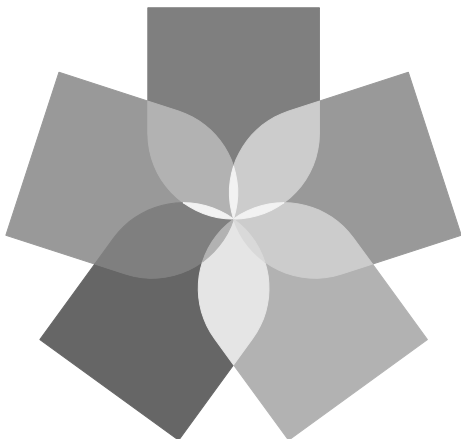




HSW314/415

Bachelor of Social Work Field Education

FIELD EDUCATION MANUAL 2014



FACULTY OF HEALTH

These study materials have been produced for units offered by the Faculty of Health.

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HSW314/415

Bachelor of Social Work Field Education Manual 2014

PREPARED BY THE FIELD EDUCATION UNIT TEAM

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In general, one of us is available each day for consultation in person or via telephone or email. Our telephones are equipped with voicemail for your messages.

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Field placement dates

Field placement occurs within the following trimesters, however due to the varying circumstances of individual students, agency and supervisor availability, specific start and finish dates of the placement can vary.

HSW314	3 rd year	Trimester 1	(March to June)
HSW415	4 th year	Trimester 2	(July to November)

Introduction to Social Work Field Education

I would like to welcome all of you, on and off campus students, living in many different parts of Australia to your social work field education unit. I would also like to acknowledge and welcome our social work field educators and task supervisors in the variety of agencies and fields of practice that provide placement opportunities, supervision and support for our students. Social Work at Deakin is within the School of Health and Social Development, which is one of five schools constituting the Faculty of Health. The Bachelor of Social Work (BSW) is accredited by the professional body, the Australian Association of Social Workers (AASW), preparing students for generalist social work practice.

Philosophy

The course is underpinned by critical social work theory and anti-oppressive practice (AOP). This philosophy recognises that inter-personal practice casework is important but needs to be integrated or complemented with community work, group work, organisational and system change, policy development and analysis, and research. This enables social workers to be more effective in different fields of practice to work ethically using a range of methods and approaches with individuals, families, groups and communities whilst aiming to create small and big changes towards a more socially just society.

It is hoped that wherever students undertake placement, in many different types of agencies, you are able to reflect on your own learning needs, and find ways to creatively develop your social work practice within the context of the particular agency where you are placed across some of these intersections of social work fields and methods. Students sometimes need support, for example, to see or find the critical theory informed social work, human rights and AOP practice potentials when: talking with service users or citizens in informal settings; presenting alternative ideas about a client situation, or the way a service might be offered, at a supervision or staff meeting; researching to find better ways to respond to client needs; undertaking case management, or care planning, in the aged care and disability sectors; or when in a neighbourhood house trying to build confidence and resources with different groups of people to increase their access to services and opportunities. Casework and counselling are highly valued; but there are many activities, tasks, day- to-day work, that are 'social work'.

The field education program is central to the social work course reflecting its critical theory, social justice orientations and educational principles. Students are encouraged to consider and use core social work ethical values (respect for persons, social justice and professional integrity) when engaging in their preparation for placement, and as you develop your knowledge, skill and relationships during placement. The field education team are also cognisant of the AASW Code of Ethics and AOP in our own policy and practice when sourcing, allocating and supporting placements aiming to use and promote, 'policies and practices that achieve a fair allocation of social resources', and to 'reduce social barriers, inequality and injustice' (AASW 2010 p. 8). The social work course is enriched by having a diverse cohort of students who experience different constraints and opportunities to access and participate in placement often related to combinations and intersections of social locations such as gender, class, race/ ethnicity, sexual orientation, disability, geographic location, carer responsibilities and age. The social work field education team

asks for your understanding and support when these factors are sometimes taken into account in the individual and group processes of sourcing, allocating and managing placements. Although students, clients or service users, and the social work and community services sector are often constructed as individual consumers and businesses, our social work ethics and standards require a more detailed analysis and collective approach to the 'development and distribution of resources to meet the needs of individuals and communities' (AASW 2010, p. 8). The majority of students in social work are offered a Commonwealth Supported Place (CSP). A CSP student's education is subsidised by the government, about two thirds of the cost of the unit or course being met by the government and one third by the student. Social work placement policies and practices reflect this mix of public and private funding that characterises higher education at public universities.

I wish you all the best on your social work field placement and hope that you might keep in mind the bigger picture of oppressive and socially just policies, practice, and social relations whilst doing the hard work required to focus on the actual detail of people's lived experiences and expressed wishes in their particular situations that often combine ordinariness, complexity, uniqueness and surprise (de Montigny 2011).

Best wishes

Norah

Norah Hosken, Social Work Field Education Course Leader

Aim

The Australian Association of Social Workers (AASW) has set national minimum requirements for field education in social work courses. These are the requirements to be met for graduates to be eligible for membership of the professional body.

Field education is a core component of social work education and the following considerations must be incorporated in field education programs:

- Programs must be consistent with the general principles identified for social work education
- Programs must have the status of a full academic subject
- Field education is to be a cooperative endeavour between the University, the student and field educators (practitioners supervising students in agencies)
- Programs must employ strategies to ensure that students integrate theory and practice.

(AASW 2012, pp. 12–13)

Field education provides opportunities for students to integrate theory with practice and develop the required skills and knowledge base to meet the Australian Association of Social Workers Practice Standards (AASW 2013). As part of the placement process, students need to demonstrate their knowledge of, and competence in, the Practice Standards for Social Workers.

Student commitment to Field Education

It is understood that students undertake the Bachelor of Social Work program with the knowledge that there are placement requirements. This practical placement component of the course contributes to the high employment outcomes for social work graduates compared to the average graduate experience in Australia (Healy & Lonne 2010 p. 47). Students who work must be prepared to undertake their placements part-time or make alternative arrangements for employment during placement. Employment arrangements need to be negotiated around placement requirements.

The AASW requirements preclude students interrupting their placement with travel or holiday leave.

Deakin graduate attributes

The specific Deakin attributes that will be fostered during field education include the ability to:

- understand professional, social, economic and cultural contexts of social work delivery
- communicate orally and in written form across a range of contexts
- self organise and manage
- work collaboratively and in a team
- critically analyse, problem solve and demonstrate creative thinking
- demonstrate a commitment to independent and lifelong learning
- show awareness of ethics, social responsibility and cultural diversity
- appreciate international perspectives in the global context of social work delivery
- apply knowledge learned in the program to new situations.

AASW graduate attributes

The AASW has identified nine graduate attributes for Australian social workers that are based on the AASW Practice Standards, and are underpinned by knowledge, values and skills that students develop as through their social work degree.

- 1 Demonstrated sense of identity as a professional social worker.
- 2 Sound understanding of and commitment to social work values and ethics to guide professional practice.
- 3 Ability to apply social work knowledge and interventions to respond effectively in meeting the needs of individuals, groups and communities in diverse settings, client groups and geographic locations.
- 4 Ability to apply knowledge of human behaviour and society, as well as the social, cultural, political, legal, economic and global contexts of practice to respond effectively within a human rights and social justice framework.
- 5 Ability to review, critically analyse and synthesise knowledge and values and apply reflective thinking skills to inform professional judgement and practice.
- 6 Ability to apply research knowledge and skills to understand, evaluate and use research to inform practice and to develop, execute and disseminate research informed by practice.
- 7 Demonstration of effective communication and interpersonal skills.
- 8 Ability to work with diversity and demonstrate respect for cultural difference.
- 9 Understanding of the importance of and commitment to ongoing professional development.

(AASW 2012 *Australian Social Work Education and Accreditation Standards* pp. 6–9)

About this manual

The *Bachelor of Social Work Field Education Manual* is a reference for on- and off-campus Deakin students, their Field Educators (and Agency Task Supervisors) and Deakin Field Education Unit staff. It covers all aspects of the field education placement, from initial contact through to final assessment. The manual details the Field Education policies and procedures, and the assessment process for HSW314 *Social Work Field Education A* and HSW415 *Social Work Field Education B*. It also contains templates (in the appendices) for the various forms and assessment documents that students and Field Educators will need when organising and undertaking the placement.

Student responsibilities

It is each student's responsibility to read this manual and make sure that they understand the requirements of the field placement **and the policies and procedures that relate to it**.

It is understood that, by reading this manual, the student agrees to abide by the Field Education policies and procedures outlined here – ignorance of these policies and procedures will not exempt the student from their responsibilities.

After reading the manual, students are welcome to contact Field Education Unit staff with questions.

Supervisor responsibilities

Field Educators (and Agency Task Supervisors) should also read this manual, and are welcome to contact Field Education Unit staff with questions.

Appendix 6 gives an overview of the Social Work program at Deakin, including unit descriptions. We recommend that Field Educators discuss this information before starting to draft the Field Education Learning Plan with their placement students.

A quick guide to Field Education placements

This page gives a summary of placement information for students. It is to be used as a guide only – please note that it is essential to read and understand the entire manual before starting the placement process.

Duration	70 days—undertaken 3, 4 or 5 days per week.
Timing	<ul style="list-style-type: none"> • 3rd year: Trimester 1 • 4th year: Trimester 2
Academic prerequisites	See the current <i>Undergraduate studies handbook</i> .
Other requirements	<ul style="list-style-type: none"> • Complete a student profile and submit a copy of your résumé • Attend pre-placement interviews <p>HSW314</p> <ul style="list-style-type: none"> • Attend the two pre-placement workshops (Victorian students) <i>or</i> complete the CloudDeakin tasks as set by the Unit Chair for Interstate students (compulsory HSW314) <p>HSW415</p> <ul style="list-style-type: none"> • Attend the one pre-placement workshop (Victorian students) <i>or</i> complete the CloudDeakin tasks as set by the Unit Chair for interstate students
Placement settings and fields of practice	<ul style="list-style-type: none"> • One placement must include rural focussed learning tasks • The two placements must be in different fields of practice and with different organisations • One placement must entail direct service delivery
Documentation	<ul style="list-style-type: none"> • Police check – current within the year of placement • Working with Children Check • Drivers licence
Conduct while on placement	<p>You are expected to follow:</p> <ul style="list-style-type: none"> • the policies and procedures in this manual • the policies and procedures of the placement agency • the AASW Code of Ethics.
Class participation	Three, day-long integration seminars <i>and</i> CloudDeakin sessions, or equivalent on line for interstate students, as detailed in unit guide.
Supervision	<p>Provided through:</p> <ul style="list-style-type: none"> • On-site Field Educator – a qualified Social Worker with a minimum two years practice experience in the field • Off-site Field Educator – a qualified Social Worker with two years practice experience, external to the agency when there is no on-site supervisor available for the placement • Agency Task Supervisor – a suitable staff member in the placement agency (where there is also an External Field Educator) • University Liaison Person – a Field Education Unit staff member or suitable person appointed locally (min. two contacts per placement)

Learning and assessment	<ul style="list-style-type: none">• Field Education Placement Contract (Appendix 1)• Safety Audit (Appendix 2)• Field Education Learning Plan (Appendix 4)• Mid Placement Review and Final Placement Assessment Report (Appendix 4)• Critical Reflection Assignment (Appendix 5) <p>These documents are available from the CloudDeakin website for download.</p>
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Field Education policies and procedures

Introduction

The Deakin University Bachelor of Social Work Field Education Policies and Procedures are developed in accordance with the AASW Australian Social Work Education and Accreditation Standards (2012). These policies and procedures are designed to cover the entire placement process, from enrolment in the unit, to allocation of placements, through to day-to-day placement duties and final assessment.

The Social Work Field Education Policies and Procedures are also governed by policy developed for the wider University. Students should note that Deakin University policies will take precedence in any issue of dispute. University policies may be accessed via the Faculty of Health at the University or via the Deakin University website: <http://theguide.deakin.edu.au/>.

Placement requirements

Academic prerequisites

Students must pass the prerequisite units for HSW314 or HSW415, as per the current *Undergraduate studies handbook*, before beginning their placement.

Other requirements

Once enrolled in HSW314, Victorian students must complete two pre-placement workshops and interstate students complete the CloudDeakin tasks as set by Unit Chair.

Once enrolled in HSW415 Victorian students must complete the one pre-placement workshop and interstate students complete the CloudDeakin tasks as set by the Unit Chair.

Agencies generally expect students to hold a full drivers licence by the time they start their first placement. Students without a driver's licence may be limited in the placement opportunities available to them.

Travel

Costs associated with travel to and from placement are the responsibility of the student. It is expected that agencies fully reimburse students for travel costs incurred *during* the working day for agency purposes.

Students must have a full drivers licence if they are to drive the agency vehicle. Note that students are not permitted to transport clients in their own private vehicles.

Students should not use their own vehicles for placement work.

Placement duration

Students complete 70 days of placement during the agency's normal working hours provided this is a minimum of 7 hours and 20 minutes per day and a maximum of 8 hours 20 minutes per day. Anything over 8 hours 20 minutes should be taken as time in lieu during the placement period according to the agency policies. Each placement must total a minimum of 500 hours. (The AASW requires that students spend a minimum of 1000 hours in at least two separate placements during their course.)

A full-time placement will run for approximately 14 weeks. Part-time placements must be undertaken at a minimum of three days per week. Part-time placements take longer, and need to begin earlier for trimester one HSW314 students. For example, a three-day-a-week placement runs for approximately 23 weeks, and a four-day-a-week placement runs for 18 weeks.

Placement timing

There are two placements, one in Trimester 1, Year 3 (HSW314) and one in Trimester 2, Year 4 (HSW415). A target starting date is set for placements, and integration seminars (or equivalent CloudDeakin sessions) are organised in reference to the starting date. HSW314 students who negotiate for a part-time placement will usually begin their placement earlier than the target starting date in order to finish before Trimester 2 commences.

The start dates of each placement are dependent upon the agency availability and the full or part time nature of the placement. In order to provide flexibility to students regarding their need for part time placements, flexibility is also required from students in regard to the start and finish dates.

HSW415 students who negotiate a part-time placement will usually have extended placement timelines beyond the academic year; however will usually complete the placement in time to graduate with their peers.

Placement setting and field of practice

The Australian Association of Social Workers stipulates that the following are essential requirements:

- the two placements must be in different fields of practice
- the two placements should be in different organisations
- one of the placements must involve face-to-face, direct service delivery.

As a general rule, placement agencies do not accept students who have been former service users and do not accept students who have relatives or partners working in the same office or in senior positions in the agency.

Rural focus placement requirement

The BSW at Deakin was initially set up to meet the growing need for qualified social work practitioners in regional and rural areas and the University's aims and objectives reflect this commitment to rural and regional communities. For this reason students in the BSW at Deakin are required to undertake at least one placement with a *rural focus*, looking at rural issues, but not necessarily in a rural or remote location.

Learning for rural practice will be reflected in the tasks for the Practice Standards established in the Field Education Learning Plan and the Mid Placement Report and Final Placement Report (Appendix 4). Students who wish to nominate a placement as their rural focus placement will need to discuss this at the agency placement interview, to ascertain if the activities and nature of the agency and client work enable the required *three rural focussed learning tasks* in the Field Education Learning Plan. The tasks for a rural focus placement could include students gaining an understanding of issues for rural service users, communities and practitioners.

There are many ways of defining rural, but for the purposes of placement we adopt Brian Cheers' position that rural means 'areas outside the capital cities or large regional centres' (Cheers, 1998). However, a placement in a city, outlying city or regional area can be considered if the organisation services rural clients or communities or the organisation can provide students with an opportunity to undertake project or research work with a rural focus.

