Social Work & Human Services
Field Education Manual

A guide for the requirements of

WS3503/ WS5303/ WS5304
Field Education 1

WS4504/ WS5605
Field Education 2

CRICOS Provider Code: 00117J
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.

Prepared for the CASE, James Cook University.
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FOREWORD

This manual has been developed for use by Students, Field Educators, and teaching staff of the Social Work Program at James Cook University. It is aimed at providing a quick and convenient source of information about the procedures and processes of the Field Education component in the Bachelor of Social Work and Master of Social Work (PQ) courses.

The manual is divided into ten chapters. The first seven chapters provide general information about the Social Work Program, the Field Education component, roles and responsibilities in Field Education and placement procedures. These should be referred to by all parties prior to and during the course of field placements. Chapters 8 and 9 relate directly to the first and second Block Placement. The final chapter covers the assessment requirements for both placements. These sections are designed to provide more specific information for Students, Field Educators, and Liaison staff involved in either of these two placement periods.

This manual is regularly updated. Suggestions for how the manual can be improved are welcomed from both students and Field Educators and can be forwarded to James Cook University Social Work and Human Services in either Cairns or Townsville.
CHAPTER ONE: Introduction

Acknowledgment - Field Educators

Because the Bachelor of Social Work and the Masters of Social Work (Professional Qualifying) are vocationally oriented courses, Field Educators play an essential role in developing the competence of students in practice settings. Field Educators participate in the BSW and MSW(PQ) program by providing placement opportunities for students. They do this out of a sense of professional commitment. Without their support the program would not be possible. The JCU Social Work & Human Services’ teaching staff would like to acknowledge the important contribution that the Field Educators make to the success of the course, most often without remuneration.

Our Statement

The Academic Group of Social Work and Human Services is committed to education and practice which are informed by critical insights into structural inequalities and inequities and which contribute at both individual and collective levels to a socially just and sustainable society.

The JCU Social Work & Human Services seeks to achieve this mission through high quality teaching and research, critical scholarship and active community service. In doing so, the School acknowledges the traditional owners of Australia, values diversity and recognises the international context of practice.

Social Work and Human Services is located within the College of Arts, Society and Education. Social Work & Human Services offers undergraduate courses and subjects in Social Work, Human Services and Women's Studies, and postgraduate coursework and research degrees in Social Work (Professional Qualifying) and Social Sciences.

Programs are offered on campus at Townsville, Cairns and through distance education.

The JCU Social Work & Human Services academic group has a substantial research profile and is also active in community service within North and Far North Queensland.

Philosophy of Bachelor of Social Work and Master of Social Work (Professional Qualifying) Courses

The Bachelor of Social Work and Master of Social Work (Professional Qualifying) courses at James Cook University aim to educate generalist Social Workers who are capable of exercising independent judgement and applying theory to practice. This course reflects a dual concern with individual needs within the wider socio-political context. Thus, both qualifications have been structured to meet the requirements for membership of the Australian Association of Social Workers, the accrediting body for all Australian Social Work courses.

There are five distinct yet related components designed to educate generalist social workers. They are:

- the study of human, social, political, legal and cultural systems;
- the development of social work skills, knowledge and values;
- the study of the welfare system;
- the integration of theory with practice;
• the analysis of social work professionalism.

Having attained an understanding in the aforementioned areas, the social work graduate should be able to provide a professionally competent, ethically responsible and accountable service. Therefore s/he will be:

• disciplined in thought and action and be able to subordinate personal needs to those of the client;
• able to involve the client fully;
• work within the parameters of a social justice framework.

Field Education Goals
The primary Field Education goals are as follows:
• To provide students with opportunities to:
  ▪ develop and / or widen their experience,
  ▪ broaden their knowledge base,
  ▪ be exposed to new practice experiences, and
  ▪ develop a greater understanding of social work through formal supervisory arrangements.

• To enable students to learn how the agency functions, experimenting with a variety of interventions within the organisational mandate.

• To give students an opportunity to demonstrate their levels of competence or expertise, to show evidence of action based on reflection and to identify areas of further personal and professional learning.

• To assist students to use their personal resources effectively, enabling the student to grow into the role of a social worker.

• To help students understand how their own personalities, values and experiences influence their perceptions of self and others, shaping their responses to policy and practice.

• To provide students with supervision matched to their learning needs, as well as providing students with a model of supervision for the future.

• To provide students with the opportunity to apply knowledge and skills acquired on the course to the realities of social work practice.

Field Education Learning Outcomes
Students’ learning in field education is practice based and in the context of each particular field of practice and human service organisation as well as the practice standards for the profession. Bachelor of Social Work undertake WS3503/ WS5304 Field education 1 and WS4504 Field Education 2. Master of Social Work students (PQ) undertake WS5303/ WS5304 Field Education 1 and WS5605 Advanced Social work Placement

### WS3503/WS5303/WS304, WS4504 and WS5605 Field Education Objectives

<table>
<thead>
<tr>
<th>Students who successfully complete this subject will be able to:</th>
<th>WS3503 and WS5303/WS5304</th>
<th>WS4504</th>
<th>WS5605</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate and apply knowledge of values, ethics and professionalism in daily social work practice</td>
<td>1. Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</td>
<td>1. Synthesise knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</td>
<td></td>
</tr>
<tr>
<td>2. Describe and engage in culturally responsive and inclusive practice</td>
<td>2. Demonstrate and critically reflect on culturally responsive and inclusive practice</td>
<td>2. Demonstrate and critically reflect on culturally responsive and inclusive practice</td>
<td></td>
</tr>
<tr>
<td>3. Explain social work theories, concepts, methods and techniques, and apply to practice</td>
<td>3. Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</td>
<td>3. Evaluate social work theories, concepts, methods and techniques, and apply to research and practice</td>
<td></td>
</tr>
<tr>
<td>4. Apply appropriate communication and interpersonal skills, informed by reflections on use of self</td>
<td>4. Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</td>
<td>4. Apply advanced communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</td>
<td></td>
</tr>
<tr>
<td>5. Implement information recording and sharing strategies</td>
<td>5. Implement advanced information recording and sharing strategies</td>
<td>5. Implement advanced information recording and sharing strategies</td>
<td></td>
</tr>
<tr>
<td>6. Actively participate in professional development and supervision.</td>
<td>6. Actively participate in professional development and supervision through critical reflection and research.</td>
<td>6. Actively participate in professional development and supervision through critical reflection and research, in order to advance professional practice.</td>
<td></td>
</tr>
</tbody>
</table>

### AASW Practice Standards 2013

1. Social workers demonstrate that the values of social work are integral to their practice, they uphold their ethical responsibilities and they act appropriately when faced with ethical problems, issues and dilemmas.

2. Social Workers demonstrate active promotion and support of the social work profession, act with integrity and ensure accountability.

3. Social workers have adequate understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way.

4. Social workers have and obtain the knowledge required for effective practice.

5. Social Workers demonstrate the skills required to implement knowledge into practice.

6. Social workers demonstrate skills required to communicate and work effectively with others.

7. Social workers are accountable and responsible for the information they collect and keep in the course of their work.
8. Social workers demonstrate commitment to ongoing learning through continuing professional development and supervision.

Full document may be found at the following link:

WS3503 and 5303/ WS5304 Field Education 1

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**
   1.1 Name particular social work skills and values that demonstrates respectful and inclusive practice with cultural difference and diversity
   1.2 Name and discuss social work and other relevant theories and concepts that are used in the placement context
   1.3 Identify higher level systemic influences on people with respect to area of practice
   1.4 Identify and critically reflect on on communication with a diverse range of people
   1.5 Identify and critically reflect on on communication with a diverse range of people
   1.6 Use information technology to communicate and provide services as appropriate within the placement context.

2. **Describe and apply culturally responsive and inclusive practice**
   2.1 Define how they will respect, strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their culture

3. **Explain the knowledge for practice that is required for their particular placement context**
   3.1 Identify and discuss social work and other relevant theories and concepts that are used in the placement context
   3.2 Understand how and when theories, knowledge bases and knowledge sources inform practice in their placement context
   3.3 Understand the role of research and evaluation in obtaining and generating new knowledge for practice in relation to their placement context
   3.4 Under go the placement context.
   3.5 Identify and use a range of specific social work methods and techniques appropriate to area of practice in the placement context

4. **Demonstrate an appropriate level of interpersonal and communication skills informed by reflections on use of self**
   4.1 Conduct an assessment and/or analysis of needs under the supervision of Field Educator to inform the service being offered
   4.2 Demonstrate an ability to work collaboratively with relevant people
   4.3 Demonstrate the capacity to work with others in a team environment
   4.4 Use information technology to communicate and provide services as appropriate within the placement context.

5. **Demonstrate the capacity to complete information recording and sharing strategies within the placement context**
   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 within the placement context and through the timely completion of Field Education coursework and assessment tasks
6.3 Contribute to education and professional development of other students where appropriate through Field Education coursework tasks.

WS4504 Field Education 2
Students who successfully complete this subject will be able to

1. Demonstrate knowledge of values, ethics and professionalism in social work and apply these critically reflectively in daily practice in the placement context
   1.1 Critically reflect on practices that are in accordance with the Code of Ethics (2010) and apply ethical practices to placement tasks.
   1.2 Recognise and manage with ethical dilemmas and issues arising in practice under the supervision of the Field Educator
   1.3 Critically reflect on their own work within the placement context and articulate how their practice represents the social work profession with integrity and professionalism
   1.4 Behave in a professional manner and be accountable to their Field Educator for all decisions and actions

2. Critically reflect on and demonstrate culturally responsive and inclusive practice
   2.1 Name particular social work skills and values that they have employed demonstrating respectful and inclusive practice with cultural difference and diversity
   2.2 Define how they have demonstrated respect, striven to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their culture

3. Critically discuss social work theories, concepts and knowledge and apply a range of social work methods and techniques to practice in their particular placement context
   3.1 Identify systemic influences on people with respect to 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 Integrate theories, knowledge bases and knowledge sources to inform practice in their placement context.
   3.4 Conduct an assessment and/or analysis of 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 area of practice in the placement context
   3.6 Apply critical and reflective thinking to practice in placement context and discuss how this would apply in other contexts.

4. Communicate effectively and apply interpersonal skills in a range of settings and contexts, informed by critical reflections on use of self
   4.1 Effective communication 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. Demonstrate advanced information recording and sharing strategies within the placement context
   7.1 Record and manage information appropriately
6. Successfully engage in professional development and supervision through active participation, research and critical reflection.

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 and assessment tasks
6.3 Contribute to education and professional development of other students where appropriate through Field Education coursework tasks.

WS5605 Advanced Social Work Practicum

Students who successfully complete this subject will be able to

1. Demonstrate knowledge of values, ethics and professionalism in social work and synthesise these in order to apply these critically reflectively in daily practice in the placement context
   1.1 Critically reflect on practices that are in accordance with the Code of Ethics (2010) and apply ethical practices to placement tasks.
   1.2 Recognise and manage with ethical dilemmas and issues arising in practice under the supervision of the Field Educator
   1.3 Critically reflect on their own work within the placement context and articulate how their practice represents the social work profession with integrity and professionalism
   1.4 Behave in a professional manner and be accountable to their Field Educator for all decisions and actions

2. Critically reflect on and demonstrate culturally responsive and inclusive practice
   2.1 Name particular social work skills and values that they have employed demonstrating respectful and inclusive practice with cultural difference and diversity
   2.2 Define how they have demonstrated respect, striven to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their culture

4. Critically discuss social work theories, concepts and knowledge and utilise research and evaluation in order to apply a range of social work methods and techniques to practice in their particular placement context
   3.1 Identify higher level systemic influences on people with respect to 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 in relation to their placement context
   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 area of practice in the placement context
   3.7 Apply critical and reflective thinking to practice in placement context and discuss how this would apply in other contexts.

4. Communicate effectively and apply interpersonal skills in a range of settings and contexts, informed by critical reflections on use of self
   4.1 Effective communication 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. Demonstrate advanced information recording and sharing strategies within the placement context
7.1 Record and manage information appropriately

6. Successfully engage in professional development and supervision through active participation, research and critical reflection in order to critically evaluate and 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 and assessment tasks
6.3 Contribute to education and professional development of other students where appropriate through Field Education coursework tasks.

Where placement fits within the degree

Undergraduate Social Work students are required to complete WS3503 Field Education 1 and WS4504 Field Education 2 as part of their study plan.

The first placement, WS3503 occurs during first semester of level 3 of the BSW and WS4504 during the final semester of level 4 of the degree allowing for the transition to practice. Students studying a full-time load will complete this subject at five days per week.

Qualifying Masters of Social Work students are required to complete WS5303/WS5304 Field Education 1 and WS5605 Field Education 2 as part of their study plan.

The first placement, WS5303/ WS5304 Field Education 1 occurs during the second semester of the MSW(PQ). Preparation for this subject commences as part of students studies in the Foundation subject in the workshop in April. The second placement WS5605 Field Education 2 occurs during the final semester of the degree allowing for the transition to practice.

Suitability to work with children card

Placement are a prescribed and essential part of the degree. In order to continue to be enrolled in the social work degree students will need to be eligible for a Suitability to Work with Children Card at the time of the first enrolment; maintain that eligibility throughout the whole of the course; and actually apply for or acquire of a Sustainability to Work with Children Card prior to commencement of Placement

In the event that a student becomes ineligible for a Suitability to Work with Children Card, at any time between the date of first enrolment and the date of completion of the course, the student will not be able to complete the degree. (As per JCU enrolment Policy- Coursework students -https://www.jcu.edu.au/policy/student-services/enrolment-policy-coursework-students).

Further information about blue card, yellow cards and criminal history checks is provided in chapter 7.
CHAPTER TWO: Placement preparation

In preparation for the placement it is important to get ready for the learning opportunity. Students bring prior knowledge, skills, experiences, understandings and insights to the placement- as well as preferred ways of learning and receiving feedback. It is useful to explore what you bring to the placement experience before placement commences and thus leading up to placement students will be asked to work through a range of subject material, including modules and readings. These are purposely designed to support the placement learning experience.

What makes a good placement?

- Preparation
- Willingness of workplace/team to share their experience
- Recognition of adult learning and learning styles
- Availability of learning opportunities
- Availability of supervisor
- Time for reflection

In field education training supervisors are supported to explore what makes a good placement. Ultimately, though, field education requires students to be active drivers of their learning experience. It is important that student take active leadership in their placement, including familiarising themselves with the subject material, seeking learning opportunities, debriefing, supervision and feedback, immersing themselves in practice, linking theory to practice, exploring their learning, creating and monitoring learning plans, organising liaison meeting, and setting agendas for supervision and liaison meetings and more.

