

# Subject Outline

<b>Subject Title</b>	Field Education 2
<b>Subject Code</b>	WS4504
<b>Credit Points</b>	9
<b>Study Period</b>	SP2
<b>Attendance Mode</b>	Placement/Work Experience
<b>Campus</b>	Cairns Nguma-bada, Townsville Bebegu Yumba
<b>Prerequisite/s</b>	WS3503 AND WS4514 AND (WS4511 OR WS5611). ALLOW CONCURRENT IN WS4511
<b>Subject Coordinator/Division /College</b>	Sandra Croaker Division of Tropical Environments & Societies 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 Sandra Croaker for the College of Arts, Society and Education, James Cook University. Updated 22/5/2023

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 subject that is 'entirely, or partly, comprised of student placement, is based on the amount of time required to achieve the expected subject learning outcomes, while considering student workload and professional accreditation expectations (where appropriate).'

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**.

### Field Education includes:

#### **a. The pre-placement preparation**

You are required to access the LearnJCU subject site to complete *six pre-placement modules* and associated online tasks before starting your placement. Completion of the online modules is compulsory. Placement cannot commence without modules completed.

Placement preparation will be concluded via an *online workshop*. Attendance and participation are compulsory. Therefore, inform your placement agency about this attendance requirement if you have permission to start placement early or undertake a work-based placement.

#### **b. The Field Placement**

Students must successfully complete a minimum of 1000 hours in at least two field education subjects.

- This subject, WS4504, requires you to complete a minimum of 500 hours of placement experience.
- If taken full-time, this will add up to about 14 weeks of placement.
- Students cannot undertake more than 40 hours per week.
- Part-time placements can be negotiated but with no less than 3 days per week with a two-week full-time block

**Please do not consider any placement finalised until confirmed by the Placement team ([placements@jcu.edu.au](mailto:placements@jcu.edu.au)), and both you and the agency/organisation have received official documentation via email confirming the placement arrangements. In some circumstances, placement starting times vary due to organisational issues or the student's or agency's needs.**

#### **c. Integration Activities & days**

All students must complete three integration activities in student peer groups throughout their placements. Detailed information on the process will be provided in the online workshop (see above). In addition, the subject site on LearnJCU contains detailed instructions about process, format and expectations. Student peer groups need to upload their Integration reports as directed on LearnJCU.

Key subject activities	Time	Day and date	Room/Location
Online Preparation modules	Six online modules on LearnJCU opens: Monday 5/6/23; closes: Friday 14/7/23		
Online workshop (4h)	12.30-4.30pm	Monday 17/7/23	LearnJCU Collaborate
Integration activities	2-4pm	Thursday 17/8/2023	LearnJCU Collaborate
	2-4pm	Thursday 14/9/2023	LearnJCU Collaborate
	2-4pm	Thursday 12/10/2023	LearnJCU Collaborate

## 1.2 Teaching Staff contact details

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator	Sandra Croaker		47814977	sandra.croaker@jcu.edu.au	Thu 9-10am
Lecturer 1	Sandra Croaker		47814977	sandra.croaker@jcu.edu.au	Thu 9-10am
Lecturer 2	Michael Dee		42321362	michael.dee@jcu.edu.au	
Learning Advisors	<a href="#">The Learning Centre</a>	JCU Library		<a href="#">Online contact form</a>	Visit Learning Advice Desk – JCU Library
Librarian	<a href="#">Your Liaison Librarian</a>	JCU <a href="#">Library</a>	n/a	Library <a href="#">contacts</a>	

\*Other consultation times by appointment only.

