



## Student Placement Guidelines and Resources

Deakin University + Department of Human Services (BSWR) Partnership

***May 2008***



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[www.deakin.edu.au/dhs](http://www.deakin.edu.au/dhs)

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## Introduction

These guidelines and resources are a Deakin + DHS Partnership initiative designed as a foundation resource to help Department of Human Services (Barwon South Western Region) direct program areas facilitate and develop best practice student placement connections with Deakin University. This document is a starting point to centralize key links and resources in the student placement process. Suggestions, feedback, additional resources and contacts are not only welcome but essential for its continued relevance. The aim is to share resources and ideas to maximize the student placement experience for all key stakeholders: clients, students, teachers, supervisors and program managers. The common thread of feedback in developing these guidelines is that when student placements work well they are a powerful vehicle in enhancing and reviewing practice as well as being a strong predictor of future work opportunities for students.

## Overview

The following student placement guidelines and resources aim to give Department of Human Services (DHS) program managers a clear overview of the placement process as well as provide resources helping them provide a placement to a high standard. The document is organized under the following key headings

- A generic placement checklist of key contacts and Coordinators/Supervisors placement responsibilities
- A summary of current Deakin+ DHS contacts and practice
- Specific professional placement resources
- A process guide to develop Deakin+ DHS student placement pathways
- Appendices: best practice references, contact list and placement search format

These guidelines will be hosted as an ongoing resource by the Human Resources unit in the regional office and the Deakin+ DHS partnership team. Please email or phone Chris Loughnan, Project Officer, Strategic Support and Performance Unit, with changes, corrections and suggested improvements as they arise. The Deakin-DHS Partnership offer sincere thanks to all staff from both organizations who contributed so generously in developing these guidelines.

## General placement checklist

### ***Coordination and placement management***

The **key contact** to facilitate student placements at DHS is the designated **Deakin placement co-ordinator** for the relevant professional field. This may be a defined student placement co-ordinator position or delegated duties to lecturers or faculty administration staff. The placement coordinator role is to develop placement links as well as manage the overall placement process. This role includes organizing the appropriate procedures and role responsibilities for DHS placement supervisors and students. Listed below is a generic checklist of student placement objectives as well as an outline of role responsibilities.

### ***Objectives for student placements***

- Procedures are in line with core DHS principles and guidance relating to student placement. (refer to DHS placement documentation section page 12 of this report)
- There is a consistency in the management and administration of placements across DHS programs.
- Placements achieve their educational outcomes and develop potential career pathways for students.
- All reasonable steps are undertaken to ensure that health and safety of students, staff and clients are not jeopardized by activities undertaken during placement.
- All reasonable accommodations are made for students with disabilities.

### ***Roles of university placement co-ordinators***

#### **To ensure that:**

- All required documentation, student placement agreement and all relevant health checks, confidentiality agreements, criminal record checks and Working With Children Checks have been completed.
- There are explicit procedures for allocating students to placements.
- Students are eligible and have essential prerequisites to undertake placements.
- Accommodations for student with disabilities are explored with DHS supervisors.
- Learning goals and objectives are established for students.
- DHS student placement supervisors are at appropriate professional level and experience.
- Placement agency supervisors are provided with appropriate information regarding the expectations of student placements and their roles as supervisors.

- All aspects of the placement have been negotiated and discussed with DHS supervisors including induction, orientation, student placement activity and the supervision process.
- A supervision system and resources are available to support students during placement.
- Placement activity is regularly monitored and reviewed.
- The expectations and roles of University placement officers, DHS placement supervisors and student conduct are clearly understood
- Guidance and procedure is provided in the event of placement breakdown or unsatisfactory performance.
- Regular contact and meetings occur between supervising staff and students to share information and discuss problems.

### ***Roles of DHS placement supervisors<sup>1</sup>***

#### **To ensure that:**

- All required documentation, student placement agreement and all relevant health checks, criminal record checks, and Working With Children Checks have been completed.
- DHS placement supervisors in negotiation with Deakin undertake supervision duties including induction, orientation, student placement activity planning and ongoing supervision. Deakin's student placement coordinator should set out all expectations, procedures and requirements; both of the agency and student.
- Supervisors need to ensure that students are advised and familiar with key tenets of their placement including:
  - placement agreement documentation between institutions
  - confidentiality undertakings
  - police background checks
  - Working With Children Checks
  - roles and responsibilities of DHS to students and institution staff
  - student behaviour and discipline policy
  - DHS code of conduct
  - intellectual property
  - indemnity
  - insurance
  - placement problems and termination process

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<sup>1</sup> DHS Human Services Branch is currently developing a 'Student Placement and Guidelines Resources Agreement'. Contact the Manager, Employment Policy and Recruitment, DHS Human Resources Branch. [http://intranet\\_2.csv.au/HRB/recruitment/index.htm](http://intranet_2.csv.au/HRB/recruitment/index.htm) or Ph: Arthur Pittis HR Consultant 03 09962574

