

Social Work Field Placement Information Package



A summary of JCU placement requirements

At James Cook University, we acknowledge the Australian Aboriginal and Torres Strait Islander peoples of this nation.

We acknowledge the Traditional Owners of the lands on which our campuses and study centres are located and where we conduct our business.

We pay our respects to ancestors and Elders, past, present and future.

JCU is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to JCU and society.

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Introduction and Contacts

This document provides you with information about JCU Social Work student placements and your role as either Field educator, Task supervisor or Liaison person. We would appreciate it if you familiarise yourself with the content and use this as a reference guide. However, you may have further questions and we would like to encourage you to contact a Field Education staff team member with any queries.

Team	Support provided	Contact
DTES Placement Team	<p>Seek Placement opportunities for Social Work students</p> <p>Email placement confirmation and information documents to student, agency, field educator and liaison.</p> <p>Will receive the completed assessment documents back from liaison person.</p>	<p>DTESPlacements@jcu.edu.au</p> <p>07 4781 6333</p> <p>Townsville and Cairns</p> <p>Campuses</p>
CASE Administration	Will organise the contracts for sessional staff.	caseadmin@jcu.edu.au

Our current academic field education team includes:

Name	Contact
Dr Ines Zuchowski (Field education Coordinator)	Ines.zuchowski@jcu.edu.au 07 4781 5527, Townsville
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Jo Bentley-Davey	Jo.bentleydavey@jcu.edu.au 07 4232 1362, Cairns

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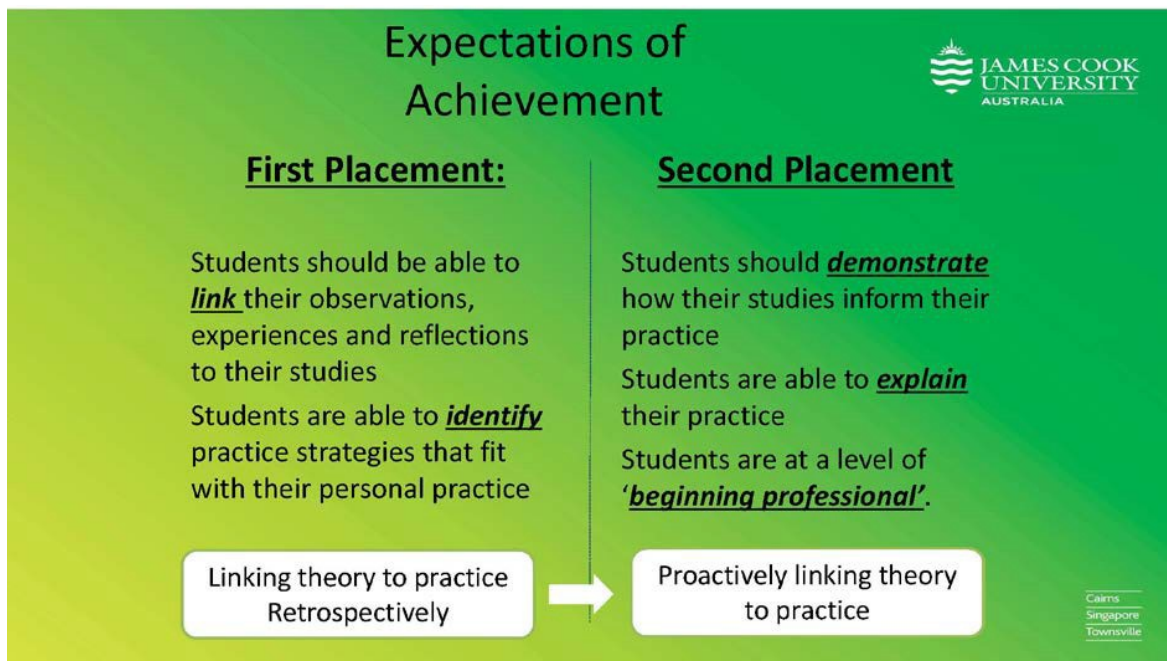
Where placement fits within the degree

Undergraduate Social Work students are required to complete two Field placements, WS3503 and WS4504, as part of their study plan.

The first placement, **WS3503** occurs during first semester of level 3 of the BSW and **WS4504** during the final semester of level 4 of the degree allowing for the transition to practice.

Qualifying Masters Social Work students are required to complete two Field placements, WS5303/ WS5304 and WS5605, as part of their study plan.

