

Subject Outline

Subject Title	Field Education 1
Subject Code	WS3503
Credit Points	9
Study Period	SP1
Attendance Mode	Placement/Work Experience
Campus	Townsville Bebegu Yumba and Cairns Nguma-bada
Prerequisite/s	WS2510 AND WS2511 AND WS3515
Subject Coordinator/ College	Michael Dee Academy Division College of Arts, Society & Education

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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This Subject Outline has been prepared by Michael Dee for the College of Arts, Society and Education, James Cook University. Updated January 2024.

The information provided in this subject outline is correct as at the time of completion and may change in response to changing University resources. Any changes will be approved by the College Dean or representative and will be communicated to students by the LearnJCU subject site.

1 Subject details

1.1 Student participation requirements

The JCU [Learning, Teaching and Assessment Procedures](#) (2.1.2d) indicates a typical student workload for a **three (3) credit point subject** requires a **130 hour work load** of study related activities, including attendance, assessment and self-directed study over the duration of the subject with equivalency across all attendance modes.

Note that attendance at specified classes will be a mandatory requirement for satisfactory completion of some subjects ([Learning, Teaching and Assessment Procedures](#), 3.1.8e) and that additional hours may be required per week for those students in need of **English language, numeracy or other learning support**.

Key subject activities			
On-campus compulsory in person attendance at workshop - Preparing for Placement (2x7hrs) (14 hours) February 8 & 9 in CNS and TSV.	Refer to the appropriate Timetable: <ul style="list-style-type: none"> • JCU Australia or your eStudent personal timetable		
Other mandatory submission requirements: Workshop presentation Learning plan (LP) Mid and end of placement self assessment in LP 3 Journals Weekly time logs/sheets Integration attendance and contributions Presentation of learning during end of placement assessment meeting	Refer to Subject Calendar	Refer to Subject Calendar	Refer to Subject Calendar
Approximately 14 weeks (494 hours)	February 19	June 8	
3 Online Integration Workshops (6 hours) linking theory and practice during the placement	Refer to Subject Calendar	Refer to Subject Calendar	Refer to Subject Calendar

For information regarding class registration, visit the [Class Registration Schedule](#).

Learning and teaching activities may be recorded for this subject. Personal information in the form of images and audio may be collected by JCU during the recording. This personal information may appear as part of the recording which is accessible to students and staff in this subject on LearnJCU.

1.2 Teaching Staff contact details

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator	Michael Dee	CNS A4.240	4232 1362	michael.dee@jcu.edu.au	By appointment

Lecturer	Michael Dee	CNS A4.240	4232 1362	michael.dee@jcu.edu.au	
Workshop Tutor	Ines Zuchowski		4781 5527	ines.zuchowski@jcu.edu.au	
Learning Advisors	The Learning Centre	JCU Library		Online contact form	Visit Learning Advice Desk – JCU Library
Librarian	Your Liaison Librarian	JCU Library	n/a	Library contacts	

*Other consultation times by appointment only.

1.3 Subject description

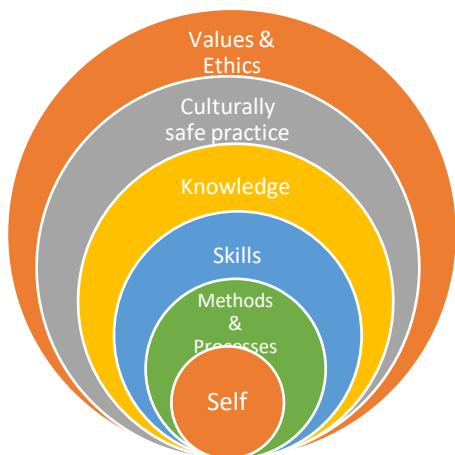
Students will undertake block placement with an accredited community welfare or social work supervisor. This provides the foundation for further theoretical, empirical and applied study. Placement preparation workshops will be held prior to placement beginning.

1.4 Subject learning outcomes and course learning outcomes

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

- demonstrate and apply knowledge of values, ethics and professionalism in daily social work practice
- describe and engage in culturally responsive and inclusive practice
- explain social work theories, concepts, methods and techniques, and apply to practice
- apply appropriate communication and interpersonal skills, informed by reflections on use of self
- implement information recording and sharing strategies
- actively participate in professional development and supervision

The above subject learning outcomes align with the Australian Association of Social Workers (AASW) Practice Standards (2023), and interlink with your six Learning Goal areas for field education/placement.