Students seeking rural placements in Victoria and South Australia may be able to receive support from the Greater Green Triangle University Department of Rural Health. Formed through a Deakin University and Flinders University partnership, the Department promotes rural and remote health education. Students undertaking a placement in the 'triangle region' may be able to access low cost accommodation in Camperdown, Hamilton, Horsham, Millicent, Mount Gambier, Naracoorte, Portland and Warrnambool. For more information, please visit the Department website <<http://www.greaterhealth.org>>, and click on 'Students'.

Recognition for Prior Learning

Applications must be submitted at least 8 weeks prior to the start of the trimester in which the student is undertaking placement.

In accordance with the AASW Accreditation Standards (2012) credit for the first field education placement or part thereof may be possible for students who are able to demonstrate that their prior experience has provided them with the knowledge and experience that would normally be provided in the first placement.

AASW Policy

The AASW supports the recognition of prior learning (RPL) as a basis for application for credit in one (the first) field education subject in a social work program. Guideline 1.3: Guidance on RPL, articulation and credit transfer, Sections 2.1 and 2.2 of the AASW Accreditation Standards (2012) refers to 'Credit Transfer and Recognition of Prior Learning in Field Education'. The Guideline states:

2.1. Decision-making principles

- 1 Credit for the first field education placement, may be possible on the basis of recognition of prior work experience completed prior to entry into the social work program.
- 2 Recognition of Prior learning for field education must be thoroughly assessed.
- 3 Performance outcomes for first placement based on the AASW Practice Standards and Code of Ethics must be used to assess students for RPL. Guideline 1.2 Guidance on Field education programs should be referred to with respect to assessment in field education.
- 4 In order to be granted RPL for field education the student must provide evidence that they have met the standards and performance outcomes for the first placement.
- 5 Granting of RPL for a complete field education subject should be considered very carefully and granted only if the SWAOU is certain the person will meet all learning outcomes of the program by the time they complete the program.
- 6 Only formal work experience, tasks, and duties in line with social work roles, tasks and functions must be considered when granting RPL for field education credit.

2.2. Assessment conditions for granting credit

Assessment conditions for granting credit will include:

- 1 Currency of the work experience (with a minimum of three full-time equivalent years' practice in a relevant context in the previous seven years of which at least one year of full-time equivalent has been in the three years prior to commencing the degree.
- 2 Minimum three full-time equivalent years' practice in a relevant context, using social work practice skills such as assessment and counselling and methods such as case work or community work. The minimum expectation for a 'relevant context' is that it includes an organisational context and similar kinds of professional work experience that correspond to what would be expected of a first placement student.

- 3 Assessment of a portfolio developed by the student demonstrating how he/she meets the practice standards and demonstrates the integration of theory and practice, social work ethics and values.
- 4 External, independent verification/reference as to accuracy of student's claims.

(AASW 2012, AASW Accreditation Standards Guideline 1.3:
Guidance on RPL, articulation and credit transfer, pp. 5–6)

Deakin University hurdle requirements

- Any student wishing to have RPL applied for first placement is required to make a formal application for RPL to be considered.
- Students will be invited to submit a written application in accordance with the procedure outlined below.
- Applications to be submitted to the Bachelor of Social Work, Field Education Unit Chair, (Dr Judi Moyle), electronically on (judith.moyle@deakin.edu.au) with a cc copy to the Social Work Field Placement Coordinators, hsdswpla@deakin.edu.au

Portfolio assessment process

Students should submit a portfolio comprising the following forms of evidence for RPL:

- 1 Personal details; include contact details and CV.
- 2 Overall statement as to why they believe their work experience reflects beginning capability in demonstrating the AASW Practice Standards (2013), giving examples of their use of social work practice skills such as assessment and counselling and further demonstrating familiarity and use of a range of methods such as case work and community work.
- 3 Details of relevant work experience with a minimum of three (FTE) years practice in a relevant context in the last seven years. This includes job descriptions and examples from practice. It is expected that social work supervision would have been provided for a minimum of 25 hours and have occurred during the last seven years.
- 4 A letter from a qualified Social Worker who has provided this professional supervision needs to be included with this application noting details of the time frame and approximate frequency of that supervision. *The letter should also verify the claims outlined by the student against the Practice Standards (refer item 2).*
- 5 1500–2000 word, fully referenced, critical reflection assignment, citing an incident within the social context that evoked a significant learning outcome, reflecting on your work experience, demonstrating integration of theory and practice, social work values and ethics.
- 6 The names and contact details of two referees are to be provided.

The Portfolio will be assessed by a panel of Deakin social work staff and/or senior agency social workers. Students may be required to meet with this panel and should be prepared orally to elaborate upon and if necessary defend their portfolio.

Work-based placements

Field Education Unit staff strongly encourage students to seek placements outside their own place of employment. To be considered, an application for a placement in the student's current workplace must be submitted as a formal request directly to the Field Education Coordinator. This request must be supported by a written proposal with:

- a description of the program or department for the placement setting and the type of work the student will undertake
- an explanation of learning objectives for the placement.

Students will also need to include documentation, such as position descriptions, letters or copies of qualifications, to prove that:

- the placement is in a different program or department to their normal work setting
- the type of work to be undertaken is different to their normal work
- the placement supervisor (Field Educator) is someone other than their usual supervisor in the workplace
- the placement supervisor is eligible for membership of the AASW
- the student will complete their placement in a different branch to that of their usual work setting
- the student will be placed with a work team or colleagues different from those with whom he or she usually works
- the student will be afforded 'student status' during the term of the placement.

The proposal must include signatures of the student's current supervisor or agency manager and the proposed placement supervisor acknowledging the student has 'student status' for the placement and consenting to the placement arrangements.

The application form can be obtained following a preliminary discussion with Field Education staff – either the Placement Coordinators or the Unit Chair.

Under very exceptional circumstances a second placement in the place of work may be considered for approval. Such exceptional circumstances must be demonstrated to be beyond that experienced by the majority of the student body (i.e. field placement is a core compulsory component of the BSW curriculum, attendance at which may result in financial loss during the period for many if not most students).

Exceptional circumstances may be considered for such things as:

- Remote/Rural Locations: lack of suitable alternative organisations for placement within a reasonable distance to the student.
- Physical Impairment/Disability: Mobility, support, access and equipment requirements of students that would exclude certain possibilities in placement.
- Unique Opportunity: For example, the opportunity to be supervised by an expert practitioner of significant international recognition in a particular field of social work.

National police record check

Because most agencies require a police record check for students on placement, students should apply for this in the calendar year in which the placement will commence ensuring it is received prior to their placement interview. Students can complete a National Police Check form online from their State police website http://www.police.vic.gov.au/content.asp?Document_ID=274

Victorian students need to complete the form and may quote reference no. CVF 99/152 and have their application signed by a Field Education Unit staff member to obtain the check at the reduced student/volunteer fee. It is the student's responsibility to forward the form to the police.

Interstate students must obtain the form from the relevant police department website, and complete in accordance to the guidelines of that State/Territory.

Working with Children Check (WWCC)

All students undertaking a placement with the Department of Human Services and many other agencies in Victoria must obtain a Working with Children Check (WWCC) prior to commencing their placement. Students apply for a WWCC check using the 'volunteer' status. There is no cost. Application forms are available at Australia Post and more detailed information can be obtained from the Department of Justice Information Line 1300 652 879.

Please note that this check can only be used for a study placement or volunteer work. It is an offence to use a WWCC obtained under 'volunteer' status for paid employment purposes. Any student seeking employment in child protection or juvenile justice after their placement must apply for a WWCC for employment purposes.

The Victorian website address for further information about the WWCC is <http://www.justice.vic.gov.au/workingwithchildren>.

Students undertaking placements in other states/territories will need to contact the relevant department in that state to clarify if a WWCC is required. A web search on 'working with children in [state name]' is a good place to start.

Insurance

The type of insurance applied will depend on the particular circumstances involved.

The principal classes of insurance are:

- 1 Public Liability
- 2 Professional Indemnity
- 3 Personal Accident Insurance
- 4 Medicare.

Current details of these insurance policies can be found on the University's insurance website. Students and Field Educators should discuss any insurance concerns with Field Education Unit staff, and refer to Deakin University insurance website regarding making a claim as soon as practicable. The following is brief summary of the types of insurance provided:

1 *Deakin University Public Liability Insurance Policy*

The policy provides insurance cover for the University's legal liability to pay compensation to a third party in respect of physical injury and/or property damage caused by a student. A third party is a claimant other than Deakin University or the student concerned.

2 *Deakin University Professional Indemnity Insurance Policy*

The policy provides insurance cover for acts, errors or omissions committed by students whilst on placement in their professional duty.

3 *Student Personal Accident Insurance Policy*

The policy provides limited cover to a student whilst on placement if they sustain an injury. However it does not provide 100% health coverage. In principle the cover applies across Australia, as long as the activity has been consented to by the University and whilst the students are admitted into a degree. Student Personal Accident Insurance is applicable whilst overseas, this is not a comprehensive cover and travel insurance is recommended.

4 *Medicare*

The national health care system, Medicare, provides medical, optometric and hospital care for eligible Australians.

For Deakin University purposes, students are deemed to be enrolled students until 31 March in the year following their last current enrolments. The date of 31 March was selected as it is the census cut-off date for the higher education contribution charge. Therefore, a student completing their course studies in the current year is not covered by University insurance if the student undertakes work experience/practical placement after 31 March of the following year.

It should also be noted that the loss of or damage to students' personal belongings is not covered under the University insurance program. Students have to arrange their own insurance cover.

If a student sustains physical injury during placement, a copy of the incident report should be obtained from the host organisation and kept by the University Field Placement Coordinator.

Occupational health and safety

Vaccinations

We strongly recommend that students undergo a course of hepatitis B vaccinations prior to placement. As a full course of vaccinations takes six months, students should see their on-campus doctor or their own GP to arrange this as early as possible.

Disabilities and health issues

It is a student's responsibility to disclose disabilities or health issues that may affect their ability to carry out a placement. Ideally, this should be done at the pre-placement interview. Students are referred to Field Education Unit staff and to the Disability Resource Centre for advice and support.

OHS policies

It is the student's responsibility to familiarise themselves with agency OHS policies and guidelines during the first week of the placement. A template for an agency Safety Audit can be found in Appendix 2 and on the Field Education website. This needs to be completed and sent back to the Field Education Coordinator with the Field Education Learning Plan.

Students are not to be left on duty in agencies without the presence of other agency staff or immediate access to them. Refer to 'Agency risk reduction guidelines' in Appendix 2 for further information.

Notes for honours students

In normal circumstances those students undertaking Honours studies in their final year of the BSW will complete HSW415 placement part time (three days a week). This will allow students to dedicate time to conducting research activities and writing up their theses. As per AASW guidelines, the placement is for 70 days and as such will take approximately 23 weeks to complete. Please refer to the Bachelor of Social Work Honours handbook for further details.

Finding and allocating placements

Introduction

Deakin University aims for flexibility in all aspects of teaching and learning. We think it is important for students to be informed of how we find, allocate and set parameters for placements. Deakin social work is fortunate to have a diverse range of students in many locations across Australia. The field education team endeavours to secure, allocate and support placements in ways that are consistent with the AASW Code of Ethics (2010) including human rights and social justice principles. In allocating and supporting placements the field education team is mindful to work with agencies to:

... ensure that supervision and training are culturally safe places for social workers with diverse ethnic and cultural backgrounds, religions, sexual orientations, gender identities, disabilities and other identities ...

(AASW 2010, p. 36 Section 5.5.1[m])

The University has responsibility for making final placement allocations to students as it tries to match all students' learning needs, resources, and limitations to available placement locations and opportunities. The following section explains our attempts to implement a consultative placement process.

Finding placements: A consultative process

Social Work staff, the Field Education Consultative Committee (FECC) and students all contribute to this process. Within the Deakin Social Work program we meet regularly with the FECC (comprising a range of agencies that provide placements) to exchange information about education and practice issues. A database of agencies that provide placements is maintained and updated regularly. We are continually developing links with agencies, organisations and other educational institutions locally and nationally to meet the placement needs of our students. Deakin Social Work has entered into formal agreements with several agencies and welcomes further opportunities to do so.

Deakin University is a member of the Combined Schools of Social Work, a cooperative of field placement staff from Victorian Universities. In line with the Combined Schools' commitment to a collaborative process and efforts to avoid agencies being repeatedly contacted for placements, **students seeking a placement in the Melbourne area are instructed not to pursue their own placement or make contact with any agencies.** All negotiations regarding placements need to be made through the Field Placement Coordinator staff at Deakin.

Due to the complexity of organising placements, University staff are responsible for assigning placements that can provide individual students with the learning experiences they need to meet the AASW standards and assessment criteria for the unit.

Placement recruitment and allocation

Students should note that the responsibility for recruitment, negotiation and final selection of placements remains with the Field Education Unit staff.

Students are not usually able to be placed in an agency where a family member currently works or where family members are currently clients. Similarly, students are not usually placed in agencies where they are, or have been, a client. The Field Education Team is aware that these situations are sometimes unavoidable in rural and remote areas, and in other particular settings. Students need to discuss these matters with the Field Education Team or Unit Chair if there are potential concerns or queries of this nature.

Placement setting and field of practice

Students are consulted about their fields of interest (see 'Students profiles and expressions of interest' below). The AASW Accreditation Standards requires that the two placements should be in two different settings and two different fields of practice, with one providing the opportunity to practise interpersonal helping skills in addition to other methods of intervention.

Student profiles and expressions of interest

During the trimester preceding placement, students are required to complete and return a personal profile form, identifying their learning goals, preferred fields of practice and areas of challenge. Students should note any matters that might restrict their ability to take up potential placements on this form. The résumé students are asked to provide should focus on the experiences, skills, knowledge, strengths and attributes they bring to field education. The Field Education office will keep a copy of this résumé as an aid to recruiting appropriate placements

Location of placement

Deakin University Social Work has a substantial off-campus and distance education cohort of students, with significant groups of students in clusters in Geelong and regional/rural Victoria; those closer to Melbourne; and those spread among other Australian States/Territories. With the commitment to distance education, and to regional and rural education and practice, efforts to build collaborative relationships to support social work students and placements are generally concentrated in Australia.

International placements

At this stage, Deakin Social Work does not have collaborative arrangements with overseas universities or agencies for placement purposes. This is partially due to Deakin Social Work's focus on regional and rural Australia. In addition, as social work is a highly contextualised practice, we are mindful and cautious so as to not be complicit in poorly constructed 'placement tourism' where the dangers are high of intentional or unconscious 'colonialist practice' (Ife 2012). Deakin social work is carefully considering the challenges of international placements, particularly in countries that have been subject to past, or current, colonisation. We are considering if it is desirable and possible to develop, and secure funding for a program that encourages an exchange of knowledge and relationships between us and an international partner, where our respective locally specific and relevant ways of knowing and doing things are engaged with. Factors such as students' safety, logistics and cost are also relevant (Nuttman-Shwartz & Berger 2012).

The AASW Education and Accreditation Standards (2012) require students to undertake their first placement within Australia.

In this context, it is unusual that a request for an overseas placement will be approved. In situations where students have existing relationships with agencies or people in an international context and seek to undertake their second placement overseas, they will need to submit a written request, which will be followed by an interview. If approved and possible, students who undertake a placement overseas will operate within the AASW Code of Ethics as well as the code of ethics for the country where they plan to undertake their placement. The international standards for social work practice can be accessed at the International Federation of Social Workers website, <<http://www.ifsw.org>>. There are other requirements that are important to consider. For example:

Any students who were approved RPL for their first placement are required to undertake their final placement within Australia and are therefore ineligible for an International placement.