## Current Deakin/DHS Placement contacts

### Key Placement Contacts

<b>DHS Program</b>	<b>DHS contact</b>	<b>Deakin Course</b>	<b>Deakin contact</b>
School Nursing Service <sup>2</sup>	Sue Vahl Meyer Ph:52264863	School of Nursing	Dr Barbara Hanna (Senior Lecturer) Fiona Watson (Campus Admin officer) and Emma Craven Ph:522 78403
Disability services	Schree Barry Carolyne Foote Petrina Conway Ph: 52264687	School of Health and Social Development: Social Work	Dr Jane Maidment (Senior Lecturer) PH: 52278473 Lesley Veater (Field Education officer) Ph: 52278464 Assoc Lecturer Chris Barrett 522 78461
Protective services	Sharlene Gillick Ph: 52264545	School of Health and Social Development: Social Work	Dr Jane Maidment (Senior Lecturer) PH: 52278473 Lesley Veater (Field Education Officer) Ph: 52278464

### Deakin Student Placement contacts; see Deakin Contact list for details

Medicine	Ms Claudia Mclean
Teaching	Mr Donald Royce
Arts	Ms Jo Sarah
Business and Law	Mr Craig Mc Gowan
Science and Technology	Ms Rosemary Billings

<sup>2</sup> As of January 2008, this service is now part of the Department of Education and Early Childhood Development.

<b>DHS Program</b>	<b>DHS contact</b>	<b>Deakin Course</b>	<b>Deakin contact</b>
Public Housing	Tom Van Etten Ph: 52263853	Currently no placements.	Best suited to Social Work or Cert 4 TAFE course.
Neighbourhood Renewal	Christine Ferguson Ph: 52264463	Currently no placements. A wide range of potential research topics (see program activity section)	<i>Past contacts:</i> <i>Prof Anne Taket (Head of Health and Social Development)</i> <i>Ph: 92443798</i> <i>Sally Savage (Research Fellow Nursing)</i> <i>Ph: 52278360</i> <i>Prof Jillian Blackmore (School of Education)</i> <i>Ph: 92446396</i>
Currently no Placements.		School of Psychology	Frances Feenstra Vanessa Sturre (Placement coordinators) Arlene Walker (Lecturer) Ph: 52278441
Main placements with Barwon Health and Mental Health Services		School of Health and Social Development: Occupational Therapy	Wendy Campbell and Lynne Adamson (Placement Coordinator) Ph: 52278366

## Summary of current program area placement activity (to 2007)

### ***School Nursing Service: Sue Vahl Meyer***

#### ***Key findings:***

The system has worked well over the years with consistent contacts and process. Students are only placed in final year of their course. Main concerns are adequate prior notification of placements and matching placements with school year (ie placements not available during school term breaks). 2 intakes per year, usually 4 in each group.

#### ***Ideas:***

- Include student placement details on School Nursing Information System (SNIS).
- Record placement details on a database held by Human Resources.

### ***Child Protection: Sharlene Gillick***

#### ***Key findings:***

Program area takes Deakin Social Work and Gordon Welfare students. Four Social Work students were taken on placement last year. Placement is an important process as an employment pathway for students and is a strong predictor of future work capacity. Placements are of mutual benefit to all parties. Deakin interest and contacts have improved recently after program representatives gave a presentation of the service to Deakin students. The process also improved by taking students as a group, not staggered thereby sharing induction, resources and collegiate support. Student placement procedures and guidelines are well documented in the Child Protection Placement manual. Placement seminars for students are held twice a year at DHS Central office with expert speakers in the protective field. The students have been impressed by the profile and quality of these seminars.

#### ***Ideas:***

- The Child Protection Placement Manual may be a valuable general template for placement guidelines in other programs.
- Program specific seminars to be offered in other areas.

***Disability Services: Schree Barry/ Petrina Conway***

***Key findings:***

Disability Accommodation Services

Student intakes from Gordon TAFE (Certificates 3 and 4 Disability) and other Registered Training Organizations. At times there are problems matching students outside 9am to 3pm timeframes.

Case Management Services

This is the main student placement area in disability at the present time. It is reported as running well with a range of students from Deakin Allied Health professions such as social work, psychologists, nurses, occupational therapists. A minimum tertiary level training is a prerequisite for placement.

Partnership and Service Planning

There is notable opportunity and value in developing student placements within this sub-program area. Specific project work linked to general service development and planning within the disability sector is required.

***Ideas:***

- Explore student placement options in Partnership and Service planning with Janet Owens: Senior Lecturer in the area of disability studies in the School of Health and Social Development.
- Improve placement opportunities in all areas especially in light of recent Traffic Accident Commission (TAC) impact on staffing. Four staff have recently taken positions with the TAC.
- Central Office graduate recruits encouraged to consider Geelong placements.