Field Education Learning Goals
Based on the AASW Practice Standards (2023)

See table below...

Learning Goal Areas (LGs)	Subject Learning Outcome (SLO)	AASW Practice Standards (2023)
1. Values & Ethics	demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice	1. Social workers conduct themselves according to the values, principles and guidelines of the AASW Code of Ethics 2020.
2. Culturally Safe Practice	demonstrate and critically reflect on culturally safe (responsive and inclusive) practice	2. Social workers practice in partnership with Aboriginal and Torres Strait Islander Peoples to support their priorities and aspirations 4. Social workers practice respectfully and inclusively with regard to culture and diversity
3. Knowledge	analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice	5. Social workers practice within a professional knowledge framework informed by a critical understanding of contemporary social work theory and research.
4. Skills	apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self	3. Social workers advocate for policy initiatives and approaches to practice aimed at achieving fair and equitable access for people to social, health, economic, environmental and political resources 7. Social workers actively contribute to strengthening and promoting the identity and standing of the profession.
5. Methods & Processes	implement advanced information recording and sharing strategies	6. Social workers make professional decisions on the basis of a holistic assessment of the needs, strengths, goals and preferences of people.
6. Self	actively participate in professional development and supervision through critical reflection and research	8. Social workers build and strengthen their practice through regular structured supervision from social work qualified supervisors. .9 Social workers monitor their skills, knowledge, and expertise to maintain, improve and broaden their professional development.

The purpose of the [AASW Practice Standards 2023](#) is to “*identify the minimum requirements of social workers in Australia considered acceptable by the AASW for effective, professional and accountable social work practice. ... The Standards are intended to be relevant to all social workers, irrespective of practice, context, or years of experience.*” (AASW 2023:5).

These outcomes contribute to your overall achievement of [course learning outcomes](#).

1.5 Student feedback on subject and teaching

Students are at the heart of JCU and as part of our commitment to improving the quality of our subjects and teaching, we regularly seek feedback on the JCU student experience.

Your JCU Surveys are available to all students through [LearnJCU](#). You will receive an email invitation when the survey opens.

In response to previous student feedback and other data, the following enhancements to this subject have been made:

- Regular communication from the Subject Coordinator via the LearnJCU subject site
- 2 day face-to-face workshop to prepare students for field placement
- Self selection of workshop reading/presentation task

1.6 Subject resources and special requirements

There are two texts for this subject:

- Cleak, H. and Wilson, J. (2022). Making the Most of Field Placement (5th ed.). Victoria: Cengage Learning (available from the Booktopia). In view of the cost of living crisis, the 4th edition can still be used, with some adjustments for changes in chapter numbering/content.
- Field Education Manual (Available online and through LearnJCU. (We suggest you do not print this manual as it is regularly updated and is a very big document – please 'bookmark' it for easy access) <https://www.jcu.edu.au/college-of-arts-society-and-education/case-student-resources/field-education/social-work-field-placement>

Both of these texts are core resources for the subject and students must have access to them in order to successfully complete the subject requirements.

All subject readings and resources, including journal articles, book chapters, websites, videos, print and eTextbooks, are available to view online from your *Readings list* via your LearnJCU subject site.

Use the **Readings** platform for all your readings and other resources, **including prescribed and recommended textbooks**, eTextbooks, journal articles, digitised chapters, websites, links to Library Guides, LinkedIn Learning, relevant referencing style guides and video content (e.g. YouTube, LinkedIn Learning, Kanopy, Anatomy TV, Vetstream etc.). **Readings** is linked to your LearnJCU site through an LTI in the tools menu. Assistance with using the **Readings** platform is available from the [Readings at JCU Guide](#).

1.7 Generative AI Usage

This subject does not require or permit the use of Generative AI tools for the completion of learning activities or assessment.

2 Assessment details

2.1 Key dates

Key dates	Date
Census date and Last date to withdraw without financial penalty	See Study Period and Census Dates
Last date to withdraw without academic penalty	See Study Period and Census Dates
All assessment items	As per assessment summary below

2.2 Requirements for successful completion of this subject

In order to pass this subject, you must:

Submit all assessment tasks as well as complete the required number of hours in the allocated placement agency. Completing the placement hours is not sufficient to satisfactorily complete the subject. All pieces of written work must be submitted and graded as Satisfactory to successfully complete the subject. A summary of the assessable items is provided in the table below.