Students who have existing relationships or connections overseas and are seeking an international placement should contact the Field Education staff to discuss further, and obtain an application form.

Completed applications are due in the Field Education Office by 1 December in the year prior to final placement commencing.

In rare situations exchange or study abroad students from overseas universities may be approved to undertake a placement and will enrol in HSW331 *Practicum in Health and Social Development*. Field Education Unit staff will seek placements that meet the requirement of the unit.

Pre-placement interviews

Students will normally be provided with one pre-placement interview per trimester. If the student is accepted for placement by the agency after this interview, Field Education Unit staff will expect that the student will undertake this placement unless the student can demonstrate good reasons why an alternate placement should be sought. These reasons will need to be put in writing and submitted to the Field Education Coordinator.

Preparing for the interview

It is expected that students will research their prospective placement by reading the agency's website or annual report. They should also familiarise themselves with the relevant field of practice (e.g. criminal justice, education, mental health) by reviewing material from previous units, searching out recent journal and newspaper articles from the library, or speaking to people with experience in the field of practice.

Students should compile a short list of questions about the agency and the field of practice to ask at the interview. The questions should show their interest in and understanding of the agency and the field. Students should also think about their learning goals and areas of interest in the prospective agency's field and convey these in the interview. **It is important that students are aware there is an increasing tendency for agencies to decline to take students who present for interviews unprepared, or who are not enthusiastic about the potential for learning in that agency context.**

Attending the interview

Students should arrive on time and neatly dressed. As well as notes and questions, they will need to take:

- Original Police Check documentation

- Working with Children Check (if applicable)
- Field Educator interview feedback form
- Field Placement Contract, for completion once a placement has been offered
- Drivers licence for sighting.

The interview offers students a chance to demonstrate professional self-presentation and practise for future job interviews. It also provides the opportunity to hear about the role of social workers within the agency, and what possible learning experiences the student may be involved in whilst on placement.

Finally, the interview is an opportunity to learn more about the fields of social work practice and to connect with practising Social Workers. Reading about an agency in preparation for an interview and talking to practitioners there gives insight into working in that field, and that agency. It is also a good time for students to begin to develop professional contacts.

Confirming a placement

When the Field placement coordinators have received feedback from students and Field Educators, the placement is confirmed by completion of the Field Education Contract, which needs to be returned via email to the Field Education staff *at least one week prior to the commencement of placement*. This then allows time to appoint a University Liaison visitor (and an external social work supervisor where needed), and to email a placement confirmation letter with relevant documentation to the agency (and external social work) supervisor, student, and liaison visitor.

Pre-placement workshops

Prior to going out on their first placement, on-campus, local off-campus and international students in HSW331 and HSW314 attend two compulsory pre-placement workshops. Interstate students and other students who cannot attend the workshops due to distance from the University, will have information and tasks to engage in via CloudDeakin instead.

These workshops prepare students to go out into the field and will cover topics such as preparing for interviews, field education supervision, safety, and writing the Field Education Learning Plan.

Students enrolled in HSW415 are required to participate in one compulsory pre-placement workshop in the trimester prior to going on their final placement.

Day-to-day conduct on placement

Introduction

While on placement, students are expected to comply with the placement agency's standards for behaviour. Before starting a placement, students should ask their Field Educator or Agency Task Supervisor what is expected of them in terms of punctuality, dress, workload and organisational responsibilities.

Students are expected to conduct themselves in an appropriately professional manner at all times, in accordance with the AASW Code of Ethics (see section on Ethics below).

Placement agencies should ensure that students become as much a member of the agency as possible. Agency staff should be briefed to treat placement students as entry-level peers and, where possible, extend to them the same privileges and responsibilities granted to new professional recruits.

Attendance

Students are expected to be in attendance at the agency for the full number of negotiated hours/days per week, as set out in their Field Education Placement Contract.

Students are expected to undertake their placement during the hours of operation of the agency, which may include evening or weekend hours. Students must make sure that an agency staff member knows where they are going when they leave agency premises during set working hours.

Students are exempt from attending placement on regular public holidays, weekends (except where this is a norm) and other times when the agency is officially closed. If an agency is closed for more than one week, students will need to have a discussion with their Field Educator and Field Education Unit staff to negotiate an alternative appropriate plan for the period. Students who are undertaking a placement at a school will need to negotiate a plan in advance, for school holidays.

Public holidays are not counted as placement days, and placement length will need to factor in any public holidays that occur during this time – placement is for 70 days in total and any absences need to be made up by negotiating an extension to the contracted date, if needed.

If students are required to undertake official agency activities that extend beyond normal working hours, time in lieu must be negotiated with the Field Educator beforehand and in accordance with agency policies. Time in lieu must be taken during the period of the placement, not at the end.

Absences

We understand that unexpected events, such as illness or family emergencies, can arise any time. We ask that students do their best to deal with the immediate problem while retaining responsibility for placement commitments and following agency policies for sick leave and absences.

If a student needs to be absent from the agency, they should promptly notify their Field Educator (or Agency Task Supervisor) so that appointments can be cancelled and other matters deferred appropriately. Students should adhere to the agency policies regarding sick leave and provision of medical certificates if needed.

Mid Trimester breaks and holidays do not apply on placement.

Absence from placement for more than two weeks may jeopardise the student's learning, and individual situations will be addressed by the Field Education Coordinator. As withdrawal from the placement may be one outcome, it is critical that the student advise the University as soon as possible to discuss how best to deal with their absence.

Travel, accommodation and other expenses

Travel and other expenses incurred getting to and from the placement is the students' responsibility. Accommodation expenses are also the students' responsibility. Students undertaking a rural placement in Victoria and South Australia may be able to access low-cost accommodation while on placement.

If students incur expenses in the course of their placement activities (e.g. petrol costs for driving to visit a client), then the normal reimbursement policies and procedures of the agency should apply. If the placement agency does not have a formal policy on expenses, the student should consult their Field Educator before agreeing to carry out the activity.

Agency vehicles

In some placements, students will be required to drive an agency vehicle. This should be discussed at the pre-placement interview. A full drivers license is usually required.

AASW Ethics and Practice Standards

Students will need to access the Australian Association of Social Workers Website and download the current AASW Code of Ethics (2010); the AASW Practice Standards for Social Workers (2013); and the AASW Practice Standards for Mental Health Social Workers (2008).

It is strongly recommended that students have a printed version of these documents with them on placement to refer to and discuss in supervision.

Confidentiality

Ethical behaviour for Social Workers includes a commitment to confidentiality. Students should exercise great caution before releasing *any* information obtained directly or indirectly about the people, projects or agency business connected with their placement, whether it relates to specific cases or to policy or political matters.

In particular, any information related to users of the agency's services *must* be presumed confidential unless stated otherwise. Students should never discuss clients using identifying information at home, on line or in the classroom. Remember that in small communities almost any information about a client will identify him or her.

Use of social media such as Facebook, Twitter etc. is increasingly common and students are reminded that these are very public forums. Comments regarding placements made on these mediums must be carefully thought through remembering that respectful communications are paramount whatever the context.

Students should discuss with their Field Educator how material can be presented for the purposes of classroom or Cloud learning while preserving confidentiality. Often, consent to release information may be needed from the service user, not just appropriate agency staff – if in doubt, students should ask their Field Educator and refer to the AASW Code of Ethics.

Supervision

Introduction

Supervision has been a central feature of social work from its earliest beginnings, not only for students and inexperienced workers, but also for experienced workers. It is a key feature in career development and management.

While on placement, the student and Field Educator develop a co-operative working relationship that enables the student to derive the maximum benefit from the field placement, and provides the student with a role model for future supervision. For the purposes of student placement supervision the AASW recommends one and a half hours of supervision for every 35 hours (approximately 5 days) in the field.

It is helpful to make a distinction between formal and informal supervision. There is an agenda for formal supervision, which usually takes place at a set – and, ideally, an uninterrupted – time. In formal sessions, the Field Education Learning Plan is reviewed, directions are confirmed or reset, and students are provided with opportunities to critically reflect upon their placement experiences.

The prime time for learning, however, is right after an experience or event. Whenever possible, Field Educators attempt to capitalise on 'prime time' and deal with issues immediately – in informal supervision or debriefing. Whenever students seek or are offered their supervisor's input, direction or expertise, it can be seen as informal supervision.

Field Educators, who have overall responsibility for the student's placement and for the work the student does in the agency, may assign the student to Task Supervisors for some aspects of the work they do. Task Supervisors assume full responsibility for the student's interaction with clients while they are with the students, and guide and direct the student's work in the designated tasks.

In fact, we encourage Field Educators to arrange for their students to spend time observing or working with other agency staff. There are benefits all around. Sharing the responsibility for students with other agency staff gives the Field Educator time to attend to other duties. Working with staff other than their nominated Field Educators gives students broader opportunities to observe and compare different styles of work as they begin to develop their own. Students may have the opportunity to participate in group supervision with agency staff as well as individual supervision. Another benefit is that the Task Supervisor can work with students without having the full responsibility for them – often a way of testing the waters before undertaking greater responsibilities for providing Field Education.

We ask students to provide written and verbal accounts of their work for assessment, and to use their Field Education Learning Plan to monitor placement progress. The supervisory session is a time for students to reflect on practice, and for Field Educators to support, educate and advise on the tasks undertaken. At all times, constructive and mutual feedback should be encouraged.

Supervision requirements

During the placement, the student must be supervised by a qualified Social Worker who:

- is eligible for membership of the Australian Association of Social Workers (AASW)
- has practised social work for a minimum of two years.

External Field Educator supervision may be arranged when a suitably qualified staff member is not available within the agency. This may only occur for one of the two placements and the agency must provide day-to-day task supervision for the student. See 'External supervision' below. Professional social work supervision needs to occur for no less than one and a half hours per five full days of placement.

The supervisor is responsible for the quality of service to clients and for the educational guidance of the student.

External supervision

Some excellent placement opportunities are found in human service agencies and other organisations where there are no qualified Social Workers available to supervise the student. If a placement is offered without a qualified Social Worker as Field Educator the University may approve that an Agency Task Supervisor be appointed, with an External Field Educator (Social Work supervisor) engaged to provide formal supervision.

It is important to remember that the Agency Task Supervisor has overall responsibility for the work the student does in the agency and for the day-to-day guidance of the student.

The Agency Task Supervisor and External Field Educator should communicate regularly regarding student progress on the placement.

Training and support for Field Educators

Depending on demand, training sessions may be held at Deakin for Field Educators on topics including supervision, student learning, assessment and evaluation. Field Educators may also consult with Field Education Unit staff. Deakin also offers educators and practitioners regular opportunities to take part in seminars and training. These events will be advertised via email and post to agencies.

The Combined Schools of Social Work in Victoria offer introductory and advanced workshops for Field Educators. The schools rotate the responsibility for running these workshops, and each school contributes staff and resources. Field Educators can contact the University Field Education Unit staff for information on upcoming workshops. Alternatively the information may be accessed on the Combined Schools of Social Work website; <http://www.cssw.com.au/>

Liaison visits

Deakin Social Work staff (or a nominated University Liaison Person) will usually have a minimum of two contacts with the agency during the placement. The first visit takes place around the third or fourth week (15th to 20th day) and the second takes place around the eighth week (35th to 40th day). Each meeting should take approximately one hour and the student, Field Educator, University Liaison Person and Agency Task Supervisor (if applicable) attend.

There are four major responsibilities that University Liaison Persons undertake (AASW, ASWEAS, 2012):

- monitoring and evaluating the student's performance
- educational consultation
- monitoring and evaluating the placement
- mediation and problem solving.

More contacts are possible if issues arise during the placement, and the student or the Field Educator request them. Students and Field Educators are also welcome to contact the University Liaison Person between visits for informal consultations by telephone and email.

Student's role in supervision

Students are expected to be active participants in the teaching and learning environment offered by field placement. Students will prepare materials for supervision and bring issues for discussion with their Field Educator. Students are recommended to keep a journal throughout placement, to record their experience and to assist in the reflective process. This journal can assist in identifying aspects to discuss in supervision.

It is the responsibility of students to notify their University Liaison Person or Field Education Unit staff if professional social work supervision is not held at the required rate (1½ hours per 5 placement days) or if there are other issues or concerns in relation to supervision.

Students are encouraged to be active in facilitating meeting times for liaison visits and should contact Field Education Unit staff if they are concerned about timely contact and/or do not have contact details for their University Liaison Person.

Dealing with placement problems

Introduction

During placement, difficulties could arise because:

- the student and Field Educator have different expectations of work load and learning environment
- the student cannot cope with some placement tasks
- there is poor communication between student and Field Educator or Agency Task Supervisor
- the students' learning is not progressing
- the work allocated to the student is inadequate or insufficient
- the Field Educator changes during the placement
- the student is unhappy with the assessment of their work.

It is expected that any difficulties students have in attaining their learning goals or working with agency staff will be identified early in the placement and dealt with in consultation with the University Liaison Person. If ongoing difficulties are identified at the mid-placement review, these must be discussed by the student, their Field Educator, Agency Task Supervisor (if applicable) and University Liaison Person. Strategies must be developed to ensure the student has an opportunity to address these issues prior to the final assessment. Corrective action should be undertaken through review and amendment of the Learning Plan.

Many issues that arise on placement can be resolved through negotiation, and may be seen as an opportunity for students to practise negotiation skills. Similar problems arise in professional practice and the ability to work through them may mean the difference between a satisfactory workplace and a difficult one. As in the workplace, however, some problems are resistant to negotiation.

If there are problems in the placement that cannot be resolved between Field Educator and student, the University Liaison Person should be contacted as soon as possible by either or both parties. If the problems relate to issues with the students' progress, the Learning Plan needs to be amended to address the identified difficulties. With the liaison persons' input, the amended learning plan seeks to address the difficulties, and should be developed with time lines and monitored.

If the student is successful in achieving the learning tasks set out in the amended Learning Plan, the placement continues and a pass grade is recommended at the end of the placement. If the tasks in the amended Learning Plan are not completed satisfactorily, and a serious student difficulty cannot be surmounted, the placement can be terminated with a fail grade recommended to the Field Education Coordinator.

Issues of personality 'clash' are unlikely to lead to a failure as failure relates to an inability to set and/or meet goals in keeping with the AASW Standards for Practice. Should a student's behaviour be unprofessional in any way (for example, negligent, dishonest or aggressive) as a result of any conflict or personality clash however, then it is most likely to lead to a fail result.

Interpersonal difficulties

It is a fact of life that we find some people easier to work with than others (and they feel the same about us). The placement is an opportunity for students to learn how to develop good working relationships with colleagues who have different ideas about work styles, client relationships or even politics. Different backgrounds or just a plain 'personality clash' can lead to misunderstandings in any workplace. Students are expected to behave in an appropriately professional manner when dealing with such difficulties.

Where possible, students are expected to sort out their difficulties directly with the person concerned – many workplace conflicts can be sorted out by clear, tactful communication and a dash of humour. Where such efforts fail to resolve interpersonal difficulties the student is expected to seek advice from an appropriate person, namely, their Field Educator, University Liaison Person or Field Education Unit staff at the University.

Personal difficulties

Students who are experiencing personal difficulties that may affect their ability to attend and participate at their placement should talk to their supervisor in the first instance so that the situation may be assessed. The University Liaison Person and, if necessary, the Field Education Coordinator can be called upon to advise.

Field Education Unit staff at the University will have the final responsibility for deciding whether a placement should continue or be terminated.