The first placement, **WS5303/ WS5304**, occurs during the second or third [mid-year entry students] semester of the MSW(PQ) and **WS5605** during the final semester of the degree allowing for the transition to practice.



Field Education Subject Learning Objectives

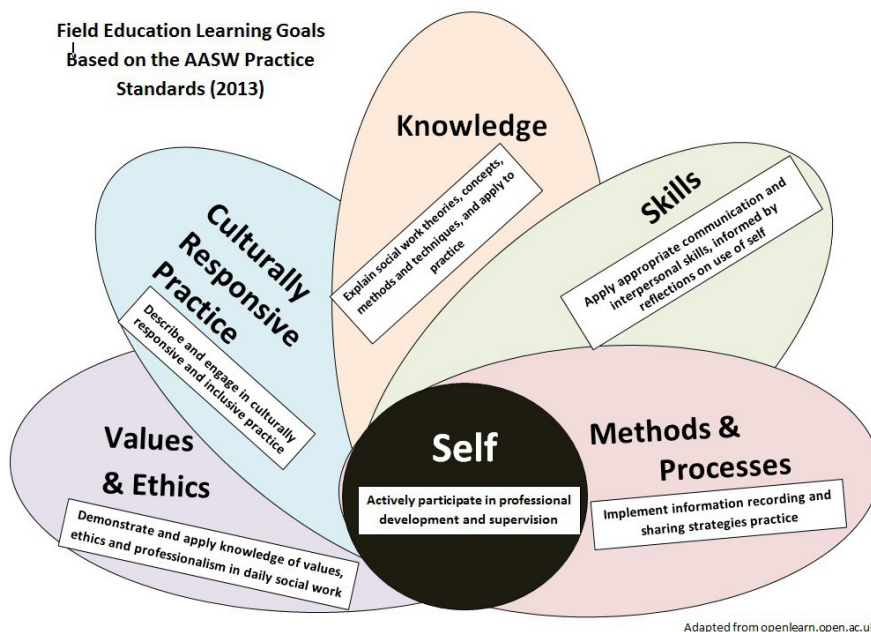
The table below presents an overview of the learning objectives for each field placement subject in the undergraduate BSW course and the postgraduate MSW(PQ) course and their alignment to AASW Social Work Practice Standards.

Social Work Practice Standard (AASW, 2013)	First placement Learning objectives WS3503 and WS5303/ Ws5304	Second placement Learning objectives WS4504	Second Placement Learning objectives WS5605
1. Values and ethics and 2. Professionalism	1. Demonstrate and apply knowledge of values, ethics and professionalism in daily social work practice	1. Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice	1. Synthesise knowledge of and critically reflect on values, ethics and professionalism in daily social work practice
3. Culturally responsive and inclusive practice	2. Describe and engage in culturally responsive and inclusive practice	2. Demonstrate and critically reflect on culturally responsive and inclusive practice	2. Demonstrate and critically reflect on culturally responsive and inclusive practice
4. Knowledge for practice and 5. Applying knowledge to practice	3. Explain social work theories, concepts, methods and techniques, and apply to practice	3. Analyses and synthesise social work theories, concepts, methods and techniques, and apply to practice	3. Evaluate social work theories, concepts, methods and techniques, and apply to research and practice
6. Communication and interpersonal skills.	4. Apply appropriate communication and interpersonal skills, informed by reflections on use of self	4. Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self	4. Apply advanced communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self
7. Information recording and sharing	5. Implement information recording and sharing strategies	5. Implement advanced information recording and sharing strategies	5. Implement advanced information recording and sharing strategies
8. Professional development and supervision	6. Actively participate in professional development and supervision.	6. Actively participate in professional development and supervision 6. Demonstrate an ability to identify and engage in the process of continuing education and reflective practice that informs professional and ethical practice model.	6. Actively participate in professional development and supervision through critical reflection and research, in order to advance professional practice

Field Education Goals

The primary Field Education goals are as follows:

- To provide students with opportunities to:
 - develop and / or widen their experience,
 - broaden their knowledge base,
 - be exposed to new practice experiences, and
 - develop a greater understanding of social work through formal supervisory arrangements.
- To enable students to learn how the agency functions, experimenting with a variety of interventions within the organisational mandate.
- To give students an opportunity to demonstrate their levels of competence or expertise, to show evidence of action based on reflection and to identify areas of further personal and professional learning.
- To assist students to use their personal resources effectively, enabling the student to grow into the role of a social worker.
- To help students understand how their own personalities, values and experiences influence their perceptions of self and others, shaping their responses to policy and practice.
- To provide students with supervision matched to their learning needs, as well as providing students with a model of supervision for the future.
- To provide students with the opportunity to apply knowledge and skills acquired on the course to the realities of social work practice.