No grade for placement will be submitted until all these pieces of assessment are received and confirmed as satisfactory by the student's Liaison Person.

Assessment Summary

Activity/Task	Time point during placement	Marking	Assessors
Pre-placement preparation	Workshop	Attendance and participation requirement	Field Education Unit
Learning Plan (LP)	Week 3 of placement	Satisfactory/Unsatisfactory	Liaison & Field Educator
3 x Integrations	Weeks 4, 8, 11- see Subject Calendar for dates & times	Satisfactory/Unsatisfactory	Field Education Unit
3 x Journals	As negotiated with liaison person	Satisfactory/Unsatisfactory	Liaison
Signed Time Log/Sheet	Ongoing – To be submitted every 2 weeks during placement	Satisfactory/Unsatisfactory	Liaison
Mid placement assessment with field educator	Week 6 - 7 of placement	Satisfactory/Unsatisfactory	Liaison & Field Educator
End of placement assessment with field educator	Week 12 -13 of placement	Satisfactory/Unsatisfactory	Liaison & Field Educator
Placement Presentation	Presentation: At Final Assessment meeting	Satisfactory/Unsatisfactory	Liaison

Final results for this subject will be graded as described in the [Student Results Policy](#).

Supplementary examinations/assessments are not available for this subject.

2.2.1 Clinical or professional experience requirements

Placement is 500 hours in a social work setting. Students will be supervised by a qualified social worker who provides support, guidance and feedback. Detailed information about placement expectations and procedures can be found in the Field Education Manual on the LearnJCU subject site.

2.2.2 How do I track my progress in this subject?

Students are encouraged to discuss with their liaison person a realistic timeframe for feedback on the 3 journals. It may be that you are able to negotiate a phone catch up in lieu of written feedback. In general, students may expect feedback within two weeks of submitted journals. Please contact your liaison person in the first instance if you are not receiving regular feedback. Feedback about your practice in the placement should be ongoing from your field educator and, if applicable, task supervisor. This feedback should be provided in the weekly supervision sessions, but also through other discussions, debriefings and meetings. Feedback should help you build your practice, identifying areas of strengths and areas for further development.

2.3 AccessAbility Services and Support

Reasonable adjustments may be made to assist you to manage additional circumstances impacting on your studies provided these do not change the academic integrity of a course. Reasonable adjustments do not alter the need to be able to demonstrate the inherent requirements of the course.

If you believe you will experience challenges completing your subject or course because of a disability, health condition or other reason, you should discuss your concerns with [AccessAbility Services](#).

Your course inherent requirements can be found here [Course and Subject Handbook](#)

2.4 Assessment items

ASSESSMENT ITEM 1: ATTENDANCE AT COMPULSORY WORKSHOP	
Aligned subject learning outcomes	<ul style="list-style-type: none">• Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice• Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self• Actively participate in professional development and supervision through critical reflection and research.
Aligned professional standards/ competencies	Available at http://www.aasw.asn.au/practitioner-resources/related-documents
Group or individual	Individual
Weighting	Hurdle requirement
Due date	Refer to Subject Calendar

ASSESSMENT ITEM 1: DESCRIPTION

Compulsory 2 day workshop:

Attendance and participation at two-day on campus workshop in Townsville and Cairns. Students undertake preparation activities prior to attending. Further details and readings via learnJCU.

When: Refer to Subject Calendar

Where: Cairns and Townsville – as per JCU Timetable

ASSESSMENT TASK 1: CRITERIA SHEET

Assessment Criteria	Satisfactory	Unsatisfactory
Attendance and participation at two day preparation workshop including relevant readings and presentation activities.	Attendance at workshop.	Non-attendance at workshop

ASSESSMENT ITEM 2: THE LEARNING PLAN (LP)

Aligned subject learning outcomes	<ul style="list-style-type: none">• Demonstrate and apply knowledge of values, ethics and professionalism in social work practice• Describe, reflect on and engage in culturally responsive and inclusive practice• Explain the knowledge for social work practice and higher level systemic influences on people in order to implement knowledge into social work practice• Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self• Demonstrate information recording and sharing strategies within the placement context• Actively participate in professional development and supervision.
Aligned professional standards/ competencies	Available at http://www.aasw.asn.au/practitioner-resources/related-documents
Group or individual	Individual
Weighting	Must be completed to pass subject
Due date	Week 3 or if necessary, early in Week 4 of placement