## 1.3 Subject description

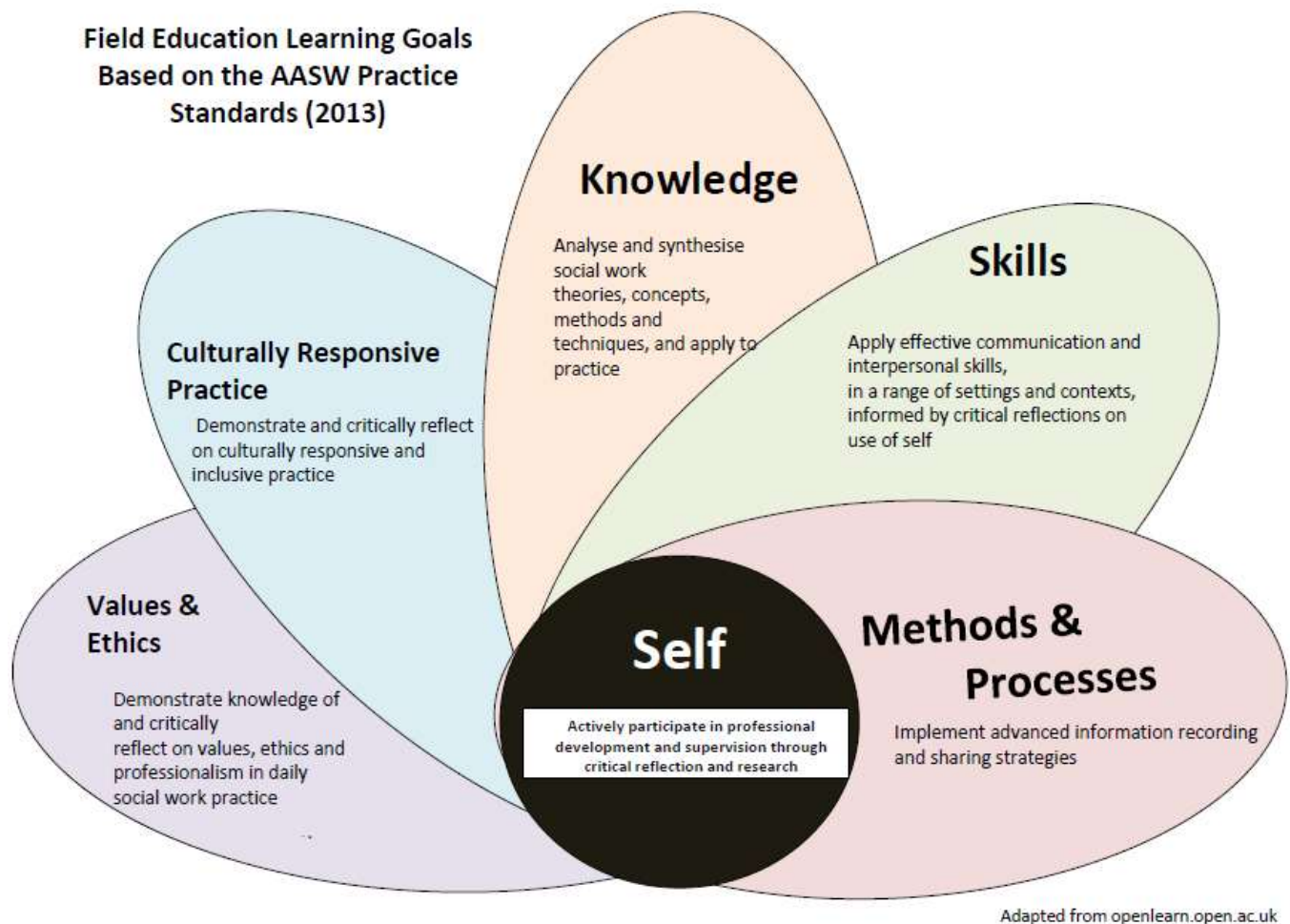
*Students will undertake block placement with an accredited social work supervisor to prepare them for entry into professional social work. Placement preparation workshops will be held prior to placement beginning.*

WS4504 is the second field education experience in the BSW. The final Field Education subject enables you to demonstrate your readiness to practice in the field. It offers you the opportunity to learn directly from all those you encounter during your placement: clients, colleagues, and other services. In addition, this is an opportunity to really test yourself and the fit between yourself and your chosen profession.

Social work engages people and social structures at the micro, mezzo and macro level to address life challenges and enhance wellbeing. Subject WS3214 introduced you to an eco-social justice perspective for social work to prepare graduating students for the changing demands of social work such as the critical issue of climate change. Field placement offers a unique opportunity for students to apply an eco-social justice perspective to their placement learning. WS4504 supports you in conceptualising and implementing an eco-social justice perspective to your practice through content specific preparation modules, the learning plan, journal reflections and integration activities.