**Public Housing: Tom Van Etten**

**Key findings:**

Current placements nil. Not a straight and clear fit for degree courses. This placement experience would be a good real world experience for Social Work students but probably not a longer term career pathway. It offers exposure to dealing with a range of issues of compliance and complaints as well as sometimes challenging behaviour and conflict. Supervision for Social Work students is problematic with only one Social Worker in program area. No specific qualification requirements for Housing Officers. (Generalist background and life experience). Closest fit course Cert 4 Social Housing at RMIT and Swinburne. Housing Officers start as trainee for 1 year with thorough induction and training provided in role.

**Ideas:**

- Explore placement matches with School of Health and Social development.
- Explore placement match with Gordon welfare stream courses
- Investigate Housing trainee program for induction resources.

**Neighbourhood Renewal: Christine Ferguson**

**Key findings:**

No current placements. Past research work with Deakin includes research and data analysis of biannual community surveys (Prof Anne Taket), joint public health research with Sally Savage (Research Fellow/School of Nursing) and partnership funding and research with Prof Jillian Blackmore/School of Education). There is project and research work potential across all seven major governance headings covered by Neighbourhood Renewal including:

- health and wellbeing
- crime and safety
- pride and participation
- education
- economic participation
- housing and urban design
- access to services

Currently liaison discussion is proceeding through the Deakin DHS partnership to explore links and support roles with Deakin's School of Architecture (John Rollo/Head of School) and the Norlane Regeneration Project.

## DHS Placement Documentation

### DHS Child Protection Student Placement Guidelines

These comprehensive guidelines to student placements in Child Protection programs include:

- overview of standards and courses accepted
- pre-placement and placement planning
- supervision requirements
- considerations and resources for student placement best practice

[http://www.dhs.vic.gov.au/office-for-children/cpmanual/Output%20files/Practice%20context/Output%20files/Execute/1098\\_student\\_placements\\_in\\_cp.pdf](http://www.dhs.vic.gov.au/office-for-children/cpmanual/Output%20files/Practice%20context/Output%20files/Execute/1098_student_placements_in_cp.pdf)

### DHS funded Resource Kit for the Community Health sector

The Victorian Healthcare Association (VHA) has developed a practical resource kit for Community Health Services participating in student placements within their organisations. This resource provides a comprehensive overview of topics including:

- ensuring a quality placement
- benefits of effective placements
- successful student placement
- barriers to placements
- responsibilities of key stakeholders
- agreed learning contracts
- supervision

[http://www.vha.org.au/?c\\_id=1028](http://www.vha.org.au/?c_id=1028)

### DHS Funded Agency Channel: Volunteers

Program management resources and guidelines for volunteers with relevance to student placement including:

- induction and placement protocols
- orientation and supervision
- OHS and risk issues

<https://fac.dhs.vic.gov.au/home.aspx?TabID=content&type=4&contentID=4429>

## Student Placement Resources

### Social Work Resources

#### **Social Work Field Education Manual**

This is a comprehensive and detailed manual prepared by the Deakin School of Social Work. The manual covers all the fundamental elements of placement including:

- Contact details and important dates
- Field education policies and procedures
- Placement requirements
- Finding and allocating placements
- Planning and organizing the placement
- Day to day conduct on placement
- Supervision
- Dealing with placement problems
- Learning and Assessment

A copy of this manual is available from DHS Human Resources or contact

<b>Name:</b>	<b>Lesley-Caron Veater</b>
Position:	Field Education Admin Officer
Centre:	School of Health & Social Development
Area:	Fac.Health Medicine Nursing & Behavioural Sciences
Campus:	Waterfront
Tel:	+61 3 522 78464
Email:	<a href="mailto:lesley-caron.veater@deakin.edu.au">lesley-caron.veater@deakin.edu.au</a>

#### **Combined Schools of Social Work (CSSW)**

The Combined Schools of Social Work have organized a collaborative management system to organise and administer field placements in Schools of Social Work in Victoria. This is an innovative model including participation from Melbourne, Monash, LaTrobe, RMIT, Deakin, and Victoria University. This online resource has detailed information on FAQs and guidelines regarding placements as well as training advice for supervisors.

<http://www.cssw.com.au/>

## Health Promotion Students Resources

### **Bachelor of Public Health and Health Promotion Degree**

Students are required to complete work placements in organizations that aim to protect and promote health. Placement tasks may include conducting literature searches, undertaking needs assessments, collating and analysing data, designing promotional material, evaluating programs and researching and drafting policies. The link below outlines placement process and procedures for Health promotion students in host organizations.