ASSESSMENT ITEM 2: DESCRIPTION

The Learning Plan is an agreement drawn up between the Field Educator and the Student during the first two weeks of placement. It includes the student's goals, the methods by which the goals will be achieved and assessed and is signed by the Field Educator, the student and the university liaison person. Students complete a draft learning plan in collaboration with the Field Educator in the first two weeks of placement. The draft Learning Plan should be sent to the liaison person to review **2 working days prior** to the first liaison meeting. The student, Field Educator and liaison person meet in week 3 or possibly 4, to discuss this draft. When all are in agreement with the plan it is confirmed and signed.

Learning Plan (LP) template available on LearnJCU.

Due date: Final (Draft) LP due week 3 of placement (submitted as negotiated, to Liaison Person)

Grading: Satisfactory/Unsatisfactory

ASSESSMENT TASK 2: CRITERIA SHEET

Assessment Criteria	Satisfactory	Unsatisfactory
Development of Learning Plan document for placement as per template provided through LearnJCU, all sections completed	Learning plan contains: Overarching and individual learning goals including methods, assessment strategies and appropriate timelines, completed SWOT analysis, completed roles & responsibility section, LP document signed off at 1 st liaison meeting by all stakeholders	Learning plan document incomplete
Appropriate Learning goals are developed	Learning goals are clearly formulated, relevant to the placement setting, the subject learning objectives and the student's learning needs	Learning goals lack detail and specification
Appropriate Methods are developed	Methods outlined are appropriate to achieving the stated aim within the placement context	Methods lack detail and not relevant to achieving outlined learning goal
Appropriate Assessment and monitoring strategies are developed	Assessment and monitoring strategies are appropriate to evaluating the achievements of the learning goals	Assessment and monitoring strategies are not relevant to properly evaluating the achievement of the learning goal
Appropriate academic writing skills are evidenced throughout the document	Document shows proper sentence construction, grammar and spelling.	Document poorly proof read, in regards to sentence construction, grammar and/or spelling.

ASSESSMENT ITEM 3: 3 INTEGRATION SESSIONS	
Aligned subject learning outcomes	<ul style="list-style-type: none"> • Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice • Demonstrate and critically reflect on culturally responsive and inclusive practice • Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice • Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self • Implement advanced information recording and sharing strategies • Actively participate in professional development and supervision through critical reflection and research
Aligned professional standards/ competencies	Available at http://www.aasw.asn.au/practitioner-resources/related-documents
Group or individual	Group and Individual
Weighting	Hurdle requirement
Due dates	Week 4 Week 8 Week 11

ASSESSMENT ITEM 3: DESCRIPTION

Attendance and participation in Integration sessions

Students meet in their Integration groups during the above stated weeks. Students need to come prepared to the group. This means having engaged with the required reading (check your reading list at the end of this subject outline). Each student Integration group is responsible for uploading names of attendees and a summary of their group's discussion to the LearnJCU Integration discussion board. The Integration summaries are a peer supervision process to help students share their learnings with their cohort and possibly gain new insights about their placement. **Students who started out-of-sync or undertaking a part-time placement or awaiting placement confirmation, must still attend Integration sessions.** See Subject Calendar for Integration dates and times.

ASSESSMENT TASK 3: CRITERIA SHEET

Assessment Criteria	Satisfactory	Unsatisfactory
Participation and contribution to 3 scheduled Integration sessions	Recorded attendance at all three sessions as per required integration session record	Non-attendance at integration session activity and/or lack of recorded attendance

ASSESSMENT ITEM 4: 3 REFLECTIVE JOURNALS

Aligned subject learning outcomes	<ul style="list-style-type: none"> Demonstrate and apply knowledge of values, ethics and professionalism in social work practice Describe, reflect on and engage in culturally responsive and inclusive practice Explain the knowledge for social work practice and higher level systemic influences on people in order to implement knowledge into social work practice Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self Demonstrate information recording and sharing strategies within the placement context Actively participate in professional development and supervision.
Aligned professional standards/ competencies	Available at http://www.aasw.asn.au/practitioner-resources/related-documents
Group or Individual	Individual
Date	Students must submit 3 journal entries over the duration of placement.
Note: to be negotiated to reflect the hours of a part-time placement	

ASSESSMENT ITEM 4: DESCRIPTION

Reflective journals provide students with a legitimate reason to stop and take a breath and reflect on the activities of the placement, promoting and establishing the habits of being a reflective practitioner. This is not a recording of tasks or events but a real attempt to critically examine their activities and reflect on their nature and impact considering theoretical frameworks, personal value positions and professional ethics. Students submit 3 reflective journals to their Liaison Person. Students need to use the provided templates, but can negotiate with their liaison person which template to use.