Please note that students should not seek or allow personal counselling (relating to the difficulty itself, rather than its impact on the placement) from their Agency Task Supervisor or Field Educator. Personal counselling for students is offered through the Division of Student Life, <<http://www.deakin.edu.au/studentlife>>.

Bullying and harassment

During the first week of placement, students must make sure to read and understand the placement agency's definitions, policy and procedure on bullying and harassment as part of the Safety Audit (see Appendix 2).

Sexual harassment includes any conduct that causes distress to a person because it carries sexual implications, constitutes a sexual advance, seeks sexual favours, or carries a threat in the absence of a favourable response. It can involve a variety of behaviours from verbal suggestion to overt demands to stalking and physical abuse. It can occur between peers, colleagues or within a supervisory relationship, and in same-sex as well as heterosexual interactions. Harassment can occur between clients in the agency setting or between a client and an agency employee. Either party may be the perpetrator and in every case this needs to be reported to the agency and the agency must take steps to address the issue.

Students experiencing difficulty in regard to any form of bullying or harassment should take the matter up immediately with their Field Educator, if this is not possible, the University Liaison Person is the next person to contact. Any matters that cannot be resolved in this manner should then be brought to the attention of the Field Education Unit staff.

What to do if a student is not performing to standard

- 1 The Field Educator talks with the student as soon as they notice that he or she is having difficulties. The Field Educator clearly explains in what areas the student is not performing, relating this to the units and elements of competence in the evaluation schedule as explained in the Field Education Learning Plan and Assessment Reports (see Appendix 4). This discussion is minuted and signed by both parties.
- 2 The Field Educator contacts the University Liaison Person to advise of the difficulties and a meeting is organised for all parties.
- 3 At this meeting, the parties discuss and agree on strategies to address the difficulties that the student is experiencing. The liaison visitor takes minutes of the meeting, which are kept for review, and any amendments to the Learning Plan are noted.
- 4 The Liaison visitor arranges a review meeting to follow within two weeks at which the student's placement progress is discussed against the amended Learning Plan, and assessed by the Field Educator and University Liaison Person.
- 5 The Field Educator argues the reason for the assessment recommendation referring to the review minutes and assessment documentation.
- 6 The University Liaison Person ensures that the student has been given a fair hearing and adequate opportunities to meet the assessment requirements.
- 7 If the Field Educator and University Liaison Person agree that the student has now met the required standard, the placement continues without additional supervision or liaison.
- 8 If the Field Educator and University Liaison Person agree that the student has not yet met the required standard, there are three options, depending on the level of competence of the student:
 - (i) The student continues with the placement with a further amended Learning Plan. This is considered if the Field Educator and University Liaison Person agree that the student has made some progress although he or she is not as far advanced as expected. The Field Educator and University Liaison Person believe the student will be on track in the immediate future. They meet again in two weeks.
 - (ii) The placement continues on condition that the student agrees to an extension of the placement of up to a maximum of four weeks.
 - (iii) The placement is suspended. This happens when the student has not made sufficient progress with the amended Learning Plan, and the Field Educator and University Liaison Person assess that an extension will not bring the student up to standard, or the agency does not have the resources to meet his or her learning needs.
- 9 If the Field Educator and the University Liaison Person disagree on the recommendation, a meeting is organised with the Field Education Coordinator. The Field Education Coordinator has the final decision on the grade recommended to the Fieldwork Review Committee. Meanwhile, the placement is suspended.

Withdrawal from a placement

A student may not simply 'quit' from a placement without first discussing the matter with the Field Educator and Field Education Unit staff. This is because the student's reasons for withdrawal need to be discussed in order to assess subsequent academic action that is appropriate to the circumstances.

Withdrawal from a placement for reasons other than those stated above

Students may be withdrawn from placement without failure if the conditions that support a student placement have changed. This may include but not be limited to issues such as resourcing, workload, or sickness affecting the Field Educator or student.

Whether due to withdrawal or failure, no student will be allocated more than three placements during the Bachelor of Social Work.

Students may be immediately withdrawn from placement, or the agency may request termination of placement, or the student may be failed for the following reasons:

- Prior to placement, the student did not disclose information that would have an impact on their performance in placement– e.g. that the student had failed an earlier placement, that the student has a diagnosed condition or disability that will affect their work performance, or that the student has a criminal conviction(s) which makes their placement at certain agencies unviable—for example sexual offences or other offences against the person, or dishonesty offences in placement where allocation of funds are involved.
- Failure of duty of care.
- Unsatisfactory performance – for example unprofessional behaviour (i.e.) ongoing tardiness, and lack of commitment to the placement or ongoing disrespectful or otherwise inappropriate behaviour, lack of progress in formulating and meeting goals in relation to the AASW Practice Standards.
- Unethical behaviour (breaching the AASW Code of Ethics).
- Misconduct – for example dishonesty, violence or other aggressive behaviour.
- Negligence.

Should any of these situations occur, the Field Education Coordinator will consult with academic colleagues and make a decision as to whether to apply a fail grade, or require the student to repeat the placement at an alternative agency. The decision will be made based on the seriousness of the issue, and the effect or likely effect on service users, colleagues or the agency in which the student is placed. Should the student disagree with the decision, they must email the Field Education Coordinator who will organise to have the decision reviewed by the Social Work Field Education Review Panel consisting of two social work academics and an independent representative from the field, who will review the decision to fail or repeat based on statements from the Field Educator, University Liaison Person and the student. This process is likely to involve telephone consultation with all parties including the Field Education Coordinator, to clarify or seek further information.

Field Education review panel

If the procedures outlined in Appendix 5 fail to resolve the situation, or a fail grade has been allocated and the student does not agree with the fail grade, they must email the Field Education Coordinator who will convene a Social Work Field Education Review Panel. The Panel, consisting of two social work academics (who were not involved in the student's placement) and an independent representative from the field, will review the decision to fail, based on written statements from the Field Educator, University Liaison Person, and the student. This process is likely to involve telephone consultation with all parties, including the Field Education Coordinator, to clarify or seek further information as necessary.

What happens after a student fails a placement?

There are two further avenues of redress should students receive a fail grade from the Social Work Field Education Panel Review. These are the Review of result process and 'show cause': These are outlined below:

- 1 All students whether involved in course work units or placement and who fail units have the opportunity to apply to the faculty for a review of results (within 5 days of results being released). This process is usually an administrative process where the Faculty Academic Progress and Discipline Committee (FAPDC) checks that all due process for assessment has been followed (e.g. second marking on a clean copy of assignments that fail for example). The online process can be accessed on the Current Students section of the HEALTH website, under FAPDC <<http://www.deakin.edu.au/arts-ed/current-students/fapdc.php>>.
- 2 A second process involving the Course Coordinator, School Academic Progress Committee (APC) and the Faculty Academic Progress and Discipline Committee occurs when the results of students over two active semesters are reviewed BEFORE the results of the current trimester are released to students. This process identifies any students who have failed (passes fewer than fails or passes equal fails) or other breaches of academic rules over two active semesters. Some of these decisions may involve asking students to show cause, to a meeting convened by the School APC Chair and representatives of the courses involved such as Course Coordinators, as to why they should not be excluded from the course. Students who fail placements (worth 4 credit points) attract an automatic exclusion as the rule being breached is pass < fail or pass = fail over two active semesters. These students would therefore get a letter asking them to attend a meeting and/or write a statement explaining why they should not be excluded. Students are able to bring a support person or advocate to this meeting, and DUSA are often able to assist.

Learning and assessment

Introduction

The student, the Field Educator and the University (through the University Liaison Person) share in the process of assessment.

Assessment in placement is continuous and is centred on learning that addresses the AASW Practice Standards for Social Workers. Field Educators and students develop a Field Education Learning Plan in consultation with the University Liaison Person. During supervision, the student and Field Educator monitor the learning process. Opportunities and obstacles to learning need to be identified early on in the placement.

The practice standards on which the student will be evaluated are identified in the Field Education Learning Plan. The University Liaison Person reviews the Field Education Learning Plan and assessment feedback that the Field Educator and student have completed and submitted at mid-placement. There should be no surprises at the end of the placement for the student, Field Educator or University Liaison Person.

If there are problems in the placement, all parties should refer to the procedures outlined in 'Dealing with placement problems' on pages 27–31. These procedures describe how an amended Learning Plan can be drawn up and monitored, with the aim of getting the student and placement on track for successful completion.

If this procedure is followed, it is unlikely that there would be disagreement between the University Liaison Person and the Field Educator over a recommended grade. However, the Unit Chair has final responsibility to assign grades.

Responsibility for learning

Students are to be self-directed learners, and this includes taking the initiative to ensure difficulties do not escalate.

Part of a student's strategy for dealing with difficulties should include consulting with their Field Educator in the first instance, followed, if required by contacting the University Liaison Person or the Field Education Unit staff. There will also be the opportunity to discuss such issues via CloudDeakin.

Grading

Field Education is awarded academic credit (equivalent to an entire trimester of academic work) towards a University award. All universities have appeal procedures for grade determination.

HSW314 and HSW415 are assessed as 'ungraded pass' or 'fail' only. Students do not receive a grade such as credit or distinction. However, the evaluation provided by the Field Educator in the two assessment reports will provide valuable feedback.

Assessment requirements

In order to receive a final assessment for this unit, students must have completed all of the following:

Assessment item	Due date	Submit to
70 days of placement in the designated placement agency (AASW requires a minimum of 500 hours, due to the diversity of workplace hours, Deakin University has determined this will be reached by completing 70 days of placement – should the agency hours be shorter than 7.5hrs per day this needs to be negotiated)		
Field Education Placement Contract (Appendix 1)—an written agreement between the student, Field Educator and the University	1 week prior to Placement beginning	Signed copy emailed to the Field Placement Coordinators at: hsdswpla@deakin.edu.au or hard copy via mail; and CloudDeakin
Safety Audit (Appendix 2)	Day 20 (or earlier)	CloudDeakin
Field Education Learning Plan (Appendix 3)—an outline of the student’s learning tasks and, how they plan to meet them, and how they relate to AASW Practice Standards	Day 20 (or earlier)	CloudDeakin and copy to University Liaison Person
Three integration seminars on campus <i>or</i> weekly discussions on CloudDeakin	Details are advised on CloudDeakin prior to commencement of the trimester	
Mid-placement Review Report (Appendix 3)—a report jointly written by the student and the Field Educator at mid-placement	Day 40	Signed copy to CloudDeakin and copy to University Liaison Person
Critical Reflection (Appendix 4)—an assignment written by the student	Day 45	CloudDeakin
Final Assessment Report (Appendix 3)—a report jointly written by the student and the Field Educator at the end of the placement, with a <i>recommendation</i> by the Field Educator of ‘pass’ or ‘fail’	Day 65	Signed copy to CloudDeakin and copy to University Liaison Person

The student, Field Educator and Field Education Unit staff should keep copies of each assessment document. The Unit Chair for HSW314/415 cannot lodge a final grade for the placement until all assessment documents have been received at the University.

Field Education Learning Journal

From Week 1, students are asked to make regular entries in a journal, in order to record and reflect upon tasks completed, events, integration of theory with practice, and personal insights gained throughout the course of the placement. The content of the learning journal will help to identify aspects for discussion in supervision, however the Field Educator is not required to read the journal.

Field Education Placement Contract

The Field Education Placement Contract is to be completed by the student, Field Educator and Agency Task Supervisor (if applicable) prior to the student beginning placement and then emailed to the Field Placement Coordinators prior to placement commencing. Field Education staff will complete the paperwork and return to the student and agency. The contract is then submitted onto CloudDeakin for HSW314/331/415 by the student.

The contract sets out the professional expectations of all parties from the beginning of the placement. Some student and Field Educator expectations are not negotiable, and they have been provided within the contract template (see Appendix 1).

Field Education Learning Plan

The completed Field Education Learning Plan is to be submitted on CloudDeakin by Day 20 of the placement (or after the first liaison visit). The Field Education Learning Plan is drawn up jointly by the student and their Field Educator. It sets out the student's learning goals, tasks and methods of evaluating the work for the placement. The learning goals in the plan need to focus on the domains specified in the AASW Practice Standards.

The Field Education Learning Plan is to be completed, ensuring that the University Liaison Person receives the plan prior to the first visit. It is then submitted by the student onto CloudDeakin.

An electronic version of the Learning Plan template is included in the placement confirmation email and is also available on CloudDeakin.

The Learning Plan becomes the blueprint from which all placement activities flow to guide purposeful student learning. It clearly sets out agreements on goals, tasks, methods of assessment, and competencies to be demonstrated and therefore provides a basis for negotiation if problems arise in relation to the student's progress or expectations.

The Field Education Learning Plan is an important document that formalises the placement process, and assists in monitoring the student's progress and assessment. It should be a major tool in the supervisory process. The most important aspect in drawing up your plan is to be very clear and specific about the tasks and methods of assessment, and what evidence will be collected to demonstrate learning. (See Appendix 3 as well as CloudDeakin for the template.)

Integration seminars and CloudDeakin discussions

There will be three integration seminars during the field placement. All students are encouraged to participate if possible in order to engage in peer networking and support. Students will be advised of the dates for these seminars on CloudDeakin prior to the commencement of the trimester. Students who are unable to attend, due to distance, will be provided with alternate requirements on CloudDeakin, *which should be completed within two weeks of the date of the seminar.*

There will be other CloudDeakin activities that are compulsory for all students to complete as part of their placement learning.

Mid-placement Review Report

Halfway through the placement, (35th–40th day), the student and their Field Educator jointly undertake a major review of the placement to determine progress, strengths and areas for development. If not already raised, this is the time for any areas of concern to be identified, so plans can be made to deal with them. The Field Education Learning Plan includes a section for each

learning area to include mid placement review comments. The updated Field Education Learning Plan with the completed mid placement review should then be submitted on CloudDeakin by Day 40. A copy of the mid placement review report is also sent to the Liaison Person for discussion at the second liaison visit.

Critical Reflection Assignment

Students are asked to complete a Critical Reflection Assignment and submit this on CloudDeakin on or before Day 45 of the placement. See Appendix 4 for report-writing instructions.

Final Assessment Report

In the second last week of placement (60th–65th days), the student and Field Educator complete the Final Assessment Report. It is suggested that the report is first drafted by the student and then discussed with the Field Educator. The Field Educator then prepares the final version for submission, and both sign it. It is an important document, because it forms the basis for the assessment of the student's performance during placement, and provides feedback to the student. If there has been more than one Field Educator involved, or an Agency Task Supervisor and Field Educator, then they too should participate in preparing the final report.

It is expected that students will self-evaluate and identify areas for further learning, as well as highlight learning achieved. For students on their first placement, this report is the first official assessment of their initial attempt to practise social work in the field. Therefore, the Field Educator needs to be honest, fair and constructive in identifying strengths and areas for further development.

For the first placement, we ask the Field Educator and student to identify areas for further learning and development in the second and final placement. For final placement students, we suggest that the student use the assessment from their second placement as a basis for career planning. Field Educators can perform a valuable mentoring role in this context, identifying not only the strengths and competence of the student, but also the kinds of opportunities now available for the student, or suggested directions in which the student might look for work.

It is the responsibility of the Field Educator to make a recommendation of 'pass' or 'fail' in the report. It is the responsibility of the student to ensure that a copy of the signed Final Assessment Report is sent to the University Liaison Person; and a signed copy is submitted onto CloudDeakin.

The student should ensure that they keep a copy of the report for their own records.

Expected performance levels

By the end of their first placement, the student is expected to be able to demonstrate a minimum of 'beginning capability' regarding skills and knowledge associated with the AASW Practice Standards (2013). If any of the standards are not applicable to a particular agency in the first placement, this should be noted in the Final Assessment report. The Field Education Unit staff will then make sure that the student gets the opportunity to address those areas in the second placement.