Structure of placement

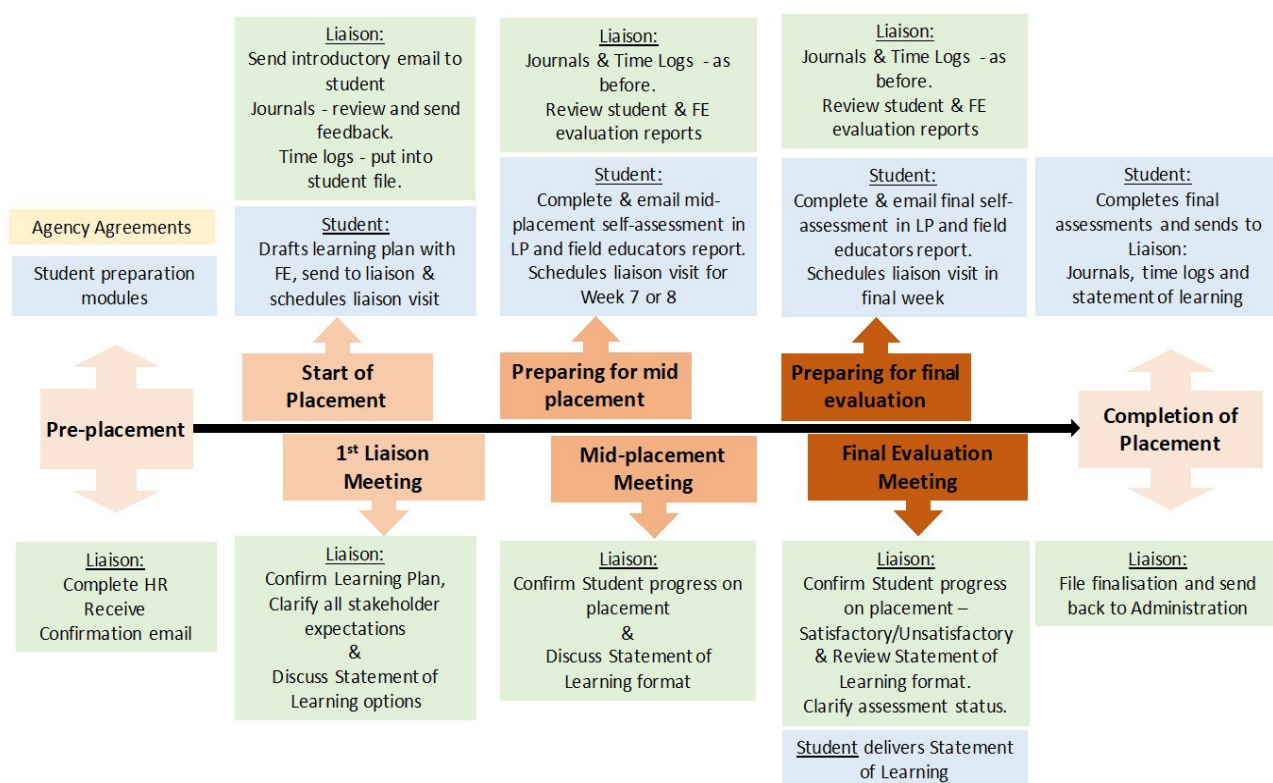
The regular duration for placement is 500 hours, which equates to approx. 14 weeks of placement time if undertaken full-time.

The placement learning is guided by the student's learning plan. The student holds responsibility for this document. However, the learning plan is to be developed through consultation with the Field educator and liaison person.

Regular meetings between placement stakeholders throughout the placement are intended to map the student's progress during placement. It is the responsibility of the student to arrange those meetings (at the minimum three) attended by the student, field educator, task supervisor if applicable and liaison person.

Please see additional information regarding the structure and content of those meetings in section **Roles - Liaison**.

Figure 1: Timeline of Field education and Roles



Roles

Field Educator

Field Educators are also referred to as field supervisors. They are social work practitioners who have eligibility for membership to the AASW, with at least two years post degree field experience. They are required to provide a minimum 1.5 hours per full-time placement week of formal/structured supervision to the student.