Templates and training resources available on LearnJCU.

Length: Students to submit 3 journals (1200-1500 words each).

Due: Regularly and as negotiated with Liaison person

Grading: Satisfactory/Unsatisfactory

ASSESSMENT TASK 4: CRITERIA SHEET

Assessment Criteria	Satisfactory	Unsatisfactory
Engagement in regular and structured reflection on practice through the use of reflective journals as per templates available on LearnJCU	Completion of 3 reflective journal entries submitted regularly to liaison person as per initial agreement with liaison person AND engagement with liaison person's feedback as per liaison's instruction	Journal entry is descriptive only AND Liaison person's feedback and instructions are not adequately responded to

ASSESSMENT ITEM 5: WEEKLY TIMELOG/SHEET	
Aligned subject learning outcomes	<ul style="list-style-type: none"> • Demonstrate and apply knowledge of values, ethics and professionalism in social work practice • Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self • Demonstrate information recording and sharing strategies within the placement context
Aligned professional standards/ competencies	Available at http://www.aasw.asn.au/practitioner-resources/related-documents
Group or Individual	Individual
Date	Every two weeks (or a time frame negotiated to reflect the hours of a part-time placement) Students must submit all timesheets signed by their Field educator (or task supervisor where applicable) to their Liaison Person.

ASSESSMENT ITEM 5: DESCRIPTION

To comply with AASW field placement standards, whilst on placement you are required to keep a record of placement activities, including working hours and days. All students are expected to be accountable for their time, and required to keep a detailed record of the activities they participate in and the type of tasks undertaken. The time log is the tool provided to record your daily hours and activities throughout the placement. You need to record all absences and also library time in your timelog. The timelogs must be reviewed and signed by the Field Educator or Task Supervisor and submitted to the Liaison Person every 2 weeks. You also need to record a minimum of 30 minutes lunch break on days with 5 or more placement hours, this does not count towards your placement hours.

Absences from Placement

Where students lose a number of days through illness or other unavoidable cause, negotiations will have to be made with both the Field Educator and the Liaison Person to make up the lost time, in order to meet the requirements of the AASW. Students must inform their agency on any day there are unable to attend placement in accordance with the placement agency's workplace policy. If students are likely to be absent for more than three days, the Liaison Person must be notified as well. Absence from a placement for more than a fortnight will require consideration of the viability of the placement continuing. The Field Educator, the student, the Liaison Person and possibly the Field Education Coordinator will need to be involved in this discussion.

Library time

Library time (placement related research, reading and reflection) is important to each placement. This is because WS3503 is an academic subject which uses critical reflection as part of the teaching and learning process. A reasonable amount of time to allocate for this activity would be up to 4 hours per week. This time must be negotiated with your Field Educator and taken week by week. Library time cannot be accumulated and needs to be recorded in the Time Log.

The time log template is available from the LearnJCU subject site.

Grading: Satisfactory/Unsatisfactory

ASSESSMENT TASK 5: CRITERIA SHEET

Assessment Criteria	Satisfactory	Unsatisfactory
Keeping a correct and accurate record of daily placement time and activities	Weekly completion of time log as per LearnJCU time log template and instructions AND Weekly time log signed by Field Educator (task supervisor where applicable) AND Signed Time log submitted fortnightly to liaison person AND Required placement hours as per placement confirmation letter have been completed	Time log uncompleted AND/OR Unsigned AND/OR Not submitted to liaison person regularly

ASSESSMENT ITEM 6: MID AND END OF PLACEMENT SELF ASSESSMENT AND FE ASSESSMENT	
Aligned subject learning outcomes	<ul style="list-style-type: none"> • Demonstrate and apply knowledge of values, ethics and professionalism in social work practice • Describe, reflect on and engage in culturally responsive and inclusive practice • Explain the knowledge for social work practice and higher level systemic influences on people in order to implement knowledge into social work practice • Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self • Demonstrate information recording and sharing strategies within the placement context • Actively participate in professional development and supervision
Aligned professional standards/ competencies	Available at http://www.aasw.asn.au/practitioner-resources/related-documents
Weighting	Must be completed to pass subject
Date	Mid-placement: Week 6 -7 of placement Final: Week 12 -13 of placement (or a time frame negotiated to reflect the hours of a part-time placement)