There can be occasions when not everything is going according to plan or when the field education opportunity does not work out to be a good learning opportunity. If there concerns about the student’s learning, safety or progression in the placement, it is important to contact the liaison person or, if placement has not commenced or the liaison person is unavailable, a field education staff member. See also chapter 6.

Reflecting on suitability for placement and practice

The JCU field education team ran workshops with field educators exploring student suitability and unsuitability for social work in 2016. Based on this work a model was developed, defining those terms. The team sought and integrated feedback from field educators, further refining the model that is presented below. “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” Croaker, Dickinson, Watson & Zuchowski, 2017, p.109).

(Croaker, et al. 2017, p.117)

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


The field education team then explored the concepts of suitability and unsuitability with students who had completed field education. Similarly to the field educators, students identified a critical understanding of self, skills, knowledge, attitudes and contextual factors as important when assessing students’ suitability for field education. In the same vein, lack of preparedness to learn, lack of capacity to demonstrate an understanding of professional values and ethics and 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 of the model (Zuchowski, Croaker, Watson, Dickson &Thomas, 2019).
Students also suggested that it would be useful to use the model in discussions between field educators, students and liaison people 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, measure the quality of their work, in preparation for placement and as a reflective tool” (Zuchowski et al, 2019, p.50)

It would be useful for students, field educators and liaison people to use these visual tools to engage in discussions about suitability for practice in a collaborative, strengths-focused endeavour.

Discussions about suitability could be useful for supervision and professional growth and various topics could be explored. The table below provides some ideas, however the list is not exhaustive:

<table>
<thead>
<tr>
<th>Defining Suitability</th>
<th>Discussion points:</th>
<th>Topics for Discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Professionalism in the context of defining suitability includes the AASW social work values;  Professional Integrity  Respect for Persons  Uphold Social Justice (AASW Code of Ethics, 2010)</td>
<td>• Identifying and evaluating behaviour  • Emotional Intelligence  • Use of self  • Language  • Respect for colleagues  • Compassion and empathy  • Following policy and procedure  • Recognise voyeurism  • Respectful interactions with clients  • Response to ethical dilemmas  • Mezzo and Macro understanding of issues</td>
</tr>
</tbody>
</table>
### Openness to Learning

- Able to identify ethical dilemmas
- Awareness of overwhelming difficulties
  - Commitment to preparation for placement
  - Identified self-care strategies
  - Ability to recognise balance between competing priorities
- Initiative and motivation
- AASW standards of practice that can inform their placement experience.
- Application of theory to practice.

- Seeking learning opportunities
- Seeking and receiving feedback
- Reflecting on practice
- Integrating observations, practice and theory
- Valuing difference
- Opportunities for new experiences
- Opportunities for peer review and evaluation
- Exploration of ethical issues and dilemmas

### Context of Placement

- Quality of Supervision
  - Compatibility with supervisor
- Cultural Aspects
- Organisational Background
  - Culture within the organisation
  - Policy and procedure
  - Restructure of organisation
  - Funding
  - Placement within an area of interest

- The connection between professional practice and the personal self
- Hopes for learning
- Future plans for practice and the development of transferable skills

### Critical Reflection

- Awareness of personal values, beliefs and attitudes and how these impact practice.
- Skills/strengths and previous experience

- Awareness of expectations of students to have job specific skills i.e. interpersonal skills, presentation skills, case noting, communication skills.

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**Assessing Suitability**

Students need to be aware that the JCU Social Work & Human Services reserves the right to assess the suitability of students for Social Work placement and to continue in the BSW or MSW (PQ) degree.

**References**


**PLACEMENT COMMITMENT**

Students should be aware that field placement is a substantial commitment, requiring personal, family and financial adjustment and sacrifices. Staff will take individual circumstances into account wherever possible however students should consider their life circumstances and their readiness for this commitment.

Students need to be in contact with the field education team to discuss placement options. Arranging for placement is a lengthy process, so contact needs to occur well before the study period commences.
**Remember** The JCU Social Work and Human Services Field Education policy is dictated by current **Australian Association of Social Workers** (AASW) guidelines, contained in the document AASW, the *Australian Social Work Education & Accreditation Standards* (2012, AASW).

**Negotiation of Placements**

Negotiations with the agencies about placements are carried out on behalf of students by the Field Education Coordinator and other Field Education staff. The Field Education team liaises with social welfare practitioners and their managers in order to establish a range of placement options.

**Note** *Students must not set up their own placements and expect those arrangements to be ratified unless the Field Education Coordinator and/or a specific Field Education team member gives permission. This is in accordance with AASW policy.*

**Matching Students and Placements**

The AASW requires that student undertake their two placements in different fields of practice, with at least one placement in direct practice (AASW, 2012). Placement need to facilitate the participation in social work tasks and be supervised by qualified social workers (AASW, 2012). The AASW requires that students”… have the opportunity to participate in a broad range of learning experienced in field education. In particular, students must undertake field placements in at least two different fields of practice and organisations, with different client groups, using methods of social work practice and with a different field educator for each placement” (2012, p.8). To facilitate this JCU will work with students to match them to suitable placement, aiming to provide opportunity to undertake placement in one Government and one non-Government setting.

While some students may be certain that they would want to work in a specific field of practice, for the professional development or social work practice it is important to also have experiences in other fields.

Every effort is made to secure a placement near their place of residence, however this is not always possible. There might be times where students need to relocate to another area in order to secure an appropriate placement. This may involve travel and additional accommodation and living expenses, which are the responsibility and at the expense of the student. The Shirley Gilliver Memorial Fund ([https://www.jcu.edu.au/scholarships-@-jcu/search/shirley-gilliver-memorial-fund-grant](https://www.jcu.edu.au/scholarships-@-jcu/search/shirley-gilliver-memorial-fund-grant)) can support students undertaking field education in a rural or remote community.

**WS3503 Field Education 1: The process for placement finding**

The process for placement finding for Field Education 1 will follow the following plan:

1. All students need a valid Working with Children card (blue card in Qld). Please email a copy of your bluecard to **swprofex@jcu.edu.au**.
2. The Field Education team begin **allocating** a specific Field Education (FE) lecturer to **ENROLLED** students of **WS3503** from beginning January (hint: enrol as soon as possible)

3. Enrolled students will have access to the LearnJCU website for **WS3503 Field Education** 1. Visit the ‘Getting Started’ tab to learn what you can do to expedite your placement process.

4. The FE lecturer will firstly check your **In-Place** material in order to fast track your placement requests. (Hint: visit LearnJCU to find detailed instructions on In-Place access and usage).

5. The **FE lecturer will then email or phone** you, confirming they are your ‘worker’ and clarify any areas of concern you may have. (Hint: double check your details are up-to-date in e-student and In-Place)

6. If you are studying as a **distance education student** away from the Townsville or Cairns campus, the FE lecturer may ask you to source contact details for organisations in your area. Names and email addresses are invaluable.

7. Scheduled appointments and regular email and telephone contact are expected forms of communication between the student and the FE lecturer. This might include contact over the holiday break as placement possibilities are sought for you. **If you are likely to be away from your usual address, please advise alternate contact details.**

8. A positive response from an interested agency may result in a **placement interview**. Placement interviews offer both parties the chance to assess each other for compatibility. In some instances, students will be required to attend two or more placement interviews, furnishing project proposals when required. Professional conduct is expected, with students demonstrating the ability to be punctual and well organised for the interview.

9. After the interview, Field Educators and students should **contact the Field Education lecturer** and report back on the outcome of the interview. If the placement is not to go ahead, further discussions will ensue. If all has gone well, the field education staff member will formalise the arrangements in writing and students will commence on the agreed date.

10. The Field Education lecturer will then match the student with a Liaison Officer and forward all the relevant details to the Administration worker for the College of Arts, Society and Education. All placement details are processed and sent out from the Admin team.

11. Please remember that Field Education is a subject that is broader than your placement. The pre-placement tasks, the integration tasks, assessments and indeed your interactions with key people involved in the placement are all part of demonstrating your professional readiness for practice. Your patience, courtesy and respectful interactions are noticed and appreciated.
Placement planning and seminars
Pre placement planning and initial information seminars occurs prior to the study period before placement occurs. Student need to attend the on-campus seminar prior to commencing placement.

**WS3503 Field Education 1 pre-placement seminar for BSW students**

The **2-day seminar** will address issues such as:
- What are learning objectives?
- Determining individual learning objectives.
- Who occupies roles such as the Field Education Coordinator, Field Education lecturers, Liaison person, Field Educator, supervisor (task and/or professional)?
- Functions of these roles
- What is supervision? (this involves placement related issues, professionalism, ethics, further practice learning, placement learning, organisational relationships, future employment etc)
- Addressing challenges and difficulties on placement

**WS5303/ WS5304 Field Education 1 pre-placement seminar for MSW(PQ) students**

MSW(PQ) students will experience their Pre-placement seminar as a **full day on campus** workshop attached to the Foundation subject in SP1. This workshop is designed to complement the **WS5516/ WS5517 Foundations of Social Work** compulsory workshop. As this is an ‘ungraded hurdle’ requirement of WS5303/WS5304 Field Education 1.

The on-campus workshop will address the following issues:
- What is a field placement?
- The InPlace database tool
- What are learning objectives?
- Determining individual learning objectives.
- Who occupies roles such as the Field Education Coordinator, Liaison person, Field Educator, supervisor (task and/or professional)?
- Functions of these roles
- Who organises the placement?
- Familiarisation with community organisations
- practical tasks such as Blue Card applications, vaccination requirements, police checks and the specific requirements for a placement with Queensland Health.
- What is supervision? (this involves placement related issues, professionalism, ethics, further practice learning, placement learning, organisational relationships, future employment etc..

**Pre-placement tasks**
- Completing the In-Place data base regarding your preferences and possibility
- Read the key subject materials and texts on LearnJCU
bullet Ensuring you have a Working With Children card that is current
bullet Ensuring you are up-to-date with vaccinations if your preferred placement site requires this (many State and Territory Health Departments require current evidence of your HEP B immunity)
bullet PLEASE CHECK EMAILS regularly and
bullet Ensure you are actively engaged with the LearnJCU website.

**WS4504/WS5605 Field Education 2 for BSW and MSW(PQ): The process for placement finding**

The process for placement finding for Field Education 2 will follow the following plan:

1. the Field Education team begin **allocating** a specific Field Education lecturer to ENROLLED students of WS4504/WS5605 from March in every year (hint: enrol as soon as possible)

2. The FE lecturer will firstly check your **In-Place** material in order to fast track your placement requests. Remember: In-Place replaces the ‘placement preference form. (Hint: visit LearnJCU to find detailed instructions on In-Place access and usage).

3. The FE **lecturer will then email or phone** you, confirming they are your ‘worker’ and clarify any areas of concern you may have. (Hint: double check your details are up-to-date in e-student and In-Place)

4. If you are studying as a **distance education student** away from the Townsville or Cairns campus, the FE lecturer may ask you to source contact details for organisations in your area. Names and email addresses are invaluable.

5. Scheduled appointments and regular email and telephone contact are expected forms of communication between the student and the FE lecturer. This might include contact over the holiday break as placement possibilities are sought for you. **If you are likely to be away from your usual address, please advise alternate contact details.**

6. A positive response from an interested agency may result in a **placement interview**. Placement interviews offer both parties the chance to assess each other for compatibility. In some instances, students will be required to attend two or more placement interviews, furnishing project proposals when required. Professional conduct is expected, with students demonstrating the ability to be punctual and well organised for the interview.

7. After the interview, Field Educators and students should **contact the Field Education lecturer** and report back on the outcome of the interview. If the placement is not to go ahead, further discussions will ensue. If all has gone well, the field education staff member will formalise the arrangements in writing and students will commence on the agreed date.

8. The Field Education lecturer will then match the student with a Liaison Officer and forward all the relevant details to the Administration worker for the College of Arts,
Society and Education. All placement details are processed and sent out from the Admin team.

Please remember that Field Education is a subject that is broader than your placement. The pre-placement tasks, the integration tasks, assessments and indeed your interactions with key people involved in the placement are all part of demonstrating your professional readiness for practice. Your patience, courtesy and respectful interactions are noticed and appreciated.

**WS4504 and WS5605 Field Education 2 pre-placement work and tasks**

All students enrolled in Field Education 2 are required to complete the LearnJCU placement preparation modules prior to placement start. To be eligible for placement, students must have completed the on-campus five day workshop for WS4511/WS5611 Professional Development for Social Work Practice in SP7. Students may choose to enrol in either the Townsville or the Cairns campus (limited mode) for the WS4511/WS5611 workshop.

Visit the LearnJCU website to complete all pre-placement modules.

**Additional pre-placement tasks for WS4504 and WS5605 Field Education 2**

Students can expect to begin their placement in week 1 of Study Period 2. In order for this to be possible, there are several tasks required of students well before semester start.

As soon as you enrol in WS4504/WS5605 you should have access to both Learn JCU for the subject and to the In Place database. The Field Education team encourages you to be proactive in doing what you can to ensure placement finding occurs as smoothly as possible.

The required tasks include:

- Complete the In-Place data base regarding your preferences and possibility (please see information on LearnJCU)
- Ensuring you have a Working With Children card that is current
- Ensuring you are up-to-date with vaccinations if your preferred placement site requires this (many State and Territory Health Departments require current evidence of your HEP B immunity)
- PLEASE CHECK EMAILS regularly
- Ensure you are actively engaged with the LearnJCU website.
CHAPTER THREE: Roles, Responsibilities and Expectations

THE STUDENT

Field education is the opportunity for the student to advance learning about social work practice. Thus 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 chapter 10.

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.

Confidentiality

Of paramount importance during placement is that students observe professional standards and agency protocols in relation to confidentiality in all agency matters during placement. Being open and accountable, including relevant key stakeholders in decision making, “while observing appropriate confidentiality and duty of care requirements” is key to ethical practice (AAW 2010, p.15). The JCU Social Work and Human Service program will require Field Educators and students to share sufficient information on a need to know basis (with the Liaison Person and / or Field Education coordinator) to ensure that the learning requirements of the field placement subject are being met. This could occur as part of your journal writing, liaison meetings or as part of your integration sessions. The need for confidentiality extends to any information concerning clients whether received during interviews, given over the telephone, in written documents, in meetings with University staff or in discussions with other students. Confidentiality also applies to agency personnel, other students and the community.