As a nine-unit subject, we have significant expectations not only of your attendance and participation in the practical aspects of placement but also of your engagement with preparatory activities, your use of critical reflective thinking and your acquisition of professional skills such as mature, respectful relationships with colleagues, appropriate time management and fulfilling the responsibilities and commitments of a professional.

## 1.4 Subject learning outcomes and course learning outcomes



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

- 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
- analyses 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

The subject learning outcomes are in line with the Australian Association of Social Workers (AASW) Professional Standards (2013).

A copy of the Practice Standards for Social Workers can be found in the *Readings* folder on the LearnJCU subject site

The purpose of the AASW Practice Standards 2013 is “...(t)o outline what is required for effective, professional and accountable social work practice in all social work contexts. The Practice Standards inform and guide the Australian Social Work Education and Accreditation Standards (ASWEAS).” (AASW, 2013, p.5).

These outcomes will 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.

**YourJCU 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
- Removed the on-campus workshop from this subject and replaced the placement preparation with a combination of self-paced learning facilitated through online learning modules and an online live tutorial before the start of the semester/placement
- Vodcasts and other resources created for students by students on key field education concepts

## 1.6 Subject resources and special 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.

**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](#).

There are two texts for this subject:

- Cleak, H. & Wilson, J. (2022). Making the most of field placement (5<sup>th</sup> ed.) Cengage
- Field Education Manual (Available [online](#) and free of charge through LearnJCU. I suggest you DO NOT print this Manual as it is regularly updated and is a very big document – please ‘bookmark’ it for easy access)

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.

In addition to these materials this subject also has an active site on LearnJCU with learning modules to facilitate student’s self-directed learning prior and during placement.

## 2 Assessment details

### 2.1 Key dates

Key subject activity	Date	Assessor
Assessment task 1: six online preparation modules & 4h online workshop	5/6/23 – 14/7/23 17/7/23	Lecturer
Assessment task 2: 500 hours placement	As per confirmation letter	Liaison & Field educator
Assessment task 3: Learning Plan (1 <sup>st</sup> liaison meeting) with Goal sections, stakeholder statements completed	Week 3 of placement	Liaison & Field Educator
Assessment task 4: online Integration sessions [3]	2-4pm on 17/8; 14/9; 12/10	Lecturer
Assessment task 5: Critically Reflective Journals [3]	Approx. week 4, 8 & 12 of placement	Liaison
Assessment task 6: Signed Time Log	Due every two weeks	Liaison
Assessment task 7: Mid- and end-of-placement assessment (2 <sup>nd</sup> & 3 <sup>rd</sup> liaison meeting)	Week 7/8 & week 14/15 of placement	Liaison & Field Educator
Assessment task 8: Presentation of Learning	At 3 <sup>rd</sup> liaison meeting	Liaison

Due dates for Assessment items 3, 5 & 7 are based on a full-time placement schedule and need to be adjusted accordingly for part-time placements in discussion with the liaison person and field educator. No grade for placement will be submitted until all these pieces of assessment are received and confirmed as satisfactory by the Student Liaison Person. Assessment details are presented later in this subject outline. In order to pass this subject, you must pass all the activities listed above.

### 2.2 Requirements for successful completion of this subject

In order to pass this subject, you must:

- Complete the online modules and associated tasks
- Attend the 4hr online pre-placement workshop
- Complete the required Field Placement hours
- Be graded as 'satisfactory' on all of your Field Placement Assessments
- Submit all required assessment pieces at a level considered 'satisfactory' by the Liaison staff

#### 2.2.1 Clinical or professional experience requirements

Details about the requirements of placement, such as working with children checks and immunisation requirements can be accessed here:

<https://www.jcu.edu.au/college-of-arts-society-and-education/case-student-resources/field-education/social-work-field-placement>

Detailed information about placement expectations and procedures can be found in the Field Education Manual. You need to ensure you have a clear understanding of the roles and responsibilities of all

stakeholders involved in your placement and any applicable procedures, such as identification and timing of notification of at-risk status. You can source this information from the [Field education manual](#) and the pre-placement online modules.

Assessment items and final grades will be reviewed through moderation processes (Learning, Teaching and Assessment [Procedure](#), 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 [Procedure](#), 3.7.4.). Final results for this subject will be ungraded as described in the [Student Results Policy](#).

### 2.2.2 How do I track my progress in this subject?

#### **Progressive feedback**

Students are encouraged to discuss with their liaison person a realistic timeframe for feedback on journals. It may be, for instance, 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, the task supervisor. This feedback should be provided in the weekly supervision sessions, but also through other discussions, debriefings and meetings. Ideally feedback should help you build your practice and should identify areas of strengths and areas for further development.

#### **Formative feedback**

Completion of the pre-placement online modules, and the mid-placement and final evaluation meetings provide formal opportunities for reviewing the student’s ability to achieve the learning outcomes of WS4504 Field Education II.

## 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 degree. 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 degree 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 <https://www.jcu.edu.au/inherent-requirements/bachelor-of-social-work-inherent-requirements>



## 2.4 Assessment items

ASSESSMENT ITEM 1: COMPLETION OF ONLINE PREPARATION MODULES & ONLINE TUTORIAL	
<b>Aligned subject learning outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</li> <li>• Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</li> <li>• Actively participate in professional development and supervision through critical reflection and research.</li> </ul>
<b>Aligned professional standards/ competencies</b>	<p>2. <u>Professionalism</u></p> <p>2.1. Represent the social work profession with integrity and professionalism</p> <p>2.2. Behave in a professional manner and be accountable for all decisions and actions</p> <p>4. <u>Knowledge for practice</u></p> <p>4.1. Understand higher level systemic influences on people with respect to area of practice</p> <p>4.2 Understand and articulate social work and other relevant theories and concepts</p> <p>4.3 Understand the role of research and evaluation in obtaining and generating new knowledge for practice</p> <p>4.4. Understand how and when theories, knowledge bases and knowledge sources inform practice</p> <p>6. <u>Communication and interpersonal skills</u></p> <p>6.1 Effectively communicate with a diverse range of people</p> <p>6.2 Effectively communicate the details and nature of the service offered to people</p> <p>6.3 Effectively work with others in a team environment</p> <p>6.4 Use information technology to communicate and provide services as appropriate</p>
<b>Group or individual</b>	Individual
<b>Weighting</b>	Hurdle requirement
<b>Due date</b>	Modules 14 <sup>th</sup> July 23, Online session: 17 <sup>th</sup> July 22, 12.30-4.30pm

### ASSESSMENT ITEM 1: DESCRIPTION

Active engagement with all six online learning modules and reflective activities embedded in the online modules. Attendance and participation at online tutorial session.

### ASSESSMENT ITEM 1: CRITERIA SHEET (OR RUBRIC)

Assessment Criteria	Satisfactory	Unsatisfactory
Attendance and participation in 4h preparation tutorial.	Attendance and participation in tutorial.	Non-attendance and/or lack of participation in tutorial.
Engagement with 6 placement preparation modules including relevant readings and activities and completion of final quiz	All ten questions in module 6 answered correctly	Test in module 6 not completed, not all answers are correct.

## ASSESSMENT ITEM 2: LEARNING PLAN

<b>Aligned subject learning outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</li> <li>• Demonstrate and critically reflect on culturally responsive and inclusive practice</li> <li>• Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</li> <li>• Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</li> <li>• Implement advanced information recording and sharing strategies</li> </ul> <p>Actively participate in professional development and supervision through critical reflection and research.</p>
<b>Aligned professional standards/ competencies</b>	<p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>AASW Standard 1.1 The social worker has the necessary knowledge, skills and resources to bring to the client situation</p>
<b>Group or individual</b>	Individual
<b>Weighting</b>	Must be completed to pass subject
<b>Due date</b>	<p>Week 3 of placement</p> <p>Note: to be negotiated with liaison and field educator to reflect the hours of a part-time placement</p>

### ASSESSMENT ITEM 2: DESCRIPTION

The Learning Plan is an agreement/contract 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. The draft Learning Plan should be sent to the liaison person to review prior to the first liaison meeting (Week 3). The liaison person ensures that identified learning goals meet the level of achievement as expected of a final placement. The signing off on the Learning Plan signals agreement on the content of the learning plan document (Learning goals, activities, indicators, timeframes, role & responsibility statements) by the supervisor, the student and the university liaison person.

Templates and training resources are available on LearnJCU.

Due date: Final Plan 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	Learning plan document incomplete

	at 1 <sup>st</sup> liaison meeting by all stakeholders	
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 outline 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, showing concerns in regards to sentence construction, grammar and/or spelling.

