors.

Unit Learning Outcomes










































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

1. Critically reflect on professional practice to determine placement preferences and fieldwork learning contract.
2. Demonstrate appropriate use of self and complex problem solving skills within the placement context.
3. Analysis of appropriate self care strategies as utilised within the professional context.
4. Implement cross cultural competency skills and knowledge including working with First Nations communities.
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. Construct a professional practice framework and justify its relevance to your social work practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication							
2 - Problem Solving							
3 - Critical Thinking							
4 - Information Literacy							
5 - Team Work							
6 - Information Technology Competence							
7 - Cross Cultural Competence							
8 - Ethical practice							
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

Textbooks and Resources

Textbooks

SOWK14009

Prescribed

Making the Most of Field Placement

Edition: 4th (2019)

Authors: Helen Cleak and Jill Wilson

Cengage

Melbourne , Victoria , Australia

ISBN: 9780170417006

Binding: Paperback

Additional Textbook Information

This book is available to read online through the Library website. If you would like your own copy, you can purchase both paper and eBook copies at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

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

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Kemble Unit Coordinator

r.kemble@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Getting Started:
Revisit your Learning Agreement from Field Education 1 or your RPL application.
Placement orientation and induction
OH&S 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, 2022.
3. Ensure you have explored the Moodle site for this unit.

DUE:

- Assessment 2a - Supervision feedback record: Your first supervision session will occur in week 1 or 2 of placement. You will commence recording and feedback in the supplied proforma area as per the unit profile after each weekly supervision session.
- Placement OH&S Assessment Form DUE

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 - 18 Jul 2022

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

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Meet and Greet session arranged Facilitated by: Field Education Liaison Officer Attended by: Student, Field Educator or Onsite Supervisor and External Supervisor as is possible. Purpose: To develop the working relationship, to explore any concerns about the Learning Plan and schedule the Mid Placement Review.	<ol style="list-style-type: none"> 1. Review the Field Education Manual, (CQU, 2016). 2. In the work ready series tile - Watch Week 3 - Learning Styles 	<ul style="list-style-type: none"> • A1 - Learning Plan due for submission via Moodle. • A2a - Supervision Record and action plan • A3 - 1st Supervision Group - Exploring Peer Supervision

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Revisit : Cleak and Wilson 4th Edition; Part 2: Beginning placement - Chapter 5: Charting the course for placement - contracts and agreements	<ul style="list-style-type: none"> • A1 - Learning Plan due for submission via Moodle. • A2a - Supervision Record and action plan

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Revisit: Cleak and Wilson 4th Edition; Part 3: Teaching and Learning on placement	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan

Vacation Week (Week 6 of Placement) - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Planning ahead for your Mid Placement Review	Chapter 1. Cleak and Wilson 4th Edition; Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors 2. In the Mid Placement Review tile - Read "What is a Mid Placement Review" Review your PPF from first placement. Review the tile for this assessment going through the readings If you were RPL - develop your PPF	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan
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Week 6 (7 of placement) - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for your Mid Placement Review	Chapter 1. Cleak and Wilson 4th Edition; Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors 2. In the Mid Placement Review tile - Read "What is a Mid Placement Review"	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan • A3 - 2nd Supervision Group

Week 7 (8 of placement) - 29 Aug 2022

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 <ul style="list-style-type: none"> • Chapter 13: Challenging issues in supervision p. 138 - 149 	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan • A1b - MPR documentation due

Week 8 (9 of placement) - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Mid placement reviews	<ul style="list-style-type: none"> • In the Self Care tile - Watch - Self Care Video 	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan • A1b - MPR documentation due

Week 9 (10 of Placement) - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Mid Placement Reviews Working with Difference	Cleak and Wilson 4th Edition <ul style="list-style-type: none"> • Chapter 9: Linking learning and practice in placement • Chapter 14: Working with cultural and power differences 	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan

Week 10 (11 of Placement) - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Ethics and Legal Issues	Cleak and Wilson <ul style="list-style-type: none"> • Chapter 15: Ethical and Legal issues p. 158 - 165 	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan • A3 - 3rd Supervision Group

Week 11 (12 of Placement) - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Review A3 tile - readings and links	<ul style="list-style-type: none"> • A2 - Supervision Record and action plan

Week 12 (13 of Placement) - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Ending Placements Well	Cleak and Wilson Chapter 17: Finishing Well p. 179-182	• A2 - Supervision Record and action plan
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Week 13 (14 of Placement) - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
End of placement report due at end of placement with log of hours and final reflection	Watch Ending Placements Well Presentation under the communication Tile	• A2a - Supervision Record and action plan

Week 15/16 of Placement Plus - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
End of placement report due at end of placement with log of hours and final reflection	Watch Ending Placements Well Presentation under the communication Tile	<ul style="list-style-type: none"> • A2a - Supervision Record and action plan • A3 - 5 minute PowerPoint Audio due for submission <p>Peer Supervision Presentation Due: Exam Week Friday (21 Oct 2022) 11:45 pm AEST</p>

Assessment Tasks

1 My Learning Journey

Assessment Type

Professional Practice Plans (learning plans)

Task Description

Assessment 1 - My Learning Journey

Part A - The Learning Agreement

Part B - Mid Placement Review

Part C - End of Placement Report

Type: Written

Due date:

Part A - Week 3 of your placement hours.

Part B - Mid-way through your placement hours.

Part C - Within two weeks of placement completion.

Weighting: Pass/Fail

Length: Succinct

Unit Coordinator: Robyn Kemble

Aim

Part A

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

Part B

The aim of the *Mid Placement Review* (MPR) is for you to assess your progress towards meeting your learning outcomes, where you will meet either in person or online with a Field Education Liaison Officer (FELO) close to the midway point of your fieldwork.

Part C

The aim of the *End of Placement Report* (EPR) is to evaluate and assess: your application of social work practice standards and ethics, your integration of theory to practice, your approach to

supervision and feedback and your learning. This will also be an opportunity to engage in a final conversation with your key mentor/s on placement to share final reflections on your experience.

Instructions

Part A Learning Agreement

The *Learning Agreement* is the cornerstone of your placement experience and learning journey; it shapes your educational relationships with your field educators (supervisors) who will guide your learning journey in the human services sector. The *Learning Agreement* provides a framework for determining whether AASW practice standards, competencies and student attributes have been met during Field Education 2.

It is imperative that you meet the deadlines stated in your *Learning Agreement* as this document clarifies and articulates roles, goals, objectives, tasks and strategies, and methods of evaluation that will drive your field education experience. Consolidating these agreements by the due dates is an important milestone and failure to do so may see the placement terminated.

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

1. On the Learning Journey proforma (supplied), draft a Learning Agreement during Week 1 of your Field Education in collaboration with your field educator and/or supervisor.
2. Construct one or two learning goals for each Standard.
3. The perspectives and approvals of the field educator and/or task supervisor and Field Education Liaison Officer (FELO) must be included in the final Learning Agreement.
4. The final Learning Agreement must be submitted to Moodle.

Part B Mid Placement Review

1. Initiate contact with the FELO and the field educator/s to arrange a mid-placement review meeting
2. Provide the FELO with details of the meeting. If the meeting is online, arrange an appropriate link and if the meeting is face to face, share directions, parking arrangements, and any other relevant information to assist the FELO.
3. Provide a copy of your learning agreement to the FELO prior to the review meeting.
4. Determine with your field educator (supervisor) whether the entire review will include all parties or whether you or they wish to speak with the FELO prior to this meeting.
5. At the outset of the review, the FELO will ask the field educator (supervisor) to confirm that you are accomplishing the terms set out in the LA at a pass or fail standard. This confirmation will determine the remaining process of the visit.
6. Ensure that you take notes during the mid-placement review meeting so that you can complete the learning journey proforma.
7. Complete the Mid Placement Review section of the Learning Journey proforma as guided by your learning goals, and your meeting with your FELO and field educator (Internal or external supervisor +/- task supervisor).
8. Include an action plan if there are *significant changes* to the original LA or any concerns raised.
9. Submit the review to Moodle in a timely manner once the meeting and form updates are completed.

Part C End of Placement Report

1. The EPR, the final part of your Learning Journey, will allow both you and your supervisors to reflect on your strengths and challenges.
2. Access the EPR through Sonia.
3. Completing each section considering key learning achieved on placement as relevant to each standard.
4. Once your section is completed you will email your EPR to your field educator to complete (instructions are included within the Sonia form).

5. Please be proactive in scheduling a final supervision session and ensure the field educator has a copy of the updated LA/MPR for review prior to completing your EPR.

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

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

Submission

- Parts A and B must be submitted at two points over the placement once each section is completed.
- Submit the form at each submission date into the appropriate Moodle assignment portal using Microsoft Word Document or PDF.
- Part C is a Sonia form you will find available through the Sonia platform.

Assessment Due Date

Learning Plan is due in week 3 of your placement weeks.

Return Date to Students

Feedback is contemporaneous

Weighting

Pass/Fail

Assessment Criteria

Assessment 1 - Learning Journey Plan - SOWK14009 - Grading Sheet 2022

Criteria no:	Criteria	Pass	Fail
	Part A - Learning Plan		
	Demonstrated understanding of learning needs on entry to Field Education 2	Evidence of reflective and reflexive practice informing the evaluation of learning needs	No evidence of reflective and reflexive practice informing the evaluation of learning
	Evidence of negotiation around their role in accordance with learning needs and capacity of organisation	Evidence of personal communications about the student role in the organisation, including links between the student role, learning goals and tasks	No evidence of personal communications about the student role in the organisation
	Evidence of clear and achievable learning goals , informed by learning needs and linked directly to the Practice Standards/Competencies, and attributes chosen to be addressed	Learning goals are clear and achievable, and informed by learning needs	Learning goals are unclear, not achievable, and not informed by learning needs
	Evidence of an evaluation of social work knowledge and skills in accordance with learning objectives	Evaluation of the social work or welfare roles to be learned in accordance with learning objectives	Social work or welfare roles/skills/knowledge has not been identified to be learned
	Methods for evaluating goals, 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 to evaluate goals has been constructed, including clear pathways to receive feedback from supervisor and other agency staff on the student's development of goals, roles, tasks, and skills	Ineffective methods to evaluating goals, roles, tasks and skills, and no avenues for feedback identified
	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
	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 are significant grammatical errors.
	Part B - Mid Placement Review	Students must achieve a pass in at least 6 of the 8 criteria/outcomes to pass the mid placement review and continue placement	Students will be given an opportunity for a plan to address any concerns. If students do not address concerns adequately a grade of fail will be given.
8.	Demonstrates evidence of developing student attributes (discussion of student values and beliefs) and how these relate to social work practice	Evidence provided	Limited/unclear evidence provided

9.	Selects and applies appropriate use of self and problem-solving skills as a student social worker within an organisation and understands and applies self-care	Evidence provided	Limited/unclear evidence provided
10.	Analyses and articulates client's needs using social work theories and evaluation of intervention strategies	Evidence provided	Limited/unclear evidence provided
11.	Works within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures	Evidence provided	Limited/unclear evidence provided
12.	Evaluates elements of an emerging professional practice framework and achievement of learning goals to a satisfactory level.	Evidence provided	Limited/unclear evidence provided
13.	Demonstrates professional communication skills and accountability through supervision and the receipt of feedback	Evidence provided	Limited/unclear evidence provided
Part C - End of Placement Assessment and Report			
14.	Final supervision undertaken and completion of required tasks	Completed and submitted	Not submitted
15.	Provides their supervisor with a copy of the learning plan prior to final supervision session	Completed and submitted	Not submitted
16.	Completes final reflections on their learning within the learning plan proforma	Completed and submitted	Not submitted
17.	Completes their log of hours and sends the End of Placement Report to their supervisor through SONIA	Completed and submitted	Not submitted

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Learning Plan and Mid Placement Review to be submitted to Moodle

Learning Outcomes Assessed

- Critically reflect on professional practice to determine placement preferences and fieldwork learning contract.
- Demonstrate appropriate use of self and complex problem solving skills within the placement context.
- Analysis of appropriate self care strategies as utilised within the professional context.
- Implement cross cultural competency skills and knowledge including working with First Nations communities.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.
- Construct a professional practice framework and justify its relevance to your social work practice.