By the end of their second placement, the student is expected to demonstrate a minimum level of 'capability' of the Practice Standards to the same level as that expected of a graduate Social Worker in the placement agency.

The way the standards are demonstrated will vary according to the placement situation and the individual student, so an assessment should identify strengths and areas for further learning as well as minimum overall standards of competent practice for the specific placement work undertaken.

Please refer the Explanatory Notes for the Learning Plan, in Appendix 3 for more information about the expected performance levels.

Evidence of competence and capability

Students are required to detail in their Field Education Learning Plan the types of evidence they will provide to demonstrate that they have achieved their learning goals (see Appendix 3).

Evidence of meeting learning objectives may be provided using examples such as reports, process recordings, and journals, summaries of readings, case notes or videos. Students should include these items when preparing the first draft of their assessment reports.

Glossary

AASW	The Australian Association of Social Workers (AASW) is the national organisation of qualified Social Workers. As such, it defines the standards required for eligibility for membership, and sets the guidelines for Australian social work courses whose graduates can automatically be admitted to full membership. There is a local branch in each state and territory. The web address for the national association is http://www.aasw.asn.au .
AASWWE	The Australian Association of Social Work and Welfare Education (AASWWE) focuses on enhancing social work and welfare education within Australia by conducting conferences, and publishing newsletters and policy papers. The web address for this association is http://www.aaswwe.asn.au .
Agency	In this manual, 'the agency' means the human service organisation (or branch or department of that organisation) that is offering field placements to students.
Agency Task Supervisor	This is a worker with different qualifications other than Social Worker who will oversee the day-to-day running of the placement in the agency, allocate work, offer a professional perspective or advice as needed and provide day-to-day guidance.
Bachelor of Social Work (BSW)	At Deakin University, the BSW is a four-year, full-time degree offered by the Faculty of Health through the School of Health and Social Development. The BSW prepares students to practise as professional Social Workers on graduation, and qualifies them to apply for membership of the AASW.
CloudDeakin	Online system used by Deakin University for all unit requirements
External Field Educator	If a suitable placement is offered at an agency that does not employ a qualified Social Worker, the University can appoint a Field Educator from outside the agency. This External Field Educator will carry out formal supervision and assessment during the placement, and will keep in regular contact with the student and his or her Agency Task Supervisor.
Field Education Consultative Committee (FECC)	This committee, consisting of Field Education Unit staff and interested practitioners from the field, meets every two months. The Field Education Coordinator is the convenor. It provides a forum for collaboration and consultation between the Deakin social work program and the human service industry.
Field Education	To underline the fact that the full-time, trimester-long university units HSW314 or HSW415 are an educational exercise, we have called this component of the course Field Education. The two placements consist of 70 days practical work each, done under the supervision of a qualified social work Field Educator in an approved agency or organisation. The field education component of the course is organised by the Field Education Unit staff. Outside of Deakin, this kind of practical social work experience may be called field experience, a field placement or a practicum.
Field Education review committee	Disputed decisions or problematic issues arising from Field Education which are not covered by the University's policies and procedures may be referred to this committee for consideration. The committee comprises representatives from Social Work academic staff, Field Educators and students.

On-site Field Educator	<p>This term refers to Social Workers in the agencies that have the specific responsibility for planning, guiding and evaluating the learning of students on placement as Field Educators in recognition of their educational role and skills. As a minimum, a Field Educator must have graduated from a course that makes them eligible for AASW membership, and have two years of practical experience post-qualification.</p> <p>Other titles frequently used in the literature for this role are student supervisor, field instructor and practicum instructor.</p>
Placements and supervision	<p>The actual work assignment of a social work student to an agency is traditionally referred to as a placement, just as the responsible guidance of the student by the Field Educator is traditionally referred to as supervision.</p>
School of Health and Social Development	<p>The school in the Faculty of Health at Deakin University that has administrative responsibility for Social Work.</p>
University Liaison Person	<p>The academic staff member in Social Work who is responsible for visits to individual students whilst on placement is called the University Liaison Person. Students and Field Educators may contact him or her via the University.</p> <p>For off-campus students who have placements at a distance from Geelong, we usually engage a social work academic from a nearby university or a suitable experienced Social Worker in the local area to act as a University Liaison Person. This person then reports back to the Field Education Coordinator.</p>

Bibliography

References

Australian Association of Social Workers (AASW) 2013, *Practice standards for social workers: achieving outcomes*, AASW, Canberra.

Australian Association of Social Workers (AASW) 2012, *Australian Social Work Education and Accreditation Standards*, AASW, Canberra.

Recommended further reading

Beddoe, L & Maidment, J 2009, *Mapping knowledge for social work practice: critical intersections*, Cengage Learning, South Melbourne.

Cleak, H & Wilson, J 2012, *Making the most of field placement*, Thomson Learning, Southbank, Vic.

Cooper, L & Briggs, L (eds) 2000, *Fieldwork in the human services*, Allen & Unwin, St Leonards, NSW.

Maidment, J & Egan, R (eds) 2009, *Practice skills in social work and welfare: more than just common sense*, 2nd edn, Allen & Unwin, St Leonards, NSW.

Pugh, R & Cheers, B 2010, *Rural social work: An international perspective*, The Policy Press, Bristol.

Appendices

- Appendix 1** Field Education Placement Contract
- Appendix 2** Safety Audit
- Appendix 3** Explanatory Notes: Field Education Learning Plan, Mid Placement Report and Final Placement Report
- Appendix 4** Field Education Learning Plan, Mid Placement Report And Final Placement Report
- Appendix 5** Critical Reflection Assignment
- Appendix 6** Social work at Deakin

Appendix 1: Field Education Placement Contract

DEAKIN UNIVERSITY SOCIAL WORK FIELD EDUCATION 2014

Field Education Placement Contract

The completion of this contract is to be coordinated by the student. This contract must be completed and returned to the University by the student for approval and confirmation one week before placement may begin. This is required for relevant action (e.g. liaison) and to satisfy Deakin insurance conditions.

Note: Please advise Lesley Ervin or Jody Laughton at hdswwplac@deakin.edu.au or (03) 5227 8464 as soon as possible of any changes of postal/email addresses, phone numbers, or dates.

Student Details	
Student name:	.....
Enrolment:	<input type="checkbox"/> HSW314 <input type="checkbox"/> HSW415 <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Rural Focus
Address:	Street Name
	Suburb
	Postcode/State
Contact:	Home Mobile
Email address:	.....

Agency Details	
Agency:	.....
Agency Street Address:	Street Name
	Suburb
	Postcode/State
Address for Correspondence:	Street name / PO Box
	<input type="checkbox"/> As above Suburb
	Postcode/State
Field Educators:	.....
Contact details:	Phone..... Fax.....
Email address:	.....

Agency Task Supervisor:	.....
(If applicable)	
Contact details:	Phone..... Fax.....
Email address:	.....

Placement Dates							
Start Date:	.....					
End Date:	.....					
Days of Placement (if part time; please circle):	Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Student Placement Details	
1	Main aims/tasks of the potential placement
2	What are your anticipated learning goals?
3	Potential strengths of the learning situation
4	Potential difficulties of the learning situation
5	What plans are there to orient you to the Agency?

Expectations of the Student
<p>I,, will</p> <p>[name of student]</p> <ul style="list-style-type: none"> • attend placement and supervision sessions on time (or notify the Field Educator and/or Agency Task Supervisor if unable to attend) • fulfil the objectives set out in the Field Education Learning Plan and Field Education Placement Contract • prepare material for use in supervision sessions • identify ongoing learning needs and learning opportunities in conjunction with the Field Educator • abide by the policy and procedures of the placement agency • represent the agency in a professional manner while on agency business, for example, when attending meetings with other organisations • complete assigned tasks for the Field Educator and Field Education Unit on time • participate in integration workshops (in person or online as negotiated with Deakin University).
Other expectations as agreed by Field Educator and student
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Expectations of the Field Educator
<p>I,, will</p> <p>[name of Field Educator]</p> <ul style="list-style-type: none"> • help the student to develop the Field Education Learning Plan and set appropriate objectives • identify appropriate learning opportunities • provide one hour of uninterrupted formal supervision for every five days the student attends placement • monitor the student’s progress and provide feedback using the Field Education Learning Plan • help the student to learn by encouraging them to link theory with practice in the field • complete the mid placement review and final assessment reports.
Other expectations as agreed by Field Educator and Student
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Supervision Arrangements	
On-site Supervision	
On-site Supervision (provided by a suitably qualified social worker within the organisation)	
Name:	.....
How often will supervision session be held?	.....
What will the approx. length of sessions be?	.....
Please indicated here if external social work supervision is required:	
Yes	No

Negotiating modifications to the contract

Notwithstanding the above agreement, it is recognised that circumstances may create the need for change, by agreement between the student, supervisor and Deakin University. Please advise the Field Placement Coordinators as soon as possible of any changes – hsdswpla@deakin.edu.au

Placement Contract Signatories		
Student Signature:	.....	Date:
Agency Field Educator	.....	Date:
Deakin University Representative	.....	Date:

*Once student and agency supervisor have signed the contract, please email or post the signed copy to the Field Placement Coordinators for signature and completion.

Email: hsdswpla@deakin.edu.au

Postal address: Social Work Field Placement Coordinators
 School of Health and Social Development
 Deakin University
 Locked Bag 20001
 Geelong VIC 3220

This contract needs to be returned to the University at least one week prior to the placement commencing for finalisation of details.

Deakin to Complete	
University Liaison Person:	.....
On-site Field Educator:	.....
Agency Task Supervisor:	.....
External Field Educator:	.....

Appendix 2: Safety Audit

DEAKIN UNIVERSITY SOCIAL WORK FIELD EDUCATION 2014

Agency risk reduction guidelines

Field Education Unit staff recognise that human service agencies are under pressure. Budget cuts and reduced services have led to more clients with critical needs and histories of negative involvement with social services. In this climate, Social Workers may find themselves in risky and threatening work situations and some have been harmed.

Students in training cannot be insulated from the realities of professional life, nor should they, if fieldwork is to continue to be a real learning situation. On the other hand, students lack the experience and skills that help seasoned practitioners to assess danger and take appropriate precautions. Field Education Unit staff take responsibility for providing classroom content on safety issues and preparing students to handle potentially dangerous situations. However, we would be remiss were we not to require that a serious effort be made to reduce risk in field settings.

The following guidelines may be modified with the explicit approval of the agency Field Educator and the Field Education Coordinator. We recognise that the implementation of these guidelines may take some time. The Field Education Coordinator may determine that while an agency is not currently meeting all guidelines it is making a good effort to do so and current arrangements are sufficient to proceed with a field placement.

- 1 A fieldwork agency should have policies and procedures covering:
 - building and office security
 - emergency procedures, including when and how to summon security or police
 - staff responsibilities and procedures for managing violent clients
 - safety on home visits, including when, where and under what conditions visits should or should not be made, when the student should be accompanied and how back-up is provided (see below).
- 2 The Agency should provide the student with a copy of these safety policies and suitable training during the student orientation.
- 3 Assignment of the following types of activities should be discussed with the University Liaison person prior to assignment:
 - physically restraining clients
 - transporting a client in the student's private car
 - transporting a client with a recent history of violent behaviour
 - treating a client with a history of violence toward staff
 - working in the agency when other staff are not present.
- 4 The student's Field Educator or Agency Task Supervisor should know (or be able to easily ascertain) the student's location during fieldwork hours and should discuss with him or her any activities that require special planning with regard to safety.

Safety Audit

These are questions for students to follow up during their orientation phase. After discussion in supervision, the Field Educator should sign the completed form, and it should be submitted with the Field Education Learning Plan.

The safety policies are made explicit to students and workers by:
Safety measures for transporting clients could be (or are):
Skills that staff and students need to develop to deal with potentially threatening situations are:
Safety measures for conducting home visits could be (or are):
Safety measures for working with a client who has a history of violence are:
When seeing clients or facilitating groups after hours, measures to ensure safety are:

Student	Signature	Date
Field Educator	Signature	Date

This document should be submitted via CloudDeakin by Day 20 of your placement.

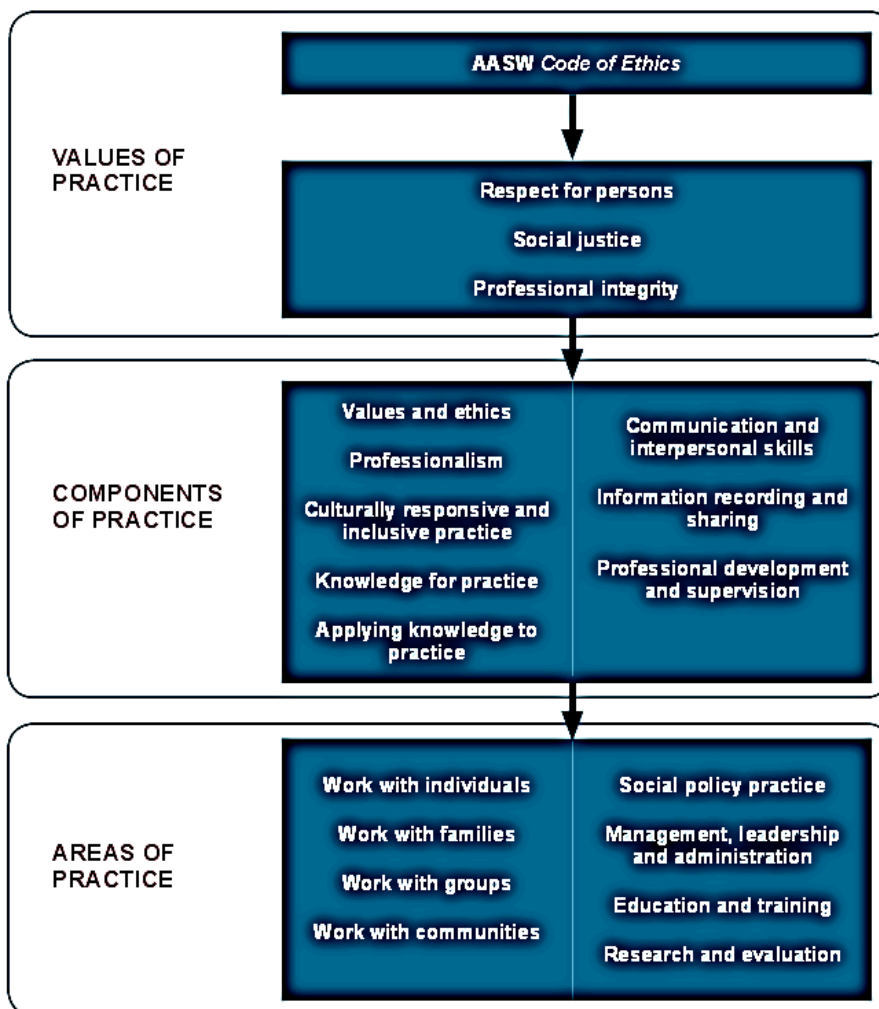
Appendix 3: Explanatory notes: Field Education Learning Plan, Mid Placement Review and Final Assessment Report

DEAKIN UNIVERSITY SOCIAL WORK FIELD EDUCATION 2014

The Australian Association of Social Workers have developed practice standards (2013) that outline the practice expectations for social workers. The expectation for students on placement is that their learning aligns with these practice standards so that when they graduate they have acquired the skills and attributes necessary to practice in accordance with these standards.

The following flow chart, taken from the AASW Practice Standards (2013) highlights the interconnectedness of the *Code of Ethics* (2010), the Practice Standards (2013) and the practice setting.