Field Educators have the important task of maximising students' abilities through the supervisory process. This is achieved by providing support and guidance, in addition to clear feedback to students on their strengths and limitations. Field Educators are also responsible for assessing the progress of students within the organisation and recommending to university staff whether students have satisfactorily completed the placement. The Liaison person receives the recommendations and establishes the grade by taking into consideration a number of factors including Liaison visits, written work and Integration attendance and participation.

The role of the Field Educator in relation to students on placement is to ensure:

- the provision of a work setting conducive to developing sound work habits;
- the orientation of the student into practice such that the student can obtain a perspective of the agency - its structure, procedures and personnel;
- the drawing up of a learning plan between student and Field Educator in the beginning phase of placement ;
- arrangements for regular supervisory sessions with the student are defined and ensure the provision for emergency access to another Field Educator if needed;
- a variety of tasks and progression of tasks and learning activities;
- a favourable environment for the student's development as a practitioner;
- structured supervision providing regular direct advice to students on their strengths, limitations and scope for improvement;
- the Liaison person is kept informed of concerns and problems involving the student as soon as possible after they arise, so that appropriate intervention can take place;
- opportunities are made available for students to have involvement in the general functions of the agency and in the community;
- that personal and professional standards of practice are identified and modelled;
- opportunities are made available for the student to become familiar with the broader social issues pertaining to practice;
- the involvement of the student at mid-placement and final assessment in a review of the student's level of competence to date;
- the completion of written assessments about the student's performance at mid-placement and end of placement.

Students and field educators need to maintain regular contact to facilitate the student's learning experience. It is the academic unit's expectation the relationship between students and field educators is respectful, and that students acknowledge the contribution to their learning that field educators provide.

Task supervisor

In addition to the social work field educator in some agencies, students will have one or more day to day task supervisors.

Task supervisors work in conjunction with the field educator, the student and liaison person to provide access to educational opportunities to develop the knowledge and skills necessary for effective social work practice. The aim of the task supervisor role is to help the student with the day to day learning experience of the placement. The task supervisor supports and guides the student based on professional experience and expertise and within the organisation framework.

The role of the task supervisor in relation to students on placement is to assist in:

- Providing a work setting conducive to developing sound work habits;
- Orientating the student into practice such that the student can obtain a perspective of the agency - its structure, procedures and personnel;
- Providing a favourable environment for the student's development as a practitioner;
- Making opportunities available for students to have involvement in the general functions of the agency and in the community;
- Offering a variety of tasks and progression of tasks and learning activities.
- Assisting in the drawing up of a learning plan in conjunction with the student and Field Educator in the beginning phase of placement ;
- Reviewing and debriefing:
 - student's integration in the organisation and the team;
 - setting of and progression of task;
 - student's placement experience and learning.
- Assisting students in their skill development practitioners in the field;
- Assisting in mid- and end of placement assessment:
 - Provide feedback on the student's participation in the organization and activities;
 - Provide feedback on the student's integration in the organisation and team and the student's performance.

Students and task supervisors need to maintain regular contact to facilitate the student's learning experience. It is the academic unit's expectation the relationship between students and task supervisors is respectful, and that students acknowledge the contribution to their learning that task supervisors provide.

Social Work Liaison Staff

On behalf of the Field Education Program, the Social Work staff maintains communication with students and Field Educators. Liaison staff are members of the Social Work and Human Services' academic staff team and sessional teaching staff. The ultimate responsibility of the liaison staff is to ensure that students are provided with the educational opportunities to develop the knowledge and skills necessary for effective social work practice.

Liaison staff have the following responsibilities:

- To maintain regular contact with the Field Educator, task supervisors and the student in order to review the student's progress during placement.
- To receive and assess the assessment requirements of the placement, including assisting in the development and assessment of the learning plan.
- To monitor either before or at mid- placement whether the Field Educator is satisfied that the student is progressing appropriately in placement, and be assured that any problems perceived by either the Field Educator or the student are being addressed.
- To monitor that the placement meets the requirement of social work accreditation standards, for example, no placement can be observational only, regular supervision by a qualified social worker is provided, students have adequate space, resources and support to complete the learning experience (AASW, 2012)
- To recommend to the Field Education Coordinator, the results for **WS 3503/ WS5303/ Ws5304: Field Placement I** and **WS4504/ WS5605: Field Placement II** based on
 - (a) consultation with Field Educators and the students and
 - (b) the quality of the prescribed Field Education tasks.
- To assist Field Educators in their skill development as educators and as social work practitioners as and when required.