Please also refer to the AASW Code of Ethics and Practice Standards (see also AASW, 2010; AASW 2013)

Dress

It is expected that students will dress in accordance with agency dress standards. It is important that students are aware of the possible differences in dress codes among cultural, ethnic and religious groups. Students are encouraged to discuss agency dress standards at the initial meeting/ interview prior to placement. If either student or supervisor has concerns about this issue, it should be discussed together in the first instance.
Punctuality
Students are expected to develop appropriate work habits and to be punctual.

Journal and Time Logs
As students are required to complete written assessment requirements of the Field Education placement, it is recommended that one half hour (for example, the first or last half hour of the day) be set aside for students to do this.

Other assessments
Students are to be allowed to complete placement related assessment only during the placement hours.

Negotiating the workplace
This refers to understanding that there will be other workers within the agency who may not be social workers. Colleagues from other disciplines have their own professional codes of ethics. This needs to be understood, respected and appreciated by social work students. It is also important to respect the work space of other staff and students.

Use of agency resources
Agency resources are provided for use by agency staff for the provision of service as per the agency’s goals. As such these resources remain the property of the agency and are to be used solely for the purpose for which they are intended. These resources include staff time, equipment, phones, faxes, photocopying, computers, stationery supplies, cars although this is not an exhaustive list. Use of any of these resources will need to be negotiated through your field educator.

Hours and Agency Attendance
Students need to be aware that the placement experience is intended to reflect the reality of the workplace and the typical work hours for the placement agency. These may vary in different settings. However AASW guidelines demand that an average minimum of a 7 hour work day is required over the entire placement.

In accordance with AASW guidelines, BSW/ MSW(PQ) field placements consist of two separate placements totalling 1000 placement hours:

WS3503/ WS5303/ WS5304: First Placement: 500 Hrs
WS4504/ WS5604: Second Placement: 500 hrs

If taken full-time this will add up to about 14 weeks each placement. Students cannot undertake more than 40 hours per week. Part-time placements can be negotiated but with no less than 3 days per week.

Time In Lieu
Should students be required to 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 supervisor. Any time in lieu applied for by the student without negotiation will not be accepted

**Lunch Breaks**
All students must take a minimum half hour lunch break each day; eg this means if the normal agency hours are 8.30am – 4.00pm (7 hours per day plus a minimum half hour lunch break)

Students are required to be in attendance at the placement setting for the full number of days unless negotiated/explained by the student's need to work in the library, visit other agencies, conduct home visits or carry out some other bona fide activity outside the agency etc.

Any deviation from the agreed placement arrangements must be negotiated and agreed to between individual students, their field educators and the Liaison person.

**Placement Credit**
The JCU *Social Work and Human Services’* policy regarding credit is stated in the University Handbook “It should be noted that the Australian Association of Social Workers does not permit credit to be given for field education undertaken in non-social work programs.”

Students can apply for Recognition of Prior Learning (RPL) for their first placement if they have a *minimum of three full-time equivalent years’ practice in a relevant context in the previous seven years in which at least one year of full-time-time equivalent has been in the last three years.* The JCU Field Education RPL guidelines, based on the *Australian Social Work Education & Accreditation Standards* (AASW, 2012) are available on the learnjcu site for the first placement subject and on the JCU website.

**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:

• Assisting students in their skill development practitioners in the field
  o student’s integration in the organisation and the team;
  o setting of and progression of task;
  o student’s placement experience and learning.

• Assisting in mid- and end of placement assessment:
  o Provide feedback on the student’s participation in the organization and activities;
  o 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 JCU Social Work and Human Service’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 maintains communication with students and Field Educators. Liaison staff are members of the Social Work and Human Services’ academic staff team and sessional teaching staff. The ultimate responsibility of the liaison staff is to ensure that students are provided with the educational opportunities to develop the knowledge and skills necessary for effective social work practice.

Liaison staff have the following responsibilities:

1. To maintain regular contact with the Field Educator, task supervisors and the student in order to review the student's progress during placement.

2. To receive and assess the assessment requirements of the placement, including assisting in the development and assessment of the learning plan.

3. 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.

4. To monitor that the placement meets the requirement of social work accreditation standards, for example, no placement can be observational only, regular supervision by a qualified social worker is provided, students have adequate space, resources and support to complete the learning experience (AASW, 2012)

5. To recommend to the Field Education Coordinator, the results for WS 3503/WS5303/ WS5304: Field Placement I and WS4504/ WS5605: Field Placement II based on
   (a) consultation with Field Educators and the students and
   (b) the quality of the prescribed Field Education tasks.

6. To assist Field Educators in their skill development as educators and as social work practitioners as and when required.
Liaison’s role in assessing suitability
Students need to be aware that the Social Work and Human Services Academic group reserves the right to assess the suitability of students for Social Work placement and to continue in the social work degree.

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

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


Liaison Visits
Each student is assigned a Liaison worker from the University. Liaison people have contact with students and Field educators (and Task supervisors where applicable) on at least three occasions during the placement, usually when signing off on the student’s learning plan, for mid-placement assessment and end-of-placement assessment. At least one of these contacts will be face to face.

Please note that it is the responsibility of students to ensure that an appointment time is made with the Field Educator/s, and the Liaison worker and that space is made available within the placement setting for the visit to take place.

Liaison people are also available for consultation with the Field Educators and/or student as the need arises.

The AASW accreditation standards require the following from liaison staff:

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

The primary purpose of liaison visits is to:

- Assist in the clarification of expectations and the finalisation of the Learning Plan.
  a. This may be done by sending the Learning Plan to the Liaison person.
b. By discussing with the Field Educator and student by phone contact or in person regarding the progress of the placement.

- Monitor the student's progress using the mid-placement evaluation and to review the student's learning objectives for the remainder of the placement. Liaison persons will ask Field Educators whether it is likely that they will recommend a satisfactory grade given the student's performance to date.
- Evaluate the student's placement performance on the basis of the assessment schedules and to identify the student's future learning needs.

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

**Remember** that it is the responsibility of students to present prepared material during the Liaison assessment visits. For most students this will mean organising notes relating to the work they have undertaken to date, possibly an agenda, charts or any other diagrammatic depictions of key points which evidence claims that they have achieved points of progress.

**Suggested format for Liaison contacts**

*a. Student input:*
Students give an overview of what they have been doing on placement so far, covering the tasks they have undertaken, the agency business they have been involved with, details of any project work, client contact, etc.; assessing their performance to date, discussing specific cases they have been involved with and the practice framework they have been working from. This needs to be done with direct reference to the completed evaluation forms and the learning objectives set down in the Learning Plan.

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

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

**Note:** These assessment visits are formal opportunities for any issues/areas of concern to be raised by any one of the parties. However, a Field Educator or student can contact the Liaison person at any point during the field placement.
Ensuring adequate liaison is provided
The importance of liaison visits must be emphasised. The AASW (2012) accreditation standards for social work programs require a minimum of three contacts, with at least one face to face visit.

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

The Field Education Coordinator and Field Education Team

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

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

Activities carried out by the Field Education Coordinator in consultation with the JCU Social Work & Human Services Advisory Committee include the following:
1. Assessing and selecting agencies to provide Field Education to BSW and MSW(PQ) students.
2. Evaluating and consulting with field agencies on a continuing basis in an effort to upgrade the Field Education program.
3. Ensuring that social work educational standards are maintained by the Field Education program.

Field Education Policy
There are two major forums where JCU Social Work and Human Service policy is decided.
- JCU Social Work and Human Services twice yearly workshops and the
- JCU Social Work and Human Services Advisory Committee.

Purpose and Terms of Reference of JCU Social Work and Human Services Advisory Committee

Purpose
The Committee will advise and inform the Academic Group on relevant content and processes to enable the development of graduate skills and competencies that reflect the contemporary needs of the human services sector.

Terms of Reference
The Advisory Committee will provide advice on:
- The knowledge, skills and abilities required of graduates
- The nature of the human services environment

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

Meeting and Contact Schedule
The Committee will meet twice a year, once in-person for a day in June or July and then via videoconference at the end of or the beginning of the year. These meetings will precede CU Social Work and Human Services Staff Workshops. At other times (at least monthly) communication will be via an Advisory Committee e-mail list.

Australian Association of Social Workers (AASW) www.aasw.asn.au
The AASW accredits the Bachelor of Social Work and the Master of Social Work (Professional Qualifying) degrees at James Cook University according to its policy guidelines. All graduates are eligible for membership of the Association (See Appendix A for guidelines).

References
CHAPTER FOUR: SUPERVISION

Supervision Models
Supervision on placement can be provided via a variety of models. Students could be supervised on a one-on-one basis with a field educator (social work qualified) on site, or they could have an internal task supervisor on site and additionally get weekly supervision by a field education (Social work qualified), who is off-site. The latter is generally called external supervision and more guidance about these placements is provided in chapter 5. Students could also receive group supervision or be in a rotational placement, where they change teams or supervisors part-way through the placement. Supervision is generally delivered face to face, but occasionally can involve some on-line meetings (for example, via Skype or Zoom). The AASW (2012) requirement is that students receive at least half of their supervision sessions on a one-to one basis during placement, that supervision is weekly and a minimum of 1.5 hours.

The AASW (2012) provides guidelines for supporting placement supervision models in field education in order to ensure quality educational standards are maintained. Thus there are some there are also limitations around the use of placements with external supervision, work-based placements or the provision of credit for recognised prior learning, placements with external supervision and work-based placement (Zuchowski, Cleak, Nickson, & Spencer, 2019). For example, a student can only undertake one work based placement and only one placement should be supported through external supervision (AASW 2012).

APPROACHES TO SUPERVISION

Individual differences
Students and field educators are individuals with their own styles. Methods of supervision adopted need to be those most suited to the people involved and the agency context. For instance, some students prefer to reflect upon a situation from many angles before they feel confident to take action, while others are more action oriented. Similarly, field educators vary with regard to their teaching style and their expectations of students. To ensure there is a common understanding about what is expected of students it is important that the placement requirements and ways of working are discussed in considerable detail as the placement proceeds. The primary means of doing this is by negotiating and reviewing the Learning Plan for the placement.

Importantly the AASW requires all supervisors to attend preparation and training for Field education and supervision.

Learning Plan
Students on placements are adult learners who are responsible for their own learning. They specify in their Learning Plans areas of learning they want to pursue and these are negotiated with their field educators with regard to what is possible and appropriate within the placement agency. Negotiating the plan in the initial stage of the placement provides the opportunity for expectations about the work to be clarified. Guidelines for Learning Plans are provided in Appendix 9. These relate to the written expectations the University has for students with regard to specific learning areas.
Structure of supervision
Each student is assigned to a Field Educator (social work supervisor) who is responsible for overseeing the student's work and professional development. Both parties need to meet one another prior to the commencement of placement to assess whether it is likely that a respectful relationship will be built during the field placement. This may mean meeting with two supervisors in the workplace if a task/professional supervisory split needs to take place.

**Note** that except in the most unusual circumstances the JCU Social Work and Human Services is **unable** to provide professional supervision due to resource constraints.

When and where should supervision occur?
The guidelines of the AASW (2012) require 2 hours per 5 working days/35 hours – possibly one hour of formal and one of informal supervision. A regular time for supervision in the placement needs to be set aside for students and field educators to consider students’ learning needs and how these are being met. This should be organised without other distractions.

**Remember:** Ad hoc supervision often occurs regarding tasks requiring immediate attention, but this does not replace the need for formalised time to plan and to reflect.

How to prepare for supervision
Set an agenda
Students and field educators need to prepare for supervision sessions. They are jointly responsible for setting an agenda for each session. An agenda gives a focus to the supervision session, but it does not mean there is a rigidity that cuts out responsiveness and spontaneity. Without an agenda the session can easily be spent focusing exclusively on the immediate task demands. For example, an agenda might propose one-third of the session for review of tasks, one-third for student presentation and analysis of one aspect of the work, and the final one-third for reviewing the Learning Plan. If an item is not completed it can be deferred to the next session.

When formulating an agenda, guidance can be found in the topics in the final evaluation document. As these form the basis of evaluation, it is important they are all reviewed throughout the placement.

What is the best way for field educators to teach?
Every field educator will use their own style and assessment skills to ascertain at which level an individual student is working and the methods most helpful to the student. Ideally the field educator works towards assisting students to take increasing responsibility for their own learning.

The methods listed below, are suggestions for ways of working with and teaching students.

1. Allowing students to sit in and observe interviews by field educators.
2. Co-working with students in interviews, co-facilitating groups, joint preparation of material or allowing students to make telephone calls and write letters on behalf of field educators.

3. Setting a task where students would be required to analyse a case and present their analysis using a particular theoretical perspective.

4. Engage them with role-plays of situations either past or anticipated.

5. Have students provide written diary entries where selected issues are considered and reflected upon using the headings "What Happened?" "Why did it happen?" and "What feelings resulted?"

6. Write up a process report/record where a segment of an interview is selected and written down verbatim on one half of the page, along with the corresponding thoughts, considerations and feelings on the other side.

7. Video or tape record student’s work or role plays for later review and discussion.

Process Report
As part of the supervision process Field Educators may suggest that students have the option to write one or more process reports during their placement. This is not directly assessable. However this learning tool allows students to develop valuable reflection skills.
Field educators need to gain a clear and accurate picture of what students have been doing and how they approach their work. This is important so feedback can be given. Discussion of the work undertaken is one way of achieving this, but there are many others as well. While individual preference will dictate which methods are chosen, experimenting with different methods is encouraged and support should be given to overcome the natural shyness many students feel when exposing themselves through their work. The willingness of field educators to have students observe their work, or work cooperatively together will model professional accountability and will be useful learning for students.

Before students undertake tasks, a briefing needs to occur where:
• the field educator's expectations are clarified,

• how the task is to be achieved is explained and

• any information required to complete the task is discussed.

A debriefing session should also occur where issues arising and learning that occurred can be reviewed.

Three aspects to learning
It is considered there are three aspects to learning. These are changes in

1. thinking (cognitive),
2. feeling (affective) and
3. doing (behavioural).

Supervision is considered to be most effective when it assists students to review progress in all three areas.