<http://www.deakin.edu.au/hmnbs/hsd/fieldwork/healthpromotion/hpagencyoffer.php>

If there is interest from DHS program areas in offering student placements in this area contact

**Name:** Jan Moore  
**Position:** Lecturer  
**Centre:** School of Health & Social Development  
**Area:** Fac.Health Medicine Nursing & Behavioural Sciences  
**Campus:** Burwood  
**Tel:** +61 3 924 43748  
**Email:** jan.moore@deakin.edu.au

## Psychology Student Resources

### **Psychology Students Unit Guide**

This is a unit guide prepared by the Deakin School of Psychology. The manual covers the fundamental elements of placement including:

- Expectations and roles of key stakeholders
- Supervision procedure and guidelines/logbook
- Project management/research guidelines

A copy of this manual is available from DHS Human Resources or contact

**Name:** Arlene Walker  
**Position:** Lecturer  
**Centre:** School of Psychology  
**Area:** Fac.Health Medicine Nursing & Behavioural Sciences  
**Campus:** Waterfront  
**Tel:** +61 3 522 78441  
**Email:** [arlene.walker@deakin.edu.au](mailto:arlene.walker@deakin.edu.au)

## Occupational Therapy Student Resources

### Occupational Therapy Fieldwork Manual

This is a comprehensive Fieldwork Manual unit guide prepared by the Deakin School of Occupational Therapy. The manual includes an orientation kit for students, supervision guidelines and placement policy and procedures.

### Student Placement Evaluation Handbook

This handbook is a student placement record to be completed by students and DHS program supervisors.

Copies of these resources are available from DHS Human Resources or contact

**Name:** Wendy Campbell  
**Position:** Administrative Officer  
**Centre:** School of Health & Social Development  
**Area:** Fac.Health Medicine Nursing & Behavioural Sciences  
**Campus:** Waterfront  
**Tel:** +61 3 522 78366  
**Email:** [wendy.campbell@deakin.edu.au](mailto:wendy.campbell@deakin.edu.au)

## Attributes of a Deakin Graduate

Graduate attributes are the skills that employers are looking for in the workplace. These are the skills that make a student employable after graduation. DHS program managers can review the link below for Deakin graduate attributes and their relevance to roles and activities covered during a student placement. The student placement experience offers a unique opportunity to enhance employability skills, review career options and develop future career pathways.

<http://ww.deakin.edu.au/itl/pd/tl-modules/curriculum/grad-attrib/index.php>

## Australian and International Student Placement Resources

The attached Annotated Bibliography (see **Appendix 1: Annotated Bibliography: Best Practice in Student Placements**) includes a variety of recommended links providing detailed information on a wide range student placement issues including:

- Australian and international university **placement models** (refer Latrobe and Newcastle University)
- **Resources for supervisors** (refer Newcastle University and Robert Gordon University)
- OHS and **risk management assessments and checklists** for student placements (refer Robert Gordon University, University of St Andrews and North East Wales Institute of Technology)
- **Seven principles of best practice** for student placement (refer Education Encyclopaedia)
- The National Association of Field Experience Administrators (**NAFEA**)

## Developing Deakin + DHS Student Pathways

### Established Student Placement links

The Deakin DHS Partnership is a robust connection on a range of fronts and is particularly strong in regards to student placements. The main focus of placements with Deakin has been with the Faculty of Health, Medicine, Nursing and Behavioural Sciences

- **Health, Medicine, Nursing and Behavioural Science** e.g. Social Work, Occupational Therapy, Medicine, Nursing, Psychology, Exercise and Nutrition.

DHS is a complex organization employing staff across all professional disciplines. It is hoped the partnership continues to expand and explore wider options in regards to placements. These placements over time may move into a range of new areas covered by Deakin courses and students which include:

- **Business** e.g. Accounting, Information Technology and Marketing
- **Science and Technology** e.g. Architecture and Building, Engineering, Life and Environmental Sciences
- **Arts and Education** e.g. Communication and Creative, Education, History, International and Political studies.

### Process to explore and expand student placement options

1. For specific course contacts for negotiating new placement proposals refer to the Deakin contact list. (**See Appendix 2: Deakin Contacts List**)
2. To help see possible student placement connections between DHS and Deakin compare organization structural charts.

**Deakin:** <http://www.deakin.edu.au/vc/organisational-chart.php>

**DHS BSW:**

[http://nps718.dhs.vic.gov.au/dhsregions/regional/riip.nsf/Page/Barwon-South WesternRegional informationOrganisational Structure](http://nps718.dhs.vic.gov.au/dhsregions/regional/riip.nsf/Page/Barwon-South%20WesternRegional%20informationOrganisational%20Structure)

3. If seeking advice on matching students/courses with your program needs contact:

Name: David Patrick Essex  
Position: Manager, Careers and Employment  
Centre: Career & Employment Unit  
Area: Division of Student Life  
Campus: Geelong  
Tel: +61 3 522 72045  
Email: david.essex@deakin.edu.au

The Career and Employment Unit run an electronic jobs noticeboard which is widely used by students. In addition to fulltime and part time jobs this also includes internship opportunities. This provides a means of advertising to the broader student body at Deakin for student placements that have no directly linked course.