Liaison's role in assessing suitability

Students need to be aware that the Social Work and Human Services Academic group reserves the right to assess the suitability of students for Social Work placement and to continue in the social work degree.

Assessment of student's performance on placements occurs during the mid-placement and final assessment. The liaison person will make a recommendation to the JCU Social Work Field placement Co-ordinator based on the student's self-assessment and the Field educator's assessment.

Should there be an assessment that students are not suitable to continue the degree, the academic group would follow the JCU policy on Review of a student's suitability to continue a course involving a placement:

<https://www.jcu.edu.au/policy/learning-and-teaching/review-of-a-students-suitability-to-continue-a-course-involving-placement>

Liaison's role in completing and returning student assessment documents

The form is titled 'College of Arts, Society & Education Social Work Field Placement Checklist for Liaison Staff'. It contains the following sections:

- Student Information:** Student ID, Placement dates, Placement hours, Subject Code.
- Liaison Contact:** Initial contact, Mid Placement review, Final Placement review (each with a comment field and a date field).
- Assessment Documents:** A table with columns for 'Activities & Documents', 'Reviewed/Completed', and 'Submit to Profex Unit'.

Activities & Documents	Reviewed/Completed	Submit to Profex Unit
Learning Plan (LP) – initial LP for 1 st Liaison meeting	<input type="checkbox"/>	Liaison to view only
Mid placement meeting - LP w student self-evaluation	<input type="checkbox"/>	Liaison to view only
End of placement meeting - LP w student self-evaluation	<input type="checkbox"/>	Click here to add attachment
Placement Presentation	<input type="checkbox"/>	Liaison to witness presentation
Time Logs (Hours accounted, outlining daily tasks, all time logs signed by Field educator/Task supervisor) Total hours completed:	<input type="checkbox"/>	Click here to add attachment
Critical reflective Journal 5 Journals during placement time & comments/feedback provided to student	<input type="checkbox"/>	Liaison to view only
- Field Educator Documents:** A table with columns for 'Document', 'Reviewed/Completed', and 'Submit to Profex Unit'.

Document	Reviewed/Completed	Submit to Profex Unit
Field educator Mid Placement Review	<input type="checkbox"/>	Click here to add attachment
Field educator Final Evaluation	<input type="checkbox"/>	Click here to add attachment
Task Supervisor Evaluation – Attach if applicable	<input type="checkbox"/>	Click here to add attachment
- Liaison Final Evaluation and Comments:** Future Recommendations, Placement result (Satisfactory, Unsatisfactory, Results Withheld), and Comments.

It is the Liaison's person responsibility to collect and review all required student placement assessment documents, to complete the Liaison checklist and to forward the student's documents via email to the College Placement Team (see contact details on page 2).

A liaison checklist (see left) has been provided to the liaison person with the confirmation email of the student's placement details. The liaison checklist allows for attachment of electronic copies of the placement assessment documents.

The following section presents a list of all required subject assessment pieces:

- Completed Learning Plan including mid-placement and end of placement student self-assessment, and completed signature page
- Field educator's mid-placement assessment and end of placement assessment document
- Time sheets signed off by Field educator or Task supervisor were applicable
- Three reflective journals and project reflections
- Placement presentation

It is important to note that the reflective journals and the Statement of Learning/Placement report are not required to be attached to the completed liaison checklist.

The Field Education Coordinator carries overall responsibility for the Field Education Program.

The Field Education Team has responsibility for the following:

1. Liaising with agencies and Field Educators in order to meet field placement needs.
2. Handling the overall management of the Field Education program.
3. Preparing students prior to the commencement of placement.
4. Organising meetings and seminars to assist Field Educators in their skill development.
5. Providing resource material to Field Educators.
6. Being available for consultation with Field Educators, JCU Liaison personnel and students in the event of difficulties arising in placement.
7. Recommending to the Head of *Social Work and Human Services* and the examiners' meeting the results for both Field Placement I and Field Placement II, based on recommendations from the Liaison person and Field Educator.
8. Reviewing and revising the Field Education Manual and the evaluation instruments.

Activities carried out by the Field Education Coordinator include the following:

1. Assessing and selecting agencies to provide Field Education to BSW and MSW(PQ) students.
2. Evaluating and consulting with field agencies on a continuing basis in an effort to upgrade the Field Education program.
3. Ensuring that social work educational standards are maintained by the Field Education program.

