SOWK14009 *Fieldwork Education 2*
Term 2 - 2023

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

General Information

Overview

In this final fieldwork placement, you will immerse yourself in a professional practice environment, gaining a strong sense of competence and confidence in preparation for entering the social work profession. Field education aims to provide you with a robust and fulfilling learning experience, ensuring a collaborative endeavour between the university, you as a student, host organisations, and supervisors. The focus of activities will be on learning outcomes directly linked to the Australian Association of Social Workers (AASW) Practice Standards. Field education is a distinctive pedagogy for social work education, enabling you to integrate classroom learning with professional practice, refine your ways of thinking, doing, and being, and develop your professional identity, integrity, and practice frameworks. Throughout the placement, you will be socialised into the profession by engaging in real practice contexts, creating a constructive and reciprocal learning space. A Field Education Manual will guide you through the placement process, providing a detailed framework and administrative arrangements, including attendance and assessment requirements, as well as roles and responsibilities of all parties. The manual outlines the inherent requirements and performance expectations based on the AASW Practice Standards and ASWEAS General and Profession-Specific Graduate Attributes. You are required to attend the compulsory residential school associated with the co-requisite unit, SOWK14010, and participate in designated call-back sessions.

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: Students must have completed SOWK13009, SOWK14005, and SOWK14006 before enrolling in this unit.
Corequisite: SOWK14010 Integrating Theory and Practice II - This unit is designed to be taken concurrently with SOWK14009. A compulsory residential school is associated with SOWK14010, and students enrolled in SOWK14009 are required to attend this residential school.
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 - 2023

- Online

Attendance Requirements

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

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

Fieldwork is a fantastic way to learn. It is just unfortunate that it is 1000 hours of un-paid work. It add additional financial stress to an already stressful situation

Recommendation

The social work field education team appreciate that unpaid hours of work is challenging and we are always open to consider work based paid opportunities that sit within the ASWEAS guidelines to support students.

Feedback from SUTE

Feedback

'Provided clear and knowledgeable explanations' and at times 'Make sure your feedback is clear and useable'

Recommendation

Feedback is important and we appreciate that for some we are clear and for others they require additional information for clarity. The Field Education team work hard to supply feedback to all students in a timely and clear manner.

Unit Learning Outcomes

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

1. Demonstrate the integration of professional social work knowledge, skills, and values within the placement context, in alignment with the AASW Code of Ethics and AASW Practice Standards, and organisational context for practice, including adherence to legislative and policy frameworks.
2. Critically reflect on your professional practice, incorporating self-care strategies, complex problem-solving skills, and cross-cultural competency.
3. Conduct comprehensive assessments of clients' needs and design, implement, and evaluate appropriate intervention strategies using social work theoretical frameworks.
4. Construct and justify a professional practice framework relevant to your social work practice and demonstrate its application in various contexts.

Section	Summary of Profession-specific Graduate Attributes (AASW)
1. Values and Ethics	Practice in accordance with the AASW Code of Ethics, manage ethical dilemmas, and promote human rights and social justice.
2. Professionalism	Represent the social work profession with integrity and professionalism, behave professionally, and be accountable for actions and decisions.
3. Culturally Responsive and Inclusive Practice	Work inclusively and respectfully with cultural differences, promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures.
4. Knowledge for Practice	Understand systemic influences, social work theories and concepts, the role of research and evaluation, and articulate how knowledge informs practice.
5. Applying Knowledge to Practice	Assess and analyse needs, work collaboratively, use a range of social work methods and techniques, and apply critical and reflective thinking to practice.
6. Communication and Interpersonal Skills	Communicate effectively with diverse individuals, clarify the nature of services offered, work in a team environment, and use information technology to communicate and provide services.
7. Information Recording and Sharing	Record and manage information appropriately, maintain information in accordance with ethical principles and relevant legislation.
8. Professional Development and Supervision	Participate actively in professional supervision, engage in continuing professional development, and contribute to the professional development of others.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Alignment of Assessment Tasks to Learning Outcomes

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

Textbooks and Resources

Textbooks
SOWK14009

Prescribed

Making the Most of Field Placement
Edition: 5th (2022)
Authors: Helen Cleak and Jill Wilson
Cengage
Melbourne , Victoria , Australia
ISBN: 9780170417006
Binding: Paperback

Additional Textbook Information
You can access older versions, and through your ereading list.