4. To consult with **Deakin+ DHS Partnership contacts** for advice on placements connections contact:

**Dr Iain Butterworth**

Coordinator Deakin University and DHS Partnership (BSW Region)  
Faculty of Health, Medicine, Nursing & Behavioural Sciences  
Waterfront Campus  
Geelong VIC 3217 Australia  
Email: iain.butterworth@deakin.edu.au  
Ph: 61-3-5227 8416  
Mobile: 0415 476 911

**Ms Sandy Austin**

Coordinator Deakin University and DHS Partnership (BSW Region)  
Strategic Support and Performance Unit, DHS (BSW),  
Email: sandy.austin@dhs.vic.gov.au  
Ph: 5226 4674  
Mobile: 0409 250 706

**Mr Chris Loughnan**

Project Officer, Deakin/DHS Partnership  
Hours: Monday to Thursday 9 am - 3 pm  
Level 3, DHS (BSW Regional Office)  
cnr Fenwick and Little Malop Streets, Geelong  
Email: Chris.Loughnan@dhs.vic.gov.au  
Ph: 5226-4931

## Student Fieldwork links

Student Fieldwork projects are another possible area for collaboration between DHS programs and applied research topics at Deakin.

Fieldwork students may be undertaking **Honours, Masters or PhD research** projects from a range of Faculties. **(See Appendix 2: Deakin Contact List)**

**The majority of Deakin's research has been concentrated into ten research priority areas.** These areas were selected on the basis of being nationally or internationally competitive with regard to research income, research output, research training and collaborations with outside organisations. The benefits of a critical mass of researchers in each area include better research from the stimulation of working in a large group of cognate researchers, an excellent environment for research training and the better utilisation of infrastructure.

- Advanced Materials Manufacturing and Performance
- Biotechnology
- Built Environment Research Group
- Intelligent Systems
- Ageing and Chronic Illness
- The Institute of Citizenship and Globalisation
- Physical Activity and Nutrition
- Educational Futures and Innovation
- Social and Mental Health
- Sustainable Natural Resources Management

[http://www.deakin.edu.au/research/research\\_strengths/priority\\_areas/index.php](http://www.deakin.edu.au/research/research_strengths/priority_areas/index.php)

**The Faculty of Health, Medicine, Nursing & Behavioural Sciences has established a Health and Wellbeing Research Priority Area** to concentrate its research focus on a wide range of health and illness issues (including diabetes, obesity and mental illness). The Health and Wellbeing Research Priority Area is comprised of **six research clusters** that work with national and international partners in health communities, business, industry and government to bring about evidence-based practical, equitable health outcomes globally, nationally and in local communities. The clusters are engaged in research programs related to patient care, mental health, molecular medicine, public health research and evaluation, population health, and social determinants of health and wellbeing. The six clusters encompassed by the Health and Wellbeing Research Priority Area are:

- Molecular Medicine and Nutrition
- Public Health Research
- Policy and Evaluation
- Mental Health and Wellbeing
- Physical Activity and Nutrition
- Promoting Social Justice and Equity
- Quality and Risk Management in Clinical and Aged Care.

<http://www.deakin.edu.au/hmnbs/research/priority-areas.php>

**The School of Psychology in its Masters program** is particularly active in research relevant to DHS Services and client issues. Examples of research projects recently undertaken include:

- Health and Wellbeing project: Graduate Nurses: **Barwon Health**
- Smoke Free Workplace project: **Barwon Health** initiative
- Employee Engagement project :**Telstra**
- Diversity/Aging Workforce project: **ANZ**
- Reward and Recognition project: **City of Greater Geelong**
- OHS, culture climate surveys, career pathway projects: various organizations

Contact:

**Name:** **Arlene Walker**  
Position: Lecturer  
Centre: School of Psychology  
Area: Fac.Health Medicine Nursing & Behavioural Sciences  
Campus: Waterfront  
Tel: +61 3 522 78441  
Email: [arlene.walker@deakin.edu.au](mailto:arlene.walker@deakin.edu.au)

## Organizing fieldwork research projects with Deakin

**Faculty supervisors** of the Honours, Masters and PhD programs are the key contacts for organizing fieldwork research projects with DHS. They will consider and inform DHS on key requirements of the fieldwork research project and Deakin Ethic Committee approval. The following steps provide a process outline to accommodate a fieldwork research project request:

### **Step 1:**

A request in writing from the Deakin faculty supervisor is submitted for consideration to the relevant program area or DHS co-ordinator. The program area decides if the project is relevant and feasible given resource and staffing constraints. The request should give consideration of the benefits of the research to clients and program area. The Children Youth and Families Research Coordinating Committee (RCC) template for application is a useful reference covering key details including:

- key contact and project details
- estimated timelines and budgets
- proposed methodology
- ethic committee approvals
- type of research access
- anticipated outcomes and benefits of project

<http://www.office-for-children.vic.gov.au/statewide-outcomes/monitoring/making-an-application>

Contact: Gina Smith CYF Research Coordinating Committee  
Ph: 03 90967480, Email: rcc@dhs.vic.gov.au

### **Step 2:**

If the request for fieldwork research is approved by the Program Manager/Regional management team then ethical committee approval needs to be undertaken either by the authorized Deakin Ethic Committee or the DHS Human Research Ethics Committee (HREC). Research which is approved by a Victorian Human Research Ethics Committee does not require additional approval from the DHS HREC to minimize the duplication of ethic reviews. Refer to criteria for referral of research to the DHS HREC:

<http://www.health.vic.gov.au/ethics/single/criteria.htm>

For advice on research and ethical procedures within DHS please refer to the Human Research Ethics homepage:

<http://www.health.vic.gov.au/ethics/index.htm>

### **Step 3:**

Consult re organizing ethical approvals with the relevant Deakin Faculty Supervisor requesting the fieldwork research. Ensure an appropriate ethical review is undertaken as above and obtain a copy for your records.