ASSESSMENT ITEM 6: DESCRIPTION

- Mid and End of Placement - Self Assessment
- Mid and End of Placement - Field Educator's Assessment of student

The mid and final placement liaison meetings provide an opportunity to discuss how the placement is progressing and is a valuable check of the initial learning goals and student's learning experience. In preparation for these meetings students are required to complete the self-assessment section of their learning plan; and Field Educators are required to complete the student Mid and Final Assessments. The Field Educator templates are found on LearnJCU.

The Mid and End of Placement student Self Assessment and Field Educator Assessments allow the Field Educator and the Student to reflect on the original Learning Plan and student's progression towards their Learning Goals.

The student's self-assessment and Field Educator's assessment should be submitted to the Liaison Person **prior** to the mid-placement and end of placement liaison meetings. Mid Placement Assessment and Final Assessment templates are found on LearnJCU and within the Learning Plan.

Grading: Satisfactory/unsatisfactory

ASSESSMENT TASK 6: CRITERIA SHEET

Assessment Criteria	Satisfactory	Unsatisfactory
Completed mid & end-of-placement self-assessment in Learning Plan	Mid & end of placement self-assessment, outlining activities and learning accomplished as per identified learning goal(s) completed and sent to Field Educator and liaison person prior to the assessment meetings	Key placement activities have not been identified AND/OR Reflection on how activities inform learning towards achievement of learning goals is not completed for each learning goal
Mapping and evaluating the progress in placement learning	Completion of student's self-assessment at mid-placement time and at end of placement prior to liaison meetings AND Self-assessment shared with Field Educator (task supervisor where applicable) AND Field educator (task supervisor where applicable) assessment submitted to liaison person	Student has not engaged in self-assessment process prior to scheduled liaison meetings AND/OR did not submit the updated learning plan with the completed self-assessment to their liaison person
Field educator assessment of student's performance at mid-placement	Student's overall performance is assessed as at least developing	Student's overall performance is assessed as unsatisfactory in one or more learning goal areas and supervisor's feedback indicates that little or no progress has been accomplished and/or student shows lack of willingness or ability to integrate feedback

Field educator assessment of student's performance at end of placement	Student's performance is assessed as satisfactory	Student's performance is assessed as unsatisfactory in one or more learning goal areas
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ASSESSMENT ITEM 7: PLACEMENT PRESENTATION

Aligned subject learning outcomes	<ul style="list-style-type: none"> • Demonstrate and apply knowledge of values, ethics and professionalism in social work practice • Describe, reflect on and engage in culturally responsive and inclusive practice • Explain the knowledge for social work practice and higher level systemic influences on people in order to implement knowledge into social work practice • Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self • Demonstrate information recording and sharing strategies within the placement context • Actively participate in professional development and supervision.
Aligned professional standards/ competencies	Available at http://www.aasw.asn.au/practitioner-resources/related-documents
Weighting	Must be completed to pass subject
Date	Due at final liaison meeting
Duration	15 minutes followed by Q & A
See Learning, Teaching and Assessment Policy , Learning, Teaching and Assessment Procedure , Special Consideration Procedure , Examinations Procedure	

ASSESSMENT ITEM 7: DESCRIPTION

Placement Presentation - Reflection on Placement learning

As part of the final liaison meeting, students are required to present a reflection on their learning experience, the progress made and areas for continuing professional learning to their Liaison Person and Field Educator and Task Supervisor (where applicable).

Students need to use specific examples to evidence their learning and must also link the discussion of their progress with the Learning Plan developed at the beginning of placement. As the Learning Plan provides the guide for the placement in terms of tasks, activities and processes of evaluation, students may choose to format the statement by addressing each learning objective in turn. This is not to deny that other learning may have been experienced during placement.

The Placement Presentation should be referenced in the usual academic manner. The presentation format is the choice of the student in negotiation with the Liaison Person and Field Educator. The student needs to identify the anticipated format of presentation at the mid-placement liaison meeting. The presentation is expected to be professional and respectful towards all stakeholders in the placement.