### ASSESSMENT ITEM 3: PLACEMENT INTEGRATION ACTIVITIES

<b>Aligned subject learning outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</li> <li>• Demonstrate and critically reflect on culturally responsive and inclusive practice</li> <li>• Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</li> <li>• Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</li> <li>• Implement advanced information recording and sharing strategies</li> <li>• Actively participate in professional development and supervision through critical reflection and research</li> </ul>
<b>Aligned professional standards/ competencies</b>	<p>2. <u>Professionalism</u></p> <p>4. <u>Knowledge for practice</u></p> <p>6. <u>Communication and interpersonal skills</u></p>
<b>Group or individual</b>	Group
<b>Weighting</b>	Hurdle requirement
<b>Due date</b>	<ul style="list-style-type: none"> <li>•17<sup>th</sup> August 2023</li> <li>•14<sup>th</sup> September 2023</li> <li>•12<sup>th</sup> October 2023</li> </ul>

### ASSESSMENT ITEM 3: DESCRIPTION

#### Participation in integration sessions

The online Integration sessions employ a ‘flipped-classroom’ methodology. This means that students need to come prepared to each of the scheduled integration sessions. The preparation entails reading the required material (see LearnJCU & study plan) and to bring discussion notes. Students will meet with the lecturer in the online classroom (Collaborate room accessible through LearnJCU). During the Integration sessions, students will work in small groups. The collaborate sessions will be partially student-led with input from the lecturer. Students will work in their groups on a task introduced at the beginning of the session. Therefore, punctuality to the session is crucial for creating a respectful and smooth work and learning environment. Groups will share the outcome of their work with the whole class at the end of the session. Each group prepares a report of their work and shares the report on LearnJCU. Detailed description is provided during the integration session.

**Please note:** Students who started out-of-sync need to attend the Integration session on the set dates.

### 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: REFLECTIVE JOURNAL

<b>Aligned subject learning outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</li> <li>• Demonstrate and critically reflect on culturally responsive and inclusive practice</li> <li>• Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</li> <li>• Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</li> <li>• Implement advanced information recording and sharing strategies</li> <li>• Actively participate in professional development and supervision through critical reflection and research.</li> </ul>
<b>Aligned professional standards/ competencies</b>	<p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>AASW Standard 6.4 The social worker views their own development as an ethical practitioner as essential</p>
<b>Group or Individual</b>	Individual
<b>Date</b>	<p>Students must submit 3 journal entries over the duration of placement.</p> <p>Approx. week 4, 8 &amp; 12</p> <p>Note: to be negotiated to reflect the hours of a part-time placement</p>

#### ASSESSMENT ITEM 4: DESCRIPTION

In this second placement experience students submit 3 journals in a format negotiated and agreed to with the Liaison person. Journal templates are available via LearnJCU. The journal provides 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 by students to critically examine their activities and reflect on their nature and impact considering theoretical frameworks, personal value potions and professional ethics.

Writing your journal goes beyond a recording of tasks or events, which is already captured in your time logs.

Your liaison should provide feedback to your journals to support your critical reflection and learning journey.

Templates and training resources are available on LearnJCU.

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

Grading: Satisfactory/ Unsatisfactory

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 AND 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: TIME LOGS

<b>Aligned subject learning outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</li> <li>• Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</li> <li>• Implement advanced information recording and sharing strategies</li> </ul>
<b>Aligned professional standards/ competencies</b>	AASW Standard 2.6: The social work manager takes responsibility for delivering an efficient and accountable service.
<b>Group or Individual</b>	Individual
<b>Date</b>	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

Students are expected to be accountable for their time. They are required to keep a detailed record / log of the activities they participate in and the tasks undertaken. The time log should record students' activities throughout the day. The time logs must be reviewed and signed by the Field Educator and submitted to the Liaison Person every 2 weeks. Time logs template and instructions are available on LearnJCU and final copies are kept on students' field placement files.

