

Subject Outline

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| Subject Title | Field Education 1 |
| Subject Code | WS5304 (updated version 1 June 2023) |
| Credit Points | 6 |
| Study Period | 2 |
| Attendance Mode | Placement/fieldwork |
| Campus | Cairns & Townsville |
| Prerequisite/s | WS5517 AND (WS4503 OR WS2121) |
| Subject Coordinator/Division /College | Mengting Lin Social Work & Human Services College of Arts, Society and Education Division of Tropical Environments and Societies |

At James Cook University, we acknowledge the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the Traditional Owners of the lands on which our campuses and study centres are located and where we conduct our business. We pay our respects to ancestors and Elders, past, present and future. JCU is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to JCU and society.

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This Subject Outline has been prepared by Sandra Croaker for the College of Arts, Society and Education, Division of Tropical Environments and Societies, James Cook University. Updated 01/06/2023.

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

1 Subject details

1.1 Student participation requirements

The JCU [Learning, Teaching and Assessment Procedures](#) (2.1.2d) indicates a typical student workload for a subject that is 'entirely, or partly, comprised of student placement, is based on the amount of time required to achieve the expected subject learning outcomes, while considering student workload and professional accreditation expectations (where appropriate).'

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

Field Education includes:

a. The pre-placement preparation

You are required to attend a 2-day compulsory preparation workshop on **20th & 21st July 2023**.

b. The Field Placement

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

- This subject WS5304 requires you to complete 500 hours of placement experience.
- If taken full-time (4 days/week) this will add up to about 17 weeks of placement.
- Students cannot undertake more than 40 hours of placement per week.
- Part-time placements can be negotiated but with no less than 3 days per week with a two week full time block

The placement for **WS5304** students will generally begin on **Monday, 24th July 2023** (Week 1 of SP2) and finish approximately **Friday, 17th November 2023**.

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

c. Integration Activities

All students are required to complete three integration activities over the course of their placements. Students should upload their reflective responses as directed on LearnJCU.

Recognition of Prior Learning (RPL) is possible to obtain for your first field placement subject only. RPL Information and application package available at: <https://www.jcu.edu.au/college-of-arts-society-and-education/case-student-resources/field-education/social-work-field-placement>

| Key subject activities | Time | Day and date | Room/Location |
|--|--|--------------|--|
| Compulsory pre-placement 2-day workshop in either Cairns or Townsville | 9am to 5pm - 20 th & 21 st July 2023 | | Townsville and Cairns rooms will be announced on LearnJCU Refer to JCU Timetable 2023 or your eStudent personal timetable |

| Key subject activities | Time | Day and date | Room/Location |
|---|------|--------------|---|
| 500 hour (approximately 17 weeks full-time) field placement | | | Placements will typically begin on the 24 th July 2023 (Week 1 of SP2) and finish approximately 17 th November 2023 |
| Other requirements: Integration activities that link theory and practice during the actual field placement | | | Refer to LearnJCU for details |
| Other requirements: Assessments | | | Refer to Section 3 of the Subject Outline and LearnJCU for details |

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

1.2 Teaching Staff contact details

| Teaching team | Staff member | Room | Phone | Email | Consultation times |
|-------------------------------------|--|-----------------------------|--------------|--|--|
| Subject Coordinator | Mengting Lin | A004-242 | 07 4232 1396 | Mengting.lin@jcu.edu.au | By appointment |
| Lecturer Townsville ¹ | Sandra Croaker | DA 04-249 | 07 4781 4977 | Sandra.croaker@jcu.edu.au | By appointment |
| Lecturer Cairns | Dr Mike Dee | A004-240 | 07 4232 1362 | Michael.dee@jcu.edu.au | By appointment |
| Field Education team coordinator | Dr Jemma Hamley | DA 04-248 | 07 4781 4898 | Jemma.hamley@jcu.edu.au | By appointment |
| Learning Advisors | The Learning Centre | JCU Library | n/a | Online contact form | Visit Learning Advice Desk – JCU Library |
| Librarian | Your Liaison Librarian | JCU Library | n/a | Library contacts | |

1.3 Subject description

WS5304 is the first field education experience in the MSW-PQ. Field education can be a daunting prospect for students but inevitably, students report that the experience helps them make sense of where they are heading in their career and what they have already achieved - finally they feel the pieces fit together. So this is an opportunity to really test yourself and your fit with your chosen profession.