The DTES Placement team

The DTES Placement Team has responsibility for the following:

1. Seeking placement opportunities and liaising with agencies to maintain a pool of suitable placement opportunities;
2. Allocating/ appointing field educators and liaison people as required;
3. Handling the day-to-day management of the Field Education program.
3. Working with students to find and match them to placement opportunities;
4. Supporting the field education team to organise meetings, seminars and distribute resource materials;
7. Receiving placement records and recommendations and recording these;
8. Responding to student, liaison person, field educator and agencies general queries about the field education program, progress and requirements.

Liaison Visits

Liaison people have contact with students and Field educators (and Task supervisors where applicable) on at least three occasions during the placement, usually when signing off on the student's learning plan, for mid-placement assessment and end-of-placement assessment. At least **one of these contacts will be face to face**. Liaison people are also available for consultation with the Field Educators and/or student as the need arises.

The AASW accreditation standards require the following from liaison staff:

“maintaining regular contact with the student, with a minimum of three contacts, including at least one face-to-face visit, to clarify educational issues, monitor the progress of the placement, mediate any difficulties and assess student progress. These may include group meetings and tutorials. In exceptional circumstances relating to distance, this may be waived (and video-conferencing or voice over internet protocol (e.g. Skype)) for one placement only. Telecommunications and video conferences may be used to supplement site visits but will not entirely replace them. Students and field educators should be provided with additional on-site visits from liaison staff if difficulties arise during the placement” (2012, p.6).

The primary purpose of liaison visits is to:

- Assist in the clarification of expectations and the finalisation of the Learning Plan.
 - a. This may be done by sending the Learning Plan to the Liaison person.
 - b. By discussing with the Field Educator and student regarding the progress of the placement.
- Monitor the student's progress using the mid-placement evaluation and to review the student's learning objectives for the remainder of the placement. Liaison persons will ask Field Educators whether it is likely that they will recommend a satisfactory grade given the student's performance to date.
- Evaluate the student's placement performance on the basis of the assessment schedules and to identify the student's future learning needs.

Only those students who demonstrate competent performance commensurate with their year level will be given a satisfactory grade.

Suggested format for Liaison contacts

a. Student input:

Students give an overview of what they have been doing on placement so far, covering the tasks they have undertaken, the agency business they have been involved with, details of any project work, client contact, etc.; assessing their performance to date,

discussing specific cases they have been involved with and the practice framework they have been working from. This needs to be done with direct reference to the completed evaluation forms and the learning objectives set down in the Learning Plan.

b. Field Educators and Task supervisor input

Field Educators and task supervisors then give an overview of how they perceive their student's work to date, identifying strengths and weaknesses of student's practice, drawing on comments made through the evaluation forms provided by students.

c. Liaison person's input

After hearing the other parties input, the liaison person will reflect the key points raised, identifying whether there have been any omissions or areas of work not already addressed. It is the responsibility of both the Liaison Person and the Field Educator/s to assess students' levels of perceived competence. Should there be a discrepancy between the Field Educator's assessment and the Liaison person's assessment after discussion and negotiation, the Field Education Coordinator may be invited to assist in resolution.

Ensuring adequate liaison is provided

The importance of liaison visits must be emphasised. The AASW (2012) accreditation standards for social work programs require a minimum of three contacts, with at least one face to face visit.

If there is some concern that there is not an adequate liaison process, the following steps should be taken:

1. The concerned party should contact the other two parties to the placement to discuss the situation, and come to some agreement regarding future liaison.
2. If the situation does not improve the Field Education Coordinator should be notified by any party who has continuing concerns.
3. The Field Education Coordinator (or a nominated representative from the Field Education Team) will then meet with all parties to discuss the liaison arrangements and negotiate some agreement between all parties regarding future liaison.

Recommending a final placement grade

The process of evaluation of students commences with pre-placement requirements being completed and continues throughout the placement period. Alongside assessing competence in the areas of practice, theory and skills, the student's performance is evaluated in terms of their:

- use of self,
- sensitivity to others,
- ability and initiative,
- commitment to practice,
- adherence to, and respect for agency policy,

- propensity for field learning and responsible action-taking and
- demonstrated ability to adhere to the AASW Code of Ethics.

Liaison people need to collect and assess the evidence that the student has satisfied the assessment requirements of the subject.

Assessment for the subject might change from time to time, and it would be important for liaison people to request the subject outline for the subject from the student. Placement subjects are academic subjects and students are required to complete a number of the assessment requirements.