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 - 10 Jul 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Getting Started:
• Revisit your Learning Agreement from Field Education 1 or your RPL application.
• Placement orientation and induction
• OH&S Assessment of Placement

• [Cleak, H., & Wilson, J. (2018). Making the most of field placement. Cengage AU.](#) (You may use older or newer versions if you have these, this is the copy that you can view through the library).
  ∘ Chapter 3: Getting Started - Student pp. 26 -34
  ∘ Chapter 5: The Learning Agreement p. 44
• Review the Field Education Manual, CQU, 2023.
• Ensure you have explored the Moodle site for this unit.

Due:
• Assessment 2a - Supervision Record and Action Plan: 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.
You will need to create your own timetable based on your start date and days at placement.

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

• **Review**: Establishing a supervisory relationship
• What is critically reflective practice?
• Work readiness - Effective communication
	• Cleak and Wilson (2018);
	  ∘ Chapter 3: Getting Started - Student pp. 26 -34
	  ∘ Chapter 5: The Learning Agreement p. 44
	• Review the Field Education Manual, CQU, 2023.
		• A2a - Supervision Record and Action Plan and emailed to your supervisor for review and feedback.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Learning Agreement meeting arranged - Schedule your MPR at this meeting! **Facilitated by:** Field Education Liaison Officer (FELO) **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.	• Cleak and Wilson (2018); ∘ Part 2: Beginning placement - Chapter 5: Charting the course for placement - contracts and agreements • In the work ready series tile - Watch; Week 3 - Learning Styles • Revisit "netiquette" rules	• A1 - Learning Agreement due for submission via Moodle. • A2a - Supervision Record and Action Plan • A2b - Online Forum posting 1

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

Finalising your learning agreement
• Attending to Sonia Tasks
  ∘ OH&S form
  ∘ Timesheets - Make sure your field educator/onsite supervisor has access to sign these off.
	• Cleak and Wilson (2018);
	  ∘ Part 2: Beginning placement - Chapter 5: Charting the course for placement - contracts and agreements
		• A1 - Learning Plan due for submission via Moodle.
		• A2a - Supervision Record and Action Plan

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Settling into Placement	• **Revisit**: Cleak and Wilson (2018); Part 3: Teaching and Learning on placement	• A2a - Supervision Record and Action Plan ∘ Submit your first 5 Weeks (or equivalent) supervision notes into Moodle

Vacation Week (Week 6 of Placement) - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Planning ahead for your Mid Placement Review	• Cleak and Wilson (2018); Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors • In the Mid Placement Review tile - Read "What is a Mid Placement Review"	• A2a - Supervision Record and Action Plan

Week 6 (7 of placement) - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Preparing for your Mid Placement Review	• Cleak and Wilson (2018); Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors • In the Mid Placement Review tile - Read "What is a Mid Placement Review"	• A2a - Supervision Record and Action Plan • A2b - Online Forum posting 2

Week 7 (8 of placement) - 28 Aug 2023

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 (2018); • Chapter 13: Challenging issues in supervision pp. 138 - 149	• A2a - Supervision Record and Action Plan • A1b - Mid Placement Review documentation due

Week 8 (9 of placement) - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Mid Placement Reviews	• In the Self Care tile - Watch - Self Care Video	• A2a - Supervision Record and Action Plan • A1b - Mid Placement Review documentation due

Week 9 (10 of Placement) - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• All Mid Placement Reviews should be completed by now! • Working with Difference	Cleak and Wilson (2018); • Chapter 9: Linking learning and practice in placement • Chapter 14: Working with cultural and power differences	• A2a - Supervision Record and Action Plan ∘ Submit your second lot of 5 Weeks (or equivalent) supervision notes into Moodle