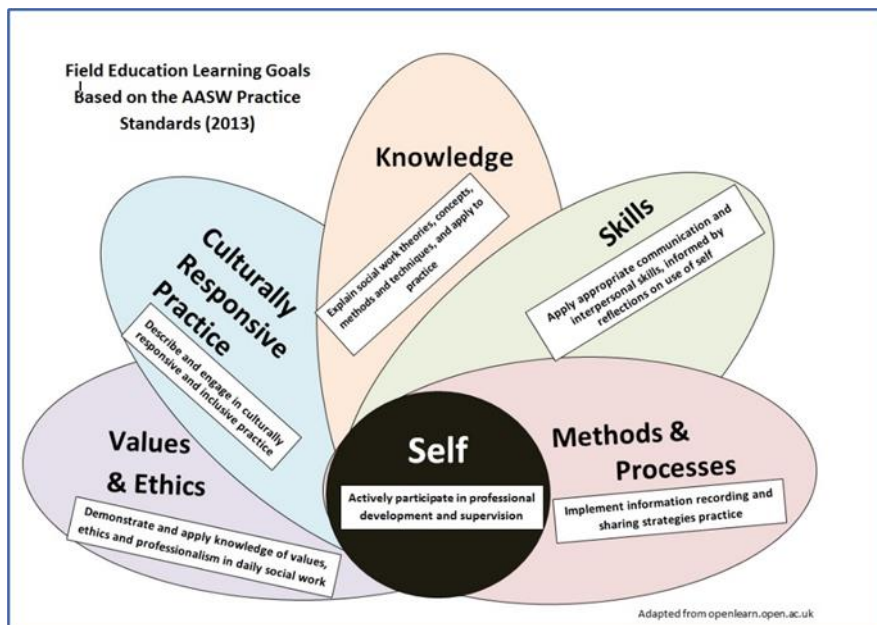
As a six-unit subject, we have significant expectations not only of your attendance and participation in the practical aspects of placement but also of your engagement with preparatory activities, your use of critical

reflection and your acquisition of professional skills such as mature respectful relationships with colleagues, appropriate time management and fulfilling the responsibilities and commitments of a professional.

In this subject, students will undertake a 500 hours block placement with access to an accredited social work supervisor. This provides the foundation for further theoretical, empirical and applied study. Students are required to engage in on-line activities during placement time through LearnJCU. All students need to attend and participate at the pre-placement workshop prior to commencing the placement experience.

- This subject WS5304 requires you to undertake 500 hours of placement experience to be completed within the allocated organization
- If taken full-time (4days/week) this will add up to about 17 weeks of placement.
- Students cannot undertake more than 40 hours of placement per week.
- Part-time placements can be negotiated but with no less than 3 days per week.

1.4 Subject learning outcomes and course learning outcomes



Students who successfully complete this subject will be able to:

1. Demonstrate and apply knowledge of values, ethics and professionalism in daily social work practice
2. Describe and engage in culturally responsive and inclusive practice
3. Explain social work theories, concepts, methods and techniques, and apply to practice
4. Apply appropriate communication and interpersonal skills, informed by reflections on use of self,
5. Implement information recording and sharing strategies
6. Actively participate in professional development and supervision.

MSW(PQ) students who successfully complete this subject will develop:

- The ability to adapt knowledge to new situations
- The ability to define and to solve problems in at least one discipline area
- The ability to think critically, to analyse and evaluate claims, evidence and arguments;

- The ability to deploy critically evaluated information to practical ends
- An understanding of the economic, legal, ethical, social and cultural issues involved in the use of information
- The ability to select and organise information and to communicate it accurately, cogently, coherently, creatively and ethically
- The acquisition of coherent and disciplined sets of skills, knowledge, values, and professional ethics from at least one discipline area
- The ability to reflect on, and evaluate learning and to learn independently in a self-directed manner
- The ability to read complex and demanding texts accurately, critically and insightfully
- The ability to speak and write clearly, coherently and creatively
- The ability to communicate effectively with a range of audiences
- The ability to work with people of different gender, age, ethnicity, culture, religion, and political persuasion
- The ability to work individually and independently
- The ability to select and use appropriate tools and technologies
- The ability to use online technologies effectively and ethically.

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

A copy of the Practice Standards for Social Workers can be found at the following link: <https://www.aasw.asn.au/document/item/4551>

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

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

1.5 Student feedback on subject and teaching

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

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

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

- Regular communication from the Subject Coordinator via the LearnJCU subject site
- 2 day face-to-face workshop to prepare students for field placement
- Vodcasts and other resources created for students by students on key field education concepts

1.6 Subject resources and special requirements

All subject readings and resources, including journal articles, book chapters, websites, videos, print and eTextbooks, are available to view online from your *Readings list* via your LearnJCU subject site. Textbooks are listed in your *Readings list*, including links to library holdings. The JCU Library has limited print copies of prescribed textbooks for two-day loan, and options for viewing available eTextbooks online.

Additionally, you can find the most appropriate library subject resources, including dedicated discipline-specific Library Guides, relevant databases and access to library services and staff through the *Your Library* tool, in your LearnJCU subject site.