What will be covered in supervision?
The ongoing tasks undertaken by students will be reviewed and it is important that discussions are not restricted to the administrative details of what was done and how it was achieved. Therefore after students have undertaken tasks they are invited to share their thinking and their emotional responses about those situations. The tasks undertaken need to be considered with regard to the learning it has offered. One way to do this is to continually review the Learning Plan and check which learning areas have been enhanced through the tasks that were undertaken.

Consideration of the theoretical perspectives used by field educators and those covered at University should also be included when reviewing these tasks. Students may be asked to review their course notes and prescribed texts and readings to consider what theories have relevance to the tasks undertaken on placement.

Hopefully a supportive relationship will exist between the field educator and their student which will enable students to review their personal responses to the placement experiences.

Questions that may be explored in supervisory sessions include, for example:

• How has the student adapted to the organisational setting?
• How has the student’s time been spent?
• Are the activities/tasks /experiences that are being engaged with aligning with the learning goals set down in the Learning Plan?
• What progress is being made in relation to the particular case/project/piece of research a particular student is engaged in?
• Are there any specific problems or difficulties needing to be addressed?
• How is the student relating theoretical ideas to practice?
• How much insight is the student developing in relation
  o use of self,
  o analysis of the organisation,
  o understanding of the client group,
o intervention methods,
  o role of social work within the current setting?
• How is the student progressing overall?

How should feedback be given in supervision?
Feedback for students is essential for their learning. It is most helpful if clear, concise, immediate comments can be given on specific behaviour which has been observed. Non-specific feedback does not assist students reflect on how to change. Reciprocal feedback can be encouraged where students are also asked for their opinions.

Feedback needs:
• to be balanced, including positive elements so these can be built upon.
• to be directed towards behaviour over which the person has some control and
• needs to lead to suggestions that the person can realistically implement.

If changes are suggested these should be discussed with the student immediately. Any issues of concern should be discussed with the student by the field educator as soon as they arise and prior to liaison meetings and the final evaluation. Plans to address the issues of concern should be developed as soon as practical and collaboratively by the field educator and the student. The final evaluation should evolve from on-going discussions and should contain no surprises.

If, insufficient time is being allocated for supervision, or if students consider there are other problems it is essential that they:
1. Discuss the matter with the Field Educator, emphasising the personal and professional need for supervision.
2. If this situation does not improve [regardless of the reasoning] it is critical that the student alert the Liaison person.
3. The Liaison person will then make an appointment with the Field Educator and the student to discuss the professional requirements of the field placement.
4. If at this point, the situation is not rectified, again the student must inform the Liaison person of the lack of progress made.
5. It is then the responsibility of the Liaison person to decide which response is most appropriate. It may be necessary in such an instance to withdraw the student from the placement if the agency cannot provide a suitable level of supervision.

Ensuring adequate supervision is provided
The importance of a set formal supervision session must be stressed. While we appreciate the high level of demands placed on workers' time, it is in both the student's and educator's interests to have such an arrangement as it ensures proper supervision will take place.

Difficulties between student and field educator
The relationship between student and field educator can create tensions because new learning raises anxieties and there is the added tension of assessment and evaluation. 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 University fieldwork staff should be consulted and included in discussions. The first contact person is the liaison person.

The dividing line between personal reflection and counselling of the student

While placement focuses on professional tasks, personal attitudes and feelings play a part in how the tasks will be carried out. Sometimes personal issues impinge on tasks to the extent that the work is no longer effective. It is appropriate to point this out in supervision and to briefly question what issues lie behind the difficulties. It is the student's responsibility to resolve the difficulties and this may require personal counselling sessions away from placement. The supervisor needs to ensure the student can undertake the tasks required with information, support and encouragement, but it is not appropriate to enter the role of personal counsellor.

The JCU Social Work and Human Services gratefully acknowledges permission given by Monash University to utilise this section of their Bachelor of Social Work Field Manual (2005).

Recording supervision sessions

While it is not an essential requirement to record supervision sessions, it is part of good professional practice. Moreover, recording the supervision session can also be a good exercise for students to practice. Thus we would suggest that the student and the supervisor agree on a recording format. Two possible examples are given below:

Supervision Record Template 1

Supervision notes

Attendees: Date and time:

General Discussion:

Values and Ethics (ie - Demonstrate and apply knowledge of values, ethics and professionalism in daily social work practice)

Culturally Responsive Practice (ie - Describe and engage in culturally responsive and inclusive practice)

Knowledge (ie- Explain social work theories, concepts, methods and techniques and apply)

Skills (ie - Apply appropriate communication and interpersonal skills)

Methods and Processes (ie - Implement information recording and sharing strategies)

Awareness of Self (ie - reflections on use of self, participation in supervision process)

Other comment
# Supervision Record template 2

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<td>Duration:</td>
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**Topic/s discussed:**

**Action items:**

**Agenda for next session:**

**Practice Standards addressed:**

**Comments:**

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<th>Supervisor Signature</th>
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## References


CHAPTER FIVE: Parameters / Variations in Placement
The Field Education subjects are developed to encompass a theoretical component (pre-placement, integrations, assessments and post-placement reflections) and the practical component often known as the ‘placement’. The importance of bringing practice and theory together is so imperative that students are required to undertake the 500-hour field placements during the set dates each year.

Out of sync placements
Students unable to undertake placement at the scheduled time may be disadvantaged as the theoretical teaching and learning tasks are not easily available at different times of the year. Students also miss out on essential peer support from other students undertaking Field Education. In addition, it can be extremely difficult to find agencies, Field Educators and Liaison workers available during different periods of the year. Unfortunately, this can mean that students who are unable to undertake field placement within set dates may have to wait until the equivalent placement period the following year.

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

Note: Placements out of usual time frames will only be agreed to under special circumstances. Students are expected to make a written application to undertake their placement out of the usual time and forward this application to the Field Education Coordinator.

Students are asked to address the following questions:

* What are the exceptional circumstances that lead you to apply to complete a Field Education subject out-of-sync with the scheduled subject? Please attach any supporting documentation e.g. medical certificates, support letters from cultural advisors or mental health professionals, communications with potential Field Educators etc
* What impact will studying this subject at a different timeframe have on your overall study plan? Please attach a draft study plan for the next 12 months, should your application be successful
* How will you manage the requirements for the theoretical aspects of the Field Education subject without easy access to LearnJCU resources, peer support and pre-placement preparation?

The student application will be reviewed by the Field Education team and the student notified of the decision as soon as possible.

Please note that if the student is given permission to study out of sync, the Field Education Coordinator will set preparation tasks, integration activities and extra readings to be completed within an agreed timeframe. All additional tasks must be emailed to the Field Education Coordinator.
The Field Education team's agreement to students doing placement out of the usual time frame is dependent on the ability of the team and the student to see that appropriate resources are provided.

These include:
- Availability of appropriate placements
- Availability of suitable professional supervision
- Appropriateness of the placement to the student's learning needs
- Ability of the university to provide liaison.

Students wishing to undertake placements in a location where there is another University or TAFE College providing Social Welfare and/or Social Work education need to be aware that students enrolled in the local course may be given priority for placements.

Part Time Placements

In exceptional circumstances, a case can be made for entering into a part time placement. Part time placements can be fraught with difficulties as a student may find their placement extending for months on end, while their peers move on from their placement experiences. There are other difficulties associated with part time placements:
- field educators might not be able to commit to what could become a 6 month placement;
- other students may not be able to access a placement opportunity because a long term placement exists;
- learning objectives might be undermined by student absence from the workplace and so on.

Having said this, we realise that a few students will need to apply for a part time placement as the only way for them completing the course requirements.

JCU Social Work and Human Services has a strong preference that placement be no less than 3 days a week. Therefore students can make a case, in consideration of their particular circumstances, to have a 3 day a week placement approved BUT need to be aware that there can be significant difficulties for all involved in carrying out such a placement successfully. Students who have been approved to undertake their placement, need to be aware that two one week periods of any placement will have to be full-time.

Students must put a written request to the Field Education Coordinator for this to be considered in light of JCU Social Work & Human Services’ capacity to provide the necessary support and coordination and the agency’s willingness to be carry a student for the longer period and the appropriateness of the tasks available in the agency.

Placements in Students' Place of Employment

"In order to provide a breadth of experience and to prevent conflict of interest between employment and education roles, field education placements will be undertaken in a different context, organisation and field of practice to the student's place of employment. This requirement may be waived if the University is satisfied that all other principles and policies set out in this document can be met". AASW (2008) Australian Social Work Education and Accreditation Standards (p17).
A field placement is significantly different from paid employment. The central point of the placement is to enable a student to pursue learning objectives relevant to social work rather than simply getting through agency work. The placement process should be a time of experimentation and analysis of how one intervenes and what outcomes are possible/likely.

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

1. clarifying the goals of the placement
2. determining the learning opportunities that will be available, and
3. determining the educational processes that will be used,
4. ensuring that the student is allocated learning experiences not involving their routine work responsibilities,
5. ensuring that while undertaking placement they should not carry any other workload,
6. ensuring as far as possible that the field educator is not the worker who is the student’s usual supervisor.
7. A Contract is required for any work-based placement –(available on the learnjcu site or by emailing the field education coordinator).
8. The job description needs to be provided in conjunction with the work-based learning contract and the new learning possible needs to be outlined.

**NOTE:** Only one placement may be taken in the student’s workplace.

**Other Employment During Placement**

While we appreciate that studying is a costly exercise, it is important to realise that outside employment cannot be allowed to infringe on the Field Education subject. The university has a duty to ensure that all Field Education requirements are met and absences from placement sites or from integration seminars and the like cannot be legitimately explained by paid work commitments.

**Placements with off-site (external) supervision**

The Field Education team is keen to develop opportunities for innovative student placements in non-traditional agencies and settings (for example, a community work placement with a rural Shire Council). As a result, it is not always possible to secure accredited social work supervision, as many agencies do not have accredited social workers employed. This means a task/professional field educator split is required.

**Task / professional field educator arrangements**

The Field Education team can make arrangements whereby students are supervised conjointly by a local social welfare practitioner (task supervisor) and an accredited social worker (professional supervisor). The social worker may be employed in a nearby agency or may be (in unusual circumstances) a member of the Social Work staff of the University.

**Note** Students are advised that the AASW accreditation requirements specify that only one placement of this kind is possible in the course of the BSW degree. Current resource constraints mean that the School staff may not be a realistic source for supervision.
Field education placement with external supervision can work really well, provided that the key stakeholder collaborate and maintain ongoing communication. The following practice principles are important in guiding placements with external supervision:

“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). External supervision can be used to strengthen the placement experience. External supervisors needs to become familiar with the student agency, and task supervisor context and provide supervisory support and collaboration with the task supervisor (Zuchowski, 2019). This requires ongoing contact and collaboration and it might be particularly useful to undertake a number of the supervision sessions throughout the placement jointly between the external supervisor, the internal task supervisor and the student.

It is essential that both the task supervision and the external field educator are present at the liaison meetings with the student and the liaison person. This will ensure the information about the placement is shared and everyone is aware how placement is progressing and what is being discussed and explored, it will facilitate discussions about roles and responsibilities and assessment.

Students need to be active drivers in their placement journey. In placements with external supervision, it can sometimes be complex to organise everyone for meetings. It is important to be organised and persevere!

Placements out of the Townsville / Cairns Localities
As part of the commitment of the Department towards increasing field placement opportunities, field placements may be developed in rural areas for students. This extends the variety of welfare settings for Field Education. Wherever possible, Distance Education students will
undertake placements in their local communities. There might be times where students need to relocate to another area in order to secure an appropriate placement. This may involve travel and additional accommodation and living expenses, which are the responsibility and at the expense of the student. The Shirley Gilliver Memorial Fund (https://www.jcu.edu.au/scholarships-@-jcu/search/shirley-gilliver-memorial-fund-grant) can support students undertaking field education in a rural or remote community.

The Field Education team compiles information relating to location of placements, Field Educator and Liaison information and accommodation details where available.

For rural and remote placements the University may be able to provide a one off financial assistance payment towards travel expenses. (Please view the information about the Shirley Gilliver Memorial Fund-https://www.jcu.edu.au/search?collection=jcua&query=shirley+gilliver+memorial+fund+grant).

International Placements
Placement opportunities in Kerala, India

Social Work & Human Services is pleased to be able to offer students studying in the BSW and MSW(PQ), in their final year, the opportunity to complete an international field education placement in India. This opportunity is available as part of an ongoing relationship between our discipline and partner institutions and organisations in Kerala, India. To ensure that these placements are meaningful, positive experiences, a set of guidelines/policies have been developed.

Guidelines:

- Available for second/final placement only, in both BSW and MSW programs.
- Students must have completed (or be on-track to complete prior to placement) all of their other core SW subject requirements in order to be eligible to apply for international placement.
- Placements must be taken during Study Period 2.
- Students will be required to complete a set of Intercultural Learning Modules in preparation for their placement.
- Students will need to plan and budget to meet their own costs of travel, including airfares, accommodation, food etc. OS Help and, in some cases, New Colombo Plan funding may be available to support the coverage of these expenses.
- In the first instance, interested students should contact the Field Education Coordinator to express an interest in an international (India) placement, and for an initial check of eligibility.
- The students will then be referred to a member of the ‘international team’ to discuss options and expectations in more detail.
- If a student remains interested in this opportunity, they will then complete an Expression of Interest (EoI) application, which will be considered by the field education and international teams.
- Prospective students will be required to consider and acknowledge the conditions and risks involved in the placement, and how they plan to approach these, prior to detailed negotiations with Indian partners commencing. These include issues such as:
  - Language challenges
- Cultural expectations
- Standards of accommodation
- Food and water issues
- Transport issues
- Personal safety
- Access to internet, etc.

- Final confirmation of the placement is entirely dependent upon the capacity of our international partners to accommodate the student(s), the available to support from JCU liaison people and the assessment of the student’s capacity to undertake the international placement.

- Placements will normally involve being located in an agency, but with regular contact/integration conducted through DIST in Angamaly, Kerala. This may involve spending some time in the DIST social work classroom as well as attending an initial orientation week at DIST. Regular travel from the placement site to DIST in Angamaly will be required (eg. on a fortnightly basis). Some opportunities may exist for placements in other parts of India, subject to availability and arrangements.

- Liaison persons for international (India) placements must be JCU profile staff and therefore placement may be subject to the availability of such staff.

- JCU staff reserve the right to decline an application for international (India) placement in response to concerns about suitability or any of the issues mentioned above.