Social work practice



(AASW Practice Standards 2013, p. 8)

Developing the Learning Plan

Students, together with their field educator and agency task supervisor are asked to develop a Field Education Learning Plan that includes learning tasks and ways that learning will be demonstrated for each practice standard. The Learning Plan doesn't need to list all tasks undertaken by the student on placement, however it is important to use the plan to identify specific tasks that the student will undertake to demonstrate their capability, to assist in assessing progress at mid and final placement review. It is suggested that some learning tasks are planned to be completed by mid-placement (Day 35) to assist in assessing the students' placement progress for the mid placement review. Students undertaking a rural focussed placement are required to develop learning tasks that are relevant to three different practice standards in the plan.

The tasks menu below provides some examples of tasks and their outcomes that can be included in the learning plan and adapted to the particular placement setting. Tasks that students can identify are often components of practice that they will undertake as a normal part of the placement work, which can be included in the plan. Tasks should be of sufficient challenge to extend the student's learning, and the outcome/evidence of completion should be assessed by the field educator and task supervisor (if any) as part of the supervisory role. Learning tasks aim to develop the students' understanding and knowledge of social work skills and knowledge whilst on placement.

These tasks are suggestions only, and students and supervisors are encouraged to create their own, to best reflect the context of learning within the agency.

Tasks will vary in the length of time required to complete, and many will build upon previous tasks and learning as the student's knowledge develops across the placement timeline. With this in mind, some tasks will be completed prior to the mid placement report, whilst some might not have been commenced – it is important to make note if this, and develop a plan that ensures ongoing learning and development occurs across the placement.

Some tasks can be used to address learning and understanding across multiple practice standards in the Learning Plan, for example:

If I was on placement within a **community development setting**, completing an *organisational analysis* (Cleak and Wilson, 2013 *Making The Most of Field Placement*, Cengage, pp. 40–1) might help me to develop my understanding of values and ethics (what are the values that underpin the organisation and its focus), it could also help me understand and identify the social policies that impact on the agency and its work/client group as well as helping me to develop communication skills if I write a report or conduct a literature review on the agency and its target area. Ways to demonstrate understanding to the field educator could include a written copy of the *Organisational Analysis*, discussion of values and ethics with the supervisor, identification (written document in point form) of the social policies that are impacting on the organisation/issue.

In a more **direct practice placement**, completing a case study would assist me to develop understanding and knowledge of values underpinning the work with that client (my own personal values) as well as the values of the agency, it might highlight ethical aspects/dilemmas, and would also assist in both written and verbal communication skills if it is written up and/or presented to a team meeting (this would be how you could demonstrate to your field educator, your understanding and knowledge).

Being involved in **group work**, for example, a support group for people with dementia, some of the areas you would develop knowledge and skills in, could include conducting a literature review to obtain background information on the condition and what supports people with dementia require (knowledge for practice, you might visit other agencies or peak bodies to find out more information (demonstrating communication skills), you might need to contact the participants to see if they want to attend – engagement, and assessment skills as well as communication skills. If you are able to co-facilitate the group, then again the skills required

cover several of the practice standards- such as modelling social work values and objectives, the group might include people from culturally diverse backgrounds, so you would need to consider this in devising the content of the group programme, and in delivering it so that the information is relevant to all participants. How this could be demonstrated to your field educator could include a written literature review, discussion in supervision, the development of the group programme, an evaluation of the group once it has been completed, and of course, the running or facilitation of the group itself. Feedback from the participants to the field educator is another way to demonstrate your abilities.

Tasks menu

- Undertake a 'values audit' – half page dot point form description of values utilised and demonstrated within the practice setting
- Undertake audit of key AASW ethical principles identified in agency policies/documentation
- Use diary/journal to reflect on assumptions and values and their impact on practice – use as basis of discussion in supervision
- Complete *Organisational Analysis* (Cleak and Wilson, 2013 Cengage, p40-41) noting social policy related aspects
- Write a mock 'letter to the editor' about a social issue of concern to your agency/client group
- Develop a list of the positive and negative impacts of a particular policy on the client group
- Articulate the relationship between the policies, the agency's work, and own practices
- Provide a written or verbal summary of key strengths and weaknesses in existing policy, effects on practices in the agency, broader field of practice or target group – including ideas that may rectify any weaknesses identified.
- Undertake a self-assessment of interpersonal communication skills (verbal and non-verbal – with individuals, groups and communities) including identifying areas for future development. Interpersonal skills include:
 - Active listening, attending skills (verbal and non-verbal), accurate reflection of feeling and content
 - Empathy
 - Appropriate level of challenge
 - Skills in developing professional relationships
 - Advocacy skills
 - Constructive conflict and dealing with anger, aggression
 - Culturally appropriate communication skills
 - Written communication e.g. report writing, letter writing, case notes, ecommunications
- Undertake a literature review on a placement related social policy issue
- Identify and list legislation relevant within the field of practice
- Undertake and write up a policy analysis on an issue related to placement setting
- Undertake a 'theory audit' related to a specific case, identifying as many theories as you can that relate to this case – informing both assessment and intervention
- Present theoretical-frameworks section of *Organisational Analysis Assessment* (Cleak and Wilson, 2013, *Making The Most of Field Placement*, Cengage, pp. 40–1)

- Investigate a less familiar theory and how it might apply to the agency/client group/context of placement
- Complete and submit agency referral documentation (provide written evidence)
- Develop a case plan with identified tasks undertaken
- Provide a case presentation (to team or within supervision)
- Provide written summary or minutes from an agency meeting
- Actively participate in team/workplace meetings (attend, present information, propose agenda items)
- Undertake a placement specific skills stock-take and review at mid and final placement points
- Develop an ongoing learning plan for the next placement
- Complete 'Social self-awareness exercise' (pp. 156–9, Fook J, 1993, *Radical Casework: A Theory of Practice*, Allen & Unwin)
- Collate evidence of active participation within supervision- preparation of agenda, constructive feedback responded to, preparation etc.
- Complete a critical reflection analysis of an incident on placement, present to supervisor
- Complete 'Assessing your preferred Learning Strategies' (pp. 19–22, Cleak, H & Wilson J, 2012 *Making the Most of Field Placement*, Cengage)
- Identify and summarise current literature relating to placement (client groups, problem foci, intervention methods)
- Develop a proposal for a research or evaluation project documenting parameters, hypotheses, questions, outcome measures, tools
- Draft three potential research questions that relevant to this agency and/or client group
- Complete a literature review relating to one t\of the above research questions
- Provide a written summary of current social & professional issues in this field of practice
- Undertake an analysis of 'risk management' issues within placement or for a s c\specific client/case (identify key issues in point form)
- Undertake a case study analysis identifying issues relating to disadvantage and/or power for the client and /or social worker
- Plan, conduct and evaluate interviews with individuals/families (observed by supervisor)
- Plan, develop and evaluate group work intervention (presented to supervisor or team)
- Undertake a facilitation or co-facilitation role in a group work session
- Write up case notes, show to supervisor
- Develop an understanding of the role of social work within the agency setting – present to supervisor or team
- Develop an understanding of the role of other professional disciplines within the agency – present to supervisor or team
- List self-care strategies and identify how the personal affects the professional realm
- Identify own self-care strategies and when you might use them
- Create a project work plan, including timelines and required resources

- Complete an ethics application, or part thereof
- Establish or coordinate a research project reference group
- Successfully recruit participants for a defined research project
- Write project reports
- Analyse data for a project
- Collect and record data in accordance with agency and legislative guidelines

Development of a First Placement and Final Placement Learning Plan

Within the first placement, students are expected to demonstrate beginning skills in undertaking a range of social work tasks across the various practice standards. It is expected that students will require support to achieve their learning goals and they are not required at this stage to demonstrate significant independence within their practice. The general standard of assessment for a First Placement is that the student has made reasonable attempts to develop the relevant skill or knowledge and has demonstrated a beginning capacity to meet the identified criteria.

Examples of learning activities commonly attempted in first placements include: engagement with clients; undertaking a basic psychosocial assessment; developing a basic intervention plan; develop an understanding of appropriate social work roles; develop an understanding of how an organisation functions.

Within the final year placement the learning is aimed at assisting students to transition to a professional role and consolidate their professional identity. Within the final placement, professional competencies will continue to be developed across the standards but will be assessed at a higher level, appropriate for a *beginning practitioner*. Within the latter stages of the final placement, a student would be expected to manage a caseload/ workload equivalent to 0.5 EFT of a base grade social worker in that organisation.

Examples of additional learning activities commonly undertaken in final placements include: development of multi-dimensional intervention plans; implementation of these intervention plans; undertake critical reflection on their practice; develop teamwork skills.

A draft of the learning plan needs to be developed by week 2 to 3 of placement, and emailed to the University liaison person prior to the first liaison visit, for discussion at the liaison visit.

Use of the Learning Plan in Supervision

The supervisor/task supervisor and the student are encouraged to utilise this learning plan during supervision, to ensure that the learning is achieved incrementally throughout the placement. At the midpoint of the placement, student and supervisor/task supervisor complete the comments section and assign a rating as to where the student is at in regard to the goals. Supervisors also indicate how they have been able to identify the students learning, through ticking the box to indicate the range of tasks that might have been utilised.

Mid Placement and Final Placement Reviews

When completing the mid and final placement reports, the intention is that students complete their section, noting what they have achieved to date, and providing a self-rating score based on the rating scale below. The supervisor then completes their section, rating the student also – this is

then used in supervision to discuss any differences in scores, and how to progress for the rest of placement. Please use the following scale to identify a rating level.

Level	Rating	Descriptors
Level 0	Not Capable	Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning.
Level 1	Some Capability	Performance not yet capable. Some requirements understood. Further work needed to demonstrate beginning capability.
Level 2	Beginning Capability	Performance at beginning level expected. Requirements understood. Practice capable under close guidance and supervision. Limited adaptability.
Level 3	Capable	Performance at level expected of newly qualifying practitioner. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/others' practice.
Level 4	Highly Capable	Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.
Unable to be assessed	U/A	The work has either not been undertaken, or the supervisor has not had an opportunity to assess capability in this area.

To pass HSW314 Field Education A, students need to reach a level of beginning capability (level 2) for all learning goals appropriate to the setting, by the end of the first placement.

To pass HSW415 Field Education B, students need to reach a minimum level of capability (level 3) for all learning goals appropriate to the setting, by the end of the final placement.

Appendix 4: Learning Plan, Mid Placement and Final Placement Report

DEAKIN UNIVERSITY SOCIAL WORK FIELD EDUCATION 2014

Student to note that the following assessment documents need to be submitted to the dropbox on CloudDeakin:

- Field Education Learning Plan to be submitted by Day 20
- Mid Placement Review by Day 40
- Final Assessment Report by Day 65.

A copy must also be emailed to the University Liaison Person.

Student:	.....			
Agency:	.....			
Agency Task Supervisor:	.....			
Social Work Field Educator:	.....			
University Liaison Person:	.....			
Enrolment:	<input type="checkbox"/> HSW314	<input type="checkbox"/> HSW415			
	Start date:	Finish date:			
Full time <input type="checkbox"/> Part time <input type="checkbox"/>	(Days per week)	Mon	Tues	Wed	Thurs Fri

Brief description of Agency or Program focus
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Brief summary of the student's learning goals for this placement
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This Learning plan, developed to guide student learning on placement, is directly related to the AASW Practice Standards (2013). The aim is for students to use the standard as their goal, contextualised to their agency setting.

Practice Standard 1: Values and Ethics

Social workers demonstrate that the values of social work are integral to their practice, they uphold their ethical responsibilities and they act appropriately when faced with ethical problems, issues and dilemmas.

Goal 1.1: To practice in accordance with the Code of Ethics (2010).

- a. Practices within a social justice and human rights framework.
- b. Facilitates people’s empowerment and works to eliminate all violations of human rights.
- c. Identifies social systems and structures that preserve inequalities and injustices and advocates for change.
- d. Identify policies and practices that are oppressive and fail to meet international standards of human rights, social inclusion and social development.
- e. Upholds ethical responsibilities to relevant others, to the social work profession and in the placement.

Outline 2 learning tasks that will help you demonstrate understanding/practice in accordance with the *Code of Ethics (2010)* within the agency context, and in the second column, outline how your field educator will know you have understood or demonstrated this knowledge or skill:

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 1.2: To manage ethical dilemmas and issues arising in practice.

- a. Identifies and critically reflects on ethical dilemmas in accordance with the ethical responsibilities outlined in the Code.
- b. Raises the ethical issue/dilemma with field educator and attempts to seek a solution.
- c. Seeks supervision/consultation with field educator/relevant other when faced with an ethical dilemma.
- d. Reports to field educator or other appropriate person if they determine they are in a position that contravenes ethical principles outlined in the Code.
- e. Critically reflects on and examines personal and professional ethics and values that influence practice.

Outline 2 learning tasks to help you demonstrate understanding/management of ethical dilemmas and issues arising in the practice setting and in the second column show how your field educator will know you have achieved this:

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Mid Placement Report of Standard 1: Values and Ethics

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Mid Placement Rating for Standard 1: Student: Field Educator/Task Supervisor:

Final Placement Report of Standard 1: Values and Ethics

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Final Placement Rating for Standard 1: Student: Field Educator/Task Supervisor:

Practice Standard 2. Professionalism

Social workers demonstrate active promotion and support of the social work profession, act with integrity and ensure accountability

Goal 2.1: To represent the social work profession with integrity and professionalism.

- a. Promotes the social work profession by contributing to social work activities and knowledge development through research, evaluation, education, consultation and presentation.
- b. Articulates the values, processes and outcomes of social work and how they apply to different practice contexts.
- c. Models and promotes social work values, responsibilities and objectives in professional practice and consistently acts in a principled and accountable manner.

Outline 2 learning tasks that will help you demonstrate understanding/practice of professionalism within the social work context and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 2.2: To behave in a professional manner and be accountable for all actions and decisions.

- a. Acknowledges that social work positions carry power and uses authority responsibly to prioritise people's own expressed interests, as far as possible.
- b. Provides opportunities and encourages people to evaluate social work services and ensure people are aware of organisational and professional complaints mechanisms.
- c. Maintains appropriate professional/personal boundaries.
- d. Recognises and declares conflicts of interest when they arise.
- e. Maintains confidentiality and understands the legal limits to confidentiality.
- f. Recognises when personal factors or issues impact on professional practice and seeks support.
- g. Justifies all decisions, recommendations and actions and recognises limits to knowledge, skills and practice competence.
- h. Seeks support and information or refers people when professional capabilities are exceeded.

Outline 2 learning tasks that will help you to demonstrate understanding/behaviour, in a professional manner, demonstrating accountability for all actions and decisions and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Mid Placement Report of Standard 2: Professionalism

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Mid Placement Rating for Standard 2: Student: Field Educator/Task Supervisor:

Final Placement Report of Standard 2: Professionalism

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Final Placement Rating for Standard 2: Student: Field Educator/Task Supervisor:

Practice Standard 3: Culturally Responsive and Inclusive Practice

Social workers have adequate understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way

Goal 3.1: To work respectfully and inclusively with cultural difference and diversity.