There are two texts for this subject:

- **Cleak, H. and Wilson, J. (2022). *Making the Most of Field Placement (5th ed.)*. Victoria: Cengage Learning**
- **Field Education Manual (Available as a free resource through LearnJCU. I suggest you DO NOT print this Manual as it is regularly updated and is a very big document – please ‘bookmark’ it for easy access)**

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

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

2 Assessment details

2.1 Key dates

| Key dates | Date |
|---|--|
| Census date and Last date to withdraw without financial penalty | See 2023 Study Period and Census Dates |
| Last date to withdraw without academic penalty | See 2023 Study Period and Census Dates |
| Assessment items | See table in section 2.4 Assessment items |

2.2 Requirements for successful completion of this subject

In order to pass this subject, you must:

- Attend pre-placement workshop
- Complete online Integration tasks
- Complete the required Field Placement hours
- Be graded as ‘satisfactory’ on all of your Field Education Assessments
- Submit all required assessment pieces at a level considered ‘satisfactory’ by the Liaison staff.

Field Education Roles & responsibilities

This section provides a summary of each stakeholder's role and responsibilities. For more information and guidance please refer to the Field Education Manual.

The student

Field education is the opportunity for the student to advance learning about social work practice. It is important that the student takes responsibility and initiative in advancing her or his learning in placement. In practice this may mean, for example, that the student considers learning, discusses learning, needs and ideas with the supervisors and liaison person, compiles a learning plan in conjunction with others and initiates contact with others and meetings.

The Social Work Program prescribes certain expectations of students in placement. It has proved to be in the best interests of field educators and students to establish the basis of a working arrangement early in the placement, clarifying mutual expectations, goals for learning and developing skills, and the general conditions for a mutually acceptable teacher/learner relationship. Once this agreed framework for the Field Education experience has been negotiated it is set out in a written statement (Learning Plan) during the first three weeks of placement. The document is signed by all parties, with copies held by field educators, students and the liaison person. These learning plans are for use and review during the placement and may be altered by mutual consent. This is discussed fully in the Field Education Manual.

During placement, students are expected to be directly responsible and fully accountable in practice to their field educator, and to work in accordance with the arrangements negotiated between the parties and recorded in the learning plan. Additional information about the responsibilities of students can be found in the Field Education Manual.

Field Educators

Field educators are also referred to as field supervisors. They are social work practitioners who have eligibility for membership to the AASW, with at least two years field experience.

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

The role of the field educator in relation to students on placement is to ensure:

- The provision of a work setting conducive to developing sound work habits;
- the orientation of the student into practice such that the student can obtain a perspective of the agency - its structure, procedures and personnel;
- the drawing up of a learning plan between student and Field Educator in the beginning phase of placement;
- arrangements for regular supervisory sessions with the student are defined and ensure the provision for emergency access to another Field Educator if needed;
- a variety of tasks and progression of tasks and learning activities;

- a favourable environment for the student's development as a practitioner;
- structured supervision providing regular direct advice to students on their strengths, limitations and scope for improvement;
- the Liaison person is kept informed of concerns and problems involving the student as soon as possible after they arise, so that appropriate intervention can take place;
- opportunities are made available for students to have involvement in the general functions of the agency and in the community;
- that personal and professional standards of practice are identified and modelled;
- opportunities are made available for the student to become familiar with the broader social issues pertaining to practice;
- involving the student at mid-placement and final assessment in a review of the student's level of competence to date;
- The completion of written assessments at mid-placement and end of placement.

Task supervisors

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

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

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

Students and task supervisors need to maintain regular contact to facilitate the student's learning experience. It is the University's expectation that students treat task supervisors with respect for their expertise and experience and acknowledge the contribution to their learning that task supervisors provide.

Social Work Liaison

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

Liaison staff have the following responsibilities:

1. To maintain regular contact with the field educator and the student in order to review the student's progress during placement.
2. To monitor either before or at mid placement whether the field educator is satisfied that the student is progressing appropriately in placement, and be assured that any problems perceived by either the field educator or the student are being addressed.
3. To recommend to the Field Education Coordinator, the results for **WS3503/WS5304: Field Placement I** and **WS4504/WS5604: Field Placement II** based on
 - a. consultation with Field Educators and the students and
 - b. the quality of the prescribed Field Education tasks.
4. To assist field educators in their skill development as educators and as social work practitioners as and when required.

Assessment items and final grades will be reviewed through moderation processes (Learning, Teaching and Assessment [Procedure](#), 3.6). It is important to be aware that assessment results "must always undergo final ratification for each study period. No single grade or mark represents a final result in a subject" (Learning, Teaching and Assessment [Procedure](#), 3.7.4.). Final results for this subject will be ungraded as described in the [Student Results Policy](#).

2.2.1 Clinical or professional experience requirements

Details about the requirements of this placement, including the Field Education manual, working with children checks, immunisation requirements and RPL can be accessed here:

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

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

Working with Children check

All students need to ensure that they have a valid working with children card as per the requirement in their state/ territory. Once your placement has been confirmed, your Working with Children check will need to be linked to the agency before you can commence placement. Please visit the social work field placement webpage (see above link) for the most up to date information and the relevant forms to be completed.