The overall presentation time should not exceed more than 15-20 minutes.

Length of presentation: 15 minutes followed by questions and answers

Grading: Satisfactory/Unsatisfactory

ASSESSMENT ITEM 7: CRITERIA SHEET

Assessment Criteria	Satisfactory	Unsatisfactory
Statement of Learning demonstrates learning progress and achievement in alignment with Learning Plan goals and the placement setting	Presentation adequately addresses key skills obtained AND knowledge acquired AND reflects on value dilemmas raised AND demonstrates an understanding of how the social problem addressed within the organization can be viewed from different perspectives AND contemplates the student's use of self AND identifies significant areas for professional development. All above key criteria are addressed in presentation AND/OR following questioning time.	Some or all key criteria not adequately addressed during presentation or following questioning time

Assessment resource for liaison person

Assessment Criteria	Assessment criteria addressed appropriately	
	Yes	No
Student outlines key skills obtained and consolidated	Yes	No
Student identifies significant knowledge acquired	Yes	No
Student reflects on the value dilemmas and ethics and can identify ways of dealing with dilemmas	Yes	No
Student demonstrates an understanding of how the social problems addressed within the organisation can be viewed from different perspectives	Yes	No
Student critically reflects on their 'use of self' during placements and considers implication for professional practice	Yes	No
Student summarises learning in placements and identifies areas for professional development	Yes	No

3 Submission and return of assessment

3.1 Submission of assessment

Please submit all assessment work to your liaison person.

3.2 Late submissions

The [Learning, Teaching and Assessment Procedure](#) (3.1.8d) outlines a uniform formula of penalties imposed for submission of an assessment item after the due date. This formula is 5% of the total possible marks for the assessment item per day including part-days, weekends, and public holidays. If submitted after 20 days, the assessment item thus would be awarded 0 marks (i.e. 5% x 20 = 100% of total possible marks in penalties). For assessment items weighted 0%, and submitted after 10 days a DNS (Did Not Submit) grade is awarded.

3.3 Special Consideration (including deferrals and extensions)

You are encouraged to access equity measures if you are affected by extenuating circumstances while undertaking the subject. JCU's [Learning, Teaching and Assessment Procedure](#) 3.1 requires that you must make yourself available for assessments and examinations at the scheduled times and extensions or deferrals for an assessment item due to previously scheduled commitments such as weddings or holidays, will not be granted.

All Special Consideration requests can be applied for through the Special Consideration application form. The form is linked to the [Special Consideration Procedure](#) and also available on the [Student Forms](#) webpage.

3.4 Academic Integrity

As outlined in the Coursework Academic Integrity [Policy](#) and [Procedure](#), you are required to complete the Coursework Academic Integrity Modules available in your LearnJCU site. Penalties for non-completion may be applied.

All non-examination items of assessment are required to be submitted with the Assessment Declaration available through LearnJCU. The Assessment Declaration contains statements relating to academic integrity under the [Coursework Academic Integrity Policy and Procedures](#). All instances of [academic misconduct](#) are treated very seriously by the University and students may be severely penalised for committing any form of academic misconduct. For more information regarding academic integrity, see <https://www.jcu.edu.au/students/learningcentre/academic-integrity>

3.5 Return of assessment

The requirements for an assessment's return date, time and manner will be determined by the Subject Coordinator in line with the JCU [Learning, Teaching and Assessment Procedures](#).

Feedback will be given, as per clause 3.5 of the [Learning, Teaching and Assessment Procedures](#). You will be informed of your grade for every component of assessment as per clause 3.5.1 and 3.5.2 of the [Learning, Teaching and Assessment Procedures](#). You can also request written or verbal feedback from the marker (see Learning, Teaching and Assessment Procedures 3.5).

3.6 Review of assessment

Assessment items and final grades will be reviewed through moderation processes ([Learning, Teaching and Assessment Procedures](#), 3.6). It is important to be aware that assessment results “must always undergo final ratification for each study period. No single grade or mark represents a final result in a subject” ([Learning, Teaching and Assessment Procedures](#), 3.7.4.).

Students can seek a review of individual assessment pieces through the process identified in clause 3.8 of the [Learning, Teaching and Assessment Procedures](#).

Students can seek a review of the final subject result through the process contained in the [Review and Appeal of a Final Subject Result Procedure](#).

