

Social Work

Field Education Manual



Acknowledgement of Country

We acknowledge the Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the Australian lands and waters where our staff and students live, learn and work. We honour the unique cultural and spiritual relationship to the land, waters and seas of First Australian peoples and their continuing and rich contribution to James Cook University (JCU) and Australian society. We also pay respect to ancestors and Elders past, present and future.



Kassandra Savage (JCU Alumni), 'Coming Together and Respecting Difference', acrylic on canvas, 2014, 90cm x 90cm.
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Glossary

This glossary first defines placement roles followed by courses and subjects, placement liaison meetings and other helpful terms used during the student's placement.

Placement Roles

Academic Lead Field Education: A qualified social work staff member from James Cook University (JCU) who is responsible for “leadership, research and innovation in field education” (Australian Association of Social Workers [AASW], 2023a, p.12).

Field Education Coordinators: Qualified JCU social work staff who ensure that student placements meet the Australian Social Work Education and Accreditation Standards (ASWEAS) requirements for student learning outcomes. Field Education Coordinators are responsible for coordinating and overseeing placement subjects (Chapter 3). The Academic Lead Field Education may also work as a Field Education Coordinator.

Field Education Liaison Officers (FELOs): JCU staff who oversee the placement while liaising with and providing support to all placement stakeholders. FELOs are eligible for AASW membership and have at least five years of practice experience (AASW, 2023a).

Field Educators: Social work practitioners who supervise the student from a social work perspective. Field Educators can be onsite or external supervisors. They are eligible for AASW membership and have at least two years of social work practice experience (AASW, 2023a). In some placement documents, Field Educators may be referred to as FEs.

Host agency (agency): The organisation that hosts one or more placement students.

Placement stakeholders (stakeholders): Placement stakeholders work closely together during the student's placement. These stakeholders include the student, Field Educator, Task Supervisor (if applicable to the student's placement) and the Field Education Liaison Officer (Chapter 3).

Student Placement Team (Placement Team): JCU staff who organise, negotiate and match each placement student with host agencies, Field Educators, Task Supervisors and FELOs (Chapters 2 and 3).

Task Supervisors: Onsite supervisors who work in the host agency and provide instruction and debriefing to students. Task Supervisors are an essential part of the supervisory team if the Field Educator is not on site (i.e., an external Field Educator who does not work with the agency). In some placement documents, Task Supervisors may be referred to as TSs.

Social Work Courses and Placement Subjects

Bachelor of Social Work (BSW): The JCU entry-level qualification to the social work profession that is taken at the undergraduate level (Chapter 1).

Master of Social Work (Professional Qualifying; MSW [PQ]): The JCU entry-level qualification to the social work profession that is taken at the postgraduate level (Chapter 1).

Placement, field education or practicum: These words may be used interchangeably. Field education provides the practical learning application of placement subjects. Placements temporarily place students in an agency for their professional development.

Placement subjects: Educational experiences designed as a part of the BSW and MSW (PQ) courses and the overarching Social Work and Human Services Field Education Program. The placement subjects are defined below and further described in Chapters 1, 8 and 9.

BSW and MSW (PQ) Field Education 1: The first placement subject for students completing their bachelor or master course. The subject code for BSW Field Education 1 is WS3503, and the subject code for MSW (PQ) Field Education 1 is WS5304.

BSW Field Education 2: The second placement subject for students completing their bachelor course. The subject code for BSW Field Education 2 is WS4504.

MSW (PQ): Advanced Social Work Practicum: The second placement subject for students completing their master course. The subject code for MSW (PQ) Advanced Social Work Practicum is WS5605.

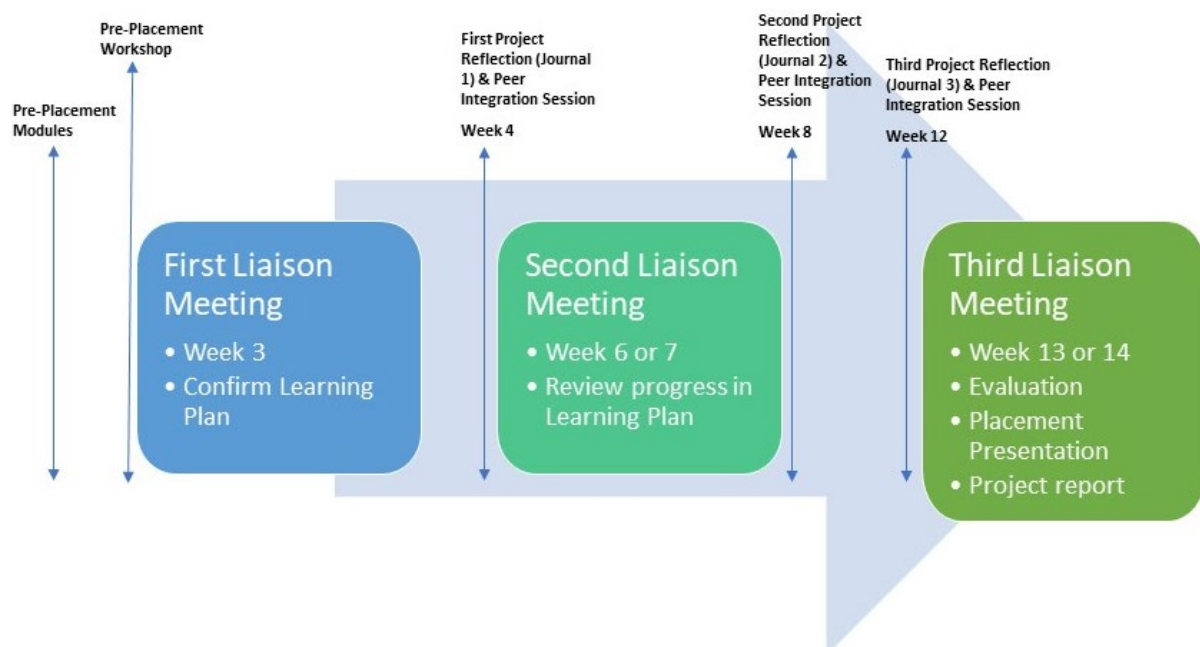
Social Work and Human Services Field Education Program (the program): The overarching JCU academic field education program for all placement subjects.

Placement Liaison Meetings

First liaison meeting: A milestone meeting that is organised before the end of Week 3. During this meeting, stakeholders confirm their expectations for the placement and finalise the student's drafted Learning Plan.

Second liaison meeting: A milestone meeting that is organised when 250 placement hours are completed. During this meeting, stakeholders discuss the student's mid-placement self-assessment and the Field Educator's (or Task Supervisor's) mid-placement assessment of the student.

Third liaison meeting: A milestone meeting that is organised when the student is nearing the end of placement. During this meeting, stakeholders discuss the student's end-of-placement self-assessment and the Field Educator's (or Task Supervisor's) end-of-placement assessment of the student. This is visualised in the figure below.



Helpful Terms

AASW Code of Ethics 2020: Principles and responsibilities that characterise the social work profession. The code is presented in the Australian Association of Social Workers Code of Ethics 2020 (AASW, 2020).

AASW Practice Standards 2023: Social work standards that are presented in the AASW Practice Standards (AASW, 2023b).

Australian Association of Social Workers (AASW): The professional representative body of social workers in Australia, and the accrediting body for all Australian social work courses.

Australian Social Work Education and Accreditation Standards (ASWEAS): Professional accreditation standards for university courses (AASW, 2023a). These standards focus on learning outcomes and graduate attributes expected of entry-level social work professionals.

Blue card: A blue card (or exemption card) is acquired after passing the Working with Children Check. The Queensland blue card system regulates activities that are essential to children's lives.

Disability worker screening clearance (yellow card): Some students may need this card before they begin placement. After passing the Queensland disability worker screening check, students will be issued the clearance card. This was previously called a yellow card.

eStudent: This online platform allows students to enrol in subjects and update contact details.

InPlace: An online software application used by JCU to coordinate and manage placements.

Learning goals: Goals that are first drafted by the student using the Learning Plan. These goals are then discussed with the Field Educator and Task Supervisor (if applicable) and finalised by all placement stakeholders during the first liaison meeting.

Learning outcomes: Six learning outcomes that are assessment criteria for each placement subject. These learning outcomes are introduced in Chapter 1.

LearnJCU: A virtual learning environment built on the Blackboard's Learning Management System. Students access their placement subject information and tools using LearnJCU.

Non-government organisations: Typically, non-government organisations (also called NGOs) are not-for-profits that operate independently from local, state or international governments. NGOs tend to address public, social or political issues without affiliation to the government.

Placement documents: Key placement documents include the Learning Plan, Student Self-Assessment Forms, Field Educator (or Task Supervisor) Assessment Forms, Timesheets and the FELO Checklist form. These documents are discussed in Chapters 3, 5 and 10, and they are available from LearnJCU and the JCU website.

Recognition of prior learning (RPL): The judgement of a student's calibre of previous learning in the workplace (e.g., voluntary or paid work experience) to determine if the learning should be credited for BSW or MSW (PQ) Field Education 1.

Research time: Also called library time, this time is specifically allocated to student's research while completing their placement. Students should spend up to four hours researching per week, and they should discuss their research during supervision sessions.

Social Work and Human Services Advisory Committee: A group of students, Field Educators and community members. This committee guides the Field Education Coordinators on content and processes that develop students' competencies.

Work-based placement: Placements completed in a student's current workplace. When certain conditions are met, the AASW (2023a) allows work-based placements.

Structure of the Manual

This manual has been developed for students, Field Educators, Task Supervisors, Field Education Liaison Officers (FELOs), professional staff and academics of the Social Work and Human Services Field Education Program at James Cook University (JCU). The manual provides a comprehensive source of information about the procedures and processes of the placement subjects in the Bachelor of Social Work (BSW) and Master of Social Work Professional Qualifying (MSW [PQ]).

This manual is divided into ten chapters. The first seven chapters provide general information about the program, the field education component, roles and responsibilities in field education and placement procedures. These should be referred to by all parties before and during field placements.

The final three chapters provide further details on placement subjects and assessment. Chapter 8 describes the first placement subject for BSW and MSW (PQ), Field Education 1. Chapter 9 describes the second placement subjects, BSW Field Education 2 and MSW (PQ) Advanced Social Work Practicum. The final chapter covers the assessment requirements for all placement subjects.

Suggestions for how the manual can be improved are welcomed by all placement stakeholders. These suggestions can be forwarded to the Academic Lead Field Education or the Field Education Coordinators. Stakeholders are also welcome to join the JCU Social Work and Human Services Advisory Committee, which guides the educational endeavours of Field Education Coordinators (see Chapter 3).

PLEASE NOTE: The purpose of this manual is to detail policy, procedures and additional information relevant to social work field education. For a brief overview of key placement information, see the Social Work Field Education Quick Guide. Please also refer to the placement Subject Outlines for the most up-to-date information on scheduled placement subject events and assessments.

FUTURE UPDATE: This manual will be updated again in 2025 when the BSW and MSW (PQ) courses change to a trimester teaching model. Information about this change will be available to all stakeholders in a timely manner.

If you have questions about trimesters in the BSW course, please contact Albert Kuruvila: albert.kuruvila@jcu.edu.au. If you have questions about trimesters in the MSW (PQ) course, please contact Hyacinth Udah: hyacinth.udah@jcu.edu.au.

Chapter 1: Introduction

Acknowledging the Field

Field Educators, Task Supervisors and host agencies participate in the BSW and MSW (PQ) courses by providing placement opportunities for students. Field Educators and Task Supervisors play an essential role in supporting students' development in practice settings, and they often do so without remuneration. They are professionally committed, and without their support, the Social Work and Human Services Field Education Program would not be possible. The JCU Social Work and Human Services staff acknowledge the important contribution that agencies, Field Educators and Task Supervisors make to the success of the program.

Our Statement

JCU's Field Education Coordinators are committed to education and practices that are informed by critical insights into structural inequalities. Addressing structural inequalities at both individual and collective levels contributes to a socially just and sustainable society. The Field Education Coordinators seek to achieve this through high-quality teaching and research, critical scholarship and active community service. In doing so, they acknowledge the traditional owners of Australia, their values and diversity and how they relate to international contexts of practice. Field Education Coordinators have a substantial research profile and are also active in community service within North and Far North Queensland.

Where Placement Fits in BSW and MSW (PQ)

The Social Work and Human Services Field Education Program offers undergraduate and postgraduate (professional qualifying) subjects. BSW students are required to complete Field Education 1 and 2. BSW Field Education 1 occurs during the third year of the course. BSW Field Education 2 occurs during the last year, thus allowing for students' transitions to practice after graduation. Full-time students complete the placement subjects up to five days per week.

MSW (PQ) students are required to complete Field Education 1 and Advanced Social Work Practicum as part of their study plan. MSW (PQ) Field Education 1 occurs in the first year, or the second year if the students start their course in the middle of the first year. To prepare for placement, students participate in the MSW (PQ) intensive workshop, Foundations for Social Work Practice (WS5517). MSW (PQ) Advanced Social Work Practicum occurs during the final year of the course to support students' transition to practice after graduation.

BSW and MSW (PQ) students who have worked for the equivalent of three years full-time in a social work role can apply for recognition of prior learning (RPL) for Field Education 1 (see Chapter 3).

BSW and MSW (PQ) Objectives

The BSW and MSW (PQ) courses aim to educate social workers who can exercise independent judgement and apply theory to practice. These courses reflect an interest in the individual needs of people within the wider socio-political context. Thus, both courses have been structured to meet the Australian Association of Social Workers (AASW) requirements for membership (AASW, 2020). The courses also contain the five core areas of curriculum that are designed to educate social workers (AASW, 2023a, p. 9):

1. Constructions of social work purpose, place and practice
2. Power, oppression and exploitation

3. The history and contribution of Aboriginal and Torres Strait Islander peoples
4. Culture, identity and discrimination
5. Psychosocial health and wellbeing across the life cycle.

Having attained an understanding of the aforementioned areas, social work graduates will provide a professionally competent, ethically responsible and accountable service that is client centred and works within the parameters of a social justice framework.

AASW Practice Standards 2023

The standards are listed below and detailed in the [AASW Practice Standards](#) document (AASW, 2023b):

- **Standard 1:** Social workers conduct themselves according to the values, principles and guidelines of the AASW Code of Ethics 2020.
- **Standard 2:** Social workers practice in partnership with Aboriginal and Torres Strait Islander Peoples to support their priorities and aspirations.
- **Standard 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.
- **Standard 4:** Social workers practice respectfully and inclusively with regard to culture and diversity.
- **Standard 5:** Social workers practice within a professional knowledge framework informed by a critical understanding of contemporary social work theory and research.
- **Standard 6:** Social workers make professional decisions on the basis of a holistic assessment of the needs, strengths, goals and preferences of people.
- **Standard 7:** Social workers actively contribute to strengthening and promoting the identity and standing of the profession.
- **Standard 8:** Social workers build and strengthen their practice through regular structured supervision from social work qualified supervisors.
- **Standard 9:** Social workers monitor their skills, knowledge, and expertise to maintain, improve and broaden their professional development.

Field Education Opportunities

Field education allows students to develop and widen their experience, broaden their knowledge base, learn new forms of practice and develop a greater understanding of social work through formal supervisory arrangements. Further, field education allows students to:

- Understand agency functions by experimenting with different interventions in the organisational mandate
- Demonstrate competence or expertise through reflective and evidence-based practice
- Identify areas for further personal and professional learning
- Encourage effective use of personal resources that enable growth as a social worker
- Understand how personalities, values and experiences influence their perceptions of self and others
- Support the agency as practitioners and make informed responses to policy and practice

- Access supervision that matches their learning needs and provides an exemplary model of supervision for the future
- Enable application of learned knowledge and skills to real social work settings.

Field Education Learning Outcomes

The Learning Outcomes for BSW and MSW (PQ) Field Education 1, BSW Field Education 2 and MSW (PQ) Advanced Social Work Practicum are based on the AASW Practice Standards 2023. These learning outcomes are summarised in the following table.

The learning outcomes for BSW and MSW (PQ) Field Education 1 are further detailed in Chapter 8, and the learning outcomes for BSW Field Education 2 and MSW (PQ) Advanced Social Work Practicum are detailed in Chapter 9.

BSW and MSW (PQ) Field Education 1	BSW Field Education 2	MSW (PQ) Advanced Social Work Practicum
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
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
3. Explain social work theories, concepts, methods and techniques, and apply to practice	3. Analyse 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
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
5. Implement information recording and sharing strategies	5. Implement advanced information recording and sharing strategies	5. Implement advanced information recording and sharing strategies
6. Actively participate in professional development and supervision	6. Actively participate in professional development and supervision through critical reflection and research	6. Actively participate in professional development and supervision through critical reflection and research, in order to advance professional practice

Chapter 2: Placement Preparation

Students bring prior knowledge, skills, experiences, understandings and insights to the placement. They also bring preferred ways of learning and receiving feedback. It is therefore useful for students to explore what they bring to the placement role before placement commences. Leading up to placement, students will be asked to complete a range of pre-placement tasks including modules and readings. The tasks are intentionally designed to support each student's placement learning experience.