Commitment:
Students are required to thoroughly work through the Intercultural Learning e-book and complete the reflection and discussion exercises prior to commencing placement and fulfil all the other required assessment requirements of their placement. Students are required to act respectfully and with cultural sensitivity on placement. They need to carefully prepare themselves for acting appropriately in a culturally different setting and consider their own position as a learner in this new context. During and after the international placement students will be given the opportunity to debrief about the experience with their liaison person. It is expected that the students share their learning with their fellow students, potentially through a short on line presentation or video that can be shared with other field education students. This task should be negotiated with the liaison person and can replace the final assessment- statement of learning or placement report - for the field education subject.

Process:
- Information about International (India) placements circulated to students finishing their 3rd year (BSW)/level 1 (MSW) placements, and at the end of SP2 subjects (for applications in the following year).
- Students contact Field Education Coordinator to check eligibility based on enrolment, study plan, AASW requirements etc.
- If eligible, student then contacts member of international team to discuss possibilities for placement.
- If still interested, the student then completes and submits an EoI, which is assessed by the Field Ed and International teams.
- Successful applicants will then be asked to acknowledge the conditions and risks associated with the field placement and how they might approach/respond to these.
- The international team will then contact Indian partners to begin negotiating the placement details.
If our partners indicate that a placement is possible then details will be confirmed, a contract issued etc., as per normal policy and procedures.

A JCU staff member will be identified as the Liaison Person.

Prior to departure the student will supply the Indian agency with an introduction to themselves via a short video (you tube link), and will be assisted to schedule a skype link with their field educator in India to discuss the placement context.

Complete the preparatory e-book *Intercultural Learning*

The student will then travel to India.

Students will be required to obtain an Indian SIM card, with a data allowance, as soon as possible upon arrival.

In addition to professional supervision provided in the agency, students will maintain regular contact with Staff at DIST and with their JCU Liaison person (i.e. above the required 3 contacts).

**International Placements – elsewhere**

If a student has lived or worked in another country and / or has links with agencies in another country, it may be possible to do an international placement elsewhere. It is the student’s responsibility to contact the agency to see if a social work student placement may be possible. A social worker whose qualifications are either recognized by the AASW or by the professional association in the country where the proposed placement will occur is required. It is the student’s responsibility to locate such a supervisor, who could be external to the agency, but must be in the same country as the agency.

Contact should be made with the field education unit early to discuss the possibility of doing such a placement. The field education unit will liaise with the agency and supervisor and will arrange a liaison person. Liaison contacts are by phone or skype. All costs for travel, accommodation, visas, vaccines and living expenses are the student’s responsibility. The usual student placement insurance during placement is covered by JCU for overseas placements, but there are some countries excluded, specifically USA and Canada. This needs to be checked at the time of considering the country. Students may wish to consider travel and additional medical insurance.

Student preparation for cross cultural awareness and language will be required prior to commencing the placement. Students will have to work through the modules available. Some successful placements in previous years have occurred in Vietnam, Indonesia and Fiji.

**Field Education [WS3503, WS5304, WS4504, WS5303 & WS5605] attached to an International Student exchanges**

On occasions there are opportunities to integrate a short term international exchange experience into placement.

For Bachelor of Social work students [WS3503 and WS4504], they may have opportunity to enrol into WS2008 ‘International Student Exchange’ and integrate this into placement. This needs prior approval from the field education coordinator and the subject coordinator from WS2008. The condition of approval for integrating WS2008 into the field education subject is that the student is able to integrate the learning from their international experience into their placement.
For Masters of Social Work students [PQ], exchange may be integrated into their field education subject [WS5303 or WS5605] if the study exchange is offered by social work and human services. This needs prior approval from the field education coordinator and facilitator of the international student exchange. The condition of approval for integrating the international exchange into the field education subject is that the student is able to integrate the learning from their international experience into their placement.

Integration of the learning from the international exchange requires the student to:

- Negotiate this possibility with their potential field educator; a good strategy might be exploring options with a field education staff member prior to talking to the potential field educator;
- Get support/ approval from the field educator to integrate the learning abroad experience into the field education experience;
- Integrate learning outcomes relating to the international experience into their learning plan;
- Reflect on and theorize how the international experience is relevant to the context of their Australian based placement learning experience; and
- Present their reflections and theorisation in an agreed format to the placement agency/field educator.

The placement then becomes a joint placement between JCU and the Australian placement agency, meaning that the placement contract needs to be signed off prior to the overseas travel. The student will be assigned one liaison person for the entirety of the placement. Most likely, the liaison person will be based in Australia and must receive at least one journal reflection in regards to the overseas learning experience. The academic accompanying the students overseas will act as field educator for the duration of the travel and as task supervisor for the remainder of the placement.

Students need to have learning goals pertaining to the overseas experience included in their field education learning plan. These goals need to be discussed with the potential Australian placement agency in the context of how this overseas experience will be meaningfully integrated with the Australian based placement experience.

For the Thailand student exchange, for example, up to 112 hours can potentially be counted towards placement time, however this needs to be confirmed with the field education unit and the placement organisation. Hours credited depend on time spend on social work relevant international exchange activities on the exchange and do not include travel and leisure time. If students have been granted RPL for their first placement, no hours from the international exchange can be counted as placement hours as AASW requires 500 hrs of placement in Australia. Students in this situation may still undertake the travel as part their placement fulfilling all the requirements described above and the exchange hours as additional to the minimum requirements for placement.

**Student Field Education File**

Electronic Individual files are created when student placements are confirmed. These files are initiated by the Field Education team. The files include the confirmation of the student placement, a record document for the student’s assessment, including copies of timesheets, learning plans, mid and end-of placement assessment, a recommendation for the placement result and a record that the journals were submitted and the end-of placement presentation was
presented, plus any other documents, such as work-based placement contracts, notes, and memos to prospective Liaison staff. As students move through the placement process, their Liaison person is required to keep a copy of the learning plan, completed evaluation forms and a brief summary of their assessment visits on the file, attaching it electronically to a placement record form and emailing it back to the Social Work Profex team once all the work from the placement is completed.

These files are kept for 5 years for two reasons:

1. as a requirement of the AASW which accredits the course and may audit the files at any time and
2. students may require a reference for employment.

*Students have open access to their field education files.*

References
CHAPTER SIX: Difficulties on Placement

Initial Protocols
There are occasions where difficulties arise between one or both parties within the supervisory relationship. We encourage both parties to resist the temptation to deny/overlook/avoid the difficulty. If addressed early, difficulties may have a better chance of being overcome. Therefore we urge students and field educators to follow these protocols.

1. Should there be any cause for concern, either party should raise it at the earliest moment, firstly with each other with the assistance of another staff member if appropriate.
2. If there is no resolution between the student and Field Educator, the Liaison person should be informed by either party. Together the informant and the Liaison person will need to decide whether a formal meeting needs to be scheduled.
3. If a formal meeting is required to address the difficulty, the Liaison person should arrange at the earliest convenience. A field education staff member may be involved if serious difficulties are expressed and it is deemed necessary by the Liaison person.

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

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

The following should be discussed and recorded:

Area of concern?
How is this evidenced?
What needs to change?
Plan of action and timeframe for change?
How will the student be supported to achieve the required improvement?
When will this be reviewed?

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

Placement Breakdown
Field Educators vary in their practices, ideologies, and methods. Students will also bring to the placement their own set of values and opinions relating to welfare, so there exists the potential for conflict. Sometime the way students learn and field educator teach are different. However, as part of the purpose of placement is to expose students to alternative stances and methods of practice, open discussion is encouraged. Nevertheless, students are required to respect the responsibilities and organisational constraints of those with whom they are placed.
If resolution of such conflict does not seem possible contact your Liaison person as soon as possible.

If a student’s performance or learning continues to be assessed as unsatisfactory or if conflict remains unresolved after the above process has been completed, the Field Educator and Liaison person will discuss this with the student at the earliest opportunity. Staff will complete the possible placement breakdown form (Appendix C) and observe the following protocol.

1. The student will be advised that the placement is in possible danger of breakdown (details given) and a plan to address concerns will be devised jointly.
2. The student will be advised that the placement is in grave danger of breakdown (details given) and a plan to address concerns will be devised jointly.
3. The student will be advised their performance in the placement is not satisfactory.

If any plans to address concerns are not met or if the student is advised their performance is not satisfactory, the most usual course in the latter instance (point 3) is that the placement will be terminated.

An immediate cessation of placement will occur in situations of serious breakdown where the relationship has become non-functional, where there has been a criminal action or where there is some form of significant risk to at least one party in the situation or an associated party (eg a client of the placement organisation) while the matter is investigated or resolved.

Note: The implementation of field placement policies set out above is at the discretion of the Field Education Coordinator. Students have right of appeal to the Head of Social Work and Human Services, should they believe they are disadvantaged in some way by the implementation of these policies.

After a placement has broken down

The field education team will work with the student to assess ways forward. Sometimes students might be ready to undertake another placement, sometimes, they may need to engage in further work or preparation to be ready for placement. The field education team, jointly with the student, will consider how things best could progress.

This assessment will take into account the reports, evaluations and recommendations from the field educator, task supervisor and liaison person. They will be asked to provide written feedback about the student’s learning and performance in the placement. This will be placed on the student placement file.

The student will be asked to write a critical reflection on their placement experience addressing the following points:

• 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 which of those might be essential to my learning?
• Please end with a summary: A placement that would support me well in my learning would……

The aim of the critical reflection is to discern where the student is at in their learning and whether they are suitable and ready for another placement experience. The field education coordinator will assess the critical reflection and discuss it with the student before making a recommendation about future placement progression. The field educator will assess the reflection in regards to:

- Student’s ability to critically reflect on self
- Students’ understanding of social work practice in the organisational context
- Student’s awareness of self and impact on others
- Student’s awareness of support strategies
- Student’s understanding of professional social work practice and ways in which they can or are already participating in it
- Student’s engagement with feedback from others

**Student suitability for field education**

There are some students who may not be ready or suitable for professional social work practice. Key indicators that guide field educators’ sense of social work professional identity are reflective of the professional values and ethics and include professional integrity, respect for persons and upholding social justice (AASW, 2010). Students deemed suitable for the profession demonstrate commitment to these indicators.

Self-awareness and reflective practice are critical to developing and upholding these values in practice for both practitioners and students. Self-awareness could be developed with reflective practice and demonstrated by showing a capacity for non-judgemental, compassionate and empathic practice and by identifying their own challenges within practice. Importantly, students need to demonstrate an openness to learning on placement, by for example being open to feedback, taking the initiative around their own learning experience and respecting colleagues’ diversity in practice. (Croaker, Dickinson, Watson & Zuchowski, 2017)
Some students show an inability to demonstrate key values, skills and knowledge required for practice. It seems that this is often displayed by a lack of professionalism, showing disrespect for others (clients or colleagues) and delivering socially unjust practice. Students who are not prepared or willing to address behaviour may not be suitable for professional social work practice. 


Feedback from field educators and liaison staff has been that the lack of willingness or ability to address areas of concerns can make students unsuitable to continue in field education, and in some circumstances, in the degree.

See also chapter 1 for further discussion on exploring suitability for practice.

**Suitability to continue in the social work degree**

In the event that suitability for placement or to continue in the degree is in question, this will be addressed in accordance with the University’s policy. The JCU policy ‘Review of a Student’s Suitability to Continue a Course Involving Placement’ can be found at https://www.jcu.edu.au/policy/learning-and-teaching/review-of-a-students-suitability-to-continue-a-course-involving-placement

**Harassment and Discrimination**

Students on placement are subject to the University policy on harassment and discrimination at: http://www.jcu.edu.au/office/eandsd/discrimination/index

In addition, if students are the victims or perpetrators of harassment, processes to address this will be in accordance with the agency’s policy.

**Managing abusive behaviour**

“JCU has a comprehensive suite of initiatives involving staff and student communities designed to prevent and respond to sexual harassment and sexual assault. This work is led by the Vice Chancellor Professor Sandra Harding through the Chief of Staff, Vanessa Cannon, and is operationalised university-wide through various areas, including Student Equity and

AASW complaints process (By Laws on Ethics)

“Under the Constitution of the AASW the Association must maintain a written Code of Ethics and By-Laws on Ethics The Code of Ethics of the AASW expresses the values, principles and ethical practice responsibilities of the social work profession and is used as a tool for adjudication when alleged breaches of the Code’s provisions are brought to the attention of the AASW. The By-Laws establish the process through which the National Ethics Committee and Branch Ethics Committees are constituted, their terms of reference, and the procedures they follow in carrying out their responsibilities to:

a) ensure that ethically accountable standards of conduct are developed and maintained throughout the profession of social work.
b) Provide consultation in regard to ethical social work practice and practice standards and complaints about alleged unethical conduct
c) Investigate and adjudicate complaints about alleged unethical conduct
d) Discipline members when breaches of the Code of Ethics are substantiated.

(AASW By-Laws on Ethics, 2000, p.7)

The By-Laws set out procedures for:

- ‘the promotion and maintenance of the principles outlined in the Code’; and
- the handling of matters relating to ‘ethical and professional standards’. “

The Board of Directors of the AASW delegates these responsibilities to the National Ethics Committee and Branch Ethics Committees, through the By-Laws.

Any person wishing to make a complaint against a member of the profession will have their complaint dealt with by an impartial committee. A complaint can be lodged either through contacting the head office of AASW or by contacting any branch or branch member.

The branch most relevant to most students of JCU will be the North Qld branch of the AASW. Contact details are:

- phone on 04284 89683
- email at aaswnqld@aasw.asn.au
- www.aasw.asn.au/nqld
- Mon-Thurs: 9am-1.30pm


Initially a request to be contacted by a member of the ethics sub-committee should be sufficient. This member will offer support and explain the process for lodging a complaint and resolution of the complaint.

The AASW By-Laws on Ethics can be viewed at the AASW website: http://www.aasw.asn.au/practitioner-resources/related-documents

References

CHAPTER SEVEN: Essential General Information

INSURANCE
As members of the James Cook University Student Association, students receive limited insurance cover for accident and disablement under the Association’s Accident Insurance Scheme. This cover provides personal protection for the student both inside and outside the university, including field placement. Students are advised to consult the Student Association for further details. This does not cover insurance for damage to property.

In addition, the University carries insurance cover for both Public Liability and Professional Indemnity that provides some protection to students.

Note: Students and Field Educators should be aware that there is no cover for students’ personal property. Students need to consider private cover for private vehicles or personal effects. Should a student be involved in a situation where an insurance claim is likely to result, the Department Liaison person and the Head of Social Work and Human Services should be informed as soon as possible.