- a. Demonstrates knowledge of diversity between and within different cultures including ethnicity, disability, economic status, age, sexuality, gender and transgender, faiths and beliefs.
- b. Proactively and respectfully promotes the rights of culturally diverse and minority groups in society.
- c. Demonstrates understanding of the complexity of cultural identities and how this impacts on practice.
- d. Creatively adapts and modifies practice in order to work effectively and inclusively with people who have different and diverse cultural identities, values, affiliations, beliefs and customs.
- e. Engages in continuing professional development, supervision, cultural supervision and critical reflection; consults with relevant community members and professionals; and engages in collaborative learning and research to enhance knowledge and practice in working with culturally different and diverse groups.
- f. Critically reflects on own personal values, cultures and beliefs and how these impact on interactions with people, community members and colleagues; and on organisational policies and practices; and seeks supervision or consultation as appropriate.
- g. Recognises and challenges discriminatory and oppressive practice and policies with respect to culturally diverse people; at local, national and global levels, as appropriate and where possible

Outline 2 learning tasks that will help you to demonstrate respectful and inclusive understanding/practice and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 3.2: To respect, strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures.

- a. Acknowledges, identifies and builds on the strengths, capacities and contributions that Aboriginal and Torres Strait Islander peoples make to society.
- b. Demonstrates awareness of the diversity among, and differences between, Aboriginal and Torres Strait Islander cultures throughout Australia.
- c. Demonstrates knowledge and understanding of Aboriginal and Torres Strait Islander cultures, protocols and practices in a local context.
- d. Acknowledges and understands the historical and continuing disadvantage and oppression of Aboriginal and Torres Strait Islander peoples and the impact this has on practice.
- e. Works collaboratively with Aboriginal and Torres Strait Islander peoples in order to develop and provide culturally responsive practice.
- f. Engages in continuing professional development, consults with relevant community members and professionals and engages in collaborative learning and research to enhance knowledge and practice in working with Aboriginal and Torres Strait Islander peoples.

Outline 2 learning tasks that will help you to demonstrate respectful and inclusive understanding/practice and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Mid Placement Report of Standard 3: Culturally Responsive and Inclusive Practice

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Mid Placement Rating for Standard 3: Student: Field Educator/Task Supervisor:

Final Placement Report of Standard 3: Culturally Responsive and Inclusive Practice

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Final Placement Rating for Standard 3: Student: Field Educator/Task Supervisor:

Practice Standard 4: Knowledge for Practice

Social workers have, and obtain, the knowledge required for effective practice

Goal 4.1: To understand higher level systemic influences on people with respect to area of practice.

- a. Demonstrates understanding of social work practice within a global and environmental context.
- b. Critically analyses the structure of society with respect to power and disadvantage including the influence of gender, age, ability, sexuality, ethnicity and economic disadvantage.
- c. Demonstrates awareness of social, political, legal, cultural and organisational contexts and systems and how they impact on people.
- d. Demonstrates understanding and awareness of policy, including organisational policy, relevant to practice context and how this impacts on people.
- e. Demonstrates understanding and awareness of changes in society, demography and culture and how this impacts on the social work profession and people.
- f. Demonstrates understanding of relevant legislation governing practice and the legal g.
- g. Critically analyses policies, systems and structures that contravene social work values and do not prioritise the interests of people, groups, communities and wider society and works for change.
- h. Identifies policies that will promote and prioritise social work values and the interests of people and understands the mechanisms to influence policy change

Outline 2 learning tasks that will help you to demonstrate understanding of higher-level systemic influences on people with respect to area of practice and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 4.2: To understand and articulate social work and other relevant theories and concepts.

- a. Demonstrates a critical understanding of specific social work theories underpinning social work practice at all levels.
- b. Articulates and uses knowledge from other relevant subject areas such as law, sociology, anthropology, politics, economics, history, social theory, psychology, humanities and philosophy
- c. Demonstrates understanding of theories of systems, human behaviour and development, personality development and life cycle stages

Outline 2 learning tasks that will help you to demonstrate understanding of theories and concepts relevant to practice setting and in the second column, show how your field educator r will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 4.3: To understand the role of research and evaluation in obtaining and generating new knowledge for practice.

- a. Proactively seeks out new knowledge relevant to practice context.
- b. Proposes innovative research to develop new policies, practices and approaches for the social work profession.
- c. Has appropriate knowledge of research methodologies, the limits to these and how to implement findings in practice.
- d. Works collaboratively with fellow social workers and others from various different fields and organisations in conducting research and generating new knowledge.

- e. Distinguishes and evaluates various sources of knowledge including practice evidence; practice experience; personal and community knowledge and experience; research evidence; organisational and policy knowledge; and legal and ethical knowledge to help inform practice and decision-making.
- f. Disseminates research knowledge as appropriate e.g. seminars, conferences, publications, peer/group supervision

Outline 2 learning tasks that will help you to demonstrate understanding of the role of research and evaluation in obtaining and generating new knowledge for practice and, in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 4.4: To understand and articulate how and when theories, knowledge bases and knowledge sources inform practice.

- a. Develops and articulates a practice framework that draws on contemporary theory, knowledge, methods and professional values.
- b. Appropriately and critically identifies and describes the model or approach used in practice and its theoretical and conceptual underpinnings.
- c. Identifies, describes, appraises and applies current research evidence, methodology and approaches to practice area.
- d. Understands the principles, framework and relevant legislation of the practice area, and selects practice approach accordingly.

Outline 2 learning tasks that will help you to demonstrate understanding of how and when theories, knowledge bases and knowledge sources inform practice and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Mid Placement Report of Standard 4: Knowledge for Practice

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Mid Placement Rating for Standard 4: Student: Field Educator/Task Supervisor:

Final Placement Report of Standard 4: Knowledge for Practice

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Final Placement Rating for Standard 4: Student: Field Educator/Task Supervisor:

Practice Standard 5: Applying knowledge to practice

Social workers demonstrate the skills required to implement knowledge into practice

Goal 5.1: To conduct an assessment and analysis of needs to inform the service being offered.

- a. Undertakes an effective and holistic assessment by gathering relevant information appropriate to the person/organisation and practice context.
- b. Assesses nature and level of risk to people, if any, and incorporates into the overall assessment as appropriate.
- c. Analyses this information along with knowledge and theory in specific practice area to inform practice.

Outline 2 learning tasks that will help you to demonstrate understanding/competence in assessing and analysing needs, to inform the service being offered and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 5.2: To work collaboratively with relevant people.

- a. Facilitates and enables people to make an assessment of their own needs where appropriate.
- b. Supports people to decide what service/s they want, to assist in meeting needs, taking into account any limitations to their capability, their voluntary/involuntary status and the choices available.
- c. Works with other agencies, teams and across jurisdictions both at a practice and policy level.
- d. When appropriate, develops a service plan that outlines what is being offered, objectives/goals and planned outcomes and evaluates and reviews the plan routinely.

Outline 2 learning tasks that will help you to demonstrate understanding/competence in working collaboratively with other people and, in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 5.3: To use a range of specific social work methods and techniques appropriate to area of practice.

- a. Selects an appropriate method of practice relevant to practice context to address and meet the needs, goals and preferences of individuals, families, groups and communities, taking into account best available research evidence for field of practice.
- b. Demonstrates competence and skill in the chosen method/s or technique/s.
- c. Challenges systemic and policy injustices and recommends/develops new policies using methods such as:
 - social action
 - advocacy
 - research and evaluation.
- d. Demonstrates skills, when undertaking research, in; literature review; proposal development; writing; undertaking ethics applications; data collection, analysis and dissemination; and evaluation

Outline 2 learning tasks that will help you to demonstrate understanding/competence in using a range of specific social work methods and techniques appropriate to the agency context and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 5.4: To apply critical and reflective thinking to practice.

- a. Critically reflects on and evaluates practice with a particular focus on principles of self-determination, empowerment, inclusion, equality, human rights and social justice.
- b. Critically reflects on the role of social worker paying particular attention to power imbalances, professional boundaries, use of authority in statutory positions and work with people who are using services involuntarily.
- c. Critically reflects on and conducts evaluation of practice at an individual, program, organisational or policy level.
- d. Critically reflects on the broader organisational, societal and political context of practice.

Outline 2 learning tasks that will help you to demonstrate understanding/competence in applying critical and reflective thinking to practice and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Mid Placement Report of Standard 5: Applying Knowledge to Practice

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Mid Placement Rating for Standard 5: Student: Field Educator/Task Supervisor:

Final Placement Report of Standard 5: Applying Knowledge to Practice

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Final Placement Rating for Standard 5: Student: Field Educator/Task Supervisor:

Practice Standard 6: Communication and Interpersonal Skills

Social workers demonstrate skills required to communicate and work effectively with others

Goal 6.1: To effectively communicate with a diverse range of people

- a. Uses appropriate verbal and non-verbal communication with individuals, community members, colleagues and relevant others.
- b. Adapts communication form and style to effectively communicate with a diverse range of people.
- c. Uses conflict management, mediation and negotiation skills when appropriate to achieve the best outcomes.

Outline 2 learning tasks that will help you to demonstrate understanding/competence in communicating effectively with a diverse range of people and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 6.2: To effectively communicate the details and nature of the service offered to people.

- a. Engages and includes people in decision making processes that affect them as far as possible including those using services involuntarily.
- b. Informs people of policies and procedures of the service being offered

Outline 2 learning tasks that will help you to demonstrate understanding/competence in communicating the nature of the service offered to people and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 6.3: To effectively work with others in a team environment.

- a. Contributes discipline specific social work values, principles and practice to team activities.
- b. Relates to social work and other colleagues with respect, integrity and courtesy.
- c. Cooperates and collaborates with other disciplines when undertaking practice to improve service provision.
- d. Proactively and respectfully seeks to resolve conflict with colleagues

Outline 2 learning tasks that will help you to demonstrate the capacity to work with others in a team environment and, in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 6.4: To use information technology to communicate and provide services as appropriate.

- a. Demonstrates skill in the use of information technology relevant to practice area.
- b. Identifies the benefits of communicating and providing services in an online environment and in what circumstances it is appropriate to use such means.
- c. Identifies ethical considerations with respect to using online communication and social media for service provision including confidentiality, privacy and professional boundaries and addresses these appropriately

Outline 2 learning tasks that will help you to demonstrate the use of information technology to communicate and provide services as appropriate and in the second column, show how your field educator will know you have achieved this.

Task	How you will demonstrate your knowledge/skill
1.	
2.	

Mid Placement Report of Standard 6: Communication and Interview Skills

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Mid Placement Rating for Standard 6: Student: Field Educator/Task Supervisor:

Final Placement Report of Standard 6: Communication and Interview Skills

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Final Placement Rating for Standard 6: Student: Field Educator/Task Supervisor:

Practice Standard 7: Information Recording and Sharing

Social workers are accountable and responsible for the information they collect and keep in the course of their work

Goal 7.1: To record and manage information appropriately.

- a. Informs people of social work records and the purpose for which a record is made.
- b. Informs people of who will/may have access to their record and why.
- c. Advises people of how to access their records.
- d. Writes information in an accurate, objective and contemporaneous manner, acknowledging the basis of any subjective opinions

Outline 2 learning tasks that will help you to demonstrate the appropriate recording and management of information and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 7.2: To keep and maintain information in accordance with ethical principles and relevant legislation.

- a. Keeps information in accordance with ethical principles including confidentiality, informed consent and accountability.
- b. Stores records securely including electronic and paper records.
- c. Understands relevant legislation with respect to record keeping in area of practice.
- d. Stores adult records for seven years following last contact (in the absence of relevant legislation).
- e. Stores child records until the day the child would turn 25 years of age (in the absence of relevant legislation).

Outline 2 learning tasks that will help you to demonstrate the maintenance and keeping of records in accordance with ethical principles and relevant legislation and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Mid Placement Report of Standard 7: Information Recording and Sharing

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Mid Placement Rating for Standard 7: Student: Field Educator/Task Supervisor:

Final Placement Report of Standard 7: Information Recording and Sharing

Student's Comments on Progress:

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Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

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Overall Final Placement Rating for Standard 7: Student: Field Educator/Task Supervisor:

Practice Standard 8: Professional Development and Supervision

Social workers demonstrate commitment to ongoing learning through continuing professional development and supervision

Goal 8.1: To actively participate in professional supervision.

- a. Understands the role, purpose and function of supervision and the importance of seeking supervision from an appropriately trained and qualified supervisor.
- b. Ensures active engagement in appropriate supervisory processes, including cultural supervision where necessary.
- c. Actively seeks opportunities for feedback, mentoring, support and constructive criticism from senior social workers/colleagues in order to continuously improve practice.
- d. Demonstrates the ability to engage in critical reflective practice in supervision and in practice, including examination of personal and professional values that influence practice

Outline 2 learning tasks that will help you to demonstrate active participation in professional supervision and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Goal 8.2: To engage in continuing professional development as outlined in the AASW continuing professional development requirements.

- a. Develops implements and regularly reviews a professional development plan.
- b. Identifies learning needs and seeks out opportunities to address these needs through training, consultation, supervision and support.
- c. Keeps abreast of new research, evidence and developments in specific field of practice and ensures knowledge and skills are up to date.
- d. Takes opportunities to work with researchers to generate new knowledge and evidence

Outline 2 learning tasks that will help you to demonstrate your understanding and commitment to the need for ongoing professional development, as appropriate within the placement setting and in the second column, show how your field educator will know you have achieved this.

Learning Task	How you will demonstrate your knowledge/skill
1.	
2.	

Mid Placement Report of Standard 8: Professional Development and Supervision

Student's Comments on Progress:

.....
.....
.....
.....

Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

.....
.....
.....
.....

Overall Mid Placement Rating for Standard 8: Student: Field Educator/Task Supervisor:

Student to tick to verify appropriate completion of University requirements relevant to mid-placement stage. Please note this student verification is audited against University attendance and DSO records:

- | | |
|---|--------------------------|
| Pre-Placement Workshop One (or on-line equivalent) | <input type="checkbox"/> |
| Pre-Placement Workshop Two (or on-line equivalent) | <input type="checkbox"/> |
| Safety Audit | <input type="checkbox"/> |
| Field Education Learning Plan | <input type="checkbox"/> |
| Integration seminar 1 | <input type="checkbox"/> |
| Integration seminar 2 | <input type="checkbox"/> |
| Required number of CloudDeakin ELives/ Discussions/Activities | <input type="checkbox"/> |
| Preparation of Mid-Placement Report | <input type="checkbox"/> |
-

Final Placement Report of Standard 8: Professional Development and Supervision

Student's Comments on Progress:

.....
.....
.....
.....

Field Educator/Agency Task Supervisor Mid Placement review of student's progress is based on:

- Direct Observation
- Discussion
- Written material
- Presentation to group/team
- Feedback (from co-workers and/or clients)

Comments on Student's Progress:

.....
.....
.....
.....

Overall Final Placement Rating for Standard 8: Student: Field Educator/Task Supervisor:

Student to tick to verify appropriate completion of University requirements relevant to final-placement stage. Please note this student verification is audited against University attendance and DSO records:

- Integration Seminar 3
- Required number of CloudDeakin ELives/Discussion/Activities
- Critical Reflection Assignment

Any comments from others involved in the student placement:

.....
.....
.....
.....

Feedback on the placement process, University contact or other matters:

.....
.....
.....
.....

Signatures (confirming the joint completion and acceptance of the):

- Field Education Learning Plan Mid Placement Review Final Assessment Report

Student	Signature	Date
Field Educator	Signature	Date
Agency Task Supervisor	Signature	Date

**The student has met your expectations
for a first/final placement in your agency:**

Yes	No

A copy of the completed report should be provided to the liaison person, **and once feedback has been obtained**, the student should then upload the signed report to CloudDeakin dropbox.

Appendix 5: Critical Reflection Assignment

DEAKIN UNIVERSITY SOCIAL WORK FIELD EDUCATION 2014

A critical learning event is one that you believe or feel was crucial to your learning or practice as a Social Worker or had a significant effect on it. It is an incident that is critical to your development as a Social Worker on placement. It may mark a turning point, or, in a particular way, a change in your thinking or acting.