What makes a good placement? Key points are summarised in the figure below, and other examples can be read in *Making the Most of Field Placement* by Cleak and Wilson (2019).

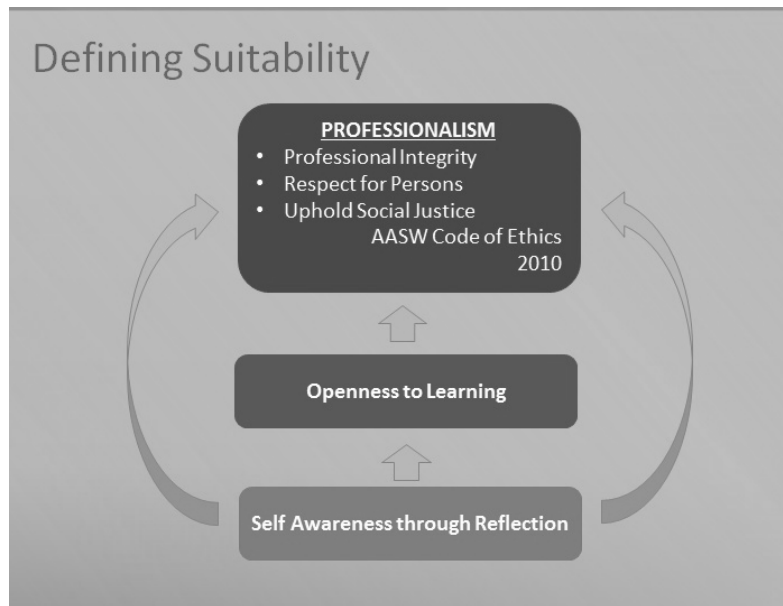


Ultimately, students should be active drivers of their learning experience. The student must take initiative with placement tasks, such as familiarising themselves with the subject material, creating and monitoring learning plans, seeking learning opportunities, immersing themselves in practice, linking theory to practice, exploring their learning, seeking feedback, organising and setting agendas for supervision sessions or liaison meetings, debriefing with stakeholders and more.

Students' Suitability for Placement

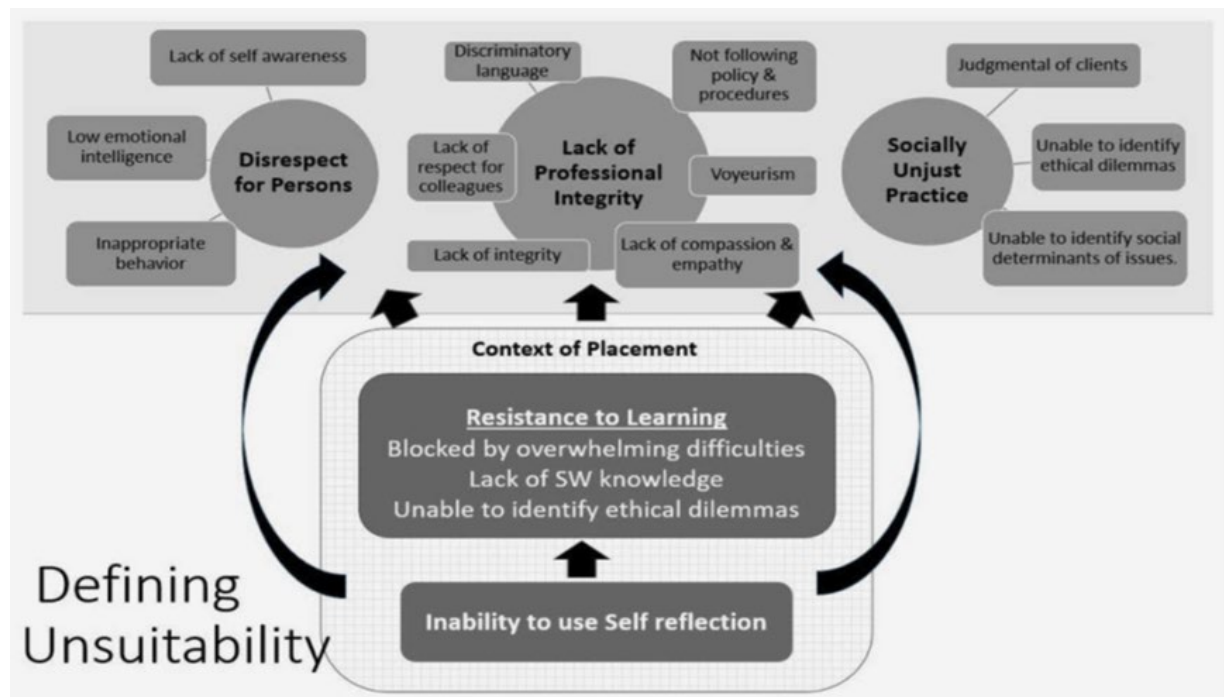
In 2016, Social Work and Human Services staff ran workshops with Field Educators exploring student suitability and unsuitability for social work (Croaker et al., 2017). Based on these workshops, a model was developed to define students' suitability and unsuitability. The team sought and integrated feedback from Field Educators, and further refined the model presented below. Croaker et al. (2017, p. 109) explained that:

Key considerations in determining suitability are a student's willingness and ability to critically reflect on and address identified concerns. Assessing suitability for social work is presented as a joint endeavour of students, field educators and academic liaison people as key stakeholders that is steeped in professional values, ethics and standards.



Note. From Students’ suitability for social work: Developing a framework for field education (p. 117) by S. Croaker, T. Dickinson, S. Watson and I. Zuchowski, 2017.

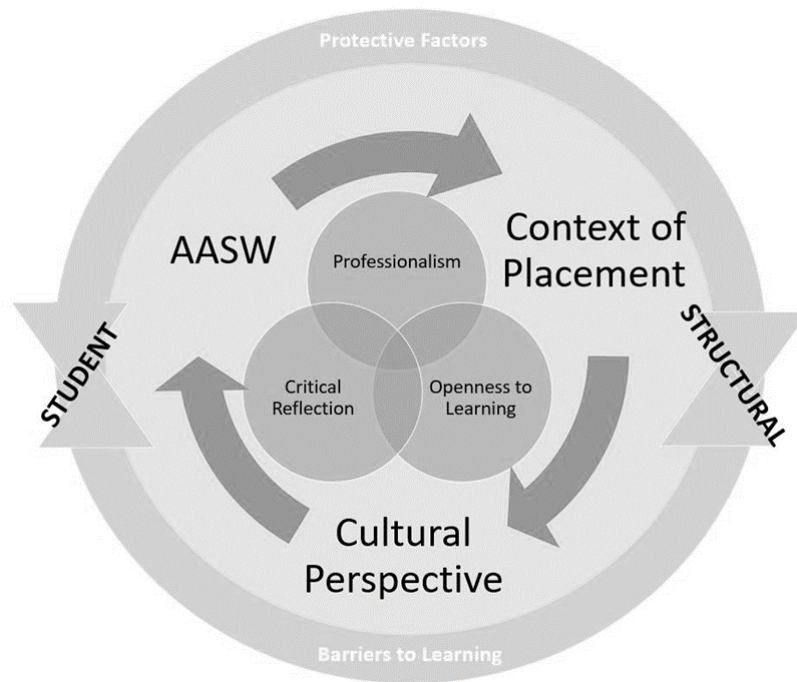
Based on discussions with the Field Educators, a further diagram outlining what might be deemed as unsuitability for field education and professional practice was developed:



Note. From Students’ suitability for social work: Developing a framework for field education (p. 118) by S. Croaker, T. Dickinson, S. Watson and I. Zuchowski, 2017.

The researchers then explored the concepts of suitability and unsuitability with students who had completed field education (Zuchowski, Waston et al., 2019). Similar to field educators, students identified a critical understanding of self, skills, knowledge, attitudes and contextual

factors as important when considering their suitability for field education. Similarly, a lack of preparedness to learn, a lack of capacity to demonstrate an understanding of professional values and ethics and the inability to maintain professional boundaries or demonstrate basic practice skills were identified as indicators of unsuitability. While students overwhelmingly supported the use of the presented model, they made suggestions for further development, particularly with consideration of contextual, cultural and structural factors (Zuchowski, Watson et al., 2019).



Note. From Social work students' feedback about students' suitability for field education and the profession (p. 52) by I. Zuchowski, S. Watson, T. Dickinson, N. Thomas and S. Croaker, 2017.

Students also suggested that the model would be useful in discussions between all stakeholders early in the placement, and not only when things might potentially go wrong. They suggested that the model could be used "to address or articulate aspects of their practice, [and] measure the quality of their work, in preparation for placement and as a reflective tool" (Zuchowski, Watson et al., 2019, p. 50).

Stakeholders are welcome to use these visual tools to engage in discussions about suitability for practice in a collaborative, strengths-focused endeavour. Various topics could be explored during these discussions about suitability, which could be useful for supervision and students' professional growth. The table below provides some suitability topics and discussion points; however, the list is not exhaustive.

Suitability topic	Discussion points	Further examples
Professionalism	<p>Professionalism in the context of defining suitability includes the AASW ethical principles identified in the AASW Code of Ethics 2020:</p> <ul style="list-style-type: none"> • Respect for persons • Social justice • Professional integrity 	<ul style="list-style-type: none"> • Identifying and evaluating behaviour • Practicing emotional intelligence and use of self • Considering language • Respecting colleagues • Demonstrating compassion and empathy • Following policy and procedure • Maintaining respectful interactions with clients • Responding to ethical dilemmas • Understanding mezzo and macro issues
Openness to learning	<ul style="list-style-type: none"> • Preparation for placement • Ethical dilemmas and overwhelming difficulties • Balance between competing priorities • Self-care strategies • Learning initiative and motivation • The AASW Practice Standards 2023 and their link to placement experience. • Application of theory to practice. 	<ul style="list-style-type: none"> • Seeking new experiences and learning opportunities • Seeking and receiving feedback • Reflecting on practice • Integrating observations, practice and theory • Valuing difference • Identifying opportunities for peer review and evaluation • Exploring ethical issues and dilemmas
Context of placement	<ul style="list-style-type: none"> • Quality of supervision • Compatibility with supervisor • Cultural aspects • Organisational background • Culture within the agency • Policy and procedure • Restructure of organisation • Funding • Placement within an area of interest 	<ul style="list-style-type: none"> • Understanding the connection between professional practice and the personal self • Identifying hopes for learning • Planning future practice and the development of transferable skills
Critical reflection	<ul style="list-style-type: none"> • Awareness of personal values, beliefs and attitudes, and how these impact practice • Skills, strengths and previous experiences 	<ul style="list-style-type: none"> • Clarifying expectations for students to have job-specific skills (e.g., interpersonal, presentation, case noting and communication skills)

Assessing Suitability

Students need to be aware that social work graduates must work in a professional manner that aligns with the AASW Practice Standards 2023 and Code of Ethics 2020. Should concerns about a student's suitability for social work practice arise, it may also be necessary to explore the student's suitability for continuing in the course (see Chapter 6). The relevant guiding principles and policy are university wide (see the "[Review of a Student's Suitability to Continue a Course Involving Placement](#)" on the JCU website).

PLEASE NOTE: If there are concerns about the student's learning, safety or progress with the placement, the FELO must be contacted in the first instance. A Field Education Coordinator must be contacted if a placement is at risk of breaking down (see Chapter 6).

Placement Commitment

Placement is a substantial commitment requiring personal, family and financial adjustments. All stakeholders will take individual circumstances into account wherever possible; however, students should consider their current circumstances and their readiness for this commitment before enrolling in a placement subject.

Students need to contact the Student Placement Team (Placement Team; placements.staff@jcu.edu.au) to discuss their placement options. Applying for placement is a lengthy process, so contact needs to occur well before the study period commences.

Negotiating Placement Opportunities

With the support of the Field Education Coordinators, the Placement Team negotiates each student's placement with host agencies to establish a range of placement options. Students **must not** organise their placements and expect their arrangements to be ratified without the Placement Team's permission. All placements need to be confirmed before they can commence.

When a placement is approved, all stakeholders will receive a confirmation letter from the Placement Team. This letter outlines the important dates, locations and people involved in the placement. Placement cannot commence before a confirmation letter has been issued.

Matching Students and Placements

To facilitate requirement 4.1 of the Australian Social Work Education and Accreditation Standards (ASWEAS; see AASW, 2023a, p.11), the Placement Team works to match students with suitable practice settings. The team provides opportunities for students to undertake one placement in a government and a non-government setting wherever possible. While some students may be certain of their field of practice after graduation, they must also gain experiences in other fields for professional development.

Every effort is made to secure a placement near a student's place of residence; however, this is not always possible. There may be times when students relocate to secure an appropriate placement (e.g., seek accommodation in a rural or remote location, or stay with family members in another town). In these circumstances, the cost of travel, accommodation and other living expenses will be the student's responsibility. The [Shirley Gilliver Memorial Fund](#) can support students undertaking field education in a rural or remote community.

Pre-Placement Tasks

Students can generally expect to begin their placement in Week 1 of the relevant study period. **Before the semester starts**, students must be proactive and complete the following tasks to ensure their placement application and preparation are as smooth as possible. Students must:

- Check that they have access to the subject site (via LearnJCU) and InPlace immediately after enrolment
- Complete the InPlace questions regarding their placement preferences
- Read the key subject materials and texts on LearnJCU
- Ensure that they have a current blue card (or a similar card for other Australian jurisdictions; see Chapter 7)
- Ensure that they are up to date with the vaccinations their preferred placement site requires (this may involve giving proof of COVID-19 and hepatitis B vaccines, as required by state and territory health departments; see Chapter 7)
- Check their JCU emails regularly
- Ensure that they are actively engaged with the subject site via LearnJCU.

Blue Cards

To continue enrolment in a social work course, students must be eligible for a blue card (also called an exemption card) at the time of their first enrolment. Students must maintain their eligibility throughout the degree and apply for or acquire a valid blue card before they start placement. If a student's current blue card is not listed in their InPlace account, they will need to email a copy of their card to the Placement Team: placements@jcu.edu.au.

If a student becomes ineligible for a blue card at any time during their enrolment, the student will not be able to complete their course (see JCU's "[Coursework Enrolment Policy](#)"). Further information about blue cards, disability worker screening clearance (yellow cards) and criminal history checks is provided in Chapter 7.

Placement Applications

The Placement Team will **only** start working with students who are enrolled in a placement subject three to four months before the placement period. Students must contact the Placement Team with their name, student number and placement subject code. They must enrol in their placement subject as soon as possible.

Enrolled students have access to their placement subject on LearnJCU, where they can learn how to expedite their placement application process. Enrolled students also have access to InPlace. They need to check that all contact details are up to date (if not, they need to update their contacts using their eStudent account, which will then automatically update their personal information in InPlace).

To apply, students use InPlace to submit a curriculum vitae (CV), documentation specified by the agency as application requirements and a cover letter outlining their expression of interest in a placement opportunity. Their expression of interest should answer the following questions:

1. Why are you interested in being a Social Worker?
2. What are three learning outcomes that you wish to achieve by the end of the placement?
3. What skills or knowledge do you currently have that would make you most suitable for this placement opportunity?

4. Do you have any gaps in your learning you would like to fill within this placement?

The CV and expression of interest may be shared with the agency. Students can contact JCU Careers if they need assistance with preparing their CVs.

The Placement Team may email enrolled students to further discuss their interests and requirements, and to clarify any areas of concern students may have about their application. External students are asked to help source contact details for agencies in their area. The names and email addresses of agencies are invaluable to the placement application process.

Regular email and telephone contact are the expected forms of communication between the student and the Placement Team. This might include contact over the holiday break as placement possibilities are sought for each student. If students are likely to be away and unable to check their usual email address, they need to provide alternate contact details.

Different Placement Processes

Students are involved in a specific placement process if they choose placement with Queensland Health or the Queensland Department of Child Safety, Seniors and Disability Services. The Placement Team will guide students through this process if they have indicated an interest in placement with these agencies.

All other placement opportunities (outside of Queensland Health and Queensland Department of Child Safety, Seniors and Disability Services) are uploaded to InPlace for a set period for student perusal. Students will have the opportunity to apply for the placement opportunities they are interested in by submitting their expression of interest, CVs and other required documentation to InPlace as detailed in the above section.

Placement Interviews

The Placement Team will determine, at times in collaboration with Field Education Coordinators, which student will be offered a placement interview for each placement opportunity. This decision is based on the quality of student applications. The Placement Team also considers whether the student who has applied meets all pre-placement requirements; in addition to a blue card and immunisation, some agencies stipulate that placement students must have a police clearance or an open driver's licence, among other criteria.

The placement interviews offer both students and agencies the chance to assess each other for compatibility. Professional conduct is expected during these interviews, with students demonstrating the ability to be punctual and organised. After the interview, the student and agency representatives should contact the Placement Team to report back on the outcome.