4 WS3503: Learning and teaching in this subject in 2024

4.1 Subject calendar

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. Please monitor announcements made via LearnJCU.

SP1 Week/Date		Key activities	Learning Activities	Readings/Preparation	Relationship to assessment
Pre-SP1	February 8-9	Compulsory 2 day pre-placement workshop 9-5pm , in both TSV and CNS-check TT for room location.	<i>Register intention to attend workshop in Cairns or Townsville on Workshop Reading List choices Discussion Board</i>	Readings to prepare for the workshop must be chosen using the list on the subject site and the Workshop Reading List choices Discussion Board to confirm your reading choice	Assessment Task 1
1	February 19	Most placements start in Week 1			
2	February 26	Schedule 1 st Liaison visit for next week Draft LP and send to Liaison 2 working days prior to meeting	Complete and submit Journal 1 and timelogs to Liaison		Assessment 4 Journals Assessment 5 Timelogs
3	March 4	<u>1st Liaison Meeting</u>	Confirmation of LP	Student to organise meeting and submit LP	Assessment 2 Learning plan
4	March 11	<u>Integration 1: Tuesday March 12, 11am-1pm</u> Attend even if your placement has yet to start Topic: Beginning placement and critical reflection peer support	LearnJCU Learning Activities and group summary note Complete and submit timelogs to liaison	Maidment, J., (2003) "Problems experienced by students on field placement- using research findings to inform curriculum design and content" Australian Social Work, Vol 56, No.1,50-60. Cleak, H & Wilson, J. (2022): Chapters 3, 5, & 6	Assessment 3 Integration Attendance & participation
5	March 18	Placement continues			

SP1 Week/Date		Key activities	Learning Activities	Readings/Preparation	Relationship to assessment
6	March 25	Placement continues	Complete and submit timelogs to liaison		Assessment 5 Timelogs
LR	LECTURE RECESS	Placement continues	Send Journal 2 to liaison		Assessment 4 Journals
7	April 8	<u>2nd Liaison Meeting: Mid-placement assessment, around 250 hour mark</u>	Complete self-assessment, work with FE on their assessment piece	Student to organise meeting and send out documents	Assessment 6 mid-placement assessment
8	April 15	<u>Integration 2: Wednesday April 17, 10-12am</u> Topic: Theory and Practice	LearnJCU Learning Activities and group summary note	Beckett, C (2006) "The Limits of Theory" in Essential Theory for Social Work Practice, Sage, London, pp1-15. Cleak, H & Wilson, J. (2022) Chapters 7, 8, & 9	Assessment 3 Integration Attendance & participation
9	April 22	Placement continues	Complete and submit timelogs to liaison		Assessment 5 Timelogs
10	April 29	Placement continues			
11	May 6 (PH)	<u>Integration 3: Thursday May 9, 1-3pm</u> Topic: Finishing Well	LearnJCU Learning Activities and group summary note Send Journal 3 to liaison	Cleak, H & Wilson, J. (2022) Chapters 15, 18 & 19 Field Education Manual, Ch 10	Assessment 3 Integration Attendance & participation Assessment 4 Journals
12	May 13	<u>Final Liaison meeting</u> recommended 1/2 weeks before placement completion	Field Educator's Assessment to be completed alongside student Self-Assessment. Student Placement Presentation	Student to organise meeting and send out documents	Assessment 6 Final Assessment Assessment 7 Student Presentation of Learning Assessment 5 Timelogs
13	May 20	As above	As above	As above	As above
14	Majority of Full-time Placements finish around now, send final timelogs to liaison				

4.2 Learning and teaching activities/expectations

This subject uses a range of teaching and learning strategies to achieve the subject learning outcomes. Students have an opportunity to actively participate in tasks and activities in a social work organisation and gain first-hand experience in the role of a professional social worker. These are exciting and challenging activities which many students very much look forward to – the “doing” as a pathway to learning. However, the “doing” is only part of the teaching and learning opportunities available in this subject. Many of the requirements of the subject ask you to engage in critical reflection about the tasks and activities you participate in.

So, your learning focuses not only on how to do things but why we undertake these tasks and how the manner or process we use to do the task change or impact the task and activity. Students have talked about these types of issues in many contexts in their preceding study. This subject provides the opportunity to test out your assumptions and hypotheses and to integrate that theoretical knowledge with these practical experiences.