A critical learning event may be an incident which: went unusually well; did not happen as planned; was ordinary and typical; captured the essential nature of social work; was particularly demanding; raised conflicts or doubts; caused you to reflect on the nature of social work or your role as a Social Worker.

Note: You should choose a specific event that you can write up briefly, rather than a case or situation.

Presentation, word limit requirements and submission

Written assignments should be 1500 words and submitted electronically.

You must keep a backup copy of every assignment you submit, until the marked assignment has been returned to you. In the unusual event that one of your assignments is misplaced, you will need to submit your backup copy.

Any work you submit may be checked by electronic or other means for the purposes of detecting collusion and/or plagiarism.

You need to address the following in your critical reflection assignment:

- Describe the context of the event (e.g. how far into the placement it happened, your role in the agency at the time, the type of agency).
- Describe the event itself and why it was critical to you; what you were thinking and feeling during and after the event; what you found most demanding about the situation.
- Describe what you learned about:
 - Social work as a profession e.g. values, roles, skills, ethics, code of conduct.
 - Social work theory, practice and skills
 - Yourself as a social work professional.
 - Yourself as a learner.

Discuss what aspects of your theoretical assumptions (e.g. about social work, causes of human behaviour, styles of intervention) were reflected and challenged in this incident; and how your learning from this event has changed your thinking and your practice.

Referencing

The Assignment should make reference to some of the key social work theory and practice literature covered in your course to date. Please use Harvard (author-date) referencing style. You should consult the Deakin University 'Guide to assessment writing and referencing' (3rd Edition), page 48, for information on how to use this referencing style. The guide, published by the Division of Student Life, is distributed free to all beginning students, may be purchased from the Deakin bookshop or can be downloaded from <www.deakin.edu.au/referencing>.

Appendix 6: Social Work at Deakin

DEAKIN UNIVERSITY SOCIAL WORK FIELD EDUCATION 2014

Course structure and unit descriptions

The BSW is offered at pass or honours level. The first level of the course provides a general introduction to the social sciences. An honours stream is available in the fourth year.

Level 1	
Trimester 1 HSW101 SW Theory & Practice A: Introduction to Social Work ASC101 Introduction to Sociology A AIP107 Contemporary Australian Politics HBS107 Understanding Health	Trimester 2 HSW111 SW Theory & Practice B: Theories for Social Work Practice HSW118 SW Theory & Practice C: Social Work Methods in Context HBS110 Health Behaviour <i>or</i> HPS111 Introduction to Psychology A ASC102 Introduction to Sociology B
Level 2	
Trimester 1 AIP230 Public Policy in Australia HSW221 Social Work Research in Ethical and Political Contexts HSW235 SW Theory & Practice D: Community Development Elective (1)	Trimester 2 HSW219 Self & Society MLS231 Legal and Ethical Contexts of Social Work HSW212 SW Theory & Practice E: Social Work Processes and Interventions Elective (1)
Level 3	
Trimester 1 HSW314 Social Work Field Education A (4 credit points)	Trimester 2 ASC304 Culture & Control HSW316 Critical Social Policy HSW313 SW Theory & Practice F: anti-oppressive Approaches to Social Work HSW322 Applied Social Research in Ethical and Political Contexts

Level 4			
Trimester 1		Trimester 2	
HSW434	Administration and Policy Development	HSW415	Social Work Field Education B (Block 2)
HSW402	SW Theory & Practice G: Critical Approaches to Social Work	(HSW455 Honours)	
HSW452	SW Theory & Practice H: Working in Uncertainty		
Elective (1) for Pass stream			
HSW456	Honours Research Project A		
HSW457	Honours Research Project B		

HSW101 Introduction to Social Work: Social Work Theory & Practice A

This unit aims to introduce students to aspects of the history and current context of social work practice, and to begin to develop an appreciation of the role of social work and the human services generally. The unit is descriptive and informative in helping to unfold for students the diversity of the social work field and its history. It is also critical and interpretive. The unit also provides an introduction to the different disciplinary aspects of the social work program and how they fit together in the study of social work.

ASC101 Introduction to Sociology A

This unit provides an introduction to sociology and introduces students to sociological concepts and theories in order to develop a sociological outlook. A main purpose of the study of sociology is to trace the relationship of the individual to the social world. This unit will take specific and familiar areas of interest for the beginning students, and through them develop ways of thinking sociologically. The unit will introduce students to some of the central questions asked by sociologists regarding the nature of society as a means of introducing students to the sociological perspective. Topics included are the consumer society, the sociology of the body and identity formation.

AIP107 Contemporary Australian Politics

This unit introduces students to the ideas and principles that underpin Australia's political institutions and inform daily political life. We also explore challenges and changes involving Australian politics today, and assess our capacity to realise core democratic values. We consider why political processes work the way they do and how well or effectively they are working. Wider social, economic and cultural processes are drawn into account as we examine a range of current issues including the role of the media, human rights protections, environmental degradation, inequality, and the opportunities presented by new information and communications technologies.

HBS107 Understanding Health

This interdisciplinary unit examines the diversity of media and other images of health and meanings attributed to health; the complex range of interactions that influence the health of individuals and populations; the determinants of selected health issues in urban and rural Australia, as well as in global contexts; and, explores a range of models and approaches and their impact on

health outcomes. Topics include: contemporary understandings of health; social, biological, natural environments and employment and education as determinants of health; understanding health research; indigenous health; the evolution of health promotion; illicit drugs and alcohol; social exclusion and healthy ageing; mental health.

*HSW111 Theories for Social Work Practice:
Social Work Theory & Practice B*

This unit aims to provide students with an introduction to a broad range of theories that inform social work practice. The unit goes beyond developing an understanding of social work theory to develop skills in applying theory to understand and intervene with individuals, communities and society.

*HSW118 Social Work Methods in Context:
Social Work Theory & Practice C*

This unit examines the role of social work across a number of fields of practice. With a focus on mental health, it explores the construction of complex personal and social problems; methods of social work practice; social work values and attitudes; service user perspectives and experiences; and the context of service delivery. The unit aims to build on and extend students' understanding of critical social work theory and practice.

HBS110 Health Behaviour

Topics include:

- the impact of behavioural health issues including tobacco smoking, alcohol use and abuse, healthy and disordered eating, weight management and exercise on health and chronic disease
- the influence of psychological and biopsychosocial factors and stress on health and health behaviour, and the efficacy of cognitive approaches and coping strategies in addressing these
- a critical examination of the impact of the physical environment, cultural practices and legal policies on health behaviours
- the prevention, behavioural factors and management of chronic disease including heart disease, diabetes and cancer.

HPS111 Introduction to Psychology A

The central theme of this unit is to introduce the different aspects of the discipline of psychology as a behavioural science. The unit begins with a history of the evolution of psychology as a discipline. We explore the fundamental questions that motivate the field and the major milestones in the development of psychology as a recognised scientific discipline. In this context, we provide an overview of the scientific method and its relevance to psychological research, and we discuss ethics and other key issues that arise in the process of acquiring and applying knowledge in this way. The unit then reviews the current stage of knowledge in the field. First, we provide an overview of three theoretical approaches to understanding behaviour; these include biological bases of behaviour, how we make sense of the world and we learn, remember, process and communicate information about ourselves and our environment. We look at the influence of in-built drives and the influence of culture on our motivation to behave in certain ways. This leads us into a discussion of forensic psychology and how we might understand offender behaviour. We also examine the role of stress

in human behaviour and the physical and psychological health consequences of chronic stress. The unit provides an introduction to the application of psychology across different fields.

ASC102 Introduction to Sociology B

The study of global and national inequalities is possibly one of the most important areas of study in sociology. Patterns of inequality are based on categories such as social class, gender, race and ethnicity. The first section of this unit will explore these categories as well as sociological explanations by major theorists in the area. The unit then moves on to an examination of globalisation, work and global risks.

AIP230 Public Policy in Australia

The policy decisions and activities of governments affect all aspects of the lives of citizens. At the same time, non-government actors including firms and interest groups – from the local through to the global – participate extensively in the policy process, with the boundary between public and private action contested and uncertain. This unit examines a range of important, contemporary policy issue areas such as the environment, health, welfare, employment and the economy. The aim is to provide an introduction to the tools and theories of public policy, focusing on questions of power, policy networks, intergovernmental relations, the influence of market models, and the debates over governance and the 'regulatory state'.

HSW221 Social Work Research in Ethical and Political Contexts

This unit aims to demystify social research by showing how it is a formal process of social inquiry, which builds on the ways in which we daily inquire into social events and construct everyday knowledge about what we need to know. The approach taken is that there are different ways of knowing which influence how we understand social problems and formulate research questions. Students will be introduced to the basics of research design for social work practice. This includes an overview of a range of research methods and approaches. The unit also shows how 'research' is an important part of the relationship between 'theory' and 'practice', in all its forms: as direct service, policy and program development and evaluation. The unit provides a basis for ASK322/HSW322.

HSW235 Community Development: Social Work Theory & Practice D

Community development work assists community groups to determine their own needs and to obtain resources to meet those needs. Community development is a form of practice, a broad philosophical and political approach, which focuses on collective efforts to improve community wellbeing, and is based on a critical understanding of inequality in our socio-political structures. The unit aims to provide an understanding of community development theory and practice perspectives, to present different models of community work and to critically analyse the value and ideological underpinnings of community development practice. This unit is relevant for students across a number of professional practice areas.

HSW219 Self and Society

This unit provides an overview of theories about the social construction of the self. It will ground these theories in an analysis of human development across the life course in the context of the major social divisions in society. The unit will examine theoretical frameworks for understanding how the experiences of oppression and domination are internalised; humanism, personal growth and alienation; psychoanalytical theory, politics and the psyche; material conditions, social practices and lived experience; feminism, psychology and gendered subjectivities; postmodernism,

discourse and subjectivity; the social construction of childhood; spirituality, ageing and diversity and eco-psychology, nature and the ecological self.

MLS231 Legal and Ethical Contexts of Social Work

This unit introduces students to a basic understanding of the political and legal institutions in Australia, including the structure of legislation, the legal system, and the manner in which the community is regulated by legal and ethical obligations. In particular, this unit introduces social work students to some of the legal and ethical issues that are likely to be encountered in social work practice. We will study such diverse areas of law as child abuse, family violence, juvenile justice, negligence, confidentiality, record keeping and the professional responsibility so important in professional life.

HSW212 Social Work Processes & Interventions: Social Work Theory & Practice E

This unit builds on the work undertaken in ASK111/HSW111 and will centre on the competency requirements for social work practice. It will be conducted in workshop format focusing on the development of self-awareness, listening and communication skills, basic interviewing skills, beginning assessment and case planning skills. Practice skill development and analysis of professional values and ethics will be integral to the unit.

HSW314 Social Work Field Education A

In consultation with their academic and field educators, students are expected to develop an individualised educational plan for the practicum. This plan should be designed so that they are able to demonstrate that they have begun to master the Australian Association of Social Workers (AASW) practice standards by working with selected clientele and sharing in selected aspects of the associated work of the agencies in which they are placed. Students will be expected to reflect critically on day-to-day experiences in practicum, explore issues and make verbal and written presentations to peers, colleagues and mentors. Students are required to attend three integration seminars on campus or respond on a weekly basis to discussion questions on DSO.

ASC304 Culture and Control: Boundaries and Identities

This unit deals with the sociological issues related to deviance and social control in two ways. One approach involves examining theories of social control and the construction of marginal identities as these relate to conceptions of culture and the social world. The concepts will also be examined as powerful assumptions in changing professional practice. The second approach includes in-depth case studies that illustrate the various theoretical issues. These case studies include such topics as prisons and punishment, homelessness, women and medical science, madness, and drug and alcohol use and abuse.

HSW316 Critical Social Policy

In the present climate of the redistribution of resources, many individuals, groups and communities experience powerlessness and inequality. Underlying this powerlessness is a dominant discourse that has marginalised social policy in favour of economic rationalism. The aim of this unit is to present an approach to social policy in Australia which critically addresses the dominance of the economic over the social and highlights ways in which social policy responds, or fails to respond, to diversity. The unit also aims to demonstrate the links between social policy and social work practice, so that graduates may be better informed about the policy contexts that influence their practice.

HSW313 Anti-oppressive Approaches to Social Work: Social Work Theory & Practice F

This unit links anti-oppressive theories and empowerment perspectives to social work practice. It develops counseling intervention and assessment skills and focuses on particular social work settings and specific client groups. The unit aims to develop specific skills in working with children, families, and people from culturally and linguistically diverse backgrounds, Aboriginal communities, people who experience a disability, women, men, victims and offenders. In addition, we will be exploring specific issues such as drug and alcohol use, and grief and loss. Social work theory, values and ethics will be integral to this practice unit. Flexible modes of teaching will be employed, including role-plays and video work.

HSW322 Applied Social Research in Ethical and Political Context

This unit aims to develop students' research skills as another social work method or approach, through an understanding of research as applied in evaluation and needs assessment. The unit shows how applied research through evaluation and need assessment is linked to policies, programs and modes of practice (case work, group work and community work), and can facilitate change through identifying gaps in services and evaluating the appropriateness, effectiveness and efficiency of existing policies, programs and practices. The unit will introduce students to approaches, designs and methods that can be applied through appropriate research to enhance social work practice and to achieve social change.

HSW434 Administration and Policy Development: The Organisational Context

The unit relates professional social work practice to organisational theory, models of administration and management, and the domain of industrial relations, paying particular attention to the public sector and to human services delivery systems. Organisational forms in which social workers operate will be discussed, including the different levels of government and the non-government sector. The work context for social work practice will be analysed and a number of critiques of the established order presented, including radical change models and feminist analysis of bureaucracies. Social control functions of public welfare will be highlighted as well as issues relating to social justice and public welfare.

HSW402 Critical Approaches to Social Work: Social Work Theory & Practice G

This unit aims to develop students' generic skills and practice theories for ongoing professional development in the workplace. It takes a critical reflective approach and explores what some of the newer developments in social theory (feminism, critical postmodernism) offer in drawing up frameworks and strategies for critical practice. The unit also aims to assist students to develop ways of dealing with complex settings and issues, and to develop a process and framework for continuing learning from their own practice. Students will be asked to discuss critical incidents from their own practice experience to explore their own processes of theory/practice development.

HSW452 Working in Uncertainty: Social Work Theory & Practice H

This unit aims to help graduating students develop a vision of the professional social work role and identity within contexts of change (at local, national and international levels) and uncertainty. What challenges currently face social work, and how can we work proactively within changing contexts of practice? Topics include: globalisation; the professions in context (professional identity, managerialism, case management, industrial issues); technological developments and their effects

on practice; post-colonialism and social movements (human rights identify politics, work with migrants/refugees); social development and international social work; diversity and inclusivity; citizenship and the nature of community; ethics; lifelong learning and the contemporary professional; envisioning contemporary social work in uncertainty.

HSW456 & 457 Honours Research Project A & B

Students are required to negotiate a topic with a member of the Social Work staff, complete a supervised research project and submit a research thesis at the end of the year of enrolment into the Honours program.

HSW415 Social Work Field Education B

In consultation with their academic and field educators, students are expected to develop an individualised educational plan for the practicum. This plan should be designed so that they will be able to give evidence that they have begun to master the Australian Association of Social Workers practice standards of competency for social workers by working with selected clientele and sharing in selected aspects of the associated work of the agencies in which they are placed. Students will be expected to reflect critically on day-to-day experiences in the practicum, explore issues and make verbal and written presentations to peers, colleagues and mentors. Students are required to attend three integration seminars on campus or respond on a weekly basis to discussion questions on DSO.

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