If all has gone well during the interview, the Placement Team will formalise arrangements with an emailed placement confirmation letter, and students will commence their placement on the agreed date as stated in this letter. The placement confirmation letter will contain the student's:

- Contact details
- Agency details
- Field educator contact details
- Task supervisor contact details (if applicable)
- Field education liaison officer contact details
- Starting date and approximate finish date.

If the placement does not go ahead, further discussions between the Placement Team and the student will ensue.

Teaching and Learning During Placement

Field education is an academic program with placement subjects that facilitate the integration of theoretical knowledge in practice settings (AASW, 2020; Cleak & Wilson, 2019). While students are on placement with a host agency, they are expected to engage in the placement assessment, teaching activities and readings (see Chapter 10). Further information about the placement subjects, including prerequisite subjects, pre-placement seminars and modules, can be found in Chapters 8 and 9.

PLEASE NOTE: As an academic program, field education is broader than the student's placement at the agency. The student's pre-placement tasks, integration tasks, assessments and interactions with people while on placement are all a part of demonstrating their professional readiness for practice. The student's patience, courtesy and respectful interactions are noticed and appreciated.

Chapter 3: Roles, Responsibilities and Expectations

All stakeholders are expected to keep regular contact and maintain respectful relationships that acknowledge the unique expertise, experience and contributions made to the student's learning. A description of each stakeholder's role and responsibilities is provided below.

Students on Placement

Field education presents students with opportunities to advance their learning about social work practice. The student must be responsible and take initiative while learning during placement. In practice, this means that the student first considers and discusses their learning goals, needs and ideas with stakeholders. They also take initiative by preparing a Learning Plan, completing the Student Self-Assessment forms and organising liaison meetings with their stakeholders.

Throughout the placement, students are held responsible by and fully accountable to their Field Educator and Task Supervisor (if applicable). All stakeholders should establish a positive working relationship early in the student's placement. To achieve this, stakeholders should clarify expectations and the general conditions for mutually acceptable relationships. These expectations are recorded in the Learning Plan in the first two to three weeks of placement (see Chapter 10). Students are expected to work in compliance with these negotiated arrangements.

Confidentiality

Students are required to observe professional standards and agency protocols, such as keeping all agency matters confidential. A key ethical practice is being accountable and open with relevant stakeholders while "observing appropriate confidentiality and duty of care requirements" (AASW 2020, p. 11). To ensure learning requirements are met, the students and Field Educators (and Task Supervisors, if applicable) must share sufficient information on a need-to-know basis with the FELO (and Field Education Coordinator, if applicable). This can take place as part of the student's assessment tasks, such as their journal writing or project reflections, integration sessions or liaison meetings.

The need for confidentiality extends to any information concerning clients. Client information may need to be deidentified before the student shares in interviews, telephone conversations, written documents, meetings with university staff or discussions with other students. Sensitive information about agency personnel, other students and the community must also be kept confidential. Please refer to the AASW Code of Ethics for information privacy and confidentiality standards.

Dress Code

It is expected that students will follow agency dress standards. Students must be aware of the possible differences in dress codes among cultural, ethnic and religious groups. They are encouraged to discuss agency dress standards during initial meetings before placement. If either a student or Field Educator (or Task Supervisor, if applicable) has concerns about this issue, it should be discussed immediately.

Punctuality

Students are expected to be punctual and develop appropriate work habits. They should advise the Field Educator or Task Supervisor if they might be late or cannot make a commitment.

Assessments

To meet subject requirements, it is recommended that part of a student's placement time be set aside for assessment tasks, such as writing journal entries, participating in integration sessions, completing self-assessments and logging placement time (see Chapter 10). Students are allowed to complete **placement-related** assessments only during the placement hours.

Negotiating the Agency's Workspace

It is important to understand that other agency personnel may not be social workers. Further, colleagues from other disciplines have different professional standards and codes of ethics. This needs to be understood, respected and appreciated by students. It is also important that students respect the workspace of other staff and students.

Use of Agency Resources

Agency resources may include staff time, equipment, phones, faxes, photocopiers, computers, stationery supplies and cars. These resources are provided for agency personnel and, as the agency's property, should be used solely for their intended purpose. Each student will need to negotiate using agency resources with their Field Educator or Task Supervisor.

Hours and Agency Attendance

Placement should reflect the reality of the workplace and typical work hours for the agency. These hours may vary in different settings. However, an average minimum of **a seven-hour workday** for up to five days per week is recommended during the entire placement, if the placement is taken full-time.

The student's physical presence in a placement setting is required unless they have arranged to complete bona fide placement activities in settings such as libraries, client homes (home visits) or other agencies. All stakeholders must agree on any deviation from the agreed placement arrangements.

PLACEMENT HOURS: As per AASW guidelines, the JCU field education subjects consist of two separate placements totalling 1,000 placement hours.

- **BSW and MSW (PQ) Field Education 1** (students' first 500-hour placement)
- **BSW Field Education 2 and MSW (PQ) Advanced Social Work Practicum** (students' second 500-hour placement).

When undertaken full-time, each placement is approximately 14 weeks long. Students cannot undertake more than 40 hours per week during placement. Part-time placements can be negotiated with a minimum of three days per week.

Time in Lieu: If students work overtime, they are entitled to the same non-monetary conditions covering other staff in the agency. Time in lieu should be taken provided this is negotiated in advance with the Field Educator or Task Supervisor (if applicable). Any time in lieu that the student takes without negotiation will not be accepted.

Lunch Breaks: If a student works over five hours on placement in a day, they must take a 30-minute meal break that does not count towards their placement hours. For example, if the student is on placement from 8.30 am to 4.00 pm, they could take at least a 30-minute lunch break and log seven hours of work in their timesheet.

Recognition of Prior Learning (RPL)

The ASWEAS (AASW, 2023, p. 14) lists conditions for accepting prior learning as credit for placement subjects. Students can apply for RPL only for Field Education 1 if they have the equivalent of three full-time years in a setting deemed appropriate as a field education setting, and only if they demonstrate competency with the AASW Practice Standards 2023. Further, the student's work experience must have taken place within three years of their RPL application.

Additional information is provided in the Recognition of Prior Learning Application forms and Verification form available on the JCU website and LearnJCU.

Field Educators

Field Educators are qualified social workers with a minimum of two years full-time practice experience, or its part-time equivalent (AASW, 2023a). Field Educators have the important task of helping students develop their social work knowledge, understanding and skills through a supervisory process. This is achieved by providing support and guidance, in addition to clear feedback about the student's strengths and limitations.

Field Educators can be onsite or external supervisors (see Chapter 5). Both onsite and external Field Educators provide weekly supervision, but a student with an external Field Educator is also supervised by one or more Task Supervisors. The Task Supervisor role is described below.

Field Educators (and Task Supervisors, if applicable) are responsible for assessing the student's progress with their placement. Using their assessment, the Field Educator recommends the student's progress scores and overall progress score (final grade) to the FELO.

The Field Educator and student will arrange a formal, structured supervision session for every 35 hours of placement. These sessions may involve overviewing the student's strengths, limitations and scope for improving their practice. Moreover, the Field Educator ensures the student is:

- Placed in a favourable setting for developing their sound work habits and skills as a practitioner
- Acquainted with the agency's structure, procedures and personnel
- Provided with learning opportunities to further integrate into the agency and community
- Informed of exemplary personal and professional standards of practice
- Ready to complete the Learning Plan in the first two to three weeks of placement
- Engaged in a progression of various tasks and learning activities
- Familiar with the broader social issues relevant to their practice
- Involved in the mid-placement and end-of-placement assessment
- Ready to complete all written assessments before the liaison meetings
- Provided with emergency access to another Field Educator if needed.

Task Supervisors

In some agencies, students will have one or more day-to-day Task Supervisors and an external Field Educator. Task Supervisors work in conjunction with the external Field Educator, the student and FELO to help the student develop the knowledge and skills necessary for effective social work practice. Each Task Supervisor supports and guides the student based on their professional experience and expertise. Specifically, Task Supervisors use their role at the agency to help the student with day-to-day placement tasks.

The Task Supervisor's role is similar to Field Educators, yet they do not provide qualified social work supervision. Task Supervisors:

- Arrange work settings that are conducive to developing the student's sound work habits and skills as a practitioner in the field
- Supervise the student as they perform day-to-day tasks in the agency
- Give the student a perspective of the agency's structure, procedures and personnel
- Provide tasks and learning opportunities for the student to further integrate with the agency and community
- Offer a progression of varied tasks and learning activities
- Help the student prepare their Learning Plan in the first three weeks of placement
- Prepare, or provide feedback when the Field Educator prepares, the mid-placement and end-of-placement assessments. This feedback may include the student's performance with placement tasks and integration with the agency
- Review and debrief with all stakeholders when necessary.

Field Education Liaison Officers (FELOs)

FELOs are Social Work and Human Services staff who maintain communication with stakeholders. The primary responsibility of FELOs is to ensure the student's placement provides opportunities for them to become an effective social work practitioner. As per the AASW (2023a) requirements, the FELO provides oversight and support for the student, Field Educator and Task Supervisor (if applicable). The FELO may also consult with a Field Education Coordinator and respond to any raised issues or concerns during the student's placement.

FELOs are responsible for the following tasks:

- Assist with assessment requirements such as finalising the Learning Plan
- Check on the student's progress with the Field Educator and Task Supervisor (if applicable), and promptly address any concerns raised by stakeholders
- Monitor the placement to ensure it meets the AASW standards (AASW, 2023a, 2023b)
- Assist Field Educators and Task Supervisors (if applicable) in their development as supervisors and social work practitioners as required
- Recommend the student's final grade to a Field Education Coordinator based on their interaction with the student, the Field Educator or Task Supervisor assessments and feedback from stakeholders (see below).

The FELO will meet with the student during the three online or onsite liaison meetings.

Liaison Meetings

Students meet the FELO, Field Educator and Task Supervisors (if applicable) on at least three occasions during their placement. These occasions are the first, second and third liaison meetings, which are assigned for all stakeholders to discuss the student's Learning Plan, mid-placement assessment and end-of-placement assessment, respectively. The liaison meetings may involve in-person discussions, phone conversations or other online contact by using Zoom or Microsoft Teams.

The primary aims of the liaison meetings are to:

- Clarify stakeholder expectations and finalise the Learning Plan (first liaison meeting)

- Review the student's progress with their learning outcomes while using the Field Educator (or Task Supervisor) Assessment Forms and the Student Self-Assessment Form (second and third liaison meetings)
- Facilitate other assessment tasks, such as the final placement presentation (third liaison meeting, see Chapter 10).

REMEMBER: It is the responsibility of students to present prepared material for the liaison meetings. This will likely involve preparing a draft of the Learning Plan, completing their self-assessment forms, writing a meeting agenda and creating slides or any other visual depictions of key points that evidence their areas of progress.

A Suggested Format for Liaison Meetings

Students give an overview of their placement by discussing the agency, tasks they have undertaken, project work they have completed, client contact they have experienced and other learning experiences. Further, students provide a self-assessment of their performance to date by discussing their written comments in the Student Self-Assessment form. This self-assessment must directly reference the learning outcomes and goals in their Learning Plan. To elaborate on their self-assessment, students may discuss specific cases they have been involved with and the practice framework they have been working from.

Field Educators and Task Supervisors (if applicable) then share their perception of the student's progress while identifying the student's strengths and areas for improving their professional practice. These topics will likely reference the student's self-assessment, and the progress scores and comments written in the Field Educator (or Task Supervisor) Assessment Form.

Ideally, the Field Educator (or Task Supervisor) Assessment Forms will be informed by ongoing discussions between the Field Educator, Task Supervisor (if applicable) and the student, so the student should not be surprised by their progress scores. The Field Educator or Task Supervisor should discuss any concerns with the student before liaison meetings. These discussions should involve practical and collaborative plans to address the concern. If necessary, the Field Educator or Task Supervisor will also inform the FELO so appropriate intervention can take quickly place.

The FELO, Field Educator and Task Supervisor (if applicable) are responsible for indicating the student's progress score and final grade (see below). If there is a discrepancy between stakeholder assessments after attempted negotiations, a Field Education Coordinator may be invited to assist in finding a resolution (see Chapter 10).

The FELO's Role With Assessment During Liaison Meetings

During the second and third liaison meetings, the FELO will reflect on the key points raised and consider if the placement is meeting the AASW standards. For example, the FELO may consider how the student is participating in the integration sessions and liaison meetings; if they are undertaking a direct practice role that applies professional skills; or if they have adequate space, resources and support to complete their placement (AASW, 2023a).

After hearing all stakeholders' input, the FELO will ask the Field Educator and Task Supervisor (if applicable) if it is likely that they will recommend an overall satisfactory or unsatisfactory score in their assessment forms. The FELO uses this information to recommend a grade to a Field Education Coordinator.

Only students who demonstrate that they have met the required learning outcomes commensurate with their year level will be given a satisfactory final grade. If a student's grade is unsatisfactory, Field Education Coordinators will review the student's placement documentation

and decide if they should have another attempt at placement or if they need to re-enrol in the subject at a later date. This decision is informed by feedback from the FELO and [JCU policy](#).

PLEASE NOTE: The liaison meetings are formal opportunities for any areas of concern to be raised by any placement stakeholder. Further, the Field Educator, Task Supervisor or student can contact the FELO outside the designated liaison meeting times.

Ensuring Adequate Liaison is Provided

Liaison meetings are important. If there are concerns that the liaison meetings are not adequate, the following steps should be taken:

1. The concerned stakeholder(s) should discuss the situation with all stakeholders and agree on future liaison processes.
2. If one or more stakeholders have continuing concerns, they should notify a Field Education Coordinator.
3. A Field Education Coordinator will then meet with all stakeholders to discuss the liaison meetings and negotiate an agreement for future liaison processes.

Field Education Coordinators

The Academic Lead Field Education and Field Education Coordinators are qualified social work staff who ensure that student placements meet the ASWEAS requirements for student learning outcomes. The Academic Lead Field Education is responsible for “leadership, research and innovation in field education” (AASW, 2023a, p.12), and they may also work as a Field Education Coordinator. Field Education Coordinators:

- Work with the Placement Team to assess and select host agencies
- Liaison with agencies, Field Educators, Task Supervisors and FELOs to meet field placement needs
- Handle the overall management of the Social Work and Human Services Field Education program
- Prepare students for their start of placement
- Organise meetings and seminars to assist Field Educators and Task Supervisors in their skill development
- Provide resource material to Field Educators and Task Supervisors
- Consult with stakeholders if difficulties arise during placement
- Present student grades, based on recommendations from the FELO during the examiner meeting
- Review and revise the Social Work Field Education Manual and placement documents
- Evaluate and consult with agencies to upgrade the program
- Ensure that social work educational standards are maintained in the program.

The Placement Team

The Placement Team is responsible for:

- Liaising with agencies to seek and maintain a pool of suitable placement opportunities

- Appointing Field Educators and FELOs
- Handling the day-to-day administrative management of the Social Work and Human Services Field Education Program
- Supporting the Field Education Coordinators as they organise meetings and seminars and distribute resource materials
- Working with students to find placement opportunities that match their preferences
- Recording placement details including timesheets and recommendations for the next placement
- Responding to general queries about the program.

The JCU Social Work and Human Services Advisory Committee

Students, Field Educators and community members are welcome to join the JCU Social Work and Human Services Advisory Committee. This committee guides the educational endeavours of Field Education Coordinators. To do so, the committee advises the Field Education Coordinators and the Academic Lead Field Education on content and processes that develop students' competencies while reflecting the contemporary needs of the social work sector.

The committee provides advice on:

- The knowledge, skills and abilities required of graduates
- The nature of the human services environment.

The committee represents service users, students, service providers, educators and members of the JCU Social Work and Human Services Aboriginal & Torres Strait Islander Advisory Committee.

The AASW

According to policy guidelines, the AASW accredits JCU's BSW and MSW (PQ) courses. All graduates are eligible for [membership with the association](#) (AASW, 2023b).

Chapter 4: Supervision

Approaches to Supervision

A range of approaches can be applied to provide weekly placement supervision. For example, students may be supervised by an onsite Field Educator, or they may be supervised by an external Field Educator with an onsite Task Supervisor. The latter approach to supervision is called external supervision (see Chapter 5).

Students can also receive group supervision or be in a rotational placement where they change teams or supervisors during placement. Supervision is generally delivered face to face, but it can occasionally involve online meetings on Zoom or Microsoft Teams. Students should receive regular formal supervision during every 35 hours of placement, and at least half of this structured supervision should be delivered on a one-to-one basis (AASW, 2023a).

The AASW (2023a) provides guidelines to support and regulate educational standards. However, there are some restrictions regarding placements with external supervision, work-based placements and the provision of credit for RPL (Zuchowski, Cleak et al., 2019). For example, work-based placement students cannot have a placement with their current supervisor, and students must have at least one placement in a professional practice setting with an onsite Field Educator (AASW, 2023a).

Establishing Respectful Supervisor Relationships

Students, Field Educators and Task Supervisors all have individual styles of communicating, learning and teaching. For example, some students prefer to consider a situation from many angles before they act, while others are more action oriented. Similarly, Field Educators and Task Supervisors vary in their teaching style and expectations of students.