Week 10 (11 of Placement) - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Ethics and Legal Issues	Cleak and Wilson (2018); • Chapter 15: Ethical and Legal issues pp. 158 - 165	• A2a - Supervision Record and Action Plan

Week 11 (12 of Placement) - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Ending well, plan ahead!	• Review A3 tile - readings and links	• A2a - Supervision Record and Action Plan • A2b - Online Forum posting 3

Week 12 (13 of Placement) - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Ending Placements Well	Cleak and Wilson (2018); • Chapter 17: Finishing Well pp. 179-182	• A2a - Supervision Record and Action Plan • A3 - Updated PPF and final reflection recording to be submitted to Moodle - week 14 of term

Week 13 (14 of Placement) - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
• End of Placement Report due two weeks after placement completion • Check log of hours are accurate and signed off	• Watch Ending Placements Well presentation under the communication Tile	• A2a - Supervision Record and Action Plan

Week 15/16 of Placement - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
• End of Placement Report due two weeks after placement completion • Check log of hours are accurate and signed off	• Watch Ending Placements Well presentation under the communication Tile	• A2a - Supervision Record and Action Plan ◦ Submit your third lot of 5 Weeks (or equivalent) supervision notes into Moodle **Professional Practice Framework Presentations** Due: Exam Week Friday (20 Oct 2023) 11:59 pm AEST

Assessment Tasks

1 Learning Journey

Assessment Type

Professional Practice Plans (learning plans)

Task Description

Assessment 1 – Learning Journey

Part A – The Learning Agreement

Part B – The Mid Placement Review

Part C – The End of Placement Report

Type: Written

Due date:

Part A – Week 3 of your placement hours.

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

Part C - Within two weeks of placement completion.

Weighting: Pass/Fail

Length: Succinct

Unit Coordinator: Robyn Kemble

Aim

Part A

The aim of the Learning Agreement 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 is for you to assess your progress towards meeting your learning outcomes, where you will meet either in person or online with a Field Education Liaison Officer (FELO) and your field education placement team close to the midway point of your fieldwork. This key assessment

point in your placement is what will guide you into meeting the requirements of your placement unit.

Part C

The aim of the End of Placement Report 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 (LA)

The LA is the cornerstone of your placement experience and learning journey; it shapes your educational relationships with your field educators (supervisors) who will guide your learning journey in the human services sector. The Learning Agreement provides a framework for determining whether AASW practice standards, competencies and student attributes have been met during Field Education 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 nine (9) standards (AASW, 2023) as the key learning areas where for each learning area you must:

1. On the Learning Agreement proforma (supplied), draft a Learning Agreement during Week 1 of your placement in collaboration with your field educator and/or onsite task supervisor.

2. Construct one or two learning goals for each Standard.

3. The perspectives and approvals of the field educator and/or task supervisor and Field Education Liaison Officer (FELO) must be included in the final Learning Agreement,

4. The final Learning Agreement must be submitted to Moodle by Week 4 of your placement timeline.

Part B Mid Placement Review (MPR)

The MPR is a key assessment document and process to allow the unit coordinator to support your ongoing placement.

1. Initiate contact with the FELO and the field educator/s to arrange your MPR meeting (please ensure you do this at the time of your LA meeting).

2. 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 LA to the FELO and your supervisor prior to the review meeting.

4. Determine with your supervisor (onsite and/or external) whether the entire review will include all parties or whether you or they wish to speak with the FELO prior to this meeting.

5. At the outset of the review, the FELO will ask the supervisor (onsite and/or external) to confirm that you are accomplishing the terms set out in the LA at a satisfactory standard. This confirmation will determine the remaining process of the visit.

6. Ensure that you take notes during the MPR meeting so that you can complete the relevant Sonia form.

7. Complete the MPR Sonia form as guided by your learning goals, and your meeting with your FELO and supervisor/s (as relevant).