Immunisations

Students intending to do a health placement as one of their placements need to be Hep B, measles, mumps, rubella, varicella and pertussis immune. This can be a lengthy process, and ideally the vaccinations are administered over the course of a year. Please make contact with

placements@jcu.edu.au to express your intent of undertaking a placement with QLD Health. We will then provide you with the immunisation checklist, (including Covid 19) which you would need to take to your GP to commence Hep B, measles, mumps, rubella, varicella and pertussis immunisation. Your GP will advise you about the best course of immunisation to get you immune by the required dates. Before you can commence a Health placement you need to do a blood test and provide evidence that you are Hepatitis B, measles, mumps, rubella, varicella and pertussis immune.

Expressions of Interest for these placements have a much earlier deadline than the usual placement finding process.

2.2.2 How do I track my progress in this subject?

Students are encouraged to discuss with their liaison person a realistic timeframe for feedback on journals. It may be, for instance, that you are able to negotiate a phone catch up in lieu of written feedback. In general, students may expect feedback within two weeks of submitted journals. Please contact your liaison person in the first instance if you are not receiving regular feedback.

Feedback about your practice in the placement should be ongoing from your field educator and, if applicable, the task supervisor. This feedback should be provided in the weekly supervision sessions, but also through other discussions, debriefings and meetings. Ideally feedback should help you build your practice and should identify areas of strengths and areas for further development.

The mid-placement and final evaluation meetings provide formal opportunities for reviewing the student's ability to achieve the learning outcomes of WS5304 Field Education 1.

2.3 AccessAbility Services and Support

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

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

2.4 Assessment items

Assessment Summary

A summary of the assessable items is provided in the table below. No grade for placement will be submitted until all these pieces of assessment are received and confirmed as satisfactory by the Student Liaison Person. Assessment details are presented later in this subject outline.

In order to pass this subject, you must pass all the activities listed below:

| Activity | Day/Date | Marking | Assessor |
|--------------------------|--|---|--------------------------|
| Preplacement preparation | Workshop 21 th & 22 nd July, 9am – 5pm both days | Participation requirement COMPULSORY ATTENDANCE FOR FULL DURATION OF WORKSHOP | Lecturer |
| Learning completed Plan | Week 3 of placement | Satisfactory/Unsatisfactory | Liaison & Field Educator |

| | | | |
|---|---|-----------------------------|--------------------------|
| (1 st Liaison meeting) | | | |
| 3 x Integrations | Scheduled for 2-4pm on: <ul style="list-style-type: none"> • 16th August 2023 • 13th September 2023 • 18th October 2023 | Satisfactory/Unsatisfactory | Lecturer |
| 3 Journals | Approx. placement week 5, 10, 15 | Satisfactory/Unsatisfactory | Liaison |
| Signed Time Log | Ongoing – To be submitted every 2 weeks during placement | Satisfactory/Unsatisfactory | Liaison |
| Mid placement assessment with field educators (2 nd liaison meeting) | Approx. week 8 of placement | Satisfactory/Unsatisfactory | Liaison & Field Educator |
| End of placement assessment with field educators (3 rd liaison meeting) | Week 16/17 of placement | Satisfactory/Unsatisfactory | Liaison & Field Educator |
| Presentation of Learning | Presentation: At End-of-placement liaison meeting | Satisfactory/Unsatisfactory | Liaison |

To successfully complete this subject, students must submit all assessment tasks as well as complete the required number of hours in the allocated placement agency. Completing the hours is not sufficient to satisfactorily complete the subject. All pieces of written work must be submitted and graded as Satisfactory to successfully complete the subject.

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

Final results for this subject will be ungraded as described in the [Student Results Policy](#).
Ungraded = Satisfactory or Unsatisfactory

ASSESSMENT ITEM 1: 2-DAY PREPARATION WORKSHOP

| | |
|---|---|
| Aligned subject learning outcomes | <ul style="list-style-type: none"> • Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice • Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self • Actively participate in professional development and supervision through critical reflection and research. |
| Aligned professional standards/ competencies | <p>2. <u>Professionalism</u></p> <p>2.1. Represent the social work profession with integrity and professionalism</p> <p>2.2. Behave in a professional manner and be accountable for all decisions and actions</p> <p>4. <u>Knowledge for practice</u></p> <p>4.1. Understand higher level systemic influences on people with respect to area of practice</p> <p>4.2 Understand and articulate social work and other relevant theories and concepts</p> <p>4.3 Understand the role of research and evaluation in obtaining and generating new knowledge for practice</p> <p>4.4. Understand how and when theories, knowledge bases and knowledge sources inform practice</p> <p>6. <u>Communication and interpersonal skills</u></p> <p>6.1 Effectively communicate with a diverse range of people</p> <p>6.2 Effectively communicate the details and nature of the service offered to people</p> <p>6.3 Effectively work with others in a team environment</p> <p>6.4 Use information technology to communicate and provide services as appropriate</p> |
| Group or individual | Individual |
| Weighting | Hurdle requirement |
| Due date | 20 th & 21 st July 2023 |

ASSESSMENT ITEM 1: DESCRIPTION

Attendance and participation at two-day on campus workshop either in Townsville or Cairns. In preparation for the workshop, students will undertake a small group task. The lecturer will email students 2 weeks prior to the workshop with the group allocation, a pre-selected reading from the subject reading list and a group task. The group task requires the small group to create an A4 one-sided handout, which captures the main aspects of the allocated reading. *Students are encouraged to use visuals (pictures, colour, diagrams, SmartArt, tables) rather than writing all text.*

Detailed instructions will be communicated to students via email by no later than Monday, 3rd July 2021.