2 My Reflective Journey

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Assessment 2 - My Reflective Journey

A - Supervision Records

B - Online Forums

C - Summary

Type: Written

Due date: Throughout Placement (see below)

Weighting: Pass/Fail

Length: Various (see below)

Unit Coordinator: Robyn Kemble

Aim

As a student on your final 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. Supervision undertaken during your placement is an important professional space where in-depth reflection occurs. Feedback is also a vital part of the reflection cycle where your supervisor will guide and support you to evaluate your practice and assist you to incorporate this into your activities during placement. It is therefore important to develop techniques and skills to successfully record, integrate, apply, and reflect on this process.

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

Instructions

Part A - Supervision Records

1. You are required to complete a written supervision record after each weekly supervision session with your relevant social work supervisor, using the [Supervision Record and Action Plan](#), template, please ensure you keep your word limit to a minimum and use dot points.
2. Share your supervision record with your supervisor for review and feedback, prior to each supervision session and with your FELO as required.

Part B - Online Forums - Participate regularly throughout your placement

1. Submit an online posting of no more than 300 words in the Moodle forum on at least THREE occasions, where you will:
 - a. make professional links from theory to practice,
 - b. discuss learning and
 - c. provide support to your peers.
2. Please revisit "netiquette" rules to ensure confidentiality and respect of participants and/or organisations is upheld.

Part C - Reflection Summary - Due final week of placement

1. Undertake a final summary during your final week of placement and reflect on your overall key learning using your supervision notes and your forums to guide you.
2. You are strongly encouraged to maintain a personal reflective journal throughout your placement. This will form part of your own reflective practice writing skills and self-care, however, this will not be submitted or reviewed.

Submission

1. Supervision notes are to be shared with your supervisor through email prior to each supervision session.
2. Online reflective forums on Moodle - throughout placement (no more than 300 words each)
3. Final summary is submitted to Moodle following last week of placement (600 words).

Assessment Due Date

Various

Return Date to Students

Various

Weighting

Pass/Fail

Assessment Criteria

	Criteria	Pass	Fail
1.	Clearly demonstrates an understanding of reflective writing through of online reflective posts and supervision notes as evidenced by the consistency and quality of the <i>Final Learning Summary</i> .	Student has been able to identify their learning style and demonstrates the use of reflective practice.	Student has not identified or explained their learning style nor demonstrates reflective practice.
2.	Provides effective examples of learning in the field including a demonstration of reflective and reflexive practice through online posts and supervision notes as evidenced by the consistency and quality of the <i>Final Learning Summary</i> .	Student demonstrates an understanding and application of reflective writing by identifying examples.	Student has not demonstrated an understanding of reflective writing, and therefore has not applied this to field placement examples.
3.	Student has completed required tasks: A - Shared supervision notes with FELO and Supervisor B - Participated appropriately in online forums C - Submitted reflective summary to Moodle.	Evidence of completion	Not completed.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Final summary to be submitted to Moodle

Learning Outcomes Assessed

- Critically reflect on professional practice to determine placement preferences and fieldwork learning contract.
- Demonstrate appropriate use of self and complex problem solving skills within the placement context.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.