Supervision needs to be suitable for the stakeholders and the agency. Before placement starts, students Field Educators and Task Supervisors (if applicable) should discuss how they can build and maintain a respectful relationship that will support the learning process. This may mean that Field Educators or Task Supervisors share their workload with another supervisor.

To ensure a common understanding during supervision, the placement requirements, stakeholder expectations and ways of working should be discussed in considerable detail as the placement proceeds. This is primarily achieved by negotiating and reviewing the Learning Plan (See Chapter 10).

When and Where Supervision Should Occur

The Field Educator and student will engage in formal, structured supervision sessions for at least 1.5 hours every 35 hours of the student's placement (AASW, 2023b). A regular time during placement should be set aside for this session, and the meeting should be held in a setting with no distractions, so students can plan and reflect on their learning.

REMEMBER: Ad hoc supervision often occurs when tasks require immediate attention, but this does not replace the need for formal supervision.

How to Prepare for Structured Social Work Supervision

Students and Field Educators are jointly responsible for ensuring there is an agenda for each structured supervision session. Task Supervisors do not need to participate in these sessions. An

agenda gives structure to the supervision session, but it should also facilitate responsiveness and spontaneity. Without an agenda, the session can risk focusing exclusively on the immediate task demands.

An agenda could help the student debrief and raise questions relevant to their recent experiences during placement. For example, the student might discuss their interactions with clients and colleagues, ask questions about agency policy and procedures, reflect on ethical dilemmas or consider the application of relevant social work theories. The individual learning outcomes form the basis of evaluation and should be reviewed regularly throughout the placement. If an item is not completed it can be deferred to the next session.

Suggested Supervision Methods

Every Field Educator will use their unique teaching styles and assessment skills to ascertain how a student can effectively learn their practice on placement. Ideally, the Field Educator works toward assisting the student's growth as an independent learner and social work practitioner.

Suggested methods for supervision include:

1. Allowing the student to sit in and observe interviews, working with the student while conducting client interviews or observing and providing feedback after the student has independently conducted interviews
2. Co-facilitating group sessions with the student
3. Inviting the student to prepare agency materials, make telephone calls and write letters on behalf of Field Educators or Task Supervisors
4. Asking the student to analyse a case and present their analysis using a particular theoretical perspective
5. Facilitating roleplay sessions relevant to past or anticipated social work experiences
6. Encouraging the student to write journal entries reflecting on specified issues by using the headings "What happened?" "Why did it happen?" and "What feelings ensued?"
7. Asking the student to write a process report on part of a verbatim interview transcript and note their corresponding thoughts and feelings
8. Filming or recording the student as they work or roleplay, and then reviewing the footage or recording during later discussion.

Field Educators may explore the following questions in supervision sessions.

- How has the student adapted to the agency setting?
- How has the student's time been spent?
- Do the student's placement tasks align with the learning outcomes in the Learning Plan?
- What progress is being made with cases, projects or research the student is engaged in?
- How is the student developing insights relating to:
 - use of self
 - the agency and client group
 - intervention methods
 - the role of social work in the current setting?
- How is the student relating theoretical ideas to practice?

- Are there any specific difficulties or concerns that need to be addressed?
- How is the student progressing overall?

ENSURING ADEQUATE SUPERVISION IS PROVIDED: The importance of a set formal supervision session must be stressed. Although there is a high level of demand placed on workers' time, it is in the stakeholders' interests to have such an arrangement, as it ensures proper supervision will take place.

Further Considerations

Field Educators and Task Supervisors must clearly understand how a student engages in placement tasks so that they can provide effective feedback. Discussing the student's work is one way to achieve this. While individual preference will dictate which methods are chosen, experimenting with different methods is encouraged.

Before the student undertakes a task, they must be briefed on any information required to complete the task, including the Field Educator's or Task Supervisor's expectations on how the task is completed. A debriefing session should also occur to review any arising issues or learning experiences. The student might experience changes in **thinking** (cognitive), **feeling** (affective) and **doing** (behavioural) learning. Supervision is most effective when the student reflects on their progress in all three areas.

Structured supervision sessions should not be restricted to the administrative details of what was done and how it was achieved. Therefore, after the student has completed tasks, they should be invited to share their thoughts and their emotional responses within the context of the lessons these tasks have offered. A supportive supervisor relationship is important for enabling the student's critical reflection on their responses to placement experiences.

One way to enable the student's reflection on their learning is to check which learning outcomes have been enhanced through the experience, and which theoretical perspectives were used. Students may apply theories that are used by the Field Educators (or Task Supervisors, if applicable) or taught within their JCU course. As a placement task, students can be asked to review their course notes, prescribed texts and other readings to consider what theories have relevance to their placement.

Additional support may also be necessary to help the student overcome the natural shyness or vulnerability they feel when learning. For example, the Field Educator or Task Supervisor may refer to models of professional accountability and encourage the student to observe their work or work cooperatively with agency personnel.

Process Reports

As part of the supervision process, Field Educators or Task Supervisors may suggest that students write one or more process reports during their placement. This is not directly assessed, but it allows students to develop valuable reflection skills.

Example of Process Report

The student's process report should contain the following factors:

1. Identifying information such as the name, date of interview and setting (e.g., "This was my first contact with Mrs X at the Z agency)
2. A near word-for-word description of the verbal interaction (i.e., a verbatim transcript)
3. Any notes on non-verbal behaviours

4. The student's reactions and responses (e.g., feelings, thoughts and actions)
5. A list of the theories and skills they used
6. A list of the theories and skills they did not use, but on reflection, they could have used
7. A short summary of what they learned from the session.

The following table could be used to write the process report. Students can also refer to the Basic Personal Counselling: A Training Manual for Counsellors (Geldard et al., 2022, see p. 380) for an example of a process report.

Verbal content	Non-verbal content	Reactions (feelings, actions and thoughts)	Skills used and reasons	Skills that could have been used	Supervisor's comments

Feedback During Supervision

Feedback is essential for the student's learning. It is most helpful if clear, concise and immediate comments can be made on specific behaviour that has been observed. Non-specific feedback does not assist the student's reflection on how to change. Instead, reciprocal feedback can be encouraged by asking the student for their opinions. Feedback needs to be:

- Balanced with positive elements that students can build upon
- Directed towards behaviour the student can change
- Framed as suggestions or requests that the student can realistically implement.

Concerns or suggested changes to placement learning must be immediately discussed with the student. Further, the Field Educator or Task Supervisor should discuss any concerns with the student before liaison meetings (see Chapter 1). Additional steps to resolve challenges are outlined in Chapter 6.

The Dividing Line Between Personal Reflection and Counselling the Student

While placement focuses on professional tasks, personal attitudes and feelings play a part in how the tasks will be completed. Sometimes a student's private troubles impinge on tasks to the extent that the work is no longer effective. It is appropriate for the Field Educator to point this out and suggest that the student seek professional support from a third party. It is the student's responsibility to resolve the difficulties, and this may require personal counselling sessions. Students can seek professional help from [JCU Counselling Services](#). The Field Educator or Task Supervisor must ensure the student can undertake the tasks required by providing information, support and encouragement. However, **they must not become the student's counsellor.**

Recording Structured Supervision Sessions

While it is not an essential requirement, keeping a record of structured supervision sessions is good professional practice for students. Ideally, the student and the Field Educator will agree on a recording format. Two possible templates are provided below.

Supervision Record Template 1

Supervision Notes

Attendees:

Date and time:

General discussion:

1. Values and ethics (i.e., demonstrate and apply knowledge of values, ethics and professionalism in daily social work practice):
2. Culturally responsive practice (i.e., describe and engage in culturally responsive and inclusive practice):
3. Knowledge (i.e., explain social work theories, concepts, methods and techniques and apply to practice):
4. Skills (i.e., apply appropriate communication and interpersonal skills, informed by reflections on use of self):

Methods and processes (i.e., implement information recording and sharing strategies):

Awareness of self (i.e., actively participate in professional development and supervision):

Other comments:

Supervision Record Template 2

Supervisee name:

Date:

Supervisor name:

Duration:

Topic/s discussed:

Action items:

Agenda for next session:

Practice standards addressed:

Comments:

Student signature:

Supervisor signature:

Chapter 5: Parameters and Variations in Placement

The placement subjects encompass a theoretical component through the pre-placement seminars, integration sessions and placement assessments (see Chapters 8–10). The practical component of placement subjects is often known as the placement. The importance of bringing theory and practice together is so imperative in social work that students are required to undertake two 500-hour placements during their course.

Out-of-Sync Placements

Students who cannot undertake a placement at the scheduled time may be disadvantaged, as theoretical teaching and learning tasks are not easily available at different times of the year. These students also miss out on essential peer support from other students undertaking field education. In addition, it can be difficult to find agencies, Field Educators, Task Supervisors and FEOs available during different periods of the year. Students who are unable to undertake a placement within the scheduled time may therefore have to wait until the equivalent placement period the following year.

This is not to say that individual student requirements and special circumstances will not be considered. The Social Work and Human Services staff recognise that exceptional circumstances can arise for students. Students who believe they have a strong case for an out-of-sync placement should follow the process below.

PLEASE NOTE: Applications for out-of-sync placements will only be accepted under exceptional circumstances.

Out-of-Sync Placement Applications

Students need to write their application to undertake an out-of-sync placement. This application must be emailed to a Field Education Coordinator. Students are asked to address the following questions in their application:

1. What exceptional circumstances have led to you applying for a placement that is out of sync with your scheduled placement subject? Please attach supporting documentation (e.g., medical certificates, support letters from cultural advisors or mental health professionals and correspondence with potential Field Educators).
2. How will studying this subject at a different time impact your overall study plan? Please attach a proposed study plan for the next 12 months.
3. How will you manage the theoretical requirements of the subject without easy access to LearnJCU resources, peer support and pre-placement preparation?

Applications will be reviewed by a Field Education Coordinator, and the student will be notified of their decision as soon as possible.

Out-of-Sync Placement Requirements

If a Field Education Coordinator agrees to assist students who undertake out-of-sync placement, they will give the student additional preparation tasks including integration activities and extra readings. These tasks must be completed within an agreed timeframe, and the outcomes must

be emailed to a Field Education Coordinator. The Field Education Coordinator's agreement to assist students undertaking out-of-sync placement is dependent on the availability of a FELO, an agency that facilitates an appropriate placement meeting the student's learning needs and one or more suitable professional supervisors.

Students wishing to undertake placements in a location where another university or TAFE institution is providing social work education should be aware that students enrolled in the institution's course may be prioritised for placements.

Part-Time Placements

In exceptional circumstances, a case can be made for undertaking a part-time placement. Part-time placements are disadvantageous, as a student may find their placement extending for months on end while their peers move on from placement experiences. Other difficulties associated with part-time placements include:

- Field Educators and Task Supervisors (if applicable) might not be able to commit to a lengthy placement.
- Other students may not be able to access a placement opportunity while the lengthy part-time placement continues.

Field Educator Coordinators strongly prefer that placement is **no fewer** than three days a week. However, some students need to apply for a part-time placement because it is the only way for them to complete course requirements. Students experiencing these exceptional circumstances can therefore make a case for part-time placement (three days a week). These students must be mindful of the difficulties specified above, and they must agree to undertake two one-week periods of full-time placement.

Work-Based Placements

The AASW (2023a) guidelines allow for students to undertake a paid work-based placement if the placement facilitates new learning in a relevant social work role. This placement is applicable for students who have spent three months or less in their current role, or students who propose a placement role that specifically involves new learning in their workplace.

Field education is significantly different from paid employment. Work-based placements primarily enable the student to pursue new learning outcomes relevant to their practice, rather than completing routine tasks in their paid work role. Students should use their work-based placements to experiment with interventions and practise social work skills aligned with the learning outcomes and goals developed in their Learning Plans.

Before any student commences a placement, special attention must be paid to:

1. Clarify the placement learning goals
2. Determine the learning opportunities available to achieve these goals
3. Determine the educational processes used
4. Ensure they have engaged in new learning, not routine work responsibilities
5. Ensure they do not have other workloads while undertaking placement
6. Arrange for the Field Educator to be different from their usual supervisor.

PLEASE NOTE: ASWEAS guideline 4.1.7 specifies that students “will not have a placement in their current work role or under their current supervisor” (AASW, 2023a, p. 11).

To apply for this type of placement, students must complete the Work-Based Placement Application form. Students must also provide evidence (i.e., a job description) demonstrating that they will achieve new learning outcomes specified in their Learning Plan and the Subject Outline. The Work-Based Placement Application form is available from the Placement Team (placements@jcu.edu.au).

When your form is assessed, the following questions will be asked:

- Can the learning outcomes and goals be achieved in this placement?
- Does this placement meet the AASW requirements?
- Will the workplace support the student as a learner?

Please note that if your application for work-based placement is accepted, you must still attend the mandatory pre-placement workshops and integration sessions.

Other Employment During Placement

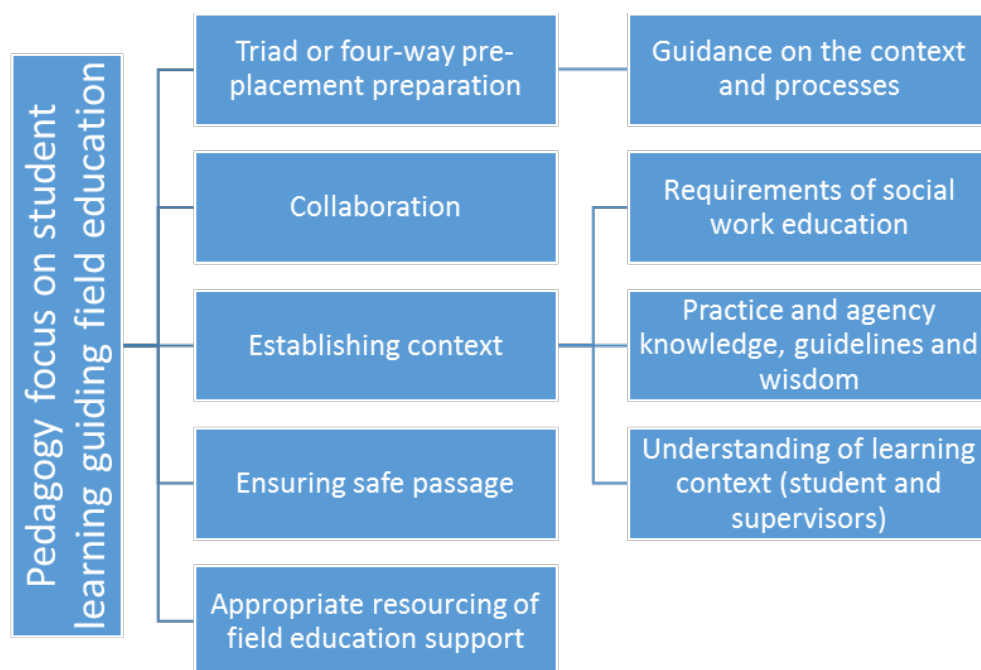
Studying is a costly exercise, yet students’ professional development is important and outside employment cannot be allowed to infringe on the placement. The Field Education Coordinators have a duty to ensure that all field education requirements are met, and a student’s absence from integration sessions or agency sites and other placement settings must not be legitimately explained by paid work commitments.

Placements With External Supervision

Innovative placements in non-traditional agencies (e.g., a community work placement with a rural shire council) can provide many positive learning opportunities. However, securing accredited social work supervision (AASW, 2023a) within the agency can be challenging, as some agencies do not employ qualified social workers. In these cases, an external Field Educator and one or more onsite Task Supervisors manage the student’s structured social work supervision sessions and daily placement tasks, respectively.

External Field Educator and Task Supervisor Arrangements

External Field Supervisors may work in a nearby or distant agency. They may be social work teachers or sessional social workers. Task Supervisors may be local social welfare practitioners or other onsite professionals working in the agency. Joint supervision provided by an external Field Educator and Task Supervisor can work well, provided that the stakeholders collaborate and maintain ongoing communication. The following practice principles (Zuchowski, 2019, p. 38) are important in guiding placements with external supervision.



Note. From “Working together and external supervision” by I. Zuchowski, in F. Gardner, J. Theobald, N. Long and H. Hickson (Eds.), *Field education: Creating successful placements*, 2019, Oxford University Press. Reprinted with permission from the author.

External supervision can be used to strengthen the placement experience. External Field Educators must become familiar with the host agency and the Task Supervisor’s profession to provide supervisory support and collaborate with the Task Supervisor (Zuchowski, 2019). This requires ongoing contact and collaboration, and it may be particularly useful for the external Field Educator and Task Supervisor to be present in structured supervision sessions throughout the student’s placement.

Placements with external supervision should consider the triad or four-way preplacement preparation, including collaboration, relationship building and maintenance and establishing the context of the learning experience. They should also ensure students’ safe passage and require appropriate resourcing of field education support. (Zuchowski, 2019, p. 38)

Both the external Field Educator and Task Supervisor must attend the liaison meetings. This will ensure all stakeholders are aware of how the placement is progressing, including what is being discussed and explored by the student. Moreover, all stakeholders can discuss their roles, responsibilities and the student’s progress scores for current or upcoming assessments (see Chapters 1 and 10).