ASSESSMENT TASK 1: CRITERIA SHEET

| Assessment Criteria | Satisfactory | Unsatisfactory |
|--|---|--|
| Attendance and participation at 2 day preparation workshop including relevant readings and activities and completion of final quiz | Attendance and participation at workshop. | Non-attendance and/or lack of participation at workshop. |

ASSESSMENT ITEM 2: LEARNING PLAN

| | |
|---|--|
| Aligned subject learning outcomes | <ul style="list-style-type: none"> • Demonstrate and apply knowledge of values, ethics and professionalism in social work practice • Describe, reflect on and engage in culturally responsive and inclusive practice • Explain the knowledge for social work practice and higher level systemic influences on people in order to implement knowledge into social work practice • Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self • Demonstrate information recording and sharing strategies within the placement context • Actively participate in professional development and supervision. |
| Aligned professional standards/ competencies | <p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>AASW Standard 1.1 The social worker has the necessary knowledge, skills and resources to bring to the client situation</p> |
| Group or individual | Individual |
| Weighting | Must be completed to pass subject |
| Due date | <p>Week 3 of placement</p> <p>Note: to be negotiated to reflect the hours of a part-time placement</p> |

ASSESSMENT ITEM 2: DESCRIPTION

The Learning Plan is an agreement/contract drawn up between the Field Educator and the Student during the first two weeks of placement. It includes the student's goals, the methods by which the goals will be achieved and assessed and is signed by the supervisor, the student and the university liaison person. Students will complete a draft learning plan in collaboration with the Field Educator in the first two weeks of placement. The draft Learning Plan should be sent to the liaison person to review prior to the first liaison meeting (Week 3). The student, Field Educator and Liaison person meet in week 3 to discuss the draft. When all are in agreement with the contents of the plan, Learning Goals, Activities and Indicators are summarised into a table form.

Templates and training resources are available on LearnJCU.

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

Grading: Satisfactory/Unsatisfactory

ASSESSMENT TASK 2: CRITERIA SHEET

| Assessment Criteria | Satisfactory | Unsatisfactory |
|---|---|-----------------------------------|
| Development of Learning Plan document for placement as per template provided through LearnJCU, all sections completed | Learning plan contains: Overarching and individual learning goals including methods, assessment strategies and appropriate timelines, completed SWOT analysis, completed roles & responsibility section, LP document signed off | Learning plan document incomplete |

| | | |
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| | at 1 st liaison meeting by all stakeholders | |
| Appropriate Learning goals are developed | Learning goals are clearly formulated, relevant to the placement setting, the subject learning objectives and the student's learning needs | Learning goals lack detail and specification |
| Appropriate Methods are developed | Methods outline are appropriate to achieving the stated aim within the placement context | Methods lack detail and not relevant to achieving outlined learning goal |
| Appropriate Assessment and monitoring strategies are developed | Assessment and monitoring strategies are appropriate to evaluating the achievements of the learning goals | Assessment and monitoring strategies are not relevant to properly evaluating the achievement of the learning goal |
| Appropriate academic writing skills are evidenced throughout the document | Document shows proper sentence construction, grammar and spelling. | Document poorly proof read, showing concerns in regards to sentence construction, grammar and/or spelling. |

ASSESSMENT ITEM 3: PLACEMENT INTEGRATION ACTIVITIES

| | |
|--|---|
| <p>Aligned subject learning outcomes</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice • Demonstrate and critically reflect on culturally responsive and inclusive practice • Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice • Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self • Implement advanced information recording and sharing strategies • Actively participate in professional development and supervision through critical reflection and research |
| <p>Aligned professional standards/ competencies</p> | <p>2. <u>Professionalism</u></p> <p>2.1. Represent the social work profession with integrity and professionalism</p> <p>2.2. Behave in a professional manner and be accountable for all decisions and actions</p> <p>4. <u>Knowledge for practice</u></p> <p>4.1. Understand higher level systemic influences on people with respect to area of practice</p> <p>4.2 Understand and articulate social work and other relevant theories and concepts</p> <p>4.3 Understand the role of research and evaluation in obtaining and generating new knowledge for practice</p> <p>4.4. Understand how and when theories, knowledge bases and knowledge sources inform practice</p> <p>6. <u>Communication and interpersonal skills</u></p> <p>6.1 Effectively communicate with a diverse range of people</p> <p>6.2 Effectively communicate the details and nature of the service offered to people</p> <p>6.3 Effectively work with others in a team environment</p> <p>6.4 Use information technology to communicate and provide services as appropriate</p> |
| <p>Group or individual</p> | <p>Group</p> |
| <p>Weighting</p> | <p>Hurdle requirement</p> |
| <p>Due date</p> | <ul style="list-style-type: none"> •16th August 2023 •13th September 2023 •18th October 2023 |