Travel and the Use of Private Vehicles
It is usually the student’s responsibility to carry the costs associated with travel to and from the site of the placement. Students and Field Education Coordinators need to bear this in mind when negotiating a potential placement. Applications for some support funds [eg. Shirley Gilliver fund] need to be considered well in advance of the commencement of placement.

The University does not pay mileage allowance to students. Since the major part of student travel during field placement is undertaken in carrying out work for the agency, it is expected that a student will either use an agency vehicle, public transport, or be compensated for the use of a private vehicle by the agency. Students using their own vehicle to undertake agency work must have comprehensive insurance.

Criminal History Check
Some organisation require that students undertake a criminal history check before they commence placement. Students will be advised of agencies that require these checks during preparation for placement. If they ask you to provide a criminal history check, please find out from the organisation what type of criminal history check they require— for example, a Queensland criminal history check or a national criminal history check. Please be aware that unless the organisation pays the cost of this check, you will need to pay the fee for this check.

To apply for a criminal history check you need to go to your local police station. You’ll need to provide identification, such as a current driver licence, passport or other photo ID, and pay an application fee.

Working with Children Checks: The Blue Card

Updated information about blue card and relevant links can be found on the colleges website: https://www.jcu.edu.au/college-of-arts-society-and-education/education/professional-experience/professional-experience-overview/blue-cards

James Cook University Policy
The James Cook University policy on University Requirements for Undergraduate Coursework – Professional Experience states that:

“11.3 Where a course includes a prescribed professional or clinical placement(s) and where that placement(s) may involve contact with young people, a student’s initial enrolment and continuing enrolment in that course will be conditional upon the following:

(i) eligibility of the student for a Working with children check at the time of first enrolment
(ii) maintenance of that eligibility throughout the whole of the course
(iii) actual application for or acquisition of a Working with children check prior to commencement of placement

Remember: ” In the event that a student becomes ineligible for a Working with Children check, at any time between the date of first enrolment and the date of completion of the course, the student will not be able to complete the degree.”

Students need to check the requirements in regards to working with children checks in their state or territory.

Table 1. Relevant legislation and state and territory screening programs

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Act</th>
<th>Type of program</th>
<th>Valid for</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Working With Vulnerable People (Background Checking) Act 2011 (ACT)</td>
<td>The ACT Working With Vulnerable People Background Check requires that individuals engaging in regulated activities or services, including where these are provided to children, must be registered. A statutory Screening Unit within the Office of Regulatory Services, Justice and Community Safety Directorate is responsible for applications for registration. There are three types of registration administered to individuals: general registration, which is transferable across all roles and organisations; role-based registration; and conditional registration.</td>
<td>3 years</td>
</tr>
<tr>
<td>NSW</td>
<td>Child Protection (Working With Children) Amendment (Statutory)</td>
<td>Individuals are responsible for their own application for certification and are also legally required to update their contact details, including any name or address changes within three months. Employers must verify that their workers or volunteers who work with children have had a check or applied for one.</td>
<td>5 years</td>
</tr>
<tr>
<td>Jurisdiction</td>
<td>Act</td>
<td>Type of program</td>
<td>Valid for</td>
</tr>
<tr>
<td>--------------</td>
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<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>NSW</td>
<td>Review) Act 2018 (NSW)</td>
<td>Employers operating within a child-related industry are required to register online with the NSW Office of the Children's Guardian (OCG) and are required to subsequently conduct online verification of new paid employees’ clearance. Existing paid workers and all volunteers (new and current) also need to have their clearance validated online. Parent volunteers attending overnight children's camps are required to have a WWCC. NGOs are required to provide information relevant to an assessment of whether a person poses a risk to the safety of children in response to a request from the OCG.</td>
<td></td>
</tr>
<tr>
<td>NT</td>
<td>Care and Protection of Children Act 2007 (NT)</td>
<td>Individuals are required to apply for a WWCC, known as an 'Ochre Card' or Clearance Notice in the NT. It applies to employees and volunteers in child-related employment settings.</td>
<td>2 years</td>
</tr>
<tr>
<td>QLD</td>
<td>Working with Children (Risk Management and Screening) Act 2000 (Qld)</td>
<td>Individuals are required to apply for a WWCC, known as a 'Blue Card' in Queensland. Blue Cards allow individuals to engage in child-related occupations/volunteering. Organisations providing child-related services must also have policies and procedures in place to identify and minimise the risk of harm to children. These policies and procedures are monitored by the Public Safety Business Agency.</td>
<td>3 years</td>
</tr>
<tr>
<td>SA</td>
<td>Children's Protection Act 1993 (SA)</td>
<td>The South Australian system is an employer-driven system requiring employers and responsible authorities to obtain National Police Checks and conduct wider child-related employment screening for those engaging in child-related occupations/volunteering.</td>
<td>3 years</td>
</tr>
<tr>
<td>Tas.</td>
<td>Registration to Work With Vulnerable People Act 2013 (Tas.)</td>
<td>Individuals who work or volunteer in the child care or other child-related sectors are required to apply for a Working With Vulnerable People check. Registrations are valid for three years or as determined by the Registrar.</td>
<td>3 years</td>
</tr>
<tr>
<td>Vic.</td>
<td>Working With Children Act 2005 (Vic.)</td>
<td>Individuals are required to apply for a WWCC. The check allows individuals to engage in child-related occupations/volunteering and practical training.</td>
<td>5 years</td>
</tr>
<tr>
<td>WA</td>
<td>Working With Children (Criminal Record Checking) Act 2004 (WA)</td>
<td>Individuals are required to apply for a WWCC. The check allows individuals to engage in child-related occupations/volunteering.</td>
<td>3 years</td>
</tr>
</tbody>
</table>
Yellow Cards
If you are going to complete field education in the disability field or aged care sector, you will need a Yellow card before you begin your placement.

Application or renewal:

Complete part A

Visit the closest WIL Placement Unit with two current, original identification documents that collectively show your full name, date of birth and signature. The details on your identification documents must match the details provided in Part A.
You will be asked to sign in part B in the presence of a staff member from the placement unit.

The WIL Placement Unit will complete part C, D and E then submit the form on your behalf to yellow Card Services Queensland for processing.

It can take up to 8 weeks for Yellow Card Services Queensland to process your application/renewal.
There is no fee for students.

Immunisation
It is in students’ interests to be immunised against major communicable diseases to which they may be exposed on field placement. Any agency expectations regarding immunisation for students will normally be discussed at the first meeting with the supervisor. Students’ attention is drawn to the University policy to be found at https://www.jcu.edu.au/professional-experience-placement/conduct-and-expectations Visit Queensland Health or your local state Health Field Placement website for information on the eligibility requirements for student placement. For example: Students must undertake the HepB vaccination process and obtain a blood test verifying that they are HepB immune. This process can take up to 6months. All students should contact the Social Work Field Education Unit to register their interest, discuss current requirements and to obtain forms to confirm immunity status in preparation for a Health Placement.

Ownership of Work Done While on Placement
Although case notes, project reports, research papers etc. completed by students during placement will remain the property of the placement agency, it is expected that recognition of students’ work will be ensured by Field Educators. For example: if a student has written a research report, they should be afforded recognition as author, co-author.
INTRODUCTION

This placement is an introduction to social work practice. It will give students the opportunity to use the placement experience to gain greater confidence and to expand their beginning orientation to the profession. The expectation is that they will do this through the application of the theoretical knowledge that they have gained in their pre-requisite studies prior to enrolment into the placement subject.

First Field Placement Pre-requisite Subjects.

Undergraduate students
Prior to undertaking placement undergraduate students must have satisfactorily completed levels one and two of the BSW degree. They must have completed the requirements for WS3515 Social Work & Welfare Practice before commencing placement.

Postgraduate students
Professional Qualifying Masters of Social Work students must complete the requirements for WS5516/7 Foundation for Social Work Practice and at least two other subjects before commencing placement.

All Students are advised that they must not undertake more than one subject concurrently with their field placement.

After completing WS3515 Social Work & Welfare Practice/WS5516/7 Foundation for Social Work Practice, WS3503/WS5303/WS5304, students should be familiar with some basic models of social work practice and have an idea of some theory concepts. When undertaking a first placement students are only expected to have a beginning understanding of social work theories and are not expected to be familiar with and able to apply specific social work theories as covered in WS4514/WS5514: Theories for Social Work Practice. First placement is an opportunity for students to acquire a beginning understanding of social work theories and how they apply to the particular placement practice setting. It is important that both students and field educators are aware of this and that expectations are accordingly appropriate.

First placement period – WS3503 Field Education 1 (BSW)

The first placement for BSW students is a full-time placement of 500 hours which takes approximately 14 weeks to complete. The AASW recommends a minimum working day of seven hours.

Students usually undertake this subject in the fifth semester of the course, with pre placement planning starting at the end of students' second year level of study. Compulsory pre-placement preparation and a compulsory two day workshops needs to be completed prior to commencement of Study Period 1. Placement commences usually in week 2 of Study Period 1. Students completing the placement full-time should be finished before the commencement of Study Period 2.
First placement period – WS5303 Field Education 1 or WS5304 Field Education 1 MSW (PQ)

In 2020 the Masters of Social Work (PQ) course degree changed. Student feedback from prior years had highlighted that it was important to increase the Foundation subject WS5517 to 6 credit points due to the workload of that subject and move the theories subject into the second semester so that it is run parallel with the field education subject WS5304. Student feedback that they struggled completing the theory subject while still gaining an understanding of the foundation knowledge for social work practice. Thus, from 2020 WS5304 is the code for the first field education subject. It is a 6 credit point subject. Students who commenced the MSW (PQ) prior to 2020 will still complete their first field education subject under the WS5303 code as a 9 credit point subject.

The first placement for MSW(PQ) students enrolled into the course prior to 2020 requires the completion of 500 hours which takes approximately 14 weeks to complete when being on placement 5 days/week. The AASW recommends a minimum working day of seven hours. The first placement for MSW(PQ) students enrolled into the course in 2020 (subject code WS5304) requires student to undertake placement on 4 days/week, leaving one day per week for completion of the concurrently offered theory subject WS5514 and WS5005 Social policy. A one day, pre-placement compulsory seminar is held during the on-campus workshop for WS5517 Foundations of Social Work Practice subject. The placement itself commences in Week 1 of Study Period 2. Students completing the placement on a full-time basis (4 days/week) should have placement completed in November.

Students Commencing First Placements
Many students come to placement with an untested potential for practice. They will be at different levels of intellectual and emotional maturity, some of whom may be in their late teens and preparing for their first encounter with clients in day to day practice. Ideally students need the opportunity to:

- develop their communications skills
- to be appropriately oriented to the agency and
- to have their learning opportunities phased in over time.

The Importance of Orientation and Phased Learning
Students entering their first placement may be nervous, uncertain and lacking in self-confidence and this should be kept in mind by the Field Educator during the orientation period (i.e. first two or three weeks). The student needs reassurance from the Field Educator that personal involvement is necessary in order to learn how to work with individuals, groups and communities. It is helpful for the student to be phased into working with people by such activities as reading case records and relevant agency data, observing social workers in action, sitting in on interviews and the like.

During the orientation phase the student will be learning about the agency - staff roles and responsibilities, agency methods, record keeping, networks of internal and external communications, confidentiality requirements, client groups and community resources etc. Proceeding from relatively simple to more complex tasks, the student begins to learn practice skills - becoming aware of the impact of self in interactions, formulating plans of action, learning to utilise resources, and participating in team-work. The closer supervision of the
initial period should reduce as the student orients to agency methods, becomes familiar with work systems and responds to the opportunities to develop independence, responsibility and resourcefulness in practice.

**Developing Communication Skills**

The Social Work Program views communication skills as central to effective social work practice. During first placement it is desirable that students are able to develop their skills in all of the major modes of communication: i.e. oral and written communication with Field Educator, clients, peers, authority persons, other service groups and the community. Skills fundamental to social work such as the ability to be articulate and expressive in speech and in writing can be naturally cultivated in Field Education.

Oral skills are developed through:
- frank and honest discussions with the Field Educator,
- case and project presentations,
- committee work,
- organisational exercises,
- meetings & public speaking.

Written communications of significance in student learning are:
- process recordings,
- logs,
- case studies,
- social histories,
- correspondence,
- memoranda,
- summaries,
- submissions
- journals and
- the statement of learning.
BSW students: WS3503 Field Education 1
Learning outcomes of First Placement
During the first placement the elements listed below provide a framework to guide Field Educator’s and student’s expectations for the learning experience and development of the Learning Plan.

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: WS5303/ WS5304 Field Education 1
Learning outcomes of First Placement

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.

Placement activities
These objectives can be achieved via placement activities that are:

• Procedural
  o ensure observation of agency procedures and practices while carrying out work tasks;
  o establishment of methodical work habits including observation of hours, keeping appointments, responding to emails and phone messages in a timely fashion;
  o begin to develop the ability to set priorities and deal with contingencies;
  o ensure that records, files, case notes and other documentation is well organised, kept up to date and appropriately stored or filed.

• Reflecting on Policy/Practice
  o identify and articulate the agency’s main functions and relate those to the goals of the agency;
  o articulate understanding of the agency’s role in the local welfare and community context;
consider the major political, social and economic factors past and present, that impact the policy and practice of the agency;
do demonstrate an understanding of the ways in which policy is translated into practice, and/or is influenced by practice;
start recognising how social work roles and functions relate to the agency’s services and objectives.

- **Interactive**
  - develop the ability to understand ‘use of self’ in practice;
  - seek awareness of self in interactions with clients and others;
  - develop sensitivity to the situations of clients and others;
  - develop confidence and competence in working with individuals and groups, including families and colleagues;
  - gain an appreciation of the use of teamwork, including interdisciplinary teams in planning and problem solving;
  - develop the ability to reflect on, evaluate and change the interaction between self and others.

- **Practicing Communication skills**
  - develop the capacity to be articulate and expressive in oral and written communication;
  - develop report writing skills as required by agency;
  - make oral presentations as required/opportunities arise within agency.

- **Focused on Intervention**
  - gain experience in assessment; psycho/social, community, organisational needs;
  - formulate and implement initial intervention processes;
  - develop knowledge and skills in the identification and utilisation of community resources.