Students must be proactive in their placement journey. Placements with external supervision can sometimes be complex, and it may be challenging to organise liaison meetings with all stakeholders. However, it is important that students remain organised and persevere.

Placements Outside of Townsville or Cairns

Every effort will be made to ensure students undertake placements in their local communities. This applies to external students who live interstate, in other Queensland cities or in different rural and remote areas outside Townsville and Cairns localities.

Students may need to relocate to complete placements, and this may involve travel, accommodation and additional living expenses. Such expenses are the student's responsibility. The Shirley Gilliver Memorial Fund can support students if they are relocating (temporarily or permanently) to a rural or remote community to undertake field education.

The Placement Team provides information about the location of these placements. Further, the Placement Team inform students of available accommodation, Field Educators, Task Supervisors (if applicable) and FELOs.

International Placements

International placement can offer valuable learning opportunities for BSW and MSW (PQ) students who have already completed Field Education 1. The timing of available international placements aligns with the AASW Guideline 3.2.1, which indicates a preference for students to "undertake their first placement in Australia" (2023a, p. 9).

Placement Opportunities in Kerala, India

This international placement is available in India as part of an ongoing relationship between Social Work and Human Services staff and partner institutions and agencies in Kerala, India. To ensure that these placements are positive experiences, please see the following guidelines:

- Eligible students must be enrolled in BSW Field Education 2 or MSW (PQ) Advanced Social Work Practicum.
- Eligible students must have completed (or be on track to complete before placement) all other core social work subject requirements.
- Students must undertake the placement when the placement subject is offered.
- Students must complete Intercultural Learning Modules to prepare for the placement.
- Students will need to plan and budget to meet travel costs (e.g., visa, passport, airfares, accommodation, food, vaccines and other living expenses). [OS-HELP loans](#) and, in some cases, [New Colombo Plan](#) funding may be available to cover some expenses.

Applying for This Internship

The application involves the following steps:

1. The student contacts a Field Education Coordinator to express an interest in the Indian placement and check their eligibility.
2. The student is referred to a Social Work and Human Services staff member who is currently working with the Indian partners to discuss placement options and expectations in detail.
3. The student submits a cover letter and CV, which will be considered by a Field Education Coordinator and the Social Work and Human Services staff member.
4. The student considers the conditions and risks involved in the placement, and how they plan to manage the placement, before engaging in negotiation with the Indian partners. Challenges may include:
 - a. Language barriers
 - b. Cultural expectations
 - c. Standards of accommodation
 - d. Food and water challenges

- e. Transport issues
 - f. Personal safety
 - g. Internet access.
5. The Social Work and Human Services staff member contacts the Indian partners to discuss the student's application and negotiate placement details.
 6. The student's application is determined depending on the Indian partner's capacity to accommodate the student, the availability of a JCU FELO and the student's capacity to undertake the international placement. Please note that Field Education Coordinators reserve the right to decline the application in response to concerns about suitability, or any other raised issues.
 7. The placement details are confirmed, a JCU FELO is appointed, and documentation is completed as per typical placement procedures.

Placements will normally be hosted by an agency with regular contact from the De Paul Institute of Science & Technology (DIST) in Angamaly, Kerala. Students may spend some time in the DIST social work classroom while attending an initial orientation week. Regular travel from the placement site to DIST in Angamaly will be required (e.g., on a fortnightly basis).

Some opportunities may exist for placements in other parts of India, depending on agency availabilities and stakeholder arrangements.

Student Commitments

Students must work through the Intercultural Learning e-book and complete the reflection and discussion exercises before commencing placement. Further, they must fulfil all requirements for placement assessments.

Students must act respectfully and with cultural sensitivity during placement. They need to carefully prepare themselves for acting appropriately in culturally different settings, and they must consider their position as a learner in new contexts.

During and after the international placement, students will debrief with their FELO.

Students should share their learning with fellow students, potentially through a short online presentation or video. This task should be discussed with the FELO, and it may be used as part of the placement presentation in the third liaison meeting (see Chapter 10).

International placement processes include:

1. The student sends a short (YouTube) video that introduces themselves to the assigned Indian agency. With assistance from a Field Education Coordinator, the student schedules an online meeting with their Field Educator in India.
2. The student completes the Intercultural Learning e-book before travelling to India.
3. The student arranges access to an Indian SIM card with a data allowance before they arrive in India.
4. The student travels to India and begins placement. During placement, the student will maintain regular contact with their Field Educator, DIST staff and the JCU FELO.

Other International Placements

Students have previously completed placements in countries including Vietnam, Indonesia and Fiji. If a student has connections with agencies in another country, they may be able to organise a different international placement. The student is responsible for checking if an international

placement is possible with the agency and the prospective Field Educator in the same country. Please note that the prospective onsite or external Field Educator must be a qualified social worker recognised by either the AASW or the social work association in the agency's country.

After confirming that the international placement is possible, students should contact the Field Education Coordinator. A Field Education Coordinator will liaise with the agency and Field Educator, and then arrange a FELO.

All costs for travel, accommodation, visas, vaccines, food and other living expenses are the student's responsibility. JCU provides insurance for students on placement, but there may be policy exclusions for professional indemnity insurance in certain countries (e.g., the United States of America, see Chapter 7). The student must organise their travel and insurance information with JCU six weeks before departure. Additional travel and medical insurance may also be considered.

The student's preparation for cross-cultural communication will be required before commencing placement. As with all placements, students must complete placement subject coursework.

International Exchanges

Students have opportunities to integrate short-term international exchanges into their placement. For example, BSW students can enrol in International Student Exchange (WS2008) and integrate this into their placement. This integration needs prior approval from a Field Education Coordinator and International Student Exchange Subject Coordinator, who will decide if the student can successfully integrate the learning from their international exchange into their placement.

MSW (PQ) students may also integrate their placement with an international exchange offered by JCU staff. Similarly, students must attain permission from a Field Education Coordinator and exchange facilitator, who will assess each student's ability to integrate the learning experiences.

To organise the international exchange, students must:

- Speak with a Field Education Coordinator about the opportunity before talking to their Field Educator
- Reflect on how the international exchange is relevant to their Australian-based placement and prepare learning goals relevant to the international exchange in their Learning Plan
- Use the Learning Plan to prepare a rationale for how the exchange will meaningfully integrate with the placement
- Present the rationale to the Field Educator and/or agency, ask if the international exchange is possible, and negotiate how the exchange will integrate with the placement.

The placement then becomes a joint placement managed by the JCU staff involved in the international exchange subject and the Australian placement agency. This means that both parties ensure the student's international learning aligns with the learning outcomes for their entire placement.

The student will be assigned one JCU FELO for the entire placement. The student must send this FELO at least one journal entry reflecting on the international exchange. The JCU staff member accompanying the students overseas will act as the Field Educator during the exchange, and they will become a Task Supervisor for the remainder of the student's placement in Australia.

Counting Hours Towards Placement

For the International Student Exchange subject, up to 112 hours can potentially be counted towards placement time. However, this needs to be confirmed with a Field Education Coordinator and the agency. Hours counted towards placement will not include travel and leisure time.

If students have been granted RPL for Field Education 1, no hours from the international exchange can be counted, as the AASW requires 500 hours of placement in Australia (AASW, 2023a). Students with RPL may still undertake the international exchange as an addition to the minimum requirements for their Australian placement.

Placement Documents

The Placement Team provides stakeholders with open access to documentation including a record of the student's Learning Plan, Timesheets, Student Self-Assessment Forms, Field Educator (or Task Supervisor) Assessment Forms, Work-Based Placement Application form, RPL Application form and FELO Checklist form. During placement, FELOs will keep a copy of the Learning Plan, mid-placement and end-of-placement forms and other assessment documents (see Chapter 10). FELOs attach this documentation when electronically submitting their FELO Checklist form to the Placement Team after the placement is finalised. These files are kept for five years for two reasons:

1. The AASW requires the documentation to be available for audits
2. Students may require a reference for employment.

Chapter 6: Managing Challenges on Placement

Initial Protocols

Challenges may arise between stakeholders, and stakeholders must resist the temptation to deny, overlook or avoid these challenges. If addressed early, the stakeholders may have a better chance of overcoming challenges. Stakeholders are encouraged to follow these protocols:

1. Promptly discuss the challenge with relevant stakeholders, and if relevant, another Social Work and Human Services staff member.
2. If the student and Field Educator (or Task Supervisor, if applicable) are experiencing the challenge and cannot reach a resolution, they should inform the FELO and decide if a formal meeting is required.
3. If required, the FELO should immediately arrange a formal meeting. A Field Education Coordinator or the Academic Lead Field Education may also be involved if the FELO believes that additional support is necessary.

Potential Challenges

Challenges might include insufficient time for supervision, inadequate learning outcomes or conflict between the Field Educator (or Task Supervisor, if applicable) and the student that threatens the placement's progress.

Challenges Related to Insufficient Time for Supervision Sessions

If a student finds that insufficient time is allocated for structured supervision sessions, they must discuss the matter with the Field Educator by emphasising their personal and professional need for more supervision. If this situation does not improve the student should follow these steps:

1. The student informs the FELO of the challenge.
2. The FELO makes an appointment with the student and Field Educator to discuss the professional requirements of field education.
3. If there is limited progress in managing the discussed challenge, the student must inform the FELO again.
4. The FELO decides how to respond. It may be possible to provide the student with additional support, or if necessary, ask a Field Education Coordinator for another onsite or external Field Educator. A Field Education Coordinator may withdraw the student from the placement if the agency cannot provide a suitable level of supervision.

The relationship between the student and the Field Educator (or Task Supervisor) can involve tensions or anxieties relevant to new learning. For example, the student may feel tension because their progress is being assessed. Considerable learning often results when concerns can be discussed and resolved in a frank and respectful manner. If a satisfactory outcome is not achieved, the FELO should be consulted and included in discussions.

Challenges Related to the Student's Progress

As mentioned in Chapter 4, Field Educators and Task Supervisors vary in their practices, ideologies and methods. Students will also bring to the placement their own set of values and opinions, so there is potential for conflict. Sometimes the way students learn and the way Field

Educators or Task Supervisors teach differ. However, one of the purposes of placement is to expose students to alternative stances and methods of practice, and open discussion between all stakeholders is encouraged. Students are required to respect the responsibilities and organisational constraints of other stakeholders.

Field Educators and Task Supervisors should inform the student and FELO in advance if challenges occur. When necessary, an early meeting with all stakeholders should be arranged to review the student's situation. A Field Education Coordinator can provide overall support and information, and they can attend the meeting if requested. During the meeting, the FELO will write an action plan, place the plan on the student's file and distribute a copy to all stakeholders. The following questions should be discussed to devise the action plan:

- What are the areas of concern?
- What is the evidence?
- What needs to change?
- What is the plan of action and timeframe for change?
- What does the student need to achieve to demonstrate their ability to improve their progress with placement learning?
- How can the student's improved progress be evidenced?
- How will the student be supported while improving their progress?
- When will the progress be reviewed?

Placement Breakdown

Further open communication between stakeholders and a Field Education Coordinator is necessary if a student's performance or learning continues to be assessed as unsatisfactory, or if conflict remains unresolved after the action plan is implemented. The FELO, Field Educator or Task Supervisor should request the At Risk Notification form from a Field Education Coordinator and complete it by informing the student why the placement is:

- In possible danger of breakdown
- In probable danger of breakdown
- In grave danger of breakdown.

The student signs the form to confirm receipt of the notice. This form provides a final opportunity for stakeholders to plan ways to satisfactorily progress with placement. However, if these plans are not met or if the student's performance is not satisfactory, the placement will be terminated.

Placement will be immediately terminated if stakeholder relationships have become non-functional, if there has been a criminal action or if there is some form of significant risk to a stakeholder or an associated party (e.g., a client or other agency personnel). The placement will remain terminated while the matter is investigated or resolved.

PLEASE NOTE: Field Education Coordinators implement these placement breakdown procedures at their discretion. Students have the right to appeal to the Academic Lead Field Education if they believe they are disadvantaged by the implementation of these policies.

After a Placement Has Broken Down

Sometimes students might be ready to undertake another placement. Sometimes, they may need to engage in further work or preparation to be ready for another placement experience. A Field Education Coordinator and the student will consider the best way forward while referring to assessments, feedback and recommendations provided by the Field Educator, Task Supervisor (if applicable) and FELO. This documentation will be placed on the student's file.

The student will write a critical reflection on their placement experience by answering the following questions:

- What did I learn about social work during the placement?
- What did I learn about myself during placement?
- What do I already bring to social work practice?
- What aspects of my social work practice require further growth?
- What are my learning needs and requirements to successfully progress in a placement?
- What supports and structures might be useful and essential to my learning?

Students will end this critical reflection with a written summary starting with: "A placement that would support my learning involves". This critical reflection should explore how the student perceives their learning and whether they are ready for another placement experience. A Field Education Coordinator will assess the critical reflection by considering the student's ability to:

- Critically reflect on self
- Understand social work practice in an organisational context
- Identify when and how their actions impact others
- Identify and implement support strategies
- Understand how they are participating or can participate in social work practice
- Positively respond to and implement feedback from others.

After their assessment, a Field Education Coordinator will meet with the student and discuss recommendations for ways forward.

Suitability for Placement or the Social Work Course

Students deemed suitable for placement and the social work profession often demonstrate a commitment to the suitability indicators presented in Chapter 2. Self-awareness is also critical to developing and upholding professional social work values in practice. Students can develop their self-awareness by identifying and managing challenges in their practice, and by developing their capacity to be reflective, non-judgemental, compassionate and empathic. Importantly, students need to demonstrate an openness to learning on placement. For example, students must be open to feedback, take initiative around their own learning experience and respect colleagues' diversity in practice (Croaker et al., 2017).

However, some students may not be ready or suitable for professional social work practice. These students may show an inability to demonstrate key values, skills and knowledge required for professional practice. This is often identified when a student displays a lack of professionalism, respect or socially just practice. Students who are not prepared or willing to address this behaviour are not suitable for placement, and in some circumstances, they may not be suitable for continuing their social work course.

If a student's suitability for placement or progression in their course is in question, the concern will be addressed by following JCU policy (see the "[Review of a Student's Suitability to Continue a Course Involving Placement](#)" policy). Chapter 2 also presents research exploring students' suitability for placement.

Harassment and Discrimination

Students on placement are subject to the JCU "[Bullying, Discrimination, Harassment, and Sexual Misconduct Policy](#)." If students are the victims or perpetrators of harassment, processes to address this will be implemented per the host agency's policy.

James Cook University is committed to fostering a community that features, at its core, respect, inclusion and safety for all. We support gender equality as a foundation for respectful relationships and an underpinning principle for change. This means a strong and enduring commitment to the elimination of sexual harassment and sexual assault. (JCU, n.d., para. 1)

For more information please read the JCU "[Bullying, Discrimination and Harassment Complaint Procedure for Staff and Affiliates](#)." Student complaints information can be found on the JCU "[Student Complaints Policy](#)" page.

These procedures set out three options:

1. An information complaint process
2. A formal complaint process
3. A referral to external bodies (these processes do not apply to issues of sexual harassment and sexual assault).

The Queensland Human Rights Commission also provides [information and reporting options](#) for staff and students.

The AASW Ethics Complaint Process

The process for making a professional misconduct complaint against AASW members is available on the [AASW website](#). The AASW constitution and bylaws are available on [this page](#).

Chapter 7: Essential Information

Insurance

JCU students are covered by various, yet limited [insurance policies](#), including Public Liability and Professional Indemnity. This insurance covers students when they are on campus, travelling to placement or off campus during placement. However, this does **not** cover the use of private motor vehicles and damage to students' personal property or the agency's vehicles.

Since travel during placement is primarily undertaken while a student carries out work for the agency, it is expected that the student will either use an agency vehicle or public transport, or the agency will compensate the student for the use of a private vehicle. Students using their vehicles to undertake agency work **must** have comprehensive insurance.

Students should confirm with the vehicle owner that the vehicle is roadworthy, registered and covered by insurance. If students drive a vehicle belonging to the agency, they should be informed of any driver restrictions or additional excesses relating to age or experience.

Students and the Placement Team must remember that the student is responsible for covering costs associated with travel to and from the placement site. JCU does not pay mileage allowance to students. Some funding (e.g., the Shirley Gilliver Memorial Fund) may cover some travel costs, but students need to apply for this funding well before placement commences.

PLEASE NOTE: Students need to consider private cover for private vehicles or personal property. If a student is involved in an insurance claim, the FELO, Field Education Coordinator and the Academic Lead Field Education should be informed immediately.

Criminal History Checks

Some agencies require that students undergo a criminal history check before they commence placement. Students will be notified of this during placement preparation.

If the agency asks a student to provide a criminal history check, they should specify what type of criminal history check is required (e.g., a Queensland Criminal History check or a National Police Certificate check). If the agency does not pay for the cost of this check, students will need to pay the fee.