ASSESSMENT ITEM 3: DESCRIPTION

Participation in integration sessions

The online Integration sessions employ a ‘flipped-classroom’ methodology. This means that students need to come prepared to each of the scheduled integration sessions. The preparation entails reading the required material (see LearnJCU & study plan) and to bring discussion notes. Students will meet with the lecturer in the online classroom (Collaborate room accessible through LearnJCU). During the Integration sessions, students will work in their student groups which had been formed previously during the 2-day workshop. The collaborate sessions will be partially student-led with input from the lecturer. Students will

work in their groups on varying tasks introduced at the beginning of the session. Therefore, punctuality to the session is crucial for a smooth and timely completion.

Please note: students who started out-of-sync or have not been allocated to an Integration group need to contact the subject coordinator.

ASSESSMENT TASK 3: CRITERIA SHEET

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

ASSESSMENT ITEM 4: REFLECTIVE JOURNAL

| | |
|---|---|
| Aligned subject learning outcomes | <ul style="list-style-type: none">• Demonstrate and apply knowledge of values, ethics and professionalism in social work practice• Describe, reflect on and engage in culturally responsive and inclusive practice• Explain the knowledge for social work practice and higher level systemic influences on people in order to implement knowledge into social work practice• Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self• Demonstrate information recording and sharing strategies within the placement context• Actively participate in professional development and supervision. |
| Aligned professional standards/ competencies | AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding AASW Standard 6.4 The social worker views their own development as an ethical practitioner as essential |
| Group or Individual | Individual |
| Date | Students must submit 3 journal entries over the duration of placement. Approx. week 5, 10, 15 Note: to be negotiated to reflect the hours of a part-time placement |

ASSESSMENT ITEM 4: DESCRIPTION

Students submit 3 reflective journals to their Liaison Person addressing the following areas of learning:

Journal 1: Organisational environment, culture, structure and goals

Journal 2: Theory to Practice

Journal 3: Professional Identity

Students should choose the journal template that they find most suited to their reflective task. Ideally, students would experiment with a different template for each of the three journal reflections. Journal templates are available via LearnJCU.

The journal provides students with a legitimate reason to stop and take a breath and reflect on the activities of the day, promoting and establishing the skills and habits of being a reflective practitioner.

Writing your journal goes beyond a recording of tasks or events. That type of recording is achieved with the time logs, which should capture the tasks of your placement. Journaling is a real attempt by students to critically examine their activities and reflect on their thinking, feelings and behaviours, and the impact on their daily placement work, considering theoretical frameworks, personal value positions and professional ethics.

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

Templates and training resources are available on LearnJCU.

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

Due: Journal 1 - after 1st liaison meeting
 Journal 2 - around mid-placement liaison meeting time
 Journal 3 - no later than 2 weeks prior to final placement week
 (please confirm submission times with your liaison at the first liaison meeting)

Grading: Satisfactory/ Unsatisfactory

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

ASSESSMENT ITEM 5: TIME LOGS

| | |
|---|---|
| Aligned subject learning outcomes | <ul style="list-style-type: none">• Demonstrate and apply knowledge of values, ethics and professionalism in social work practice• Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self• Demonstrate information recording and sharing strategies within the placement context |
| Aligned professional standards/ competencies | AASW Standard 2.6: The social work manager takes responsibility for delivering an efficient and accountable service. |
| Group or Individual | Individual |
| Date | Every two weeks (or a time frame negotiated to reflect the hours of a part-time placement) Students must submit all timesheets signed by their Field educator (or task supervisor where applicable) to their Liaison Person. |

ASSESSMENT ITEM 5: DESCRIPTION

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

Remember you need to record all absences and library time in your time log. You also need to record a minimum of 30min lunch break on days with 5 or more placement hours.

Absences from Placement

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

Library time

Library time (research, reading and reflection) is important to each placement. This is because WS5304 is an academic subject which uses critical reflection as part of the teaching and learning process. A reasonable amount of time to allocate for this activity would be up to 4 hours per week. This time must be negotiated with your Field Educator and taken week by week. Library time cannot be accumulated and needs to be recorded in the Time Log.

The time log template is available from LearnJCU subject site.