Students' successful completion of field placements will be determined on the basis of:

- development of a relevant learning plan including self-assessment at mid-placement and end of placement
- the Field educator's mid-placement assessment and end-of-placement assessment
- assessment material (including journals and placement presentation, time logs),
- in-placement discussions between the Field Educator, student and Liaison person
- and participation in integration activities. (Field education unit will monitor participation and contact Liaison if there are concerns)

The Liaison Person recommends a grade of Satisfactory or Unsatisfactory (informed by the Field Educator's recommendation and the student's assessment tasks) to the Field Education Coordinator, who then submits a recommended grade. It is important to approach this as a collaborative, transparent process in order to reach the final

decision. Should there be differences in assessment, it would be important for the Liaison Person to discuss this and consider the views of the student and the Field Educator. In the liaison visits it is important to highlight the need for early notice should any difficulties or performance issues arise.

Difficulties on placement

Initial protocol

There are occasions where difficulties arise between one or both parties within the student supervisory relationship. We encourage all parties to resist the temptation to deny/overlook/avoid any difficulty should they arise. If addressed early, difficulties may have a better chance of being overcome. Therefore, all parties are urged to follow these protocols.

1. Should there be any cause for concern, either party should raise it at the earliest moment, firstly with each other with the assistance of another staff member if

appropriate.

2. If there is no resolution between the student and Field Educator, the Liaison person should be informed by either party. Together the informant and the Liaison person will need to decide whether a formal meeting needs to be scheduled.
3. If a formal meeting is required to address the difficulty, the Liaison person should arrange for a meeting at the earliest convenience. The Field Education Coordinator (or a representative from the Field Education Team) may be involved if serious difficulties are expressed and it is deemed necessary by the Liaison person.

The Student not performing satisfactorily

Both the student and the Social Work Program needs to have sufficient advance advice notice if a student's work is not satisfactory, if their learning is not adequate and/or if there is conflict between the field educator and the student that threatens the progress of the placement.

If the Field Educator considers that a student is not performing satisfactorily, or their learning is inadequate and/or if a student or the field educator believes conflict between them threatens the progress of the placement, this information should be relayed **immediately** to the other party and the appropriate Liaison person and the student. An early conference, involving all parties including where necessary the field education coordinator or another field education staff member, will then be arranged to review the student's situation.

The following should be discussed and recorded:

Area of concern?

How is this evidenced?

What needs to change?

Plan of action and timeframe for change?

How will the student be supported to achieve the required improvement?

When will this be reviewed?

The liaison person will place a record of the discussion and action plan on the students file and distribute a copy to all parties involved in the placement (field educator, task supervisor and student).

Placement Breakdown

Discussions of a potential placement breakdown often portray a complex situation, which requires a considerate approach. Please see the Field education manual's Chapter 6 with a detailed protocol to guide your approach.

Discrimination and Harassment

Social work placements at JCU are guided by the university's policy and procedure on discrimination and harassment:

<https://www.jcu.edu.au/policy/equity/discrimination-and-harassment-policy-and-procedure>

Frequently Asked Questions

Below are a number of questions and answers that may help to clarify queries you may have. However, please feel free to contact the DTES Placement team dtesplacements@jcu.edu.au, 07 4781 6333 or the Field Education Coordinator Ines Zuchowski: ines.zuchowski@jcu.edu.au, 07 4781 5527, if you have a question that is not listed or need further information.

Q. What email address should the liaison person use for communication with the student and agency?

A. For any email communication pertaining to your role and responsibility as Liaison person you are required to use your provided JCU email address.

Q. What is required at the agency visits/ contacts?

A. In general the student should organise for the contacts to happen and should collate an agenda for these meetings. At the initial visit it is important to ensure that the learning plan is finalised and signed, to discuss placement expectations and objectives and to discuss each party's role.

At mid and end placement visits it is important to check how the placement is going and whether the placement is at a satisfactory level. Learnings and learning needs should be identified and discussed.

Q. What would be some good areas to be covered in learning Plans?

A. Learning Plans should be organised around the practice standards of the AASW and examples of how to structure them around the principles are included in the subject outline. Generally, it would be important to consider how these are relevant to the particular organisation and should be drafted in a consultative process between the student and supervisor and reviewed by the liaison person.

Q. What should the liaison person be looking for when reviewing learning plans?

A. Are they congruent with the AASW Practice Standards?

Is it likely that the student can achieve those in the particular setting?