### **Step 4:**

Consult with the Deakin Faculty Supervisor to organize the specific requirements of the research project and implement the appropriate processes to undertake the research.

## Summary and Guideline updates

### Summary

Student placements are a long standing and natural partnership connection between Deakin and DHS. The link is strong due to the dedication of DHS and Deakin staff and relevant because it continues to provide benefits to both organizations and the clients they serve. It is hoped these guidelines present an accurate summary of current placement practice and contacts. Additional information is welcome and can be readily included. It appears from the feedback developing this report that there is potential to both build on existing student placements relationships and expand future placement options.

### Guideline updates

Please forward changes to student placement information and new resources for updating to:

**Mr Chris Loughnan**  
Project Officer, Deakin/DHS Partnership  
Hours: Monday to Thursday 9 am - 3 pm  
Level 3, DHS (BSW Regional Office)  
cnr Fenwick and Little Malop Streets, Geelong  
Email: [Chris.Loughnan@dhs.vic.gov.au](mailto:Chris.Loughnan@dhs.vic.gov.au)  
Ph: 5226-4931

# Appendix 1: Annotated Bibliography of Student Placement Best Practice

## **DHS Student Placement Procedures and Guidelines in Child Protection**

[http://www.dhs.vic.gov.au/office-for-children/cpmanual/Output%20files/Practice%20context/Output%20files/Execute/1098\\_student\\_placements\\_in\\_cp.pdf](http://www.dhs.vic.gov.au/office-for-children/cpmanual/Output%20files/Practice%20context/Output%20files/Execute/1098_student_placements_in_cp.pdf)

Covers standards, responsibilities, courses accepted, pre placement planning, placement planning, supervision requirements, considerations for best practice and relevant documents.

## **Student placement resource homepage for students in the Community Health sector.**

[http://www.vha.org.au/?c\\_id=1028](http://www.vha.org.au/?c_id=1028) The Victorian Healthcare Association (VHA) have developed a practical resource kit for Community Health Service participating in student placements within their organisations through **funding provided by DHS**. In February 2007 the [Primary Care Branch of Department of Human Services \(DHS\)](#) conducted a forum for Community Health Services (CHS) Chief Executive Officers (CEOs) and Primary Care Managers, teaching organisations and DHS staff, to share successful models and ideas about clinical placements in CHS. One of the most strongly stated needs was for practical assistance and resources to support the sector to better organise student placements and partnership arrangements between CHS and teaching organisations. The Victorian Healthcare Association (VHA) have developed a practical resource kit for CHS participating in student placements within their organisations through funding provided by DHS.

[http://www.health.vic.gov.au/communityhealth/downloads/tarp\\_okchs\\_eval.pdf](http://www.health.vic.gov.au/communityhealth/downloads/tarp_okchs_eval.pdf)

Student placement feedback form/template for reference.

## **DHS Funded Agency Channel :Volunteers**

<https://fac.dhs.vic.gov.au/home.aspx?TabID=content&type=4&contentID=4429>

Program management resources and guidelines for volunteers with relevance to student placement protocols eg induction, orientation, supervision, OHS and risk issues.

## **Victorian Government Graduate Recruitment Program**

<http://www.graduates.vic.gov.au/CA2572E10040BBCD/pages/what-we-offer> The Graduate Recruitment and Development (GRAD) Scheme is a 12-month development program offering a unique opportunity to learn about government and contribute to a range of initiatives. Graduates are employed by one government department and then rotate through two more departments throughout the year. You are then guaranteed a position with your home department on successful completion of the program. This is a great pathway with DHS for potential graduates to consider and should be promoted and covered in the student placement experience?

### **Deakin University Student teacher placement protocols**

[http://www.deakin.edu.au/education/schoolexp/doc/2007\\_School\\_Experience\\_Rules.pdf](http://www.deakin.edu.au/education/schoolexp/doc/2007_School_Experience_Rules.pdf)

Includes placement rules for student teachers, preparation guidelines for placement, teacher supervisor information, reports and assessment.

### **Deakin University: school of Social Work**

<http://www.deakin.edu.au/hmnbs/hsd/fieldwork/socialwork/swagencies.php>

Deakin Social Work information to agencies re student placements insurance, supervision, selection, police checks, length and times of placement.