Grading: Satisfactory/ Unsatisfactory

ASSESSMENT TASK 5: CRITERIA SHEET

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

ASSESSMENT ITEM 6: MID & FINAL PLACEMENT REVIEW

| | |
|---|---|
| Aligned subject learning outcomes | <ul style="list-style-type: none"> • Demonstrate and apply knowledge of values, ethics and professionalism in social work practice • Describe, reflect on and engage in culturally responsive and inclusive practice • Explain the knowledge for social work practice and higher level systemic influences on people in order to implement knowledge into social work practice • Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self • Demonstrate information recording and sharing strategies within the placement context • Actively participate in professional development and supervision |
| Aligned professional standards/ competencies | <p>AASW Standard 1.9 The social worker recognises the need for supervision and, when necessary, obtains advice.</p> <p>AASW Standard 2.8 The social work manager ensures that all staff receive ongoing training and professional education and advocates for adequate resources to meet staff development needs</p> <p>AASW Standard 6.2 The social worker includes supervision as an important part of their continuing professional education.</p> <p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>AASW Standard 6.4 The social worker views their own development as an ethical practitioner as essential.</p> |
| Weighting | <p>Must be completed to pass subject</p> |
| Date | <p>Mid-placement: Week 8 - 9 of placement</p> <p>Final: Week 16 -17 of placement</p> <p>Note: to be negotiated to reflect the hours of a part-time placement</p> |

ASSESSMENT ITEM 6: DESCRIPTION

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

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

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

Grading: Satisfactory/unsatisfactory

ASSESSMENT TASK 6: CRITERIA SHEET

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

ASSESSMENT ITEM 7: PLACEMENT PRESENTATION

| | |
|---|---|
| Aligned subject learning outcomes | <ul style="list-style-type: none">• Demonstrate and apply knowledge of values, ethics and professionalism in social work practice• Describe, reflect on and engage in culturally responsive and inclusive practice• Explain the knowledge for social work practice and higher level systemic influences on people in order to implement knowledge into social work practice• Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self• Demonstrate information recording and sharing strategies within the placement context• Actively participate in professional development and supervision. |
| Aligned professional standards/ competencies | AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding Standard 6.4 The social worker views their own development as an ethical practitioner as essential. |
| Weighting | Must be completed to pass subject |
| Date | Due at final evaluation meeting |
| Duration | 15min followed by questions and answers |

ASSESSMENT ITEM 7: DESCRIPTION

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

As part of the final liaison meeting, students are required to present a reflection on their learning experience, the progress made and areas for continuing professional learning needs to their Liaison person and Field educator and Task supervisor (where applicable). Review your career clarity questionnaire from WS5517 in preparation for the presentation and use your insights from the career clarity questionnaire to address the assessment criteria. The presentation format is the choice of the student in negotiation with the Liaison and Field Educator. The student needs to identify the anticipated format of presentation at the mid-placement liaison meeting.

Assessment Criteria to be addressed:

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

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

Lengths of presentation: 15min followed by questions and answers

Grading: Satisfactory/ Unsatisfactory

ASSESSMENT ITEM 7: CRITERIA

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

Assessment resource for liaison person

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

3 Submission and return of assessment

3.1 Submission of assessment

Please submit the following assessment work to your liaison person:

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

3.2 Late submissions

Due dates for Assessment items in this subject (with exception of the compulsory workshop and the Integration sessions) are determined by the timeframe and duration of the placement. The study planer contained at the end of this subject outline provides an overview of assignment due dates by example of a full-time placement. Students need to undertake amendments to these timelines if there are variations to the placement duration e.g. part-time placement. All assessment requirements need to be completed and provided to the relevant person by the last day of placement. Students with outstanding assessment components after this date cannot pass the subject until this issue is addressed in a satisfactory manner as determined by the lecturer and/or liaison person (depending on the component outstanding) and may result in an X.

3.3 Special Consideration (including deferrals and extensions)

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

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

3.4 Academic Integrity

You are required to complete the [Coursework Academic Integrity](#) Modules available in your LearnJCU site.

All non-examination items of assessment are required to be submitted with the Assessment Declaration available through LearnJCU. The Assessment Declaration contains statements relating to academic integrity under the [Coursework Academic Integrity Policy and Procedures](#). All instances of [academic](#)

[misconduct](#) are treated very seriously by the University and students may be severely penalised for committing any form of academic misconduct.

For more information regarding academic integrity, see <https://www.jcu.edu.au/students/learningcentre/academic-integrity>

3.5 Return of assessment

The requirements for an assessment's return date, time and manner will be determined by the Subject Coordinator in line with the JCU [Learning, Teaching and Assessment Procedures](#). Feedback will be given, and you can discuss your assessment with the marker as per clause 3.5 of the [Learning, Teaching and Assessment Procedures](#). You will be informed of your grade for every component of assessment in the subject under clause 3.5.1 and 3.5.2 of the [Learning Teaching and Assessment Procedures](#).

3.6 Review of assessment

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

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

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

4 Learning and teaching in this subject

4.1 Subject calendar

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

| Week/Date | Learning Activity | Readings/Preparation | Relationship to Assessment | |
|---|---|--|---|--|
| Pre-SP2 20 th & 21 st July | Compulsory 2 day workshop: <ul style="list-style-type: none"> Cairns Townsville | <i>Register intention to attend workshops in Cairns or Townsville (in group section on LearnJCU)</i> | Workshop task: You will receive email communication from the lecturer informing you about the task and reading allocated to you/your group. You (your group – depending on enrolment numbers) will prepare an A4 handout for presentation at the workshop. | Assessment 1 workshop attendance & participation |