To apply, students must complete an application form, attach their proof of identity, attach a receipt of payment and email the signed application to IMSAdministration@police.qld.gov.au (for more information, visit "[Criminal History Checks](#)").

Working with Children Checks: The Blue Card

Applications for a Queensland blue card or exemption card are best [completed online](#). The student is responsible for maintaining a current blue card and ensuring their contact details are up to date throughout their course.

Relevant JCU Policy

The "Professional Experience Placement Requirements Procedure" (JCU, 2021, Procedure 1) states that:

- 1.4 Students must maintain currency of all requirements (e.g., Blue Card for working with children, National Criminal History check and Immunisations)

throughout their enrolment in a course with a Professional Experience Placement component in order to attend all placements and complete the requirements of the Award.

If the student is not compliant with JCU Professional Experience Placement Requirements, they will be sanctioned and withdrawn from future subjects. If the student is unable or unwilling to comply after receiving a breach notice, they will be excluded from their course (JCU, 2021).

Students need to check the requirements regarding working with children checks in their state or territory before they begin placement. Relevant Australian legislation and screening checks are listed below.

Jurisdiction and relevant act	Type of screening check	Valid for
Australian Capital Territory Working With Vulnerable People (Background Checking) Act 2011	The Working With Vulnerable People (WWVP) registration must be completed by people who have more than incidental contact with vulnerable people while engaged in regulated activities and services. This includes any person completing NDIS activities or working with a child or an adult experiencing disadvantage. The screening check considers a person's charges or convictions and any other information that may be relevant in deciding if they pose a risk of harm to a vulnerable person.	Up to 5 years
New South Wales Child Protection (Working With Children) Act 2012	The Working With Children Check (WWCC) must be completed by employees and volunteers working in child-related roles, potential adoptive parents and adults who reside or stay on the property of authorised carers or relevant service providers. This screening check considers national criminal history, misconduct findings and results from a National Police Check.	5 years
Northern Territory Care and Protection of Children Act 2007	In the Northern Territory, employees and volunteers in child-related employment settings are required to apply for a Working With Children Clearance, also known as an Ochre Card. The screening check considers national police history, criminal history, factors related to a past offence and other information sourced from courts, police, prosecution agencies or previous employers.	2 years
Queensland Working with Children (Risk Management and Screening) Act 2000	Employees and volunteers in child-related occupations or roles are required to apply for a WWCC in Queensland. The screening involves checking convictions, child protection prohibition orders, disqualification orders, findings from a National Reference System search, domestic violence information, police investigation information and other information relevant to issuing a blue card to the applicant.	3 years

Jurisdiction and relevant act	Type of screening check	Valid for
South Australia Child Safety (Prohibited Persons) Act 2016 and Children’s Protection Law Reform (Transitional Arrangements and Related Amendments) Act 2017	This WWCC must also be completed by individuals who are involved in paid or voluntary child-related work. The screening check considers criminal history and other disciplinary, misconduct, court, child protection, intervention, guardianship, foster care or government information.	5 years
Tasmania Registration to Work With Vulnerable People Act 2013	The Tasmania Working With Vulnerable People registration must be completed by individuals who have more than incidental contact with children and/or provide support under NDIS. This work must be registered as a regulated activity, which includes if the person resides in the residential premises where the activity is conducted. The screening check considers convictions, pending and non-conviction charges and other factors related to any offence or alleged offence.	5 years
Victoria Worker Screening Act 2020	This WWCC must be completed by voluntary or paid workers, including those who engage in practical training with children. Further, ministers of religion who have more than incidental contact and kinship carers must apply for the check. This check considers relevant information including criminal records, orders, findings and compliance with historical and current legislation.	5 years
Western Australia, including Christmas and Cocos (Keeling) Islands Working With Children (Screening) Act 2004 and Working With Children (Criminal Record Checking) Act 2004	The Working With Children (WWC) check must be completed by individuals who have an agreement to perform usual work duties that are listed with at least one specified category of child-related work. The screening check considers criminal history, charges and convictions, information from government agencies or a conduct review authority and other information that is deemed relevant.	3 years

Note. Adapted from *Pre-employment and volunteer screening checks* by Australian Institute of Family Studies, 2024. <https://aifs.gov.au/resources/resource-sheets/pre-employment-and-volunteer-screening-checks>.

Disability Worker Screening Clearance (Yellow Cards)

Students who undertake placement in the disability or aged care sector in Queensland will need to pass this check before they can commence placement (for more information, visit the “[Disability Worker Screening](#)” website).

Immunisation

Students must be immunised against major communicable diseases that they may be exposed to on placement. The Placement Team will normally provide agency immunisation information to students.

Students interested in working in a health department will need to get the hepatitis B vaccination and obtain a blood test verifying that they are immune. This process can take up to six months. Further immunisation requirements can be found on the [Queensland Health](#) website or other health department websites (e.g., [South Australia Health](#)). Students will discuss their immunisation requirements with the Placement Team when applying for placement.

Agencies may require students to get COVID-19 vaccines. For example, the Queensland Government encourages healthcare workers to act in the best interests of clients and, if necessary, receive a COVID-19 booster dose as per the Australian Technical Advisory Group on Immunisation (ATAGI) recommendations.

Many aged care facilities also require students to provide evidence of current immunisation (e.g., a certificate) for influenza. This may also apply to external Field Educators who visit an aged care facility to complete supervision sessions with students.

Ownership of Work Completed on Placement

The agency owns the intellectual property, including case notes, project reports and research papers that the student completes during placement. However, it is expected that Field Educators and Task Supervisors (if applicable) will recognise the student's work. For example, if a student has written a research report, they should be recognised as the author or co-author.

Chapter 8: Field Education 1

PLEASE NOTE: Specific weeks and study periods mentioned in this chapter are subject to change when the BSW and MSW (PQ) courses transition to a trimester teaching model.

Introducing Students to Practice

Field Education 1 provides an introduction to social work practice. During placement, each student gains greater confidence and expands their understanding of the profession. The student will also apply the theoretical knowledge they have gained in their prerequisite studies before enrolment in this placement subject.

BSW Field Education 1

In this subject, BSW students undertake a 500-hour placement. BSW students start Field Education 1 in the third year of their course, and they usually commence placement in Week 1 of Study Period 1. Students completing the placement full-time should be finished by Week 14 or before the next study period commences (as mentioned in Chapter 3, a seven-hour workday is recommended).

MSW (PQ) Field Education 1

MSW (PQ) students enrolled in Field Education 1 also undertake a 500-hour placement (approximately 14 weeks). However, MSW (PQ) students must undertake placement four days per week, leaving one day per week to complete the concurrently offered external theory subject, Theories for Social Work Practice (WS5514). The placement commences in Week 1 of Study Period 2. Students undertaking placement on a full-time basis (four days per week) should be finished in November.

Prerequisite Subjects

After completing prerequisite subjects, each student will be familiar with some social work theories and basic models of social work practice. Field Education 1 allows the student to begin understanding social work theories and their integration with practice during placement. Field Educators and Task Supervisors must be aware of the student's beginner level of experience, so they maintain appropriate expectations during placement.

BSW AND MSW (PQ) FIELD EDUCATION 1 PREREQUISITE SUBJECTS: Before undertaking placement, BSW students must complete Interpersonal Skills (WS2510), Professional Values and Ethics (WS2511) and Social Work and Welfare Practice (WS3515) before commencing placement.

MSW (PQ) students must complete Foundation for Social Work Practice (WS5517) and at least two other subjects before commencing placement.

Students must not undertake more than one subject concurrently with their placement.

Pre-Placement Seminars and Modules

BSW Field Education 1

The compulsory pre-placement planning and initial information seminar occurs before Study Period 1 begins. This information seminar, also called a pre-placement workshop, is held on campus over two days. The seminar is a mandatory subject requirement, and students must attend the seminar before commencing placement.

The two-day pre-placement seminar addresses questions including:

- What are the placement learning outcomes?
- What are the student's learning goals?
- Who are the Field Education Coordinators, FELOs, Field Educators and Task Supervisors (if applicable), and what are their roles?
- Who is the Placement Team and how do they process placement matching?
- What is supervision? (This involves placement-related issues such as professionalism, ethics, further practice learning, placement learning, organisational relationships and future employment)
- How should students address challenges and difficulties on placement?

MSW (PQ) Field Education 1

Like the BSW information seminar, this seminar is held on campus over two days before the study period starts. The seminar is a mandatory subject requirement, and students must attend this seminar before commencing placement. The seminar addresses the same topics as the BSW information seminar but within the MSW (PW) course context.

The Importance of Orientation and Phased Learning

Many students come to placement with an untested potential for practice. These students will be at different levels of intellectual and emotional maturity. Some may be in their late teens and preparing for their first encounter with clients in day-to-day practice. Ideally, all students need the opportunity to:

- Develop their communication skills
- Be appropriately oriented to the agency
- Have their learning opportunities phased in over time.

Students entering their first placement may be nervous and uncertain during the orientation period (i.e., the first two or three weeks). Field Educators and Task Supervisors (if applicable) may need to reassure and encourage the students as they grow more confident.

Students should be phased into working with individuals, groups and communities on placement. During the orientation phase, the student will learn about the agency's personnel, client groups and communities. The student will be introduced to staff roles and responsibilities, methods and practice frameworks, record keeping, internal and external networks, confidentiality requirements and community resources. Activities such as reading case records and relevant agency data, observing social workers in action and observing or participating in client interviews may be helpful.

By proceeding from relatively simple to more complex tasks, the student will begin to learn practice skills and become aware of the impact of self during interactions. Further, the student will formulate plans of action, learn to use resources and participate in teamwork. Closer

supervision during this time will likely lessen as the student becomes familiar with the agency's practice frameworks and work systems. The Field Educator or Task Supervisor can then provide the student with more opportunities to develop independence, responsibility and resourcefulness in practice.

Developing Communication Skills

Communication skills are central to effective social work practice. During Field Education 1, students should develop their skills in all major modes of communication. This includes oral and written communication with the Field Educator, Task Supervisor (if applicable), clients, peers, professionals from other agencies, service groups and other community members.

Students will develop oral skills by participating in:

- Honest discussions with stakeholders
- Case and project presentations
- Committee work
- Organisational exercises
- Staff meetings
- Interviews and discussions with clients
- Other public speaking experiences.

Students will develop communication skills by writing correspondence, process recordings, timesheets, case studies and summaries, social histories, memoranda, funding submissions, letters of support for clients, reflective journal entries and placement presentations.

Field Education 1 Learning Outcomes

The learning outcomes listed below provide a framework to guide stakeholders as they finalise the Learning Plan and discuss their expectations for the placement. As mentioned in Chapter 1, the learning outcomes are linked to the AASW Practice Standards 2023.

Students who complete Field Education 1 will be able to:

1. Demonstrate and apply knowledge of values, ethics and professionalism in daily social work practice

- 1.1. Critically reflect on the AASW Practice Standards 2023 with the AASW Code of Ethics 2020 and apply ethical practices to placement tasks.
- 1.2. Recognise and manage ethical dilemmas and issues arising in practice under the supervision of the Field Educator
- 1.3. Critically reflect on their work within the placement context and articulate how their practice represents the social work profession with integrity and professionalism
- 1.4. Behave professionally and be accountable to their Field Educator for all decisions and actions.

2. Describe and engage in culturally responsive and inclusive practice

- 2.1. Name particular social work skills and values that demonstrate respectful and inclusive practice with cultural differences and diversity
- 2.2. Define how they will respect, strive to understand and promote the rights and culture of Aboriginal and Torres Strait Islander peoples.

3. Explain social work theories, concepts, methods and techniques, and apply to practice

- 3.1. Identify systemic influences on people concerning their area of practice
- 3.2. Name and discuss social work and other relevant theories that are used during placement
- 3.3. Understand the role of research and evaluation in obtaining and generating new knowledge for practice concerning their placement
- 3.4. Understand how and when theories, knowledge bases and knowledge sources inform practice in their placement
- 3.5. Identify and use a range of specific social work methods and techniques appropriate to the area of practice in the placement
- 3.6. Apply critical and reflective thinking to practice during placement.

4. Apply appropriate communication and interpersonal skills, informed by reflections on use of self

- 4.1. Conduct an assessment and/or analysis of needs under the supervision of the Field Educator to inform the service being offered
- 4.2. Demonstrate an ability to work collaboratively with relevant people
- 4.3. Identify and critically reflect on communication with a diverse range of people
- 4.4. Identify and critically reflect on the details and nature of the service offered to people
- 4.5. Demonstrate the capacity to work with others in a team environment
- 4.6. Use information technology to communicate and provide services as appropriate during the placement.

5. Implement information recording and sharing strategies

- 5.1. Record and manage information appropriately.

6. Actively participate in professional development and supervision

- 6.1. Actively participate in field education supervision
- 6.2. Engage in continuing professional development during the placement, and ensure the timely completion of field education coursework
- 6.3. Contribute to the education and professional development of other students where appropriate through field education coursework.

Placement Practice

The Field Education 1 learning outcomes can be achieved via practices that are grounded in policy and procedure, sensitive to use of self during interactions, focused on intervention and reflective of professional practice.

Practices Grounded in Policy and Procedure

For example, students:

- Identify and articulate the agency's main functions, goals and role in the local welfare and community context
- Observe agency procedures while carrying out work tasks
- Consider past and present political, social and economic factors that impact the agency's policy and practice

- Demonstrate an understanding of how policy is influenced by or translated into practice
- Learn how social work roles and functions relate to the agency's services and objectives
- Establish methodical work habits (e.g., observing hours, keeping appointments, responding to emails and writing phone messages) in a timely fashion
- Begin to set priorities and manage contingencies
- Maintain records, files, case notes and other documentation.

Practices Sensitive to Use of Self During Interactions

For example, students:

- Understand their use of self in practice
- Seek awareness of, and develop sensitivity to, self when interacting with others
- Grow confident and competent while working with individuals and groups
- Appreciate teamwork and solve problems with interdisciplinary teams
- Reflect on, evaluate and adapt to different interactions with others
- Develop the capacity to articulate and express in both oral and written communication
- Demonstrate report writing skills required by the agency
- Prepare oral presentations when opportunities arise within the agency
- Demonstrate accountability and responsibility to the agency when interacting with clients
- Demonstrate professionalism when speaking with Field Educators and Task Supervisors.

Professional Practice Focused on Intervention

For example, students:

- Learn about psychosocial, community and organisational needs
- Gain experience with client and community assessments
- Plan and implement initial intervention processes
- Identify and use community resources
- Seek opportunities to integrate course theory with practice
- Establish practice with reference to the AASW Code of Ethics 2020 and AASW Practice Standards 2023.

STUDENT'S USE OF SELF DURING PLACEMENT INTERACTIONS: The student's use of self forms a fundamental part of placement assessment. Their use of self includes understanding how their beliefs, values, biases, personal style and actions affect relationships. It is essential that students listen, understand and respond to others based on their awareness of self.

Students should be able to communicate clearly and work cooperatively with the agency personnel, clients and the general public. They should demonstrate respect for the integrity and dignity of individuals in all relationships – even if conflict emerges. Further, students must be able to identify areas of conflict or potential conflict, and they must respond to the conflict constructively to initiate change.

Chapter 9: BSW Field Education 2 and MSW (PQ) Advanced Social Work Practicum

PLEASE NOTE: Specific weeks and study periods mentioned in this chapter are subject to change when the BSW and MSW (PQ) courses transition to a trimester teaching model.

Transitioning Students to Practice

The second placement positions BSW AND MSW (PQ) students as professional social workers. Therefore, more is expected of students' performances. By the end of this placement, stakeholders must be satisfied that students are autonomous and equipped with graduate attributes based on the AASW Practice Standards 2023. This aligns with expectations that graduating students are ready "to practice ethically and safely as beginner practitioners" (AASW, 2023a, p. 8).

BSW Field Education 2 and MSW (PQ) Advanced Social Work Practicum

Students must complete a full-time placement of at least 500 hours, which is roughly 14 weeks full-time. If a student experienced exceptional circumstances (see Chapter 5) in BSW or MSW (PQ) Field Education 1 and completed their first placement in fewer than 500 hours, they must ensure they reach 1,000 hours by completing more than 500 hours in their second placement.

BSW Field Education 2 and MSW (PQ) Advanced Social Work Practicum usually begins in the last year of the course, and pre-placement preparation starts before Week 1 of the relevant study period.

Prerequisite Subjects and Pre-Placement Modules

The Field Education Coordinators recognise the valuable learning experiences provided for students in their placement subjects. This recognition is reflected in the allocation of substantial credit points.

PREREQUISITE SUBJECTS FOR BSW FIELD EDUCATION 2 AND MSW (PQ) ADVANCED SOCIAL WORK PRACTICUM: BSW students must have completed Professional Development for Social Work Practice (WS4511), and MSW (PQ) students must have completed Professional Development for Social Work Practice (WS5611). Students must not undertake more than one subject concurrently with their placement.