Remember you need to record all absences and library time in your time log. You also need to record a minimum of 30min lunch break on days with 5 or more 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 (research, reading and reflection) is important to each placement. This is because WS4504 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 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 & FINAL PLACEMENT REVIEW

<p><b>Aligned subject learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</li> <li>• Demonstrate and critically reflect on culturally responsive and inclusive practice</li> <li>• Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</li> <li>• Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</li> <li>• Implement advanced information recording and sharing strategies</li> <li>• Actively participate in professional development and supervision through critical reflection and research.</li> </ul>
<p><b>Aligned professional standards/ competencies</b></p>	<p>AASW Standard 1.9 The social worker recognises the need for supervision and, when necessary, obtains advice.</p> <p>AASW Standard 2.8 The social work manager ensures that all staff receive ongoing training and professional education and advocates for adequate resources to meet staff development needs</p> <p>AASW Standard 6.2 The social worker includes supervision as an important part of their continuing professional education.</p> <p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>AASW Standard 6.4 The social worker views their own development as an ethical practitioner as essential.</p>
<p><b>Weighting</b></p>	<p>Must be completed to pass subject</p>
<p><b>Date</b></p>	<p>Mid-placement: Week 6-7 of placement</p> <p>Final: Week 14-15 of placement</p> <p>Note: to be negotiated to reflect the hours of a part-time placement</p>

### ASSESSMENT ITEM 6: DESCRIPTION

- Mid and End of Placement - Self Assessment
- Mid and End of Placement - Field Educator/s

The Mid and End of Placement Assessments allow the Field Educator and the Student to reflect on the original Learning Plan and student's progression towards their Learning Goals. Field Educators and students must complete the Mid Placement Assessment and the Final Assessment templates found on LearnJCU and within the Student Learning Plan.

Student self-evaluation and Field Educators reviews should be submitted to the Liaison person prior to the mid-placement and final assessment meetings.

**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 supervisors 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

**ASSESSMENT ITEM 7: PRESENTATION OF LEARNING**



<b>Aligned subject learning outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</li> <li>• Demonstrate and critically reflect on culturally responsive and inclusive practice</li> <li>• Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</li> <li>• Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</li> <li>• Implement advanced information recording and sharing strategies</li> <li>• Actively participate in professional development and supervision through critical reflection and research.</li> </ul>
<b>Aligned professional standards/ competencies</b>	<p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>Standard 6.4 The social worker views their own development as an ethical practitioner as essential.</p>
<b>Weighting</b>	Must be completed to pass subject
<b>Date</b>	Due at final evaluation meeting
<b>Duration</b>	20min followed by questions and answers

### **ASSESSMENT ITEM 7: DESCRIPTION**

The student's presentation is expected to be professional and respectful towards all stakeholders in the placement.

The Placement presentation consists of two components. Part A is a statement of learning and Part B is a social work theory analysis. The placement presentation may be presented in any format, provided agreement has been made with the Liaison person and the Assessment Criteria have been met.

#### Part A: Statement of Learning

The Statement of Learning is designed to help students reflect on their placement experience and identify their

continuing professional learning needs. At the completion of placement, students are required to write a statement of learning reflecting upon their learning experience and the progress made.

Assessment Criteria to be addressed:

- Outline key skills obtained or consolidated;
- Identify significant knowledge acquired;
- Reflect on value dilemmas raised;
- Demonstrate an understanding of how the social problems addressed within the organisation can be viewed from different perspectives;
- Contemplate your 'use of self';
- Identify significant areas for professional development.

Students must link the discussion of their progress with the Learning Plan workbook for field placement developed at the beginning of placement. Students need to use specific examples to evidence their learning. All work submitted should be appropriately referenced.

Part B: Analysis of eco-social work (25%)

The analysis requires students to reflect on how principles of eco-social justice apply to their specific practice setting.

Students are asked to identify actual or potential micro, meso and macro interventions of eco-social work relevant to the work undertaken in their placement agency. Students need to critically reflect on how the ontological, epistemological and methodological assumptions, knowledge and strategies of Boetto's transformative eco-social model could inform their practice and the organisation in meeting its objectives and the needs of its client group.

In their reflections students need to consider how an understanding of eco-social work could be or has been utilised in their agency and how this could/has been evidenced.