| Week/Date | Learning Activity | Preparation | Readings | Relationship to Assessment |
|--|---|---|---|--|
| SP2 commences, Placement Week (PW) 1 24/7/23 | Familiarise yourself with your placement organisation (staff and clients) and practice context. Email/phone your liaison person. | Organise a time for your first liaison meeting. | Consult the Field education manual regarding format and purpose of first liaison meeting. | Assessment 2 Learning Plan |
| PW 2 31/7/23 | Draft your Learning Plan with input from your field educator and task supervisor (where applicable) and send to Liaison for feedback Complete & submit time logs | Receive and implement feedback from stakeholders into your Learning Plan | Utilise material from workshop, modules and previous subjects. | Assessment 2 Learning Plan Assessment 5 Time logs |
| PW 3 7/8/23 | 1 st Liaison Meeting Confirm Learning Plan | This is what I can learn here. This is how my learning relates to Social Work. | Material from workshop and modules | Assessment 2 Learning Plan |

| | | | | |
|--------------------------------------|--|--|--|---|
| <p>PW 4 14/8/23</p> | <p><u>Integration 1 Topic:</u> Beginning placement and critical reflection peer support Complete & submit time logs</p> | <p>LearnJCU Learning Activities in Collaborate online classroom Wednesday, 16/8/23, 2-4pm</p> | <p>Maidment, J., (2003). Problems experienced by students on field placement- using research findings to inform curriculum design and content, <i>Australian Social Work</i>, 56(1), pp 50-60 Cleak, H & Wilson, J. (2019): Chapter 3 – getting started student , Chapter 5 – contracts and agreements , Chapter 6 – critical reflection for teaching and learning</p> | <p>Assessment 3 Integration Participation Assessment 5 Time logs</p> |
| <p>PW 5 21/8/23</p> | <p>Journal reflection 1</p> | <p>Organisational environment, culture, structure and goals</p> | <p>Refer to workshop and modules</p> | <p>Assessment 4 Journals</p> |
| <p>PW 6 28/8/23</p> | <p>Prepare for mid-placement review Complete & submit time logs</p> | <p>Student to organise meeting date & location</p> | | <p>Assessment 5 Time logs</p> |
| <p>PW 7 4/8/23</p> | <p>Mid-placement self-evaluation</p> | <p>Undertake mid-placement self-evaluation in your learning Plan document – share with your Field educator and liaison prior to Mid-placement review meeting</p> | | <p>Assessment 2 Learning Plan Assessment 6 Mid-placement and final Review</p> |
| <p>PW 8 11/8/23</p> | <p>Mid-placement Review meeting Complete & submit time logs</p> | <p>Complete Field Educators Evaluation and self-assessment.</p> | | <p>Assessment 5 Time logs Assessment 6 Mid-placement and final Review</p> |
| <p>PW 8 cont. 18/9/23</p> | <p><u>Integration 2 Topic:</u> Theory and Practice</p> | <p>LearnJCU Learning Activities in Collaborate online classroom Wednesday, 13/9/23, 2-4pm</p> | <p>Beckett, C (2006). The Limits of Theory. In: <i>Essential Theory for Social Work Practice</i>, Sage, London, pp1-15. Cleak, H & Wilson, J. (2019) Chapter 7 Chapter 8 Chapter 9</p> | <p>Assessment 3 Integration Participation</p> |
| <p>PW 10 25/9/23</p> | <p>Journal reflection 2 Complete & submit time logs</p> | <p>Theory to Practice</p> | <p>Refer to workshop and modules</p> | <p>Assessment 4 Journals Assessment 5 Time logs</p> |

| | | | | |
|--------------------------|---|--|--|--|
| PW 11 2/10/23 | Student to organise final meeting time & location | Start work on Presentation of Learning | Student to organise upcoming final meeting | Assessment 6 Mid-placement and final Review |
| PW 12 9/10/23 | Complete & submit time logs | | | Assessment 5 Time logs |
| PW 13 16/10/23 | Integration 3 Topic: Finishing Well | LearnJCU Learning Activities in Collaborate online classroom Wednesday, 18/10/23, 2-4pm | Cleak, H & Wilson, J. (2019) Chapter 14 Chapter 17 Chapter 18 Field Education Manual, Chpt 8 | Assessment 3 Integration Participation |
| PW 14 23/10/23 | Complete & submit time logs | | | Assessment 5 Time logs |
| PW 15 30/10/23 | Journal reflection 3 | Professional identity | Refer to workshop and modules | Assessment 4 Journals |
| PW 16 6/11/23 | Complete & submit time logs Review Career Clarity questionnaire | | | Assessment 5 Time logs Assessment 7 Presentation of learning |
| PW 17 13/11/23 | 3Final Liaison meeting & Learning Presentation Majority of Full-time Placements finish | Complete self-assessment and receive Field Educator Evaluation Learning Presentation Send final time-logs to liaison | Student to send self-evaluation and supervisor evaluation documents to Liaison | Assessment 5 Time logs Assessment 6 Mid-placement and final Review Assessment 7 Presentation of learning |