8. Ensure you include an action plan with the MPR if there are significant changes to the original LA or any concerns raised.

9. Submit via SONIA and then email to your supervisor for their information (instructions are within the form).

10. Your FELO will also complete a review form which they will email to you to for your information. You will then submit this to Moodle in a timely manner.

Part C End of Placement Report (EPR)

1. The EPR is the final part of evidencing your LA and will allow both you and your supervisor/s to reflect on your strengths and challenges for future growth.

2. Schedule a final supervision session with your supervisor to complete your final review. Please be proactive when scheduling this final supervision and ensuring your supervisor has a copy of the updated LA proforma.

3. Access the EPR through Sonia.

4. Completing the sections where you consider key learnings that you have achieved on placement as relevant to each standard.

5. Send your EPR by email to your supervisor to complete their final reflections to support your evidence (instructions are within the form).

Submission

1. Part A must be submitted to Moodle using Microsoft Word Document or PDF.

2. Part B is a Sonia form you will find available through the Sonia platform, and you will also receive a FELO review via email that you will then upload into Moodle.

3. Part C is also 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

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/competences attained

		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.
	Document is well presented; well set out with clear expression		
	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 Reflective Journey

Assessment Type
Learning logs / diaries / Journal / log books

Task Description

Assessment 2 - Reflective Journey –
A - Supervision Record and Action Plan
B - Online Forums

Type: Written
Due date: Throughout Placement (see below)
Weighting: Pass/Fail
Length: Various (see below)
Unit Coordinator: Robyn Kemble

Aim

As a student on your 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 Record and Action Plans – Due Weeks 5, 10 & 15 (of your placement timeline)

1. You are required to complete a written supervision notes after each 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. You may also share this with your FELO for additional feedback as arranged.

3. You will them submit your notes into Moodle at three points throughout the placement.

Part B – Online Forums – Due Weeks 3, 7 & 12 (of your placement timeline)

1. Submit an online posting of no more than 200 words in the Moodle forum on three occasions, where you will:

    a. make professional links from theory to practice,

    b. discuss learning and

    c. provide support to your peers.

2. Please revisit "netiquette" rules to ensure confidentiality and respect of participants and/or organisations is upheld.

Submission

1. Supervision notes will be uploaded at three points throughout your placement; Weeks 5, 10 and 15. Please follow the instructions on how this should be submitted on Moodle site.

2. Online reflective forums in Moodle - Weeks 3, 7, and 12 (200 words each)

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.	Clearly demonstrated your understanding and application of reflective writing as evidenced in your online posts and supervision notes.	Little to no demonstration of your understanding of reflective writing.
2.	Provides effective examples of learning in the field including a demonstration of reflective and reflexive practice through online posts and supervision notes.	Provides clear and effective examples of learning in the field demonstrating reflective and reflexive practice through online posts and supervision notes.	Little to no identification or evidence of reflective or reflexive practice.
3.	Completion of required tasks: A – Shared supervision notes with Supervisor and submitted to Moodle at three points throughout placement. B – Participated appropriately in online forum postings.	Evidence of completion	Not completed.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

No submission method provided.

Submission Instructions

Supervision Notes submitted to Moodle at three points

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 Professional Practice Framework Presentations

Assessment Type

Presentation

Task Description

Assessment 3 – Professional Practice Framework (PPF)

Type: Group Discussion
Due date: Residential School and Week 14 of term (20th October)
Weighting: Pass/Fail
Length: 1 x 5-minutes and 1 x 8 -10 minutes
Unit Coordinator: Robyn Kemble

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

You are required to present your emerging PPF with a small group of peers, and a field education team member at the Residential School prior to your placement.

You will then reflect on this PPF at the end of your placement and record an 8 – 10-minute reflection on your final placement and undergraduate journey. You will then have an opportunity to comment on anything you would change or like to develop further.