- **Reflective of Professional application**
  - begin to apply course theory to practical situations and seek opportunities to extend this knowledge base;
  - demonstrate accountability to clients and responsibility to the agency for decisions and actions taken;
  - ensure that practice reflects the AASW Code of Ethics;
  - take responsibility for ensuring that the supervisory relationship is engaged with in a professional manner.

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Skills and expectations of ‘use of self’ in first Placements

Students should be able to communicate clearly with the agency staff, service users and the general public. They should demonstrate respect for the integrity and dignity of the individual in all relationships even if conflict emerges. Students must show an ability to work cooperatively with others and be able to identify areas of conflict or potential conflict, and use the conflict constructively to initiate change. Demonstrating an awareness of personal beliefs, values, biases and actions which may have an effect on their relationships with others, listening, understanding and responding clearly and appropriately to others is also essential. Understanding how one’s personal style impacts on one’s relationships are another feature of the aspect described as “use of self” and this will form a fundamental part of the placement reviews.
CHAPTER NINE: Second Placement (WS4504/ WS5605)

“Transition to Practice” focus
The second placement marks the transition from student to professional social worker and therefore the field and JCU Social Work and Human Services have a higher expectation of students’ performances. Field staff must be satisfied that at the end of this placement, students are equipped for autonomous, beginning practice.

The Social Work program recognises the valuable learning experiences provided for students in both Field Placements. This recognition is reflected in the allocation of substantial credit points for each of the Field Education subjects.

Second Field placement Pre-requisite subjects
Students must not do more than one subject concurrently with their field placement.

Prior to undertaking the second placement, undergraduate students must have satisfactorily completed the academic requirements of the BSW degree up until the end of semester seven of the BSW.

Professional Qualifying Masters students must have satisfactorily completed the academic requirements of the MSW (PQ) degree up until the end of semester four of their degree prior to undertaking the second placement.

Second placement period
The second placement is a full time placement of 500 hours, usually completed over 14 weeks full time. Students who undertook a first placement that was shorter than 500 hours, need to complete the remaining hours in the second placement to ensure that their total placement hours over both placements reach 1000 hours.

Undergraduate students usually undertake this subject in the eighth semester of the course, with pre placement planning starting during the seventh semester of study. The new Australian Social Work Education & Accreditation Standards (2019, AASW) guidelines require a total of 1000 hours to be completed.

Postgraduate students usually undertake this subject in the fourth semester of their course and planning for their placement starting during the third semester of their study.

Honours students
Students who undertake honours need to change their course enrolment. For field education this means that they will be required to complete the second placement subject WS5605 to reflect the learning expectations, rather than WS4504. As outlined below, the learning outcomes and thus learning plan are different between the two subjects.

Honours students have two options for completing their theses and placements. They can either:
1. negotiate to complete their Honours work prior to commencing placement. If they choose this option they will likely begin and finish placement later than their cohort, **OR**

2. complete their Honours while on placement. *“Fourth year undergraduate Social Work students are entitled to spend one week (40 hours) of their final field placement on their Honours thesis.”* (JCU Honours Handbook) [http://www.faess.jcu.edu.au/downloads/2005HonoursHbook.doc.](http://www.faess.jcu.edu.au/downloads/2005HonoursHbook.doc) Students may choose to do this on a daily basis as suits. For example there may be scattered days of intensive Honours supervision and writing. Or students may prefer to negotiate, with their Field Educator and Liaison person, an arrangement where they can take the 5 days, during placement, as a block close to the period when they need to submit their theses.

**Students Commencing Second Placement**

It is expected that the first placement will have given students direct experience in interpersonal, group or community work. Within a specific agency, the student will have become aware of agency goals and processes, of the nature of social work intervention and of the professional role of the social worker. From practical experience during the first placement, students should be able to:

- understand the social work role in an agency,
- accept more complex assignments,
- assess client / organisational / community needs/ deficits,
- select and apply appropriate intervention strategies,
- evaluate and record processes and outcomes,
- be responsible to the agency and the Social Work profession.

In effect, students should be progressively able to assume professional responsibilities.

**Expectations of Achievement**

**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 profession

![Proactively linking theory to practice](Image)

Linking theory to practice retrospectively
Objectives of the second BSW placement (WS4504)
The second placement is intended to prepare students for entry into professional social work. Building upon the objectives of the first placement, it demands the development of Practice Knowledge, Practice Skills and Professional Growth.

During the second placement the elements listed below provide a framework to guide Field Educator’s and student’s expectations for the learning experience and development of the Learning Plan:

1. demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice;
2. demonstrate and critically reflect on culturally responsive and inclusive practice;
3. analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice;
4. apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self;
5. implement advanced information recording and sharing strategies;
6. actively participate in professional development and supervision through critical reflection and research.

Objectives of the second MSW (PQ) placement (WS5605)

1. synthesise knowledge of and critically reflect on values, ethics and professionalism in daily social work practice;
2. demonstrate and critically reflect on culturally responsive and inclusive practice;
3. evaluate social work theories, concepts, methods and techniques, and apply to research and practice;
4. apply advanced communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self;
5. implement advanced information recording and sharing strategies;
6. actively participate in professional development and supervision through critical reflection and research, in order to advance professional practice.

Placement activities
These objectives can be achieved via placement activities related to:

- **Practice Knowledge**
  - ability to apply relevant theory to practice settings;
  - ability to identify problem areas;
  - working knowledge of when, how and to what degree to intervene in client systems;
  - awareness of community resources and helping networks;
  - understanding of the roles and functions of social work in social, economic, political and legal contexts;
  - understanding of broader societal factors and their effect on client systems;
  - appreciation of policy formulation in the agency, and the ways in which policy is translated into practice and is determined by practice.

- **Practice Skills**
  - ability to conduct single, joint or multiple interviewing;
  - negotiating appropriately with clients, agency and community;
- discernment of client/community strengths, using these optimally to effect client adjustment, self-direction and self-sufficiency;
- competence in participation in group discussions, in initiating group approaches to problem-solving & in utilising team work methods;
- proficiency in verbal and written communication skills;
- ability to undertake social research on specific agency and community issues;
- flexibility and adaptability in practice based on experience with different client systems;
- ability to consider agency function, knowledge and value base, and intervention methods in defining the task;
- knowledge of and ability to utilise community resources;
- ability to evaluate the outcomes of the intervention process;
- ability to evaluate the functions and objectives of the agency;
- a developing ability to use more complex social work processes.

**Skills and expectations of use of self in the second placement**

At the completion of WS4504/WS5605, students are beginning social workers. They are expected to have an advanced ability to understand and apply the concept of ‘use of self’ to their practice. Students are expected to have higher level insight and self-awareness, modelling cooperative and respectful work practices, the ability to identify areas of potential conflict and deal with them appropriately and or use them to initiate constructive change, an understanding of one’s ‘personal style’ and how it impacts on one’s relationships and an ability to articulate a personal practice framework.

**Professional Growth**

- ability to examine critically ethical issues as they relate to practice;
- development of self-planning and organisational skills;
- capacity for reflection and self-evaluation;
- ability to take initiative, to be accountable and to work independently;
- capacity to use supervision constructively;
- recognition of knowledge and skills limitations and willingness to engage in continued learning;
- development of a sense of professional identity and commitment.

**Completion of Placement and Degree Requirements.**

Students may request a letter from student services stating that they have completed the requirements for the degree. This can be used as documentation for potential employers.

If students require this letter immediately they **must ensure that all written work for WS4504/WS5605** is submitted to the Liaison Person by the last day of placement. Work for all subjects must be marked and results ratified before this letter can be issued.

**Pauline Lawrence Social Work Practice Prize**

Pauline Lawrence is a social worker in Far North Queensland who is committed to social work education and in particular social work field education. Commencing from 2019,
Pauline is sponsoring the Pauline Lawrence Social Work Practice Prize for a social work student who in their final placement made a significant contribution to improved service delivery and/or outcomes for clients.

This is an annual student prize of $500.

The Pauline Lawrence Social Work Practice Prize is awarded to a James Cook University of Social Work student graduating in Far North Queensland. Students must have completed WS4504 or WS5605 Field Education 2. The Prize rewards the student’s ability to contribute to improved service delivery and/or outcomes for clients.

In October of each year, the James Cook University Social Work Field Education unit will call for student nominations for the award. The applications will be assessed by two (2) Far North Qld Field Educators as determined by the JCU Field Educators Unit. The decision of the panel will be final.

Selection Criteria and Application – 300 words

The Prize is awarded to a student on the basis of their demonstrated ability to contribute to improved service delivery and/or outcomes for clients by applying theory to practice within the placement setting. Students are asked to prepare their application in consultation with their University Liaison person, Field educator and Task Supervisor (if applicable). The application should be completed on the official form and address the following criteria:

- **What the applicant did to contribute to improved service delivery and/or client outcomes whilst on placement.**
- **How this work relates to professional social work practice, social justice and/or human rights.**
- **Written evidence of stakeholder support for the applicant’s work.**
- **Application Information will be distributed via the Learnjcu subject sites. Please contact the Field education Unit for more information.**
CHAPTER TEN: Assessment Requirements

OVERALL ASSESSMENT REQUIREMENTS

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

- use of self,
- sensitivity to others,
- ability and initiative,
- commitment to practice,
- adherence to, and respect for agency policy,
- propensity for field learning and responsible action-taking
- demonstrated ability to adhere to the AASW Code of Ethics.

Placement subjects are academic subjects and students are required to complete a number of the assessment requirements. While this chapter is providing an overview of the assessment in the various subjects, please be aware that the assessment pieces can change from time to time. Please refer to the current subject outline for each subject to get an overview of the actual assessment pieces for that year in the subject.

Assessment Requirements for first placement - BSW (WS3503)

Prior to the placement each student is required to:
- attend the compulsory on-campus workshop

During this 500 hour placement each student is required to complete:

(a) Learning Plan with student self-assessment at mid-placement & end of placement
(b) weekly Time Logs
(c) 3 Integration sessions
(d) 5 Journals
(e) Placement Presentation

Assessment Requirements for first placement MSW(PQ) (WS5303)

Prior to the placement each student is required to:
- Attend the compulsory one-day field education day embedded with WS5516 workshop
  a) work through the pre-placement modules & activities

During this 500 hours placement each student is required to complete:

(a) Learning Plan with student self-assessment at mid-placement & end of placement
(b) Time Logs
(c) 3 Integration sessions
(c) 5 Journals
(d) Placement Presentation
Assessment Requirements for first placement MSW(PQ) (WS5304)

Prior to the placement each student is required to:

- Attend the compulsory one-day field education day embedded with WS5517 workshop
- AND/OR other compulsory preparation activities.

a) Complete pre-placement online modules

During this 500 hours placement each student is required to complete:

(a) Learning Plan with student self-assessment at mid-placement & end of placement
(b) Time Logs
(c) 3 Integration sessions
(d) 3 Journals
(e) Learning Presentation
(f) Organisational analysis poster

Assessment Requirements for second placement BSW & MSW (PQ) (WS4504/WS5604)

Prior to the placement each student is required to:

a) Complete pre-placement modules

During this 500 hours placement each student is required to complete:

(a) Learning Plan with student self-assessment at mid-placement & end of placement
(b) Time Logs
(c) 3 Integration sessions
(d) 5 Journals
(e) Placement Presentation and theory analysis

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

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

In order to assess the student’s performance on placement the field education is asked to assess the student’s performance at the end of placement based on the AWEAS (AASW 2012, p.11):
To pass the first placement, students must at least reach a level of ‘beginning capability’ (2) for all learning outcome areas appropriate to the setting by the end of the placement. To pass the final field education placement, students must at least reach a level of ‘capable’ (3) across all learning outcome areas, relevant to placement setting, by the end of the placement.

The Liaison Person recommends a grade of Satisfactory or Unsatisfactory (informed by the Field Educator’s recommendation and the student’s assessment tasks) to the Field Education Coordinator, who then submits a recommended grade to the Examiners meeting and Head of academic group.

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

**The Learning Plan**
The Social Work Program requires that a written agreement/contract be drawn up by Field Educators and Students during the first two weeks of placement.

**Aim of the Agreement (known as the Learning Plan)**
- To ensure students take primary responsibility for identifying their learning objectives; and
that they draw up their plans in collaboration with the Field Educator so that the learning opportunities are maximised and the requirements of the agency, the educator and the teaching staff are met.

• To document clear aims and goals for the placement experience.
• To ensure that students’ learning objectives are clearly defined and linked to the AASW practice standards and that concrete methods of attaining and evaluating these are documented.
• To ensure all parties understand their rights and responsibilities in relation to the placement.
• To define the supervisory arrangements.

The Learning plan process
The plan is written within the first two weeks of commencing field placement. Students should be able to provide their Field Educator and Liaison Person (at the first Liaison visit) with a first draft that incorporates key ideas about their learning objectives. These ideas should be linked to the student's field placement tasks and be set out in the learning plan. It is to be anticipated that the Field Educator and the Liaison Person may contribute additional or alternative suggestions, requirements and or learning tasks that may enrich the learning plan. The learning plan and the mid – and end of placement assessment are integrated into one form, facilitating the integration of learning and assessment and providing a comprehensive summary of those.

Students are asked to remember that the individual learning goals developed must be devised in conjunction with the objectives of the first or second placement subject as well as the functions of the agency and the skills and competence of the Field Educator. They must also be achievable in the context of what the agency can offer. In other words the learning plan should be devised to maximise the “fit” between the student’s desired learning outcomes and the agency possibilities for learning.

First Three weeks of placement
– building a relationship with the student and orientate to agency

First Liaison meeting
While the plans should be completed within the first three weeks of commencing, new goals, areas of interest and opportunities may emerge at subsequent points of the field placement. Learning plans may then be modified to incorporate the new directions.

**Remember,** the 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 agreement by the student, Field Educator and the Liaison Person.

A Guide to Developing ‘Learning Objectives’
The following framework that identifies conceptual objectives, skills based objectives, and personal objectives may provide useful guidance.

**Conceptual Objectives**
These are concerned with the acquisition of knowledge for example:
- relevant theories of society and behaviour;
- relevant theories, frameworks and models of social welfare and community work practice,
- relevant legislation and social policies that underpin agency’s practice
- specific agency policies and procedures,
- knowledge of available community resources.

**Skill Based Objectives**
These may be concerned with learning skills for example:
- communication,
- counselling,
- group work, including facilitation or effective participation in small groups, committees and meetings
- community development,
- community education,
- conflict management,
- assessment,
- research and coordination ;
- training.