3 Peer Supervision Presentation

Assessment Type

Presentation

Task Description

Assessment 3 - Peer Supervision Presentation

Type: Presentation

Due date: Friday Week 14 of term (21st October)

Weighting: Pass/Fail

Length: 3 x 1-hour online sessions and final presentation

Unit Coordinator: Robyn Kemble

Aim

The aim of this assessment is for you to demonstrate your capacity to work within teams, your skills to support peers, and your ability to critically reflect. Peer supervision fulfils three functions: educational, professional, and supportive. Participants work together to achieve the specific purpose of supervision; to facilitate the development of professional skills and competence in the supervisee.

N.B. This assessment forms part of your fieldwork hours and will be equivalent to 6 hours of placement and should be added to your log of hours as a total of 6 hours by the assessment due date.

Instructions

1. You will join a group of three to five students (four students is preferable) at the residential school prior to placement.
2. At the residential school you will attend an initial session to learn the skills associated with a peer supervision model.
2. Your group will meet online on three occasions throughout placement approximately one month apart to conduct a peer supervision session.
3. Your group will determine the dates, times, and most suitable way of conducting your peer supervision sessions.
3. In collaboration with the group, an agenda will be created for each peer supervision session.
4. At each peer supervision session, each group should select one group member to ensure that the Zoom session is recorded to the cloud storage (One Drive). This link should be shared with all group participants within 2 days of the session for the purposes of review.

Product

5. You will submit a 5-minute PowerPoint audio presentation outlining your key learning from the peer supervision sessions.

Attendance

Students must attend all 3 of these online peer supervision sessions to have 6 hours counted

towards placement.

Format

1. You can contact TASAC (Technology and Services Assistance Centre) for support in accessing and using PowerPoint and the student OneDrive account for shared recordings of your sessions.
2. You can use MyCQU Support and find instructions on using video conferencing software: Zoom.
3. The PowerPoint file should be saved in the following format: Student number, Surname, First Name, SOWK14009, A3.

Submission

1. A 5-minute PowerPoint with an embedded Audio only file will be submitted to Moodle.
2. An Assessment Cover Sheet along with an Information and Consent Form signed by all participants and retained by the student.
 - a. Should any issues emerge in relation to the peer supervision task experience then the student must be able to produce this consent form as evidence of their preparation and management of the meeting.

Assessment Due Date

Exam Week Friday (21 Oct 2022) 11:45 pm AEST
Week 14 of Term

Return Date to Students

Within two weeks of submission

Weighting

Pass/Fail

Assessment Criteria

Assessment 3 - Peer Supervision Presentation - SOWK14009 - Grading Sheet 2022

Criteria no:	Criteria	Pass	Fail
1.	Attendance and participation prioritising peer supervision sessions over competing commitments	Student attended all three sessions and gave evidence of participation and facilitation	Student did not attend all three sessions and has not given clear evidence of participation and facilitation
2.	Structure - A clear framework or agenda will make it easier to enforce boundaries and uphold the quality of the supervision	Student has given evidence of a clear framework or agenda for each session	Little or no evidence of framework or agenda was shared
3.	Safe and supportive environment - Supervision sessions should be non-competitive, non-judgemental, and supportive, with any existing power imbalances checked and addressed	Student has shared evidence of being respectful and supportive in their actions	Little or no evidence of respectful and supportive behaviours
4.	Critical reflection - Through being genuine in your responses, balancing positive and negative feedback, avoiding advice giving, and noting that the purpose of the group is to promote critical reflection	Student has demonstrated a critically reflective review of their participation and feedback given and received	Little or no evidence of critical reflection is present
5.	Self-directedness - Self-awareness and use of self are central supporting the focus to remain on one supervisee and their needs at a time	Student articulates a sound level of self-awareness, self-knowledge, and use of self in supporting other supervisee's	Limited meaningful insights into self, and self in practice and supporting others
6.	Boundaries and confidentiality - No "post-mortems" and no further conversations take place outside of this time and space.	There is clear evidence of respect and understanding of boundaries	Limited evidence of respect and boundaries

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Analysis of appropriate self care strategies as utilised within the professional context.
- Implement cross cultural competency skills and knowledge including working with First Nations communities.
- 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.
- Construct a professional practice framework and justify its relevance to your social work 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