Instructions:
1. Using your first placement PPF, you are to prepare a 5-minute oral presentation of your updated PPF using any format (e.g., PowerPoint, Prezi, Word or other).
2. Use a metaphor to assist your presentation (tree, boat, basket, river etc.).
3. This presentation is a concise articulation of the key components within your PPF.
4. Your PPF is to be presented to small group of peers in allocated groups.
5. As your framework is continually developing it will then form part of your supervision agenda.

These presentations should include no more than 5 content slides (excluding title, overview and reference

slides if using) outlining the following:
1. A brief summary of the key elements of your PPF through your chosen metaphor.
2. Identify and briefly explain as relevant to your placement context; two or three key theories that inform and two to three key theories that support, that you will develop as part of your evolving PPF.
3. Identify strengths, self-care strategies and areas of further development from your first placement or RPL experience and how this can apply to your early practice as a new social worker.
4. Whilst references are not required, please reference any material sourced as relevant to your PPF.

Finally, you will review and reflect on your PPF in your final weeks of placement and record an 8 - 10-minute presentation of anything you would change or like to develop further and reflect on your social work undergraduate journey.

Please note presenting at the Residential School is a requirement of this assessment. If you cannot deliver on the day, you must seek PRIOR approval from the UC to arrange an alternative process to present.

Submission:
The developed visual material (e.g., PowerPoint/ Prezi/ Word Doc/Poster presentation), plus script used to speak to the visual material (if you used one), will be submitted to Moodle in Week 14 of the term dates (not before – as you will have a chance to amend following feedback in groups and development throughout your placement).

Assessment Due Date
Exam Week Friday (20 Oct 2023) 11:59 pm AEST
Week 14 of Term

Return Date to Students

Within two weeks of submission

Weighting
Pass/Fail

Assessment Criteria

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

Criteria no:	Criteria	Pass	Fail
1.	Reviewed and reflected on first placement PPF to adjust for final placement context and to present these ideas at the compulsory SOWK14010/14009 residential.	Clear evidence of reviewing and reflecting on first placement PPF to present ideas for adjustment to final placement context to peers at the residential.	No evidence of reviewing and reflecting on PPF for final placement context and did not present well or at all at the residential.
2.	Presentation included a brief summary of the key elements of your PPF through your chosen metaphor.	Presentation using a metaphor was addressed at the residential and further developed in the final recorded submission.	Presentation using a metaphor was not addressed at the residential or further developed in the final recorded submission or not submitted.
3.	Reviewed and reflected on your PPF in your final weeks of placement and recorded an 8 - 10-minute presentation of anything you would change or like to develop further.	A clear reflection on your PPF in an 8 - 10-minute presentation of your developed learning.	The PPF presentation was either not within the allocated time and did not present of any developed learning or did not submit task.
4.	Recorded presentation content identifies and briefly explain as relevant to your placement context; two or three key theories that inform and two to three key theories that support, that you will develop as part of your evolving PPF.	Recorded presentation content identifies and briefly explain as relevant to your placement context; two or three key theories that inform and two to three key theories that support, that you will develop as part of your evolving PPF.	Recorded presentation content does not identify or explain as relevant to the placement context; the two or three key theories that inform and two to three key theories that support.
5.	Recorded presentation clearly Identifies strengths, self-care strategies and areas of further development from your first placement or RPL experience and how this can apply to your early practice as a new social worker.	Recorded presentation clearly Identifies strengths, self-care strategies and areas of further development from your first placement or RPL experience and how this can apply to your early practice as a new social worker.	Recorded presentation does not Identify strengths, self-care strategies or areas of further development.
6.	Provide a concluding summary of their overall experience on their placement and undergraduate journey to creating their PPF.	Clear summary provided a of your overall placement experience and undergraduate journey to create your PPF creation.	No summary of their overall placement experience, undergraduate journey and PPF creation.
7.	Any use of references were correct as per the APA 7 referencing for slides.	Clear attention to correct referencing.	No or poor referencing.

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