**Personal Objectives**
These may be concerned with:
- values, for example challenging ‘long held’ family of origin beliefs,
- attitudes and’ use of self’ for example: behaviours, attitudes and value stances or conflicts which are barriers to learning, or which, when developed, would enhance learning,
- transition from student to practitioner,
- developing as a reflective practitioner.

**Writing up the Learning plan**
**The student:**
During the period of orientation to the agency students need to refine their learning needs for the particular agency. The pre-placement preparation tasks and the overarching objectives of the particular field placement (referred to at the beginning of this chapter) should assist in this
process. For second placement students it is advisable to revisit the work undertaken during their first placement with the view of extending, consolidating or elaborating skills/knowledge/insight developed earlier.

The essential features of the Learning plan include the following components:

**Learning goals which consider:**

- **WHAT** we want to learn: The list of learning objectives to be accomplished during the field placement;
- **WHAT** is subject learning outcome that is relevant to the learning objective identified by the students and **WHICH** AASW practice standards will be covered
- **HOW** we will learn it: The corresponding ways in which these learning objectives will be reached (the methodology) These are the actual tasks that will be carried out to arrive at the objective;
- **HOW** we and others will know that we have achieved it: The means by which progress towards the objectives will be assessed;
- **WHEN** we will do it by: The time frame in which the student will work on a particular objective.

**Learning Agreement which covers:**

- the expectations, rights and responsibilities of all parties (including Student, Field Educator/s and Liaison person)
- supervision arrangement including frequency and length of supervisory sessions.
- the signatures of the student, the Field Educator/s (should there be a task/professional Field Educator split) and the Liaison Person.

**Field Educator and Learning Plan**

While most Field Educators provide general support to students while they are devising learning plans, there is one section of the contract that requires specific input by Field Educators. This input should cover the following areas:

- the designation of the student's workplace, work period, time schedule;
- the accessibility of the supervisor for formal and informal supervisory sessions;
- the student's preparation for supervision sessions;
- the Field Educator's expectations of the student's management of written work including record keeping and the like;
- agency specific procedures to which the student is expected to conform;
- explicit expectations agreed to by the Field Educator and student need to be set down with mutually signed copies of the contract held by the supervisor, the student and the Liaison person.

**NOTE:** The expectation is that second placement students will identify learning objectives that are more complex and sophisticated than those they devised for their first placement.
Journals
The Reflective Journals contain reflections of practice. They are personal, reflective and analytical exchanges between the student and the Liaison Person. The purpose of the journal is to ensure students take the time to reflect seriously on the work they are undertaking, contemplating how such experiences fit with their previous life history, professional development as a social worker and personal understanding of the world. It is one way of organising and examining one's professional experience so as to learn from that experience.

Each journal should address a specific situation experienced on placement. The entry should be critically analytical, identifying how a situation or critical incident was understood, dealt with and re-evaluated. The focus should not only be on the actual experience or event but also students’ reactions to those events. For example, what did the student feel, think and do during the event. Students should also be making links between their practice experience and what is informing their practice (i.e. their knowledge base); in other words linking to their academic knowledge.

By reflecting on their experiences in this way students should be able to identify areas of learning. Some students have found it useful to include in their journals media articles, cartoons, agendas or summaries of specific incidents which highlight a particular understanding or experience.

LearnJCU will provide you with templates for your journals.

Submitting Journals
Students are required to submit their reflective journal (or copies of it) to their Liaison Person at regular intervals throughout the placement to enable the liaison person to review the journal reflection and to provide feedback on the student’s engagement with the process of critical analysis and reflection. It is the student’s responsibility to ensure their journals go to the Liaison Person. It is the Liaison Person’s responsibility to ensure they review and return the journals to students. If this does not occur, students are asked to discuss the issue with their Liaison Person, and if not satisfactorily resolved, to contact the Field Education Co-ordinator.

Content of Journals
Students are encouraged to honestly record their personal responses to placement experiences and to critically analyse these experiences and responses. Students should focus on:
- reflection on feelings, thoughts and actions
- organisational issues
- professional and personal issues/dilemmas regarding values, ethics
- reflection on supervision sessions, both process and content
- integration of practice and theory
- identified learning experiences.
Remember your Reflective journals are personal confidential documents intended to be shared only with your Liaison Person and in some instances the Field Education Coordinator. The journal can be shared with the Field Educator to stimulate discussion in supervision if you so choose. But that this is not a requirement and if Field Educator’s ask to see your journals you have the right to refuse.

IMPORTANT For the purpose of confidentiality, all students should use their JCU student email address to submit journals to the liaison person.

The following prompts may stimulate your thinking about what to include in your reflective journal.

1. **Identification of personal and organisational values:**
   - What values lie behind the way I performed?
   - Whose values are these? What do they imply?
   - Is there a value conflict? If so, how do I deal with this?

2. **Information on how the student as a 'worker' operated in this agency reflecting on how you coped, used skills, and applied theoretical knowledge.**
   - Which theoretical ideas could apply to this situation?
   - What were the key requirements for the intervention?
   - What do I need to know before I will manage such a situation better?

3. **The dynamics of working relationships:**
   - What client groups and organisations have I interacted with today? (examples: staff meetings, bureaucracies, home visits, case work, group work, supervision).
   - You could explore the issues which unite or divide the staff; the ways in which conflict is dealt with, the ways in which power and competing interests can be seen in the operation of the agency.

4. **Skills and strategies:**
   - What skills have I practised?
   - How well did I do this?
   - How else might I have practised?
   - What further developments are necessary?

5. **Self-evaluation:**
   - What are my strengths and weaknesses?
   - How am I dealing with feedback about myself from others?
   - What do I like and dislike about myself as a practitioner?
   - How does my use of self impact on what I am trying to achieve?

6. **Issues to be raised with supervisor and/or liaison visitor.**

The LearnJCU subject site 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 liaison person’s feedback.
**Time Log**

While on placement, students are expected to be accountable for their time and to this end they are required to keep a written record of the activities they participate in and the tasks undertaken. Students must record their daily activities in the time sheet book provided through LearnJCU. Weekly timesheets must be signed off by the student’s field educator/task supervisor. They should be regularly provided to the Liaison Person as negotiated at the 1st liaison meeting and will be recorded on students’ field placement files.

**Absences from Placement**

Extraordinary and unavoidable circumstances such as illness, personal crises and emergencies may arise that will require changes to ordinary schedules. Should this occur for students, they will need to juggle the difficulty with the need to behave professionally. For instance, students are expected to notify their Field Educators, arrange to have appointments cancelled or rescheduled, extend deadlines and appropriately transfer or defer any other duties and responsibilities through their Field Educator.

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 Australian Association of Social Workers (AASW). If students are likely to be absent for more than three days, the Liaison Person must be notified.

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.

**Time for Research (Library work)**

Time for research (library work), reading and reflection are important to each placement. This is because **WS3503/W5303/W5304** and **WS4504/W5605** are academic subjects. A reasonable amount of time would be up to 4 hours per week for this activity. This time must be taken week by week, (and recorded appropriately in the Time Log) and cannot be used to shorten the length of the placement at the end. Where students are able to utilise research time, they should integrate discussion about their library time/research time in supervision.

This time is apart from the time allowed for journal and placement assignment activities. It would be useful if students recorded some of their learning’s from the library time in their journal linking theory to practice. If Field Educators and/or Liaison people become aware that students are spending more time than recommended, the student’s time management skills (or lack of) should be considered and steps taken to address the situation.

Students engaged in a research focused placement will obviously be involved in library searches, research activities and writing for the majority of their placement and this would necessitate a different structure of time/activities on placement.

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**Remember** you need to record appropriately all absences and library time in your time log.
Mid and Final Placement Assessments

Field Educators and students participating in a placement are required to undertake formal assessment of the student’s placement performance. They must complete them at two intervals during placement, once half way through placement and once close to the end of the placement period.

Students initiate preparation of the Mid Placement and Final Placement Evaluations and organise the evaluation meetings between supervisor(s), liaison person and themselves. Ideally the evaluations are an interactive process between field Educator/task supervisor and student developing naturally from the reflection and feedback which has occurred during supervision throughout the placement.

Students complete the self-assessment section in their Learning plan as a bases for discussion of the assessment and to encourage the professional skill of critical reflection.

Following the student’s self-assessment, the Field educator will record their assessment of the student’s performance in the Field educator assessment report.

Mid Placement Assessment

The mid placement assessment provides the means for the field educator, the student and the Liaison Person to know how the placement is progressing, and it encourages assessment as a continuous process of reflection and feedback throughout the placement. It also provides a formal indication of students’ progress to that point and allows for students’ learning goals to be reviewed and if necessary revised for the remainder of the placement. The students need to complete their reflection in the learning plan (see above) prior to the meeting and forward the learning plan with the completed reflection and the Mid and End of placement assessment form to the field educator and task supervisor if there is one allocated the placement. The learning plan and the completed assessment form will then be discussed at the mid-placement meeting.

Mid Placement and Final Evaluation process:

✓ A grading of **Satisfactory** means that progress so far is satisfactory and the learning goals are being achieved. (Obviously, further work will be expected during the remainder of the placement).

✓ A grading of **Developing** serves to remind both field educator and student to give attention to these aspects over the remaining weeks. Contact with the University liaison person may be of value.

✓ A grading of **Unsatisfactory** indicates need to contact with the University liaison person immediately to review the current Learning Plan and the student’s learning needs.

*NB The Field Educator/Task Supervisor is able to select the appropriate grading on the form by a drop down box selection by clicking on ‘Choose an item’.*

**The James Cook University Field Education Team expects:**

1. Students initiate preparation of the Mid Placement and Final Evaluation. Ideally it is an interactive process between Field Educator/Task supervisor and student developing naturally from the reflection and feedback which has occurred during supervision throughout the placement.
2. Students to self-assess on PebblePad template initially to provide a basis for discussion and encourage the professional skill of being a reflective practitioner.
3. The Field Educator/Task Supervisor should provide a written assessment of students learning performance for both Mid placement and Final Evaluation.
4. Comments should relate to the student’s performance against:
   a. the specific learning goals for this placement,
   b. the key aspects and concepts of the AASW Practice Standard
5. The Mid Placement and Final Evaluation report should be completed prior to meeting with the Liaison.
6. Students attach the completed report to their Learning Plan in PebblePad and submit to the appropriate section of ATLAS (mid placement or final review) 2 days prior to the meeting for review.

The Liaison Person will ask the Field Educator directly whether they consider the student is likely to pass the placement. If difficulties are identified, plans can be made to address these during the remainder of the placement.
Field Educators are asked to familiarise themselves with the contents of the pro forma assessment documents at the commencement of placement. At mid-placement the assessment pro forma needs to be completed. The assessment should consider the prescribed learning objectives, the placement specific learning goals and methods, the AASW practice standards and how the student has performed in relation to those.

**Evaluation Framework**

- A grading of **Satisfactory** means that progress so far is satisfactory and the learning goals are being achieved. Obviously, further work will be expected during the remainder of the placement or future professional career.

- A grading of **Developing** serves to remind both field educator and student to give attention to these aspects over the remaining weeks. Contact with the University liaison person may be of value. *(only for mid-placement review)*

- A grading of **Unsatisfactory** indicates the student will not meet Satisfactory by the end of placement. The Field Educator and student need to contact the University liaison person immediately to review the current Learning Plan and the student’s learning needs.

**Final Assessment**

The purpose of this final evaluation is to assess the student's level of skill and professional development through placement performance and to identify areas of professional development for the future. The preparation of the final assessment is ideally an interactive process between Field Educators and students, developing naturally from the reflection and feedback, which has occurred during supervision throughout the placement. The students need to complete their reflection in the learning plan (see above) prior to the meeting and forward the learning plan with the completed reflection and the Mid and End of placement assessment form to the field educator and task supervisor if there is one allocated the placement. The learning plan and the completed assessment form will then be discussed at the mid-placement meeting.

[Click on the link to view the ASWEAS, 2012 descriptions]
It may be useful for Field Educators to use specific examples of their student’s tasks and/or reflections to support evaluative comments. The assessment should consider the prescribed learning objectives, the placement specific learning goals and methods, the AASW practice standards, the recommendations from the mid-placement assessment and how the student has performed in relation to those.

At the completion of field placement, Field Educators make a recommendation to the Liaison person whether or not the student's performance is satisfactory.

Disagreements about assessment
The Liaison Person should be notified if there is disagreement between Field Educators and students about the assessment. The Liaison Person will then meet with both the student and the Field Educator to discuss the points of disagreement. If there is no resolution both the Field Educator and the student should then provide separate reports to the Liaison Person, who will discuss the situation with and seek guidance from the Field Education Coordinator.

Integration Sessions
Participation in all integration sessions is COMPULSORY for all students and as such are to be accorded priority by both students and Field Educators. Integration Seminars are part of the placement process and up to 4 hours spent participating in integration sessions count as placement hours.

Students are expected to enter Integration dates into their diaries at the start of placement to ensure there are no clashes between integration dates/times and placement activities.

Further, students are expected to explore issues through:
- peer-tutorial groups (if there are 2 or more students on placement in the same locality),
- supervision and liaison sessions
- subject on-line chat sessions

Failure to participate in Integration
- If students miss a session for any reason including illness or a critical event they must notify the Subject Coordinator to make arrangements to undertake make-up work, which will be in the form of written work addressing the integration topic they missed.
- If no arrangements have been made, students’ absence at Integration sessions will be considered in their overall placement assessment.

Functions of the Integration sessions
Integration sessions, while remaining focused on the subject objectives, seek to:
- provide students with the opportunity to relate theoretical knowledge with their practice experience

Placement Presentation (Assessment task for first placement)

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). 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: 20min followed by questions and answers

Placement Presentation and theory analysis (second placement)

The presentation consists of two components. Part A is a placement presentation as outlined in the previous section and Part B is a social work theory analysis.

Part B: Social Work Theory Analysis
The Social Work Theory analysis requires students to reflect on how social work theory applies to practice.
While considering their own framework for practice, students are asked to identify one social work theory that has been relevant to the work undertaken in their placement agency.
Students need to critically reflect on how the social work theory does or may assists the agency in meeting its objectives.

The presentation is expected to be professional and respectful towards all stakeholders in the placement

Lengths of presentation Part A and Part B: 30min followed by questions and answers

Note:
Final time logs and journals must be completed and submitted to the Liaison Person within 3 weeks of completion of placement unless alternative arrangements have been made in writing. Failure to do this may lead to a grade of UNSATISFACTORY.