BSW Field Education 2

All students enrolled in BSW Field Education 2 must complete the placement preparation modules on LearnJCU before placement starts.

To undertake this final placement subject, BSW students must pass the prerequisite subject, Professional Development for Social Work Practice (WS4511), which includes a five-day on-campus workshop in Study Period 7. Students may choose to attend the workshop at either the Townsville or the Cairns campus (limited mode).

MSW (PQ) Advanced Social Work Practicum

All students enrolled in Advanced Social Work Practicum must complete the placement preparation modules on LearnJCU before placement starts.

To be eligible for this final placement subject, students must pass the prerequisite subject Professional Development for Social Work Practice (WS5611), which includes a seven-day on-campus workshop offered in Study Periods 3 and 7.

Honours Students

Students undertaking honours (the fourth year of BSW) will need to complete MSW (PQ) Advanced Social Work Practicum rather than BSW Field Education 2. The learning outcomes are different for these two subjects (see below).

Honours students must pick one of two options for completing their theses and placements:

1. **Negotiate to complete honours before commencing placement:** If honours students choose this option, they will likely begin and finish placement later than their cohort.
2. **Complete honours while on placement:** Honours students are entitled to spend one week (40 hours) of their placement focused on their thesis and meeting with their supervisors. This information is available in the JCU Honours Handbook. Honours students can use the 40 hours as they wish (e.g., work on their thesis daily, intermittently or in a block week close to the due date).

Continued Placement Learning

Students enrolled in BSW Field Education 2 and MSW (PQ) Advanced Social Work Practicum will use their past placement experience to:

- Thoroughly understand the social work role in an agency
- Accept more complex assignments
- Critically assess agency, client and community needs
- Select and apply appropriate intervention strategies
- Evaluate and record processes and outcomes
- Assume further responsibility in the agency and the social work profession.

In effect, students should progressively be able to assume more professional responsibilities, as visualised in the figure below.

First Placement

Students should be able to link their observations, experiences and reflections to their studies. Students are able to identify practice strategies that fit with their personal practice.

Second Placement

Students should demonstrate how their studies inform their practice
Students are able to explain their practice
Students are at a level of beginning professional.

Linking theory to practice retrospectively



Proactively linking theory to practice

Learning Outcomes

BSW Field Education 2

Students must build upon their experience in BSW Field Education 1 by further developing their professional practice knowledge and skills. As mentioned in Chapter 1, the learning outcomes are linked to the AASW Practice Standards 2023. Students who complete this subject will:

1. Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice

- 1.1. Critically reflect on the AASW Practice Standards 2023 with the AASW Code of Ethics 2020 and apply ethical practices to placement tasks
- 1.2. Recognise and manage ethical dilemmas and issues arising in practice under the supervision of the Field Educator
- 1.3. Critically reflect on their work within the placement context and articulate how their practice represents the social work profession with integrity and professionalism
- 1.4. Behave professionally and be accountable to their Field Educator for all decisions and actions.

2. Demonstrate and critically reflect on culturally responsive and inclusive practice

- 2.1. Name particular social work skills and values that they have employed while demonstrating respectful and inclusive practice with cultural differences and diversity
- 2.2. Define how they have demonstrated respect, striven to understand and promoted the rights and culture of Aboriginal and Torres Strait Islander peoples.

3. Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice

- 3.1. Identify systemic influences on people concerning their area of practice
- 3.2. Name, practice and critically reflect on social work and other relevant theories and concepts that are used during the placement
- 3.3. Integrate theories, knowledge bases and knowledge sources to inform practice during their placement
- 3.4. Conduct an assessment and/or analysis of client needs independently (where appropriate) to inform the service being offered
- 3.5. Identify and use a range of specific social work methods and techniques appropriate to the area of practice in the placement
- 3.6. Apply critical and reflective thinking to practice in placement contexts and discuss how this would apply in other contexts.

4. Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self

- 4.1. Effectively communicate with a diverse range of people
- 4.2. Effectively communicate the details and nature of the service offered to people
- 4.3. Effectively work with others in a team environment
- 4.4. Use information technology to communicate and provide services as appropriate during placement

4.5. Work collaboratively with relevant people.

5. Implement advanced information recording and sharing strategies

5.1. Record and manage information appropriately.

6. Actively participate in professional development and supervision through critical reflection and research

6.1. Actively participate in field education supervision

6.2. Engage in continuing professional development during the placement, and ensure the timely completion of field education coursework

6.3. Contribute to the education and professional development of other students where appropriate through field education coursework.

MSW (PQ) Advanced Social Work Practicum

As mentioned above and in Chapter 1, the learning outcomes are linked to the AASW Practice Standards 2023. Students who complete this subject will:

1. Synthesise knowledge of and critically reflect on values, ethics and professionalism in daily social work practice

1.1. Critically reflect on the AASW Practice Standards 2023 with the AASW Code of Ethics 2020 and apply ethical practices to placement tasks

1.2. Recognise and manage ethical dilemmas and issues arising in practice under the supervision of the Field Educator

1.3. Critically reflect on their work during the placement and articulate how their practice represents the social work profession with integrity and professionalism

1.4. Behave professionally and be accountable to their field educator for all decisions and actions.

2. Demonstrate and critically reflect on culturally responsive and inclusive practice

2.1. Name particular social work skills and values that they have employed while demonstrating respectful and inclusive practice with cultural differences and diversity

2.2. Define how they have demonstrated respect, striven to understand and promoted the rights of Aboriginal and Torres Strait Islander peoples and their culture.

3. Evaluate social work theories, concepts, methods and techniques, and apply to research and practice

3.1. Identify higher-level systemic influences on people with respect to their area of practice

3.2. Name, practice and critically reflect on social work and other relevant theories and concepts that are used in the placement context

3.3. Understand and engage with the role of research and evaluation in obtaining and generating new knowledge for practice during their placement

3.4. Integrate theories, knowledge bases and knowledge sources to inform practice in their placement context

3.5. Conduct an assessment and/or analysis of needs independently (where appropriate) to inform the service being offered

3.6. Identify and use a range of specific social work methods and techniques appropriate to their area of practice

3.7. Apply critical and reflective thinking during placement and discuss how this would apply in other contexts.

4. Apply advanced communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self

4.1. Effectively communicate with a diverse range of people

4.2. Effectively communicate the details and nature of the service offered to people

4.3. Effectively work with others in a team environment

4.4. Use information technology to communicate and provide services as appropriate within the placement context

4.5. Work collaboratively with relevant people.

5. Implement advanced information recording and sharing strategies

5.1. Record and manage information appropriately.

6. Actively participate in professional development and supervision through critical reflection and research, in order to advance professional practice

6.1. Actively participate in field education supervision

6.2. Engage in continuing professional development within the placement context and through the timely completion of field education coursework

6.3. Contribute to the education and professional development of other students where appropriate through field education coursework.

Placement Practice

The learning outcomes above can be attained via practices that help each student demonstrate their knowledge and skills. For example, students will learn to:

- Apply relevant theory to practice settings
- Consider agency functions, objectives, knowledge, values and intervention methods when defining tasks
- Demonstrate proficiency in verbal and written communication skills
- Competently participate in group discussions, initiate group approaches to problem-solving and use teamwork methods
- Conduct single, joint or multiple interviews
- Know when and how to intervene in client systems
- Evaluate intervention outcomes
- Negotiate with clients, the agency and the community
- Adapt practice to their experience with different client systems
- Discern and refer to client and community problem areas or strengths to enhance client adjustment, self-direction and self-sufficiency
- Critically examine ethical issues relating to practice
- Understand broader societal factors and their effect on client systems
- Research specific agency and community issues

- Remain aware of and competently use community resources and support networks
- Understand the functions of social work in social, economic, political and legal contexts
- Respect how policy is formulated with, determined by and implemented into the agency's practice
- Take initiative, develop organisational skills and work independently
- Use supervision constructively
- Manage complex social work processes
- Reflect and self-evaluate while developing a sense of professional identity and commitment to practice
- Recognise areas for improvement and willingly engage in continued learning.

STUDENTS' USE OF SELF DURING PLACEMENT: BSW and MSW (PQ) students who complete their second placement will soon be qualified as entry-level social workers (AASW, 2023a). They are expected to have an advanced ability to understand and apply the use of self to their practice.

At this later stage of their degree, students should have higher-level insights and self-awareness by understanding how their self influences relationships. Students should further model cooperative and respectful work practices, identify areas of potential conflict and manage the conflict to initiate constructive change. Finally, students must be able to articulate their work using a personal practice framework.

Completion of Placement and Course Requirements

To receive a letter confirming the completion of their course, students must ensure that all written work for BSW Field Education 2 or MSW (PQ) Advanced Social Work Practicum is submitted to the FELO before the last day of placement. Work for all subjects must be marked and the results ratified before this letter can be issued from Student Services.

The Pauline Lawrence Social Work Practice Prize

Pauline Lawrence was a social worker in Far North Queensland. Pauline is committed to social work education and, in particular, social work field education. Since 2019, Pauline has sponsored the [Pauline Lawrence Social Work Practice Prize](#). This annual prize of \$500 is awarded to a JCU graduate who has made a significant contribution during their second placement (see details below). To be eligible for the prize, students must have completed BSW Field Education 2 or MSW (PQ) Advanced Social Work Practicum.

Applying for the Prize

Application information is distributed to students via LearnJCU, and students can contact a Field Education Coordinator for more information.

This prize is awarded to a Far North Queensland graduating student who has best demonstrated their contribution to improved service delivery and/or client outcomes by applying theory to practice within the placement setting. Students are asked to prepare their application with all stakeholders, and they should complete the application by addressing the following criteria:

- A description of the applicant's work that improved service delivery and/or client outcomes while on placement.

- An explanation of how the applicant's work related to professional social work practice, social justice and/or human rights.
- The stakeholder's written evidence supporting the applicant's work.

Applications will be assessed by a panel of two Far North Queensland Field Educators chosen by the Field Education Coordinators. The panel's decision is final, and the winner is announced at the graduation ceremony in the following year.

Chapter 10: Assessment Requirements

Overarching Assessment Requirements

While this chapter provides an overview of placement subject assessment, the assessment items can change from time to time. For updated information, please refer to the Subject Outline.

Assessment processes start when the student completes their pre-placement requirements and arrives on placement. These processes continue throughout the placement period. During their 500-hour placement, each student must complete the assessment tasks listed in the table below.

BSW and MSW (PQ) Field Education 1	BSW Field Education 2	MSW (PQ) Advanced Social Work Practicum
1. A Learning Plan	1. A Learning Plan	1. A Learning Plan
2. Student Self-Assessment Forms	2. Student Self-Assessment Forms	2. Student Self-Assessment Forms
3. Weekly timesheets	3. Weekly timesheets	3. Weekly timesheets
4. Three integration sessions	4. Three integration sessions	4. Three integration sessions
5. Three journal entries	5. Three journal entries	5. Three project reflections
6. A placement presentation	6. A placement presentation and theory analysis	6. A placement presentation and project report

How the Student is Assessed

As outlined in Chapter 1, each student's completion of placements will be determined by:

- The student's satisfactory completion of the assessment material listed above. (A Subject Coordinator will monitor the student's participation in integration sessions and contact the FELO if there are concerns).
- The progress scores and feedback in the Field Educator's (or Task Supervisor's) Assessment Forms.
- In-placement discussions between stakeholders.

To assess the student's progress on placement, the Field Educator or Task Supervisor (if applicable) are asked to use the capability levels and ASWEAS guidelines (AASW, 2012, 2023a) listed in their assessment forms. The FELO discusses the student's progress scores with all stakeholders and then recommends a grade of satisfactory or unsatisfactory to a Field Education Coordinator, who then submits a recommended grade during the examiner meeting.

It is important to approach the student's assessment as a collaborative, transparent process towards reaching a final decision on grades. If there are different opinions on assessment scores, the FELO must discuss this while considering the views of the student and the Field Educator (and Task Supervisor, if applicable). During liaison meetings, FELOs should highlight the need for early notice should any difficulties or performance issues arise (see Chapter 6).

The Learning Plan

A written agreement, known as the Learning Plan, must be prepared by the student and signed by all stakeholders before the end of Week 3. The Learning Plan's purpose is to ensure that:

- The student is primarily responsible for identifying learning goals that are clearly defined and linked to the learning outcomes and the AASW Practice Standards 2023.
- The student is primarily responsible for planning concrete methods of attaining and evaluating the learning goals.
- The student finalises their Learning Plan in collaboration with all stakeholders so that the learning outcomes are maximised and stakeholder expectations are met.
- All stakeholders understand their expectations, rights and responsibilities concerning the placement and supervisory arrangements.

The Learning Plan Process

Within the first two weeks of placement, the student prepares a draft of the Learning Plan and organises the first liaison meeting to finalise their draft with all stakeholders. This meeting must be organised by Week 3 of placement. Instructions on how to prepare the Learning Plan are presented below.

During the first liaison meeting, the Field Educator, Task Supervisor (if applicable) and FELO will contribute additional or alternative suggestions, requirements or learning tasks to finalise the Learning Plan. All stakeholders will keep a copy of the signed Learning Plan during placement. The student's finalised Learning Plan is a key resource that they use to complete their Student Self-Assessment forms later in the placement. Similarly, Field Educators or Task Supervisors may refer to the Learning Plan when completing their assessment forms.

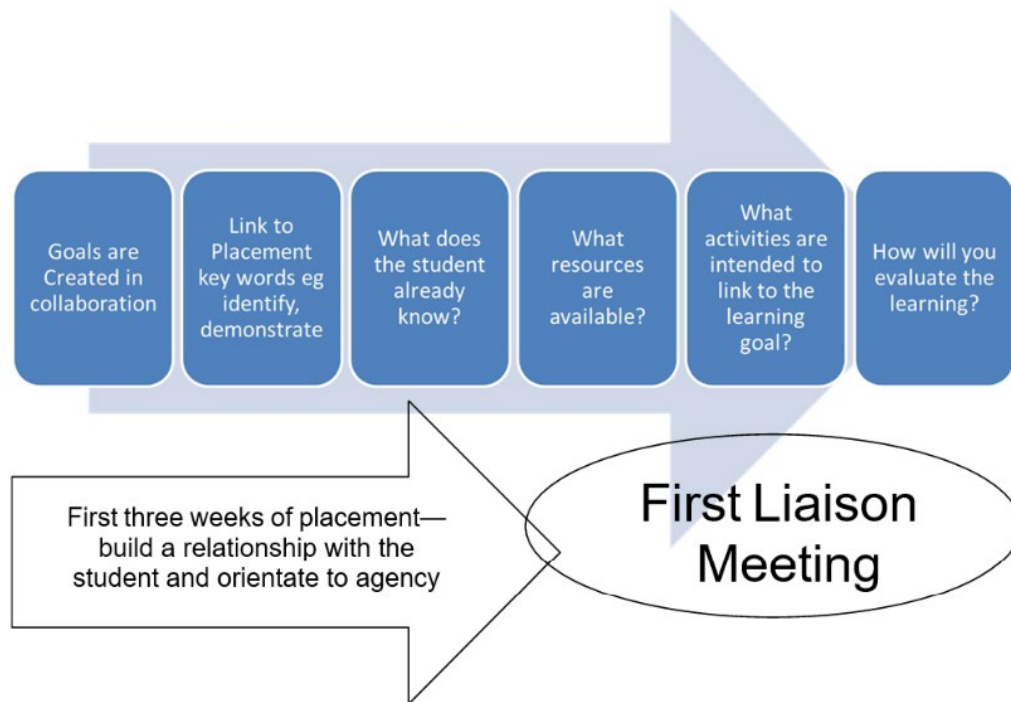
Although the Learning Plan should be finalised by Week 3 of placement, new goals, areas of interest and opportunities may emerge later in the placement. Learning Plans may then be modified to incorporate these new directions.

PLEASE NOTE: The Learning Plan is designed as a guide to action and not as an inflexible document. It may be reviewed, and if necessary, modified throughout the placement, but only after discussion and signed agreement from all stakeholders.

Preparing the Learning Plan

Students use the Learning Plan and first liaison meeting to negotiate the acceptable areas of learning they want to pursue during placement. The student's Learning Plan should therefore incorporate key ideas about their learning goals. These ideas should link to the learning outcomes (see Chapters 1, 8 and 9), the agency functions and the Field Educator (and Task Supervisor) skills. The learning goals should also be practically applicable and assessable as placement tasks completed in agency settings. In other words, the Learning Plan should 'fit' between the student's desired learning goals and the realistic opportunities for practical learning in the agency.

During the student's orientation to the agency, they must refine their placement learning needs. The pre-placement seminars and modules, and the overarching assessment requirements listed at the beginning of this chapter, should aid the student in this process. A preparation process summary is visualised in the figure below.



In addition to the learning outcomes and goals (see below), other essential Learning Plan features include:

- Placement details and resources that the student can refer to during placement
- Stakeholder expectations, including the rights and responsibilities of the student, Field Educator, Task Supervisor (if applicable) and FELO; these expectations may also detail the frequency and length of structured supervision sessions
- Stakeholder signatures indicating a shared agreement with the Learning Plan.