### **Deakin University School of Health and Social Development Faculty of Health, medicine, nursing and behavioural Science**

<http://www.deakin.edu.au/hmnbs/hsd/fieldwork/healthpromotion/hpagencyoffer.php>

Outlines placement process and procedures for Health promotion students in host organizations. Includes an electronic proforma for agencies considering offering placements. Student expected to draw up a Work Placement agreement in consultation with agency supervisor (which needs to be endorsed by Unit Coordinator) before placement begins.

### **Melbourne University**

[http://www.intranet.mdhs.unimelb.edu.au/ehs/student\\_safety](http://www.intranet.mdhs.unimelb.edu.au/ehs/student_safety)

Comprehensive risk and control procedures and forms for student placements. Includes generic risk assessment, placement agreement, student declaration, and placement safety checklist

### **Melbourne University**

<http://www.services.unimelb.edu.au/careers/staff/employ/work.html>

Personal Accident, Public Liability and Professional Indemnity insurance cover for Student work placements ie. Placements student find to improve their employability skills. Not a specific course requirement but approved through careers office.

### **Latrobe University**

[http://www.latrobe.edu.au/socialwork/field\\_education/fieldwork\\_documents.htm#planning](http://www.latrobe.edu.au/socialwork/field_education/fieldwork_documents.htm#planning)

A comprehensive online resources model especially relevant as a template for University Departments. All relevant documentation, handbooks, learning agreement formats listed and available in PDF format. Also list useful links to other resources eg professional code of ethics etc

### **Newcastle University: student placement policy**

<http://www.newcastle.edu.au/policylibrary/000768.html>

Comprehensive student placement policy **and** guidelines. Covers general principles for documentation required, roles of course placement supervisors/ placement agency supervisors/students, supervision, monitoring and feedback during placement, risk assessment issues. Also examines procedures to cover placement of students with disabilities (may be applicable to organize appropriate cultural accommodations for Koori students) and issues of unsatisfactory performance or placement breakdown. Guidelines give a clear definition of the **specific** roles of the key players ie University placement supervisors, placement agency supervisors and students. Also a clear outline of assessment requirements during placement

Also have produced a comprehensive Student Placement handbook including information on health checks, police checks, confidentiality undertaking form, student conduct, personal safety, faqs , student insurance etc

### **University of Tasmania**

[http://www.utas.edu.au/universitycouncil/policyframework/policies/agreement\\_long.pdf](http://www.utas.edu.au/universitycouncil/policyframework/policies/agreement_long.pdf)

Uni of Tasmania and agency student placement agreement covering in detail responsibilities of university and placement agency, discipline procedures, dispute resolution indemnity and insurance issues

### **University of Tasmania**

<http://www.utas.edu.au/universitycouncil/policyframework/policies/Student%20Placement%20Agreement.pdf>

Proforma Student placement agreement form: covers personal details, learning agreement, confidentiality statement, meeting student requirements, emergency contacts etc

### **The University of Western Australia**

[http://www.safety.uwa.edu.au/policies/management\\_of\\_student\\_placement\\_guidelines](http://www.safety.uwa.edu.au/policies/management_of_student_placement_guidelines)

Comprehensive (but not too long) and plain English outline of Student placement guidelines covering key points. Also sample of a placement letter from Uni to agency covering safety responsibilities induction and insurance requirements.

### **Department of Health: Western Australia**

<http://www.wacountry.health.wa.gov.au/default.asp?documentid=442>

A student placement information website (for rural students). This website aims to support students in health related fields (Allied Health, Medicine and Nursing) who are undertaking rural placements within the WA Country Health Services. They have tried to create a resource that can provide students with, or at least direct them to all the information they may need to prepare for their placement experience.

### **Flinders University**

<http://www.flinders.edu.au/ppmanual/student/assessment5.html>

Student conduct and withdrawal of placement guidelines.

### **University of South Australia**

<http://www.unisa.edu.au/policies/codes/academic/bestpractice.asp#Definition>

Another excellent guideline format for best practice for student placements. A clear list of University, agency and student responsibilities in the process.

### **Combined Schools of Social Work (CSSW)**

<http://www.cssw.com.au/>

A collaborative management system to organise and administer field placements in Schools of Social Work in Victoria. An innovative model including participation from Melbourne, Monash, LaTrobe, RMIT, Deakin, and Victoria University. Also has detailed information on FAQs, training for supervisors, guidelines on placements etc and a portal to offer placements.

### **Education Encyclopaedia**

<http://www.answers.com/topic/internships-in-higher-education>

An interesting profile outlining standards and good practice for internships/student placements. Eg seven principles of good practice.

### **The National Association of Field Experience Administrators Inc. (NAFEA)**

<http://209.85.165.104/search?q=cache:Gm14dzp3C9cJ:www.nafea.info/+site:www.nafea.info+nafea&hl=en&ct=clnk&cd=1&gl=au>

The association was formed in 2004 to represent tertiary administrators engaged in the logistical placement of students for field experiences. Although participants at the inaugural conference held in Brisbane in 2003 were primarily teacher education administrators, interest was sparked from a wide range of disciplines also managing field experience programs. *The issues and problems surrounding the logistical organisation of field experience programs were echoed across all disciplines.* Membership of the Association now includes administrators and academic staff from disciplines such as nursing, medicine, law, human services, human movement studies, and engineering.