Lengths of presentation: 15-20min followed by questions and answers

Grading: Satisfactory/ Unsatisfactory

**ASSESSMENT ITEM 7: CRITERIA**

Assessment Criteria	Satisfactory	Unsatisfactory
Presentation 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 organisation 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	
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
Student articulates an informed understanding of eco-social work and critically analyses its relevance within their practice framework.	Yes	no

## 3 Submission and return of assessment

### 3.1 Submission of assessment

Submit the following assessment work to your liaison person:

- Completed Learning Plan (LP)
- Mid-placement self-assessment (in LP document)
- End-of-placement self-assessment (in LP document)
- Field Educator evaluation (written) (mid and end of Placement)
- Timelogs
- Journals (x3)
- Presentation of Learning

## 3.2 Late submissions

Due dates for Assessment items in this subject (with exception of the compulsory online modules, online workshop and the Integration sessions) are determined by the timeframe and duration of the placement. The study planer contained at the end of this subject outline provides an overview of assignment due dates by example of a full-time placement. Students need to undertake amendments to these timelines if there are variations to the placement duration e.g. part-time placement. All assessment requirments need to be completed and provided to the relevant person by the last day of placement.

Students with outstanding assessment components after this date cannot pass the subject until this issue is addressed in a satisfactory manner as determined by the lecturer and/or liaison person (depending on the component outstanding) and may result in an X.

## 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 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 Learning and teaching in this subject

### 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.

Semester Week and date		Learning activity	Readings/Preparation	Relationship to assessment
Pre Semester	5/6/23 – 14/7/23	Online Placement preparation modules as per LearnJCU	As per LearnJCU	Assessment 1 Placement preparation
O-week	15/7/23 12.30-4.30pm	Online tutorial via LearnJCU	As per LearnJCU	Assessment 1 Placement preparation
Students to ensure they have received a confirmation email to identify the agency, field educator and liaison person contact details. Please check the start date and your contact details are correct. Please email the liaison, field educator and task supervisor (if identified) to introduce yourself and to confirm they remember you are starting next week (or as negotiated).				
1	24/7/23	Majority of Placements start		Assessment 1 Placement preparation
2	31/7/23	Identify your Learning goals Complete a draft Learning Plan Organise 1st liaison meeting Submit signed timesheets at end of week	Student to submit Learning plan and organise meeting	Assessment 3: Learning Plan Assessment 5 Timesheets
3	7/8/23	1 <sup>st</sup> Liaison meeting to confirm learning plan		Assessment 3: Learning Plan
4	14/8/23	Submit Journal 1 by end of week Submit timesheets at end of week		Assessment 4: Journals Assessment 5 Timesheets
5	21/8/23	Integration 1 Topic: Supporting People's Decision-making	Article: The Dark Side of Transformation: Latent Risks in Contemporary Sustainability Discourse.	Assessment 2: Integration Activities
6	28/8/23	Organise 2 <sup>nd</sup> liaison meeting Submit timesheets at end of week	Complete Field Educator's Evaluation and self-assessment.	Assessment 3: Learning Plan Assessment 5 Timesheets

<b>7</b>	4/9/23	Mid-placement Review meeting (2nd Liaison meeting)		Assessment 6 mid-placement Review
<b>8</b>	11/9/23	Submit Journal 2 by end of week Submit timesheets at end of week		Assessment 4: Journals Assessment 5 Timesheets
<b>9</b>	18/9/23	Continue learning on placement		
<b>10</b>	25/9/23	Integration 2 Topic: Finding your voice Submit timesheets at end of week	Article "Hippies on the third floor"	Assessment 2 Integration Participation Assessment 5 Timesheets
<b>11</b>	2/10/23	Continue learning on placement		
<b>12</b>	9/10/23	Integration 3 Topic: Becoming a supervisor  Submit Journal by end of week Submit timesheets at end of week	Textbook Chapter 19: Forging your transition from a student to a professional worker	Assessment 2 Integration Participation Assessment 4 Journals Assessment 5 Timesheets
<b>13</b>	16/10/23	Organise Final Liaison meeting		Assessment 6 End of Placement review Assessment 7 Presentation of learning
<b>14</b>	23/10/23	Complete self-assessment in learning plan. Share with supervisor Submit timesheets at end of week	send evaluation documents to liaison person	Assessment 5 Timesheets Assessment 6 End of Placement review
<b>15</b>	30/10/23	Final (3rd) Liaison meeting Student Presentation of Learning Majority of Full-time Placements finish	Final time-logs and Journals; student presentation	Assessment 5 Timesheets Assessment 6 End of Placement review Assessment 7 Presentation of learning