Student's Learning Outcomes and Goals

Students will write learning goals that indicate:

- What learning will be accomplished during placement
- What learning outcome is relevant to each learning goal
- Which AASW Practice Standards 2023 will be addressed when attaining each goal
- How they will learn (i.e., the practical tasks used to reach the goals)
- How all stakeholders will know that students have achieved the goals (i.e., how progress towards the goals will be monitored and assessed)
- When they achieve their goals (i.e., the timeframe that students will work on a particular goal).

The following examples identify conceptual, skills-based and personal goals to guide the student's development of learning goals.

Conceptual goals are concerned with the acquisition of knowledge. The student might write conceptual learning goals relevant to:

- Social and behavioural theories
- Social welfare and community practice, theories, frameworks and models
- Legislation and social policies that underpin the agency's practice

- Specific agency policies and procedures
- Knowledge of available community resources.

Skill-based goals are concerned with developing skills such as:

- Communication
- Counselling
- Group work, including facilitation or effective participation in small group committees and meetings
- Community development and education
- Conflict management
- Client assessments
- Research and coordination
- Professional practice training.

Personal goals may be concerned with:

- Values (e.g., challenging 'long held' family of origin beliefs)
- Use of self (e.g., behaviours, attitudes, value stances or conflicts that enhance or are barriers to learning)
- Transitioning from student to professional practitioner
- Developing as a reflective practitioner.

Field Educator and Task Supervisor Contributions and Expectations

Field Educators and Task Supervisors support the student while they are preparing the Learning Plan by specifying the student's:

- Placement details, including the workplace, work period and schedule
- Preparation for structured supervision sessions
- Access to formal and informal supervision
- Required quality of written work, including record keeping
- Required performance with agency-specific procedures
- Responsibilities for sending signed timesheets to the FELO every fortnight.

This initial stage of placement helps to clarify stakeholders' learning expectations within the scope of the agency setting. Students undertaking BSW Field Education 2 or MSW (PQ) Advanced Social Work Practicum should build upon their Field Education 1 experience by extending, consolidating or elaborating on their developed skills and knowledge.

PLEASE NOTE: Students enrolled in BSW Field Education 2 or MSW (PQ) Advanced Social Work Practicum will identify learning outcomes that are more complex and sophisticated than those they devised for Field Education 1.

Reflective Journal Entries

The student's journal entries contain reflections on their placement practice. These three entries are personal, reflective and analytical exchanges between the student and the FELO. The journal's purpose is to ensure students take the time to reflect seriously on the work they are undertaking by contemplating how their experiences fit with their previous life history, professional development as a social worker and personal understanding of the world. Writing is one way that students can organise, examine and learn from their professional experience.

Each journal entry should address a specific experience on placement. The entry should be critically analytical and identify how a situation or incident was understood, dealt with and re-evaluated. The focus should describe not only the event but also the student's reactions to the event. The student should ask, "What did I feel, think and do during the event?" The student should also make links between their practice and what currently informs their practice (i.e., their academic knowledge learned from coursework).

By reflecting on their experiences, the student should identify areas of learning. Some students have found it useful to include media articles, cartoons, agendas or summaries of specific incidents that highlight a particular understanding or experience.

PLEASE NOTE: The FELO will likely be the only person who will read the student's journal. To maintain confidentiality, all students should use their JCU student email address to submit journals to the FELO.

Journal Entry Topics

Students are encouraged to honestly record and critically analyse their responses to placement experiences. Students should reflect on:

- Their feelings, thoughts and actions
- Perceived organisational issues
- Perceived professional and personal dilemmas or issues regarding values and ethics
- The supervision process and content discussed during supervision sessions
- Their integration of practice and theory
- Identified learning experiences.

PLEASE NOTE: Reflective journals are confidential documents the students will share with the FELO. The student is welcome to share the journal with their Field Educator or Task Supervisor to stimulate discussion, but this is not a requirement. If the Field Educator or Task Supervisor asks to see the student's journal, the student has the right to refuse.

The following prompts may stimulate the student's thinking about what to include in their reflective journal:

1. What values lie behind the way I performed?
 - a. Who has these values and what do they imply?
 - b. Is there a value conflict? If so, how do I deal with this?
2. Which theoretical ideas could apply to this situation?

3. What were the key requirements for the intervention?
4. What do I need to know before I manage such a situation better?
5. What client groups, personnel and organisations have I interacted with today? (e.g., consider staff meetings, bureaucracies, home visits, casework, group work or supervision. You could explore the issues that unite or divide the staff, how conflict is dealt with and how power and competing interests can be seen in agency procedures).
6. What skills have I practised? How well did I practise them?
7. How else could I have practised?
8. What further development of my knowledge and skills is necessary?
9. What are my strengths and weaknesses?
10. How am I managing feedback about myself from others?
11. What do I like and dislike about myself as a practitioner?
12. How does my use of self impact what I am trying to achieve?
13. What issues need to be raised with stakeholders?

REMEMBER: LearnJCU offers three different journal templates for reflection. Students should choose a template that best supports them through the process of critical reflection. This process should be supported and informed by the FELO's feedback. While the student is responsible for submitting journal entries, the FELO is responsible for promptly returning their review of the entries.

Project for MSW (PQ) Advanced Social Work Practicum

MSW (PQ) students are expected to apply advanced levels of skills, knowledge and understanding. Students are therefore asked to include a small project in their MSW (PQ) Advanced Social Work Practicum placement. At the start of placement, each student must negotiate the project's parameters with their Field Educator and Task Supervisor (if applicable). The project must be relevant to the agency and suit the student's learning goals.

A core imperative for social work research is that it is doable, has a valid purpose, makes a positive difference and increases social justice. Therefore, the student's project must be useful to the agency and the people who use the service. The project could be part of the agency's larger research agenda or it could be a small stand-alone project. Possible projects could include, but are not limited to, developing or completing a:

- Small literature review and summary of current research in the student's field of practice
- Systematic literature review pertinent to the student's field of practice
- Resource for the agency to use, such as a summary of findings from an article (e.g., an easily read poster)
- Research or project proposal
- Ethics application
- Data collection (e.g., feedback or opinion survey) or analysis task
- Dissemination task (e.g., small report, blog or article)

- Review of policy, procedures or guidelines
- Process review with a critical analysis of an intervention, interview or meeting
- Content analysis of relevant social work documents
- Report on how theory is applied in the student's field of practice.

Project Reflections

Each student reports their progress with the project to stakeholders during the third liaison meeting. However, project reflections provide the student with a legitimate reason to stop, take a breath and reflect on their integration of the project work in their placement with the FELO. This reflection time may promote and establish the student's habits of being a critically reflective professional practitioner.

Project reflection templates and project training resources are available on LearnJCU. The student must submit their three project reflections to their FELO at regular intervals throughout the placement. This will enable the FELO's review and feedback on the student's critical reflection skills. While the student is responsible for submitting project reflections, the FELO is responsible for promptly returning their review of the reflections. If this does not occur, students should discuss the delay with their FELO, and if the delay is not satisfactorily resolved, students should contact a Field Education Coordinator.

Timesheets

While on placement, students are expected to be accountable and they must log their time while keeping a record of the activities they have participated in. Students should record their daily activities in the Timesheet template available on LearnJCU. Weekly timesheets must be signed by the student and their Field Educator or Task Supervisor, and the signed timesheets should be regularly sent to the FELO. The FELO will keep a record of these timesheets.

Absences From Placement

The student may need to change their ordinary schedule if unavoidable circumstances, such as illness, personal crises and emergencies, arise. Students will need to manage these challenges professionally. For example, students are expected to notify their Field Educators and Task Supervisor (if applicable), arrange to have appointments cancelled or rescheduled, extend deadlines and appropriately transfer or defer any other duties and responsibilities to their Field Educator or Task Supervisor.

If students lose days due to unavoidable circumstances, they must negotiate with all stakeholders and plan how to meet the 500-hour placement requirements (AASW, 2023a). If students are likely to be absent for more than three days, the FELO must be notified.

Absence from placement for more than a fortnight will require stakeholder considerations of the placement's viability. All stakeholders, and possibly a Field Education Coordinator or the Academic Lead Field Education, will need to be involved in this discussion.

Research Time

Research, reading and reflection are important to each academic placement subject. Students should spend up to four hours researching per week (also called library time), and they should discuss their research during supervision sessions.

Students are entitled to up to four hours of research time a week (pro-rata for part-time placements), but they should discuss when and how this time is used with the Field Educator or Task Supervisor (if applicable). Research time cannot be 'saved up' and taken as a block. If it is

not used during the current week, it is lost. This research time must be recorded in the student's timesheet, and it cannot be used to shorten the placement.

Research should be logged as a separate task from reflective journaling and completing placement assessment. However, the student can write what they learned from their research in their journal entries while reflecting on how they link theory to practice. If the stakeholders become aware that the student is spending more research time than recommended, they may need to discuss the student's time management skills and management of this challenge.

Students engaged in a research-focused placement will research and write for most of their placement. This necessitates a different structure of research time and activities on placement.

REMEMBER: Students must record all absences and research time in their timesheets.

Integration Sessions

Integration sessions involve three two-hour workshops held during different times of the student's placement. During the integration sessions, the student engages with their peer group either online or in person. The sessions encourage participants to relate required readings of theoretical knowledge with their placement experience.

Each student's participation in all three integration sessions is **compulsory**. Students and Field Educators (or Task Supervisors) must prioritise these sessions by ensuring that there are no clashes with other placement activities. Up to 15 hours of the integration activities can be logged as part of the student's placement time, but this time varies depending on the intensity of each integration session and the student's engagement with the content.

Students are expected to further explore placement topics through their supervision sessions, liaison meetings or additional peer groups (which are ideal if there are two or more students on the placement site) and online chat sessions.

Absence From Integration Sessions

If the student misses a session for any reason, including illness or other unavoidable circumstances, they must notify the Subject Coordinator and arrange alternative coursework to make up for their absence. This written coursework will address the integration topic they missed. If the student does not make arrangements with the Subject Coordinator, their absence will impact their final grade.

Field Educator (or Task Supervisor) Assessments

To formally assess the student's placement performance, Field Educators or Task Supervisors (if applicable) must complete two formal assessments:

1. **Mid-Placement Assessment** by the second liaison meeting organised when 250 placement hours are complete
2. **End-of-Placement Assessment** by the third liaison meeting organised towards the end of the placement.

These assessments are different from the student's reflective self-assessments, which are submitted using the Student Self-Assessment Forms.

Students initiate preparation for their assessment by organising a liaison meeting and sharing their drafted self-assessment with all stakeholders before the meeting. The student's self-

assessments will then be used by the Field Educator (or Task Supervisor) to prepare their assessment form. These forms use the following progress scores:

- **Satisfactory:** This score means that progress is satisfactory and the student's learning goals are being achieved. Continued work is expected to maintain this progress during the remainder of the placement.
- **Developing:** This score serves to remind the student, Field Educator and Task Supervisor (if applicable) to pay attention to the student's learning over the remaining weeks. Further contact with the FELO may be of value to help the student manage learning challenges. This score is not available for the overall end-of-placement progress score.
- **Unsatisfactory:** This score indicates a need to immediately review the student's learning needs and update the Learning Plan to reflect these needs.

Ideally, the Field Educator (and Task Supervisor, if applicable) will engage in transparent and supportive discussions about the student's performance throughout placement. This, accompanied by the student's journaling and critical reflection on their placement experiences, should naturally inform how students complete their self-assessments, and how Field Educators or Task Supervisors complete their formal assessments.

The Second Liaison Meeting (Mid-Placement Assessment)

The second liaison meeting serves as a mid-placement milestone for stakeholders to discuss how the placement is progressing. This meeting encourages formative assessment as a continuous process of reflection and feedback throughout the placement, rather than summative assessment at the end of placement. It also provides a low-stakes indication of the student's progress, thus allowing stakeholders to review or revise the student's learning goals if necessary.

As outlined above, the student must prepare their Mid-Placement Self-Assessment Form and send it to all stakeholders before their liaison meeting. The Field Educator or Task Supervisor will refer to the student's self-assessment when completing their Mid-Placement Assessment Form. Both the self-assessment and assessment form can be discussed during the meeting.

Field Educators and Task Supervisors (if applicable) should familiarise themselves with the assessment forms at the start of the placement. Their assessment should consider how the student is progressing with their learning goals and learning outcomes, which are linked to the AASW Practice Standards 2023 specified in the Learning Plan.

During the second liaison meeting, the FELO will ask the Field Educator and Task Supervisor (if applicable) whether they think the student will receive an overall satisfactory or unsatisfactory progress score. If less than a satisfactory score is allocated, stakeholders must plan how to address any identified learning challenges during the remainder of the placement.

The Third Liaison Meeting (End-of-Placement Assessment)

The third and final liaison meeting serves as an end-of-placement milestone to assess the student's professional development and performance while also identifying opportunities for professional development in the future.

Similar to the second liaison meeting, the student must prepare their End-of-Placement Self-Assessment Form and send it to all stakeholders before their third liaison meeting. The Field Educator or Task Supervisor will refer to the student's self-assessment when completing their End-of-Placement Assessment Form. Both the self-assessment and assessment form can be discussed during the meeting.

The Field Educator or Task Supervisor (if applicable) is encouraged to use specific examples of the student's performance to write feedback in their End-of-Placement Assessment Form. The student's professional development in response to recommendations from the second liaison meeting and the Mid-Placement Assessment Form may also be mentioned. Finally, this assessment should consider the student's learning goals, learning outcomes and the AASW Practice Standards 2023 presented in the Learning Plan.

Before the placement finishes, Field Educators and Task Supervisors (if applicable) will recommend a final progress score to the FELO. The FELO will then recommend the student's final grade to a Field Education Coordinator.

Disagreements About Assessment

The FELO should be notified if there is a disagreement between the Field Educator, Task Supervisor (if applicable) or students about the progress scores. The FELO will then meet with relevant stakeholders to discuss points of disagreement. If there is no resolution, the involved stakeholders should provide separate reports to the FELO, who will discuss the situation with a Field Education Coordinator or the Academic Lead Field Education. Further information about conflict resolution can be found in Chapter 6.

Placement Presentations

As part of the third liaison meeting, the student presents a 15- to 20-minute reflection on their learning experience, the progress they have made and their identified needs for continuing professional development. The presentation is followed with time for questions and answers.

The student's presentation is expected to be professional, and they must be respectful towards all stakeholders. During the second (mid-placement) liaison meeting, the stakeholders should discuss an optimal presentation format that addresses assessment criteria, which will likely align with the student's preferred presentation style. For example, the student may choose to structure their presentation by addressing each learning outcome presented in their Learning Plan. However, this structure is optional and may need adjustment to accommodate learning experiences that were not previously written in the Learning Plan.

To address the assessment criteria, the student must:

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

The student should present specific examples to evidence their learning, refer to their Learning Plan and appropriately reference relevant research literature. After the presentation, the FELO gives the student direct feedback, and they may ask the student to complete additional work.

BSW and MSW (PQ) Field Education 1

During this presentation, the student spends 15–20 minutes addressing key skills and knowledge they attained during placement. Further, the student reflects on any value dilemmas they encountered and demonstrates an understanding of how the dilemma can be viewed from

different perspectives. Finally, the student discusses their use of self and identifies areas for professional development.

BSW Field Education 2

The presentation consists of two components. **Part A (75%)** is a written statement of learning. This statement is designed to help the student reflect on their placement learning using the assessment criteria and other requirements listed above.

Part B (25%) is a presented analysis of eco-social work. In this analysis, the student considers how the principles of eco-social justice apply to their placement setting. Further, the student explores how micro, mezzo and macro interventions of eco-social work have been used by the agency. The student should 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 assist the agency in meeting client needs.

MSW (PQ) Advanced Social Work Practicum

The presentation consists of two components. **Part A (25%)** is a short, written report on the MSW (PQ) student's project described earlier in the chapter. This report presents the student's reflections on how the project has contributed to their learning outcomes and benefitted agency procedures.

Part B (75%) is a presented critical reflection on placement learning. This presentation is designed to help the student discuss their placement learning using the assessment criteria and presentation requirements listed above. For this subject, the presentation and following time for questions must not exceed 15 minutes.

Final Submission of Assessment Documents

The following assessment documents should be completed and submitted to the FELO within three weeks from the end of placement unless alternative arrangements have been made in writing. Failure to do this may lead to an unsatisfactory grade.

- The finalised Learning Plan
- The student's Mid-Placement Self-Assessment Form
- The Field Educator's (or Task Supervisor's) Mid-Placement Assessment Form
- The student's End-of-Placement Self-Assessment Form
- The Field Educator's (or Task Supervisor's) End-of-Placement Assessment Form
- All signed timesheets.

The FELO then reviews this documentation, completes the FELO Checklist and submits the specified documents to the Placement Team. The student's journal entries, project reflections, placement presentations, statements of learning or placement reports are **not** submitted by the FELO, but the FELO must confirm that the student completed these assessment tasks.

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