### **Robert Gordon University**

<http://www.rgu.ac.uk/hr/healthsafety/page.cfm?pge=20768>

Covers key elements of risk management during placement. A bit intimidating and demanding in style especially toward host placement agency (eg Student Placement Risk Management Questionnaire.) A collaborative approach exploring and identifying risks in specific areas of placement may be more productive. Does seem to cover common risk areas of work . Student placement induction checklist incorporating risk area precautions is a useful template, especially if **specific** program risk factors have been identified and noted.

### **Robert Gordon University**

<http://apu.gcal.ac.uk/ciced/Ch10.html>

A resource guide for placement supervisors. How to set about planning and organising student projects and field work, dealing with areas such as establishing the basic parameters, generating projects, formulating the instructional objectives, determining the resource requirements, the procedures to be followed, and assessment strategy. Also offers practical guidance on how to run and supervise student projects.

### **University of East London:**

<http://www.uel.ac.uk/qa/documents/PlacementManagementPolicy-final.doc>

Minimalist student placement policy overview. Policy supported by more detailed guidance notes eg police checks, confidentiality, examples of good practice, student placement handbooks etc.

### **Middlesex University**

<http://www.mubs.mdx.ac.uk/Placements/achieve.htm>

A webpage of comments and feedback from students regarding their placement experiences. May be an idea for Deakin or DHS promotion of student placements or feedback through Human Resources newsletters.

### **University of St Andrews**

<http://www.st-andrews.ac.uk/staff/policy/Healthandsafety/Publications/Placementofstudents/>

Information covering Health and safety policy and placement procedures and also sample letters: placement letters, safety checklists, placement organizer checklist, letters to students, guidance notes for students, student induction checklist.

### **North East Wales Institute of Higher Education**

<http://www.newi.ac.uk/en/AboutNEWI/Corporatedocumentsandpolicies/TheFile,6836,en.pdf>

Policy outline to manage the health and safety of students on placement including a placement Health and Safety checklist.

### **Notre Dame University**

<http://socialconcerns.nd.edu/about/>

A long established history of student placement and connection with the community. A simple and direct mission statement reflects this philosophy. Summarized statement of college founder "This college will be one of the most powerful means of doing good in this country". Notre Dame has a strong religious focus but in a secular format it strongly matches principles of social justice. The College emphasizes engagement and connection with the community as well as the wellbeing of all levels of society especially the disadvantaged.

### **University of Michigan**

[http://www.casl.umd.umich.edu/casl\\_coop\\_what'scoop.html](http://www.casl.umd.umich.edu/casl_coop_what'scoop.html)

Co-operative Education model: Paid, career-related, credit-bearing. Co-op is a job and it is a college course. It's both! Selected candidates apply for coop positions and are interviewed and employed under normal employment procedures. This link outlines application procedures, academic credits and roles of employer and Coop office.

### **University of Michigan**

<http://www.ssw.umich.edu/programs/msw/ofi/revisions/Appendix%209.33.pdf>

Social Work student agreement/ waiver of liability for accident/medical/workplace injury. Insurance responsibility of individual. Varying from Australian model?

## Appendix 2: Deakin Contact List

**NOTE: You can search for any Deakin University staff on their website (look for Directory of staff heading) at:**

<http://www.deakin.edu.au/directory>

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## **Faculty of Health, Medicine, Nursing and Behavioural Science:**

### **Health and Wellbeing Research Priority Area.**

The Deakin University Health and Wellbeing Research Priority Area includes research on health and illness from the molecular level to the level of the individual as well as examining how the broader society impacts on attitudes and behaviours. Research being conducted covers a broad range of illness and health related areas, including diabetes, obesity and mental illness. Our approaches address both disease prevention and disease management; and include community-based interventions, economic evaluations biomedical to psychophysical methods, epidemiologic studies and policy-based research. Our research is solution-focused with a goal of knowledge transfer of research findings to inform policy, practice and teaching.

The Health and Wellbeing Research Priority Area is comprised of six research clusters that work with national and international partners in health communities, business, industry and government to bring about evidence-based practical, equitable health outcomes globally, nationally and in local communities. The clusters are engaged in research programs related to patient care, mental health, molecular medicine, public health research and evaluation, population health, and social determinants of health and wellbeing. The six clusters encompassed by the Health and Wellbeing Research Priority Area are Molecular Medicine and Nutrition; Public Health Research; Policy and Evaluation; Mental Health and Wellbeing; Physical Activity and Nutrition; Promoting Social Justice and Equity, and; Quality and Risk Management in Clinical and Aged Care.

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### Dean of faculty of Arts and Education

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