Is there a link between practical learning and theoretical understanding?

Are the methods and assessment relevant to the objectives?

Are supervision times and listed expectations appropriate and relevant?

Q. How many integration seminars do students attend and are these part of their placement time?

A. Students have set readings and interactive blogs in so-called Integration sessions as part of their learning. The Study Schedule in the Subject Outline states the readings to be done. Time spent to prepare and engage in the Integration session are part of placement time and needs recording in the timesheets. Time allocation varies depending on intensity of engagement and will range between 10-15 hours in total.

Q. What information about the placement needs to be collected and passed on to the University and when?

A. The Learning Plan, the mid- and end of placement assessment and the signed time logs need to be passed on to the university after all information has been received and a placement result determined. Relevant sections in the learning plan and other assessment forms need to be signed and the liaison checklist needs to contain a record of documentation received, including receipt of the journals and placement presentation.

Q. What if the Learning Plans, journals or other documentations are not sent within the requested time frame?

A. It is the student's responsibility to submit the material to the liaison person. It is important to make expectations of time frames clear during the initial contact visit or phone link-up. However, if the liaison person does not receive the information in a timely manner, we recommend to initially follow up with an email to the student to request the material. Sometimes it can be helpful to phone the student and check what is happening. If all fails and after several attempts the required documents are still not received, the liaison person needs to refer the matter back to the dtesplacement team.

Q. Who is checking the time logs for accuracy?

A. Time Logs need to be kept by the student to show the progressive totals of the time spend on placement including time indicated as spent as library time. Time Logs must be signed by the supervisor. The time logs are designed to add up the hours automatically and liaison people are encouraged to ensure that the students are using the original excel sheets.

If timesheets are accepted in another format, or information is entered in ways that stop the automatic total, the Liaison person needs to check that the logs are added up correctly, are signed and total the required placement hours.

Q. What assessment pieces require feedback from the liaison person?

A. Liaison people collaboratively work with the student and the field educator/ supervisors to develop and assess the learning plan at three points, in the first three weeks, at mid-placement and end of placement. The Liaison person would be expected to provide input and feedback on those documents during the liaison meetings.

Liaison people need to receive the 3 journals and provide students with feedback. Should the journal be not critically reflective or up to standard, it would be important to get students to re-submit them.

The Liaison person needs to witness the student's placement presentation. Please provide direct feedback and ask students to complete additional work if the Placement presentation is assessed as unsatisfactory or incomplete (see FE manual for assessment criteria)

Q. How should the liaison person respond to Reflective Journals and project reflections and with how much detail?

Reflective journals and project reflections are personal, reflective, analytical and confidential exchanges between the student and the Liaison Person and occasionally the Field Education Coordinator. When responding to them it would be important to consider whether the student uses them to make sense of the work they are undertaking in the light of their personal and professional practice framework. Comments should include encouragement for reflective entries rather than just descriptive accounts. Comments should foster the student's critical thought and conscious experience of learning. Comments can encourage students to extend their reflections through further reflection, study or experience. Comments should be helping the student focus on strengths and identify areas of learning. It can be useful to focus on at least one important point each journal entry and then acknowledge other points more briefly.

Q. How can students utilise library time?

A. Library time is time spent reading and researching information relevant to the placement, the agency and the learning goals of the student. It may include, for example, researching a particular theoretical approach relevant to the agency, such as motivational interviews; narrative therapy; community development; or particular information relevant to a client group or for a submission, such as statistics or general resources about mental health. It could also be relevant to research an issue for the agency. While students are entitled to up to 4 hours library time a week (pro-rata for part time placements), students should discuss when and how this time is to be taken with the supervisor. It cannot be "saved up" and taken as a block. If it is not used in the week, it is lost.

Q. What is the Liaison person's role in regards to the final subject result?

A. As the Liaison Person you recommend a grade of Satisfactory or Unsatisfactory (based on the Field Educator's recommendation and the student's work) to the Subject Coordinator via the dtesplacements@jcu.edu.au email, who then submits a recommended grade. It is important to consider this as a collaborative, transparent process in order to reach the final decision. Should there be differences in assessment, it would be important to discuss this and consider the views of students and the field educator. In the liaison visits it is important to highlight the importance of early notice should any difficulties or performance issues arise.

Q. How does the liaison person return the student's documents to the University?

A. Please use the Liaison checklist and return all documents to the Division Placement Team by emailing to DTESPlacements@jcu.edu.au

Notes: