

BSW & MSW(Q) FIELD EDUCATION MANUAL for FIRST/FINAL PLACEMENT



**SCHOOL OF PUBLIC HEALTH AND SOCIAL WORK
FACULTY OF HEALTH
KELVIN GROVE CAMPUS
O BLOCK B WING LEVEL 6
VICTORIA PARK ROAD QLD 4059**

Contact: Social Work & Human Services Field Education Unit
QUT School of Public Health and Social Work, Faculty of Health
Email: health.wils@qut.edu.au Phone: 07 3138 8778 Fax: 07 3138 8550

Updates and other relevant placement documents will be available on Blackboard and Social Work Interactive Supervision Support website: <http://www.swiss.qut.edu.au/>
For the Education and Accreditation Standards, please refer to the AASW website:
www.aasw.asn.au

For more information, ideas and tips about supervising students visit www.swiss.qut.edu.au



Queensland University of Technology
Faculty of Health
School of Public Health and Social Work

a university for the **real world**®

CRICOS No. 00213J

Contents

SECTION 1: KEY CONTACTS.....	5
Student support for learning.....	6
SECTION 2: KEY INFORMATION	7
The Placement Dates and Hours under covid-19.....	7
In the case of illness.....	7
Insurance.....	7
Training and support for Field Educators	7
Field Education Integration Classes for students	8
Professional conduct while on placement	8
SECTION 3: THE FIELD EDUCATION PLACEMENT	9
Before the Field Education Placement begins... ..	9
The First Fortnight of the Placement	9
Key Roles in Field Education Placement	10
The role of the Student.....	10
The role of the Agency Field Educator	10
The role of the QUT Field Education Liaison Visitor (LV).....	11
The role of the Field Education Unit	12
SECTION 4: ASSESSMENT OF FIELD EDUCATION	13
Framework for assessment.....	13
Assessment requirements.....	13
Naming Convention Requirement for Students	14
Criteria used for Mid and Final Assessment.....	14
Levels of Achievement.....	16
For Social Work students undertaking their First placement:	16
For Social Work Students undertaking their Final Placement:	18
Demonstrated Abilities for First and Final Placement	18
SECTION 5: SUPERVISION & STUDENT PERFORMANCE.....	19
Managing Performance on Placement Policy	19
SECTION 6: FACILITATING LEARNING	21
Learning Styles.....	21
A field dependent student.....	21
A field independent student.....	21
The Learning Plan and Assessment Report.....	22

The development of a robust Learning Plan and Assessment Report – First Placement.....	22
The development of a robust Learning Plan and Assessment Report - Final Placement.....	23
Assessment Strategies	23
Teaching and learning strategies.....	24
Providing constructive feedback	24
Supporting students where English is an additional language.....	26
SECTION 7: ORGANISATIONAL & ADMINISTRATIVE REQUIREMENTS	28
Ethical and attitudinal considerations.....	28
Workplace health and safety issues.....	28
Sexual and gender based harassment	28
Dress Standards.....	28
Recommended text for students	29
Appendix 1: Insurance Policy	30
Appendix 2: Managing Performance on Placement Policy	31
Rationale	31
Purpose.....	31
Who does this policy apply to?	31
Supporting documentation	31
Procedural Flow Chart.....	32
Withdrawal from Placement.....	33
Extending placement	33
Appendix 3: Daily Reflective Journal	34
Writing a Journal	34
What do you put in a journal?.....	34
What don't I put down in the journal?	34
Structuring your journal	35

Field Education Unit School of Public Health and Social Work QUT

The Social Work program at QUT is committed to promoting an inclusive society based on principles of social justice, empowerment and human rights. The program combines course work and field education geared to develop effective and ethically responsible professionals who can apply disciplinary knowledge and theory using a variety of intervention processes. The methods that are learnt apply to everyday practice realities and contexts which enhance the rights, worth, wellbeing and dignity of people. Field education is a core and integral part of the social work degree; it is crucial to the development of our graduate social work practitioners.

A student's **first social work practicum** is the beginning of the journey, a time of forming their social work identity and emerging framework for practice. It is often both an exhausting and exhilarating time for students who learn what it is to critically reflect, constantly unpack their assumptions and beliefs, and start to learn the craft and skill of social work. Field Educators (agency supervisors) thus have a huge role to play as mentors and teachers throughout the placement experience. We all remember our Field Educators from our placements - the inspiration and guidance and mentorship that was provided to me stays with us forever.

Students starting their first placement are often highly anxious about whether they 'know enough', if they can 'cut it', is 'this for me', 'can I do this?', 'what happens if I make a mistake?' These are common themes for students as they begin their journey. Yet sitting alongside this natural anxiety first placement is also a time of constant light bulb moments for students as they start to make the links, and 'get it', and as such is a wonderful time.

For **final social work placement** students, the practicum is the opportunity to integrate the learning from their first placement, the theory and knowledge amassed during their degree and any other work or voluntary experience. It is a critical opportunity for all students to further develop skills and knowledge, to practice, experiment and try things out, and finally, to demonstrate their ability to practice as ethical, safe and capable social work graduates. Final placement is the time when things should all come together for a student, and a time when students formalise their own unique practice framework, their tool box for accountable practice, which will continue to develop and evolve.

We are truly grateful to the agencies, the individuals and teams who provide supervised field education experience to our students, as they further the process of developing their professional identity.

We look forward to working with our students and Field Educators during this very exciting and important time. Many thanks.

Field Education team

SECTION 1: KEY CONTACTS



Field Education Coordinator
Jo Clarke
Location: O Block, B Wing Rm: 607
Email: j37.clarke@qut.edu.au
Phone: 07 3138 4727



Associate Lecturer
Lesley McGregor
Location: O Block, B Wing Rm: 612
Email: L1.mcgregor@qut.edu.au
Phone: 07 3138 1733



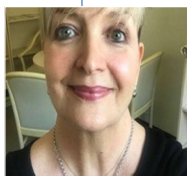
Associate Lecturer - Part time
Amanda Probert
Location: O Block, B Wing Rm: 612
Email: ar.probert@qut.edu.au



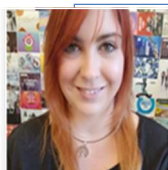
Associate Lecturer
Alex Skinner
Location: O Block, B Wing Rm: 612
Email: a5.skinner@qut.edu.au
Phone: 07 3138 2791



Field Educator - Part time
Heidi Gerton
Location: O Block, B Wing Rm: 612
Email: heidi.gerton@qut.edu.au



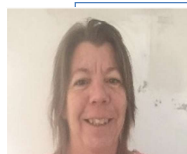
Field Educator- Part time
Avril Mesh
Location: O Block, B Wing Rm: 612
Email: avril.mesh@qut.edu.au



Placement Officer Professional
Imogen White
Location: O Block, B Wing Rm: 670
Email: health.wils@qut.edu.au
Phone: 07 3138 8778



Field Educator- Part time
Katrina Archbald
Location: O Block, B Wing Rm: 612
Email: katrina.archbald@qut.edu.au



Field Educator
Sam Pattison
Location: O Block, B Wing Rm: 612
Email: se.pattison@qut.edu.au

Student support for learning

QUT provides a range of support services for students which can be located on the QUT website <https://www.student.qut.edu.au/>. These include

<p>International Student Services (ISS) Counsellors and welfare officers at International Student Services provide a professional, confidential and free counselling service to international students. Email: issadvice@qut.edu.au</p>	<p>Kelvin Grove Phone: 3138 3963 Level 4, C Block, Room C420 Kelvin Grove Victoria Park Rd Kelvin Grove QLD 4059</p> <p>Gardens Point</p> <ul style="list-style-type: none"> • Phone: 3138 2019 • Level 3, X Block, Room X305 Gardens Point 2 George St Brisbane QLD 4000
<p>Equity support includes counselling support, disability advisors and more</p> <p>Disability support - student.disability@qut.edu.au</p> <p>QUT Counselling Services Monday – Thursday 9am – 5pm Friday 8am – 4pm</p>	<p>https://www.student.qut.edu.au/studying/support-for-learning/personal-wellbeing</p> <p>https://qutvirtual4.qut.edu.au/group/staff/student-support/disability-services</p> <p>Kelvin Grove: Location: C Block (above cafeteria) Phone: 07 3138 3488</p> <p>Gardens Point: Location: Level 3, X Block Phone: Phone: 3138 2383</p>
<p>Support for Aboriginal or Torres Strait Islander students - The Oodgeroo Unit:</p> <ul style="list-style-type: none"> • helps Aboriginal and Torres Strait Islander people to enter university • offers students academic, personal and cultural support • conducts academic research in Indigenous studies, knowledge and associated areas of interest • provides an Indigenous perspective to the university through teaching and learning • organise events for staff students and the general public. 	<p>Email: information.oodgeroo@qut.edu.au</p> <p>Kelvin Grove - Head Office</p> <ul style="list-style-type: none"> • Phone: 3138 3610 • Toll free: 1800 645 513 • Level 2, B Block, Room B205 Kelvin Grove <p>Gardens Point</p> <ul style="list-style-type: none"> • Phone: 3138 1548 • Level 5, Y Block, Room 512 Gardens Point
<p>Equity Work Integrated Learning (WIL) bursaries</p>	<p>For details visit: https://www.student.qut.edu.au/fees-and-finances/scholarships-and-prizes/scholarships/equity-work-integrated-learning-wil-bursaries</p>

Questions about the progression of your course or enrolment or graduation:

<p>Student & Teaching Services (SATS) Course Enrolment and Progression</p>	<p>Location: O Block, B Wing Level 6 Lobby Email: socialwork@qut.edu.au Phone: 07 3138 4831</p>
---	---



SECTION 2: KEY INFORMATION

The Placement Dates and Hours under covid-19

As per AASW (Australian Association of Social Workers) Accreditation and Education requirements, all students are entitled to a 20% reduction to their total of **1000 hours** over **two** placements of 500 hours each. BSW and MSW students receive up to **14** hours of credit towards their placement when they attend all the placement integration workshops. If students do not attend any of the workshops, those hours must be made up on placement.

Unless specified by the placement agency, lunch breaks do not count towards placement hours. Where a student is required to work through their lunch break this can be negotiated with the placement Field Educator, however it is essential that students practice self-care, which involves taking time out for a break. Students are able to count all hours worked towards their placement hours, unless the agency has specific requirements and expectations regarding work hours. Students and Field Educators need to ***negotiate and clarify the hours of work at the outset of the placement***. Students are entitled to the seasonal public holidays but these do not count as placement hours, thus students must make up these hours. Students are encouraged to speak with their Field Educator about hours of work as required by the agency and expectations.

Students or field supervisors cannot terminate a placement without prior discussion with the Coordinator Field Education Unit.

In the case of illness...

Students must complete the full 500 hours of placement (excluding the placement workshop allowance), the AASW stipulates this. **Any sick leave must therefore be made up.**

Where a student is ill for three or more consecutive days, a medical certificate is required. Notification of each absence due to illness (or any other absences) should be made to the agency supervisor on the day of absence, as well as to QUT by email: health.wils@qut.edu.au.

Insurance

The University's student insurance policy ([Appendix 1](#)) specifically covers the normal range of activities included in SW Field Education.

Training and support for Field Educators

Training/orientation events are held during each semester, QUT FEU provides two workshops during each semester. The first is offered at the beginning of each semester and includes discussion of University requirements, assessment, learning strategies, supervision, and self-care.

The second workshop is held mid-way to review and discuss assessment, strategies and provide ongoing support. In addition, QUT provides a specifically focused training workshop on supervising students where English is an additional language that focuses on cultural needs and tools. Field Educators will be advised as they are organised.

QUT has also developed the SWISS website which provides a range of tools and resources online to support Field Educators [SWISS](#).

Field Education Integration Classes for students

Integration workshops are scheduled twice throughout the semester to support students to link theory with their practice experience. It is expected that students attend all classes.

All students **MUST** attend the **Pre Placement lecture** – scheduled on the Monday prior to the commencement of placement.

Due to the current contact restrictions, this session will be held online with students provided with a zoom link to attend. Modules will be uploaded to blackboard and it is expected that students complete these modules before attending the pre-placement workshop. This provides a crucial opportunity for students to be oriented into the expectations of placement and the learning outcomes of the relevant units, expectations regarding assessments, supervision, conduct, ethical practice and self-care.

Placement may commence in **O Week or at any time after that** in order to meet organisational needs during covid-19. Finishing times will be adjusted to accommodate early/late start times.

All subsequent placement integration workshops are all scheduled for Fridays to provide minimal disruption to the placement experience as it is expected that students typically attend placement Monday to Thursday. These classes provide the opportunity for students to unpack learning, debrief, link theory and practice, and further develop their critical reflection and ethical practice skills and sense of self. Underpinning these classes is a focus on assisting and supporting students with the development of their professional identity and emerging framework for practice.

In addition, the relevant BlackBoard sites are regularly updated with resources and information throughout the semester and it is recommended that students refer to their BB site and fully explore the resources available. In line with professional conduct it is expected that if students are unable to attend any of the classes that they advise the Unit Coordinator prior to the class.

Details of the classes (i.e. dates, times, rooms) are available on Blackboard.

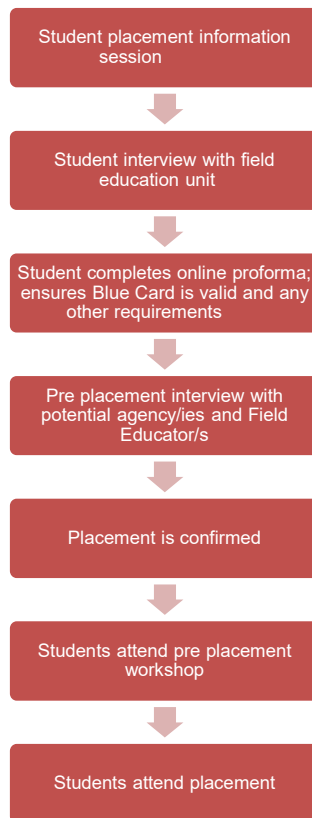
Professional conduct while on placement

Students on placement represent QUT and are bound by the QUT Code of Conduct at all times. Furthermore students are also bound by the organisational code of conduct and privacy and confidentiality requirements. Any breach of these can result in the student's placement being terminated, resulting in a grade of fail. The student code of conduct can be found at: http://www.mopp.qut.edu.au/E/E_02_01.jsp.

SECTION 3: THE FIELD EDUCATION PLACEMENT

Before the Field Education Placement begins...

The following is a diagrammatical representation of the placement process



Prior to commencing placement it is expected that students have communicated with their Field Educator about starting times, and any reading or preparation or orientation that may be required. Further that students have reviewed the relevant unit BB site to ensure they have all documentation and are aware of assessment expectations.

In undertaking placement, students are explicitly agreeing to follow the QUT Code of Conduct.

The First Fortnight of the Placement

It is anticipated that the student and the agency Field Educator will need a short period in which to settle into the day to day realities of the placement. For the agency Field Educator this period will involve negotiating an orientation program with the student, beginning the process of supervision, initial observations of the student, clarification of the student's learning processes and style, and reality testing the student's self-identified strengths and learning interest areas. It is recommended that the first two weeks are used for students to settle in, immerse themselves and become familiar with the context and framework and organisational requirements.

For the student this orientation will include meeting staff, adjusting to the work routine, beginning the process of

supervision, identifying potential tasks and activities that can be used to support their learning (activities – the how) to enable them to achieve their learning goals in developing their Learning Plan and Assessment Report, introduction to the service user group relevant to the organisation, observation of workers, and orientation to administrative tasks and protocols. **During this time specific site Work Health and Safety Induction must occur and introduction to the code of conduct of the organisation.** It will also involve the student starting to identify their strengths and learning interest areas in the light of experience of the particular placement setting.

Key Roles in Field Education Placement

Field Education is a collaborative endeavour involving four or more key players:

Student	A first/final placement student practitioner in training
Agency Field Educator	A social work professional with at least two years practice experience associated with the placement agency who assumes responsibility for the facilitation of learning via regular formal and informal supervision. Where the Field Educator possesses another degree or has not yet reached the two years post qualification, an external social work supervisor will also be allocated to support the student and Field Educator.
QUT Field Education Liaison Visitor	A QUT Social Work qualified professional who provides support and quality assurance to students and Field Educators
External Social Work Supervisor	Only where required and agreed in advance
Coordinator Field Education	Who oversees and coordinates the program

These key people work together towards the same aim: facilitating the student's transition from trainee or 'novice' to social work practitioner.

The role of the Student

While on Field Education placement students perform the following roles:

- a *practitioner-in-training role* in which they are bound by the same ethical obligations towards the agency, consumers and colleagues that apply to all practitioners;
- a *reflective, participant-observer role* obliging students to be active within and sensitive to the placement context. They are expected to reflect on the links between what they see, how they react, what they do and what they know about social work practice; and
- an *adult learner role* in which they are expected to participate as fully and independently as possible in all aspects of placement. With regards to the University there is an expectation that the student will use their initiative in meeting University requirements for liaison, written work and attendance at classes. With regards to the agency there is an expectation that the student will participate fully in the supervision relationship and agency life including complying with agency rules, (especially confidentiality), procedures, roles and responsibilities for staff.

The role of the Agency Field Educator

The agency Field Educator is usually an employee of the Agency where the placement occurs and facilitates student learning through performance of the following roles:

- an *administrative role* in which they organise "a place" for the student within the agency. This includes a "physical" place such as a desk (and access to agency resources such as a car, photocopier, stationary) and a "role" place as

defined by the tasks the student is allocated while on placement;

- a *student support* role in which they look to establish an emotionally safe environment conducive for student learning and field education practice; and
- an *educational role* in offering the student constructive and purposeful guidance, feedback and opportunities for the development of practitioner skills and insights.

Strategies to support these roles include formal weekly supervision, informal supervision, debriefing, shadowing and observation of student practice, guidance and modelling of professional conduct. **AASW Standards require that a student receives a total of 1.5 hours of supervision for every five days worked.**

The Field Educator assesses student performance against their Learning Plan and Assessment Report and the AASW Practice Standards and Code of Ethics. The key tools to support the assessment include: the mid-placement assessment report; critical reflections, process recordings; evidence of achievement as documented by the student in their Learning Plan and Assessment Report and final assessment of learning report. The Field Educator will make a recommendation in the final assessment of learning report regarding whether the student has satisfactorily met all the learning goals on placement. These reports are drafted collaboratively between the student and supervisor and it is the student's responsibility to upload these onto the relevant BlackBoard site.

After receiving the reports the Unit Coordinator reviews all documentation and assigns an overall assessment for the unit of either a Satisfactory (S) or Unsatisfactory (U) grade. Where an Unsatisfactory grade is awarded, the student is subject to the usual University appeal mechanisms where necessary. It is expected that there are **"no surprises"** by the final assessment stage, and that any issues or concerns that have been identified are communicated with the FEU team immediately to ensure appropriate support and strategies are established. This again underscores the significance of the mid assessment review process and regular review of evidence documented by the student in their Learning Plan and Assessment Report (See Appendix 2 for the QUT Policy and on managing Placement Performance).

The role of the QUT Field Education Liaison Visitor (LV)

The Field Education Liaison Visitor (LV) is an educator assigned by QUT and plays a pivotal role as the point of contact between the student, Field Educator/s and the university FEU in providing support, guidance and initial trouble shooting around any particular issues. The LV communicates with the Field Education Unit about the progress of each student.

The first face to face Liaison Visit occurs in **week 3-4**; the LV will contact the student and Field Educator to make a time for the first liaison visit. The purpose of this meeting is to discuss student learning and expectations regarding the placement, ensure all parties have access to support, that the student with the support of their Field Supervisor is on track to developing a workable Learning Plan and Assessment Report and that workplace health and safety procedures have been explained and followed. The student is expected to have emailed the draft Learning Plan and Assessment Report to the LV **3 days prior** to the meeting, and will provide feedback about the development of this. The LV prepares a first LV report that documents the discussion and this is provided to the FEU Coordinator.

LVs perform the following roles:

- a *consultancy role* in which they consult with the agency Field Educator and the student regarding teaching and learning strategies appropriate to the placement;
- a *mediation/problem-solving role* in which they support the agency Field Educator and student in the management and resolution of difficulties and or unexpected situations that arise on placement; and
- a *quality assurance role* in which they monitor the placement context and student progress to ensure these fall within the guidelines of the University.

Ongoing contact following that first meeting will then be negotiated between the Liaison Visitor, Agency Field Educator and Student in response to identified needs. Contact may be over the phone, email and additional face to face meetings.

Generally a second LV will occur around mid-placement, which is a time to review progress and discuss any additional

support required. This is a crucial time to also identify any concerns or issues to ensure that the student and field educator are well supported and the Field Education Unit is aware of any issues. Additional LV meetings can occur as required, particularly where additional support is required. Importantly, the student and Field Educator is able to communicate with the LV throughout the placement about any issues, questions or concerns via telephone or email and this is the first point of contact for all matters.

The role of the Field Education Unit

The Field Education Unit is responsible for matching students with organisations and the development and maintenance of productive and professional relationships with all interested parties (i.e. agency Field Educators, External Social Work Supervisors, Liaison Visitors and students).

If issues are identified through the placement it is imperative that the appointed Liaison Visitor is contacted immediately, if this is not possible **please contact** health.wils@qut.edu.au

SECTION 4: ASSESSMENT OF FIELD EDUCATION

Assessment requirements during field education comprises the following:

- Completion of 500 hours of field education (or a 20% reduction to allocated hours).
- Satisfactory demonstration of performance which is assessed according to grading schema below. First placement - highly capable, capable; Final placement – capable or beginning capable.
- Completion of necessary field education requirements as specified below.
- Regular formal and informal social work supervision with a qualified social work educator.

All assessment documents are on the student's BlackBoard sites under assessments and Field Educators can access these from the [SWISS website](#).

Assessment pieces such as the Learning Plan and Assessment Report; and other learning tools such as Reflections and Process Recordings may be completed during placement time, as these activities relate directly to your learning in the workplace.

Framework for assessment

Assessment of first/final placement in the BSW and MSW(Q) is explicitly based on the [AASW Code of Ethics](#) and the [8 AASW Standards for Main Areas of Social Work Practice](#) and the associated sub-standards and indicators:

1. Values, Ethics and Professionalism
2. Culturally Responsive and Inclusive Practice
3. Develop and Apply Knowledge for Practice
4. Skills for Practice
5. Communication and Interpersonal Skills
6. Professional Development and Supervision

Assessment requirements

Assessment Document	Rationale	Mode of Submission & Timeframe
Time sheet	All placement hours completed should be recorded in the timesheet as evidence of completing their required hours. A signed off record of the placement hours completed is required. It is expected students will have these signed off weekly – NOT at the end of placement.	The final copy of the timesheet, signed off by the Field Educator, is submitted by the student on the Unit's BB site at the conclusion of placement.
Learning Plan and Assessment Report	The Learning Plan and Assessment Report is a critical document in assisting the Field Educator and FEU to assess the student's performance on placement. It is a guide for tasks and activities the student can undertake on placement which will support their learning goals. Please note this should be completed throughout placement and form the basis of supervision and support assessments.	Students submit the draft to their Liaison Visitor prior to the first Liaison Visitor. Students submit the final copy to the Unit Blackboard site, under the Assessment link, at the conclusion of placement – within one week of finishing placement.
Optional	Reflections and Process Recordings are key learning tools to assist with the development of	Students submit to the Agency Field Educator/External Supervisor and

Reflections & Process Recordings	self-reflective practice, and thus enable students to integrate the theory and research with real life practice experiences on placement. They also act as in-depth 'Evidence of your Learning' against a number of practice areas.	discuss in supervision. It is encouraged that these are undertaken throughout the course of the placement with timeframes negotiated between student and Field Educator/External Social Work Supervisor.
Mid Placement	The Mid Placement checkpoint builds in a review process for both the student and Field Educator/s to assess how the student's learning is tracking against their learning goals and practice standards. Students must record their evidence of learning and achievements against the practice standards and personal goals developed. The timing of this is critical, so that any gaps or issues identified can be resolved with a plan of action to ensure the student meets all requirements by the end of the placement. Mid placement progress is recorded on the Learning Plan and Assessment Report	Students submit Learning Plan and Assessment Report on the Unit Blackboard site following the completion of this report at the mid-way part of placement (i.e. around 140hrs or 250hrs). It is imperative that this be completed and uploaded onto BB at mid-point in the placement as it will be marked by the FEU.
Final Assessment	The Final Assessment checkpoint provides the final summary of the student's key learning achievements, as well as the supervisor/s assessment of the student's capabilities against the practice standards. Again, the student must record their evidence of learning and achievements (STARL) against the practice standards. Mid placement progress is recorded on the Learning Plan and Assessment Report	Students submit Learning Plan and Assessment Report on the Unit Blackboard site at the conclusion of placement.
Emerging Practice Framework Presentation	A critical skill for all Social Workers is the articulation of a practice framework – that is, being able to explain your approach to practice (i.e. Why you do the things you do in the way you do)	The timing of these presentations will be negotiated with students, but often coincide with the final Placement Integrated workshop.

Naming Convention Requirement for Students



Before submitting your work on Blackboard, please
SAVE your document as follows:

Document Type + Surname + First Name
Example: Mid Placement Report_Downing Ray

Criteria used for Mid and Final Assessment

The Learning Plan and Assessment Report is to be completed using the evidence (STARL examples) students have documented. This emphasises the importance for students to update their **Learning Plan and Assessment Report regularly (weekly)** with demonstrated evidence of achievement; and the importance for students and Agency Field Educators and external Social Work supervisors to discuss progress and learnings regularly in supervision and to

document these regularly as they occur.

Both Mid and Final assessment checkpoints need to be **collaboratively** completed by the student, agency Field Educator and External Social Work Supervisor where relevant. It is the student's responsibility to ensure the reports are completed on time, supported by the agency Field Educator.

Students are assessed in relation to their achievement of each of the AASW practice standards, underpinned by an assessment of a student's ability to practice ethically, in their role as an emerging social work practitioner. Agency Field Educators and External Social Work Supervisors jointly make the assessment and a recommendation as to whether the student has satisfactorily passed their placement. The final assessment grade is allocated by the Coordinator Field Education Unit.

The Learning Plan and Assessment Report is to be submitted at mid and final checkpoints **and** are submitted by the Student on Blackboard. It is highly recommended that copies are made, and the student and Supervisors each keep a copy.

Levels of Achievement

For Social Work students undertaking their First placement:

To achieve an overall *satisfactory* grade for first placement, students need to demonstrate that they are either '**Capable**' or have '**Beginning Capability**' across the six Learning Areas. Anything less than that in the final assessment of learning report constitutes a fail. The Learning Plan and Assessment Report is therefore a crucial document that demonstrates the evidence of achievement in meeting each of the Learning Areas.

Please refer to the SWISS website for a step by step narrated PPT discussing the various levels for additional support <http://www.swiss.qut.edu.au/administration/placement-documents/assessing-first-and-final-placements.jsp>.

Assessment grades and definition for first placement

Capable – (C) Knowledge and skill demonstrated is of a high standard. The student takes initiative and demonstrates an ability to work independently as appropriate to context. This includes the ability to critically reflect, and demonstrate appropriate self-awareness and its influence on professional identity. The student demonstrates the capacity to integrate theory with practice and is able to articulate an emerging practice framework. The student demonstrates ethical and safe social work practice.	Beginning Capability - (BC) A sound level of knowledge and skill is demonstrated that includes ethical practice. The student demonstrates appropriate skills for effective practice within the specific context that includes sound communication and relationship skills. The student is beginning to work independently at times, demonstrating some level of initiative but not always consistently. The student demonstrates some level of self-awareness and its influence on professional identity. The student demonstrates an ability to critically reflect on their practice and to integrate theory with practice, however may still rely on additional support or guidance at times. The student has identified key elements of their emerging practice framework
Limited Capability – (LC) Knowledge and skills demonstrated indicates a limited level of capability that reflects limited self-awareness and how this influences professional identity and practice. Further work is needed to demonstrate a beginning level of skills in critical analysis and reflection and understanding of how theory integrates with practice, and implications on practice. The student is able to articulate some elements of their emerging practice framework or has awareness about practice frameworks however there are gaps to ethical or safe or accountable practice. Further work is needed to demonstrate beginning capability.	Not Capable – (NC) Performance not at the basic level expected of an emerging critically reflective and ethical practitioner. Practice is potentially 'unsafe', and/or of poor quality. Ability to articulate and apply theory to practice and emerging practice framework is undeveloped. Feedback from supervisors is not consistently incorporated into the student's practice.
	Unable to be Assessed – (UA) The work has either not been undertaken or the supervisor has not had an opportunity to assess capability in this area.

For Social Work students undertaking their First placement:

By the end of their first placement, all students must demonstrate a combination of attributes, skills and knowledge to allow them to successfully undertake their final placement. By the end of their **first placement** students are required to demonstrate the following:

- Students should have demonstrated effective use of knowledge, skills and commitment to the core values and ethics of social work in a given setting or context.
- Students will have demonstrated ability to manage generally less complex situations, with supervision and support.
- Students will have demonstrated capacity to work with people and situations where there may not be clear cut solutions.
- Students will have demonstrated their emerging professional identity, this involves being able to articulate their emerging framework for practice, in so doing show emerging accountable practice.
- Students will have demonstrated their ability to communicate appropriately and clearly with service users, colleagues and other stakeholders within their practice context.
- Students will have demonstrated that they understand and can articulate their use of self and how this influences and impacts on their practice. However this still needs further development and depth (Adapted from The College of Social Work 2012).

For Social Work Students undertaking their Final Placement:

Students undertaking their **final** placement have 500 hours to demonstrate their capability as a safe, ethical and quality social work graduate. It is expected that students will build on the knowledge and skills developed in their first placement, along with their theoretical content, to be able to practice with and deal with higher levels of complexity. Students have to meet the specific requirements as again specified by the AASW, QUT and AQF. This includes:

- Students can confidently articulate and demonstrate an ethical framework for practice that aligns with social work values and knowledge base.
- Students will have demonstrated that they understand and can articulate their use of self and how this influences and impacts on their practice.
- Students can demonstrate knowledge and skills to work with a range of user groups, and ability to undertake a range of social work tasks at a foundation level.
- Students can demonstrate their ability to work with complex situations.
- Students demonstrate the ability to work independently.
- Students demonstrate they can seek appropriate support and supervision as required, showing they are aware of the limits to their capability.
- Students demonstrate the ability to critically reflect on their own practice, and systems and structures that can lead to inequity and oppression.
- Students will have demonstrated their ability to communicate appropriately and clearly with service users, colleagues and other stakeholders within their practice context.

For Social Work Students undertaking their Final Placement:

To achieve an overall **satisfactory** grade for final placement, students need to demonstrate that they are either '**Highly Capable**' or '**Capable**' across the six Learning Areas. Anything less than that in the final assessment of learning report constitutes a fail. The Learning Plan and Assessment Report is therefore a crucial document that demonstrates the evidence of achievement in meeting each of the Learning Areas.

Assessment grades and definition for final placement

Highly Capable – (HC) Knowledge and skill demonstrated is of a very high standard. This includes demonstration of an ability to practice independently, a high level of self-awareness and how it influences their professional identity, critical reflection and reflexivity. The student demonstrates a well-developed ability to integrate theory with practice and articulates a strong emerging practice framework. The student demonstrates safe, ethical and high quality social work practice.	Capable – (C) Knowledge and skill demonstrated is of a high standard. The student takes initiative and demonstrates an ability to work independently as appropriate to context. This includes the ability to critically reflect, and demonstrate appropriate self-awareness and its influence on professional identity. The student demonstrates the capacity to integrate theory with practice and is able to articulate an emerging practice framework. The student demonstrates ethical and safe social work practice.
Beginning Capability- (BC) A sound level of knowledge and skill is demonstrated that includes ethical practice. The student demonstrates appropriate skills for effective practice within the specific context that includes sound communication and relationship skills. The student is beginning to work independently at times, demonstrating some level of initiative but not always consistently. The student demonstrates some level of self-awareness and its influence on professional identity. The student demonstrates an ability to critically reflect on their practice and to integrate theory with practice, however may still rely on additional support or guidance at times. The student has identified key elements of their emerging practice framework.	Limited Capability – (LC) Knowledge and skills demonstrated indicates a limited level of capability that reflects limited self-awareness and how this influences professional identity and practice. Further work is needed to demonstrate a beginning level of skills in critical analysis and reflection and understanding of how theory integrates with practice, and implications on practice. The student is able to articulate some elements of their emerging practice framework or has awareness about practice frameworks however there are gaps to ethical or safe or accountable practice. Further work is needed to demonstrate beginning capability.
Not Capable – (NC) Performance not at the basic level expected of an emerging critically reflective and ethical practitioner. Practice is potentially 'unsafe', and/or of poor quality. Ability to articulate and apply theory to practice and emerging practice framework is undeveloped. Feedback from supervisors is not consistently incorporated into the student's practice.	Unable to be Assessed – (UA) The work has either not been undertaken or the supervisor has not had an opportunity to assess capability in this area.

Demonstrated Abilities for First and Final Placement

The following requirements have been developed by the QUT Field Education Unit. They are adapted from the College of Social Work (UK), drawing on the ASWEAS guidelines and core curriculum requirements, the QUT Social Work degree teaching and learning outcomes, QUT Blueprint and Graduate Attributes, and Australian Qualifications Framework (AQF). These requirements recognise the difference between a first and final placement.

SECTION 5: SUPERVISION & STUDENT PERFORMANCE

Check out the [Social Work Integrated Supervision Support website](#), especially designed to support Agency Supervisors, supervising a QUT student on placement.

Supervision is essentially a matter of establishing and maintaining a relationship that is open, honest, purposeful and conducive to student learning (Humphrey 2011). That relationship provides for the following functions (Cleak and Wilson 2007):

- *administrative*: ensuring the student is working within agency guidelines;
- *supportive*: providing encouragement and feedback to the student; and
- *educational*: offering feedback, learning opportunities and on the job training.

While many supervisors do adopt “the model” of sitting down with the student once a week for a supervision session of approximately one hour or an hour and a half, we recognise that supervision in the field takes many shapes and forms. In fact most supervisors offer a variety of types of supervision to their students including: debriefing, impromptu feedback, peer, shared, group and mentor arrangements, and meeting at the student’s initiative. In considering the style of supervision you would like to adopt with a particular student, you may think about:

- the way supervision of workers generally occurs in your agency;
- the learning needs of the student;
- the amount of initiative and autonomy the student demonstrates;
- the routine of the agency and the rhythm of your work;
- the student’s preferred learning style; and
- the complexity of the tasks, duties and responsibilities in which the student is involved.

Whichever style you adopt, it is important that you recognise that your relationship with the student is a crucial determinant of how the placement goes. That relationship warrants careful consideration and nurturing in order to be optimally productive.

The Australian Association of Social Work (AASW) requirements of Social Work students’ supervisors mean that students must be supervised by a worker with Social Work qualifications who has had a **minimum of two** years work experience.

We have developed a **supervision agreement** (the template can be found on the [SWISS website](#)) which we strongly suggest you use to develop the supervision relationship with your student.

Managing Performance on Placement Policy

A student is “at risk” of their work being assessed as unsatisfactory where their performance is consistently unsatisfactory or problematic in significant areas of professional practice. We are committed to working with all involved following the **Managing Performance on Placement Policy** attached as **Appendix 2**.

The **Managing Performance on Placement Policy** outlines the process to be used to assist students and supervisors to resolve significant issues or problems impacting on placement. The guiding principles underpinning this policy include:

- Respect – for the viewpoints of involved parties
- Transparency – open communication using a collaborative process
- Professional Integrity – maintaining a high level of professionalism in all discussions

- Justice – provision of opportunity for timely resolution/management of concerns.

Who does this policy apply to?

Addressing any issues or concerns is a collaborative process involving the student, agency supervisor, external social work supervisor where appropriate, university liaison visitor and through them the Field Education Unit (FEU).

The procedure

In the event of performance issues we **strongly recommend that this process commence as early as possible**. There are several options we can explore, including withdrawing the student from the placement where absolutely necessary, or continuing the placement with more supervised support with a specific learning contract, tasks and assessment criteria.

It is **important to address any problematic issues early on with the student and to advise the university liaison visitor**. This maximises opportunities for successfully resolving issues. Our philosophy is that there should be **no surprises** for the student. Because Social Workers are engaged with vulnerable and disadvantaged people, we have a duty of care to students and agency clients. Fortunately, this happens only rarely, but when it does, it is usually very stressful for student, supervisor, agency and university staff.

SECTION 6: FACILITATING LEARNING

Learning Styles

Different people learn in different ways, and there is no particular right way to learn. A great deal of literature has emerged that attempts to make sense of the diversity of ways that people learn. The intention of this literature is to find the similarities as well as the differences between people as learners. Understanding learning styles is all about understanding what makes it easiest for the individual to learn.

Students typically respond in three ways when placed in a learning situation

- emotionally (the feeling response to being in a learning situation)
- behaviourally (the learning behaviours they undertake)
- cognitively (the way they think in a learning situation)

All students on placement are adult learners. Adult learners have in common with each other:

- their capacity to draw upon their bank of life experiences as a resource for learning;
- their tendency to be more interested in learning about the real world than in acquiring knowledge for its own sake;
- the tendency of all learners to learn best when the educative process is focussed on what the learner wants to learn rather than what the teacher wants to teach;
- the need of all learners to integrate theory and practice in a learning cycle, that is, to learn from experience.

Students who are adult learners may also demonstrate differences in their learning styles. Students, according to Witkin (1987) may be categorised as *field dependent* or *field independent learners*. One style is not better than the other. The “field” that Witkin (1987) refers to is the context for learning. This context may have any number of aspects to it including social, political and historical dimensions.

A field dependent student	A field independent student
<ul style="list-style-type: none"> ▪ tends to be sensitive to both their field or context as a learner and sensitive to the field or context of what they are learning about; ▪ tends to prefer working with others as people are an important factor in their field; ▪ tends to be expansive rather than focussed in their world view; ▪ prefers more loosely structured learning experiences. 	<ul style="list-style-type: none"> ▪ tends to be literally less dependent on or less a part of the field in which they operate; ▪ prefers more autonomy and structure in their learning environment; ▪ although they may prefer harmonious social environments they basically seek less social contact.

Student learning styles preferences may also be categorised using Kolb’s (1984) model of experiential learning. According to Kolb although all learners must master all of the styles listed below, most people have a preferred learning strategy. Students usually prefer to learn by:

- *concrete experience* preferring an environment that emphasises their personal experiences in learning;
- *reflective observation* preferring an environment that emphasises the use of logical thinking;
- *abstract conceptualisation* preferring an environment that as adult learners emphasises mastery of concepts;
- *active experimentation* preferring an environment that emphasises the application of knowledge and skills.

The Learning Plan and Assessment Report

With the guidance of the Agency Field Educator, the student is expected to draw up a *Learning Plan and Assessment Report* outlining the major objectives and activities of their placement, the skills and knowledge they hope to develop, and how these relate to the AASW Practice Standards. It should also detail how they plan to learn and who will be involved in the process. The Learning Plan and Assessment Report focuses attention on the placement as a learning experience. It should be a useful, flexible document that can be revised and adjusted as the placement unfolds and changing circumstances dictate. Students are encouraged to complete the report in placement hours, allocating up to 4 hours each week will ensure students have enough time to complete required assessment via this report.

The Learning Plan and Assessment Report is a plan prioritising and making explicit what the student wants to learn during placement (goals and objectives); what work, actions or experiences the student needs to undertake to facilitate learning (strategies), and ways of determining progress towards attaining the goal (outcomes). Developing a Learning Plan and Assessment Report is a collaborative venture between the students, the supervisor, and supported by the Liaison Visitor. Each stakeholder has information, knowledge and vision that can inform its design. The ultimate aim is to create learning opportunities and reflection sites that maximise learning during the placement.

The rationale for having a Learning Plan and Assessment Report:

- It provides a useful structure for planning and prioritising student activities.
- It is harder for either the student or the supervisor/agency to overlook or dismiss placement learning goals and opportunities.
- It makes stakeholder expectations about student aims and outcomes explicit, thereby reducing ambiguity and the potential for misunderstanding.
- In reflective practice developing a plan is a key part of an action learning cycle - we need to know what it is we want to learn and how we are going to go about learning, before we can assess the level to which we have progressed and reflect on what we might do differently next time.
- It allows students to be appropriately accountable for their learning and enables supervisors to promote the opportunities necessary for learning to occur.
- It allows students to be clear with service users about what you know and what you need to seek confirmation about (i.e. about ethics of interaction with service users).

Students are strongly encouraged to maintain a reflective journal of their learning so that they do not lose the richness of the learning journey, as there will be so many opportunities for learning that by the end of their placement, the student may have forgotten some of the transformational and key learnings they have achieved. The journal can provide an avenue for recording evidence, it can provide a space for students to record areas they want to follow up with in supervision. (Appendix 3 provides more information)

The development of a robust Learning Plan and Assessment Report – First Placement

The Learning Plan and Assessment Report has been developed to act as a tool to guide the student's learning goals, providing a structure and road map for what needs to be achieved while on placement as well as personal goals.

While the Learning Plan and Assessment Report is based on the AASW Practice Standards, it is also context specific, that is, what can be achieved in one setting will not be achievable in another; which is the nature of social work. Therefore the Learning Plan and Assessment Report provides an opportunity for students and Field Educators to identify the learning opportunities and the 'social work' role, opportunities and learnings within the particular context.

The Learning Plan and Assessment Report is a collaborative tool developed by the student with the input and support of the Field Educator and External Social Work supervisor (where appropriate). Fundamentally it is the student's responsibility to identify learning goals and the Field Educator has a role of supporting students in identifying realistic goals and actions to enable them to achieve these.

The Liaison Visitor provides additional support by reviewing The Learning Plan and Assessment Report and providing

feedback or suggestions. This therefore needs to be emailed to the liaison visitor prior to the first liaison meeting - *at least 3 days beforehand by the student*.

An early step in the development of the Learning Plan and Assessment Report is clarification of the tasks and activities the student may undertake within the placement setting, highlighting the importance of a collaborative approach. It is recommended that the first two weeks are used for the students to observe and reflect on the nature of the organisation and in doing so, discuss with their Field Educators the opportunities, possibilities, projects and activities that they can become involved in.

The Integration Lectures students attend provide an avenue for expectations to be discussed about what constitutes an appropriate Learning Plan and Assessment Report and evidence of learning. These classes also provide students with further opportunities to unpack, reflect and develop their depth of understanding of how to link theory and ethics into practice.

The development of a robust Learning Plan and Assessment Report - Final Placement

Final placement students have the benefit of having already developed their first Learning Plan and Assessment Report during their first placement and recording their evidence of achievement. This is then summarised in their first Final Assessment Report. It is strongly recommended that students share these two crucial documents with their Field Educator/s as they re-assess what they have already learnt, what their strengths are and what skills and knowledge they still require to develop. The final placement requires that the student will develop greater depth of understanding and knowledge and be able to work with a higher level of complexity and autonomy. There is a section in the Learning Plan and Assessment Report where placement students are asked to reflect on and document what skills and knowledge they already bring with them to their final placement. This creates opportunity for student and Field Educator/s to develop targeted learning goals.

Documenting the evidence of achievement is critical – students are required to document their evidence as they go throughout the placement – this may be through their reflective journal or other documentation. The completion of the any critical reflections and/or process recordings – each tools for critically reflective practice – provide further mechanisms through which students can demonstrate their understanding and learning. While these do not need to be submitted to QUT, they must be discussed with their supervisors and can form the basis of their evidence.

The STARL (Situation, Task, Action, Result, and Learning) method of documenting evidence is used for the examples to demonstrate achievement. Students are required to complete a set number for each Learning Area – students can include more STARL examples if they wish but they must complete the minimum number required.

Assessment Strategies

Once the student's objectives, learning style preference and teaching strategies have been identified, the next step is for the agency supervisor and student to negotiate how the student's work performance will be assessed.

The process of assessment involves two steps:

- gathering information about student performance on placement, and
- generating either assessment or descriptive feedback by comparing student performance with practice objectives, learning outcomes and standards and required levels of achievement in the AASW Practice Standards.

Possible assessment strategies are listed below and may include:

- assessment of client material prepared by the student e.g. case notes, reports, assessments, on-line reflective journal entries and entries in other journals;
- structured observation of the student in practice situations or co-working with the agency supervisor or other agency personnel in practice situations;
- student oral or process reports of independently executed tasks;

- preparing relevant documentation e.g., a community resource manual, funding submission, program or policy descriptions etc; and/or
- prepared tasks or functions, e.g. verbal presentation to staff preparing and conducting a training session, chairing a public or agency meeting etc.

Specifying the assessment strategies early on prevents possible disagreement later.

Teaching and learning strategies

The following teaching/learning strategies are of significant benefit in every placement and can be incorporated into every Learning Plan and Assessment Report:

- Student reflection on and processing of significant placement experiences in a reflective on-line journal and any other journal kept by the student.
- Formal weekly supervision sessions.
- Direct presentation of information to the student e.g. a supervision session may involve a formal presentation of theory or practice by the supervisor.
- The use of standard professional graphic presentations e.g. a genogram may assist a student to visualise the dynamics of a conflictual family, a flow chart may assist them to see the authority structure of the placement agency, an Eco map may assist a student to visualise the network of services a consumer is currently accessing.
- Use of audio/audio-visual records of student performance for discussion, feedback and review e.g. the student might record an interview with a consumer with their approval and process the interview in a supervision session.
- Teaching from written materials e.g. case notes, reports, assessments, journal entries, research proposals, discussion papers, process recordings written by students (details in Annex B). The agency supervisor may use these to explore with the students, the student's skills, frameworks and values.
- Role plays that allow students to better prepare for practice situations by alleviating anxiety and building confidence. When using this method of instruction it is vital to de-role and deal with feelings issues that may have arisen in the role.
- Modelling - Students may incidentally or consciously use their agency supervisors as professional role models;
- Structured observation by the student of the agency supervisor or other agency personnel working with consumers. This type of teaching involves setting target areas for observation prior to the observation and reviewing these following the observation.
- Acting as co-worker with the agency supervisor or other agency personnel whereby the student receives immediate feedback regarding their skill, assessment, and intervention in a particular practice situation.
- Use of the one way screen in which the student is observed interviewing by the agency supervisor. The student may either receive direction or feedback from the supervisor during the session or at its conclusion.
- Structured "skill based" reflection whereby the student reflects on their performance in particular practice situations and the skills they demonstrated.
- Literature search and review - whereby an agency supervisor may ask a student to read literature relevant to a particular area of practice focussing the student's thinking on a formal theory base.
- Pair or group supervision - whereby the student and other members of staff with a similar interest or working on the same case or project meet together with the supervisor for joint supervision.
- Student preparation of research, assessment or client documentation which is then reviewed in conjunction with the supervisor.

Providing constructive feedback

Feedback is an essential part of the field education learning experience. Giving constructive feedback is a task you will perform again and again as a Supervisor, letting students know where they are and where to go next in terms of

expectations and learning goals – their own, yours, the university and the organisation's.

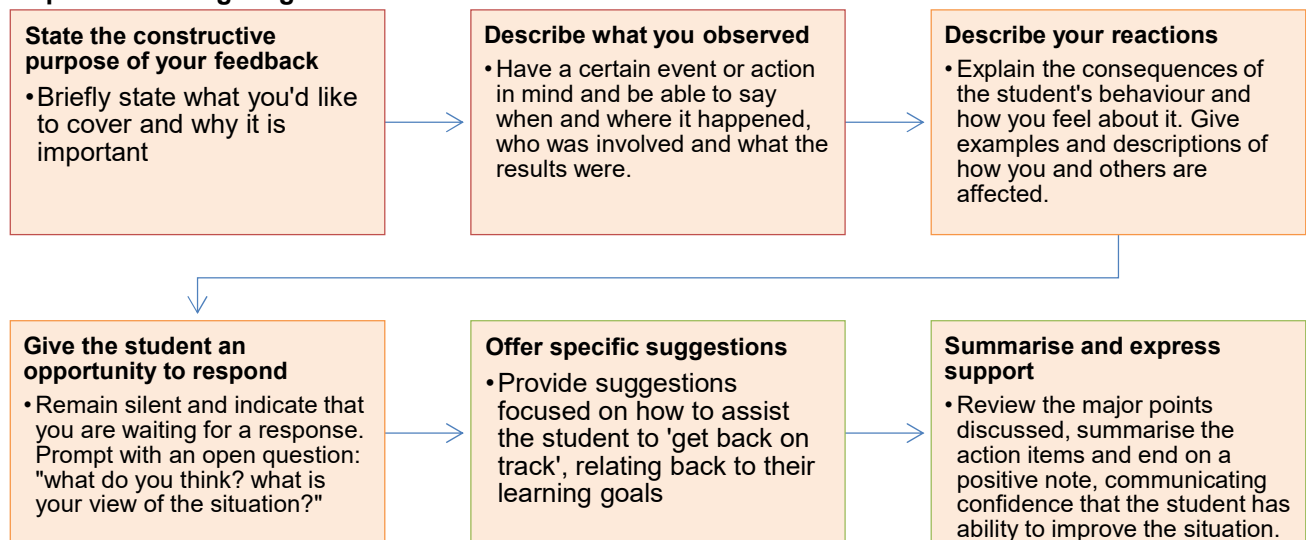
Feedback will be needed when the placement is progressing well and when you need to redirect problem performance. The feedback is to provide information in a useful manner to educate, support improved understanding and/or skills, and get the student back on track with their learning goals.

Six ways to make feedback constructive

Constructive feedback should be used to 'build the student', as opposed to 'breaking them down'. This is achieved by knowing what feedback to give and how it can be relayed so that it has value to the student, as well as demonstrate your support for them.

1. *If you can't think of a constructive purpose for giving feedback, don't give it at all.*
2. *Focus on description rather than judgement (i.e. Describe the behaviour observed without using evaluative language such as 'right or wrong', 'good or bad').*
3. *Focus on observations rather than assumptions (i.e. describe what you saw and heard, without stating your Own assumptions or understanding about why they did or said what they did).*
4. *Focus on behaviour rather than the person (i.e. Use adverbs to describe behaviour and the action).*
5. *Provide a balance of positive and negative feedback.*
6. *Be mindful of feedback overload (too much information will be difficult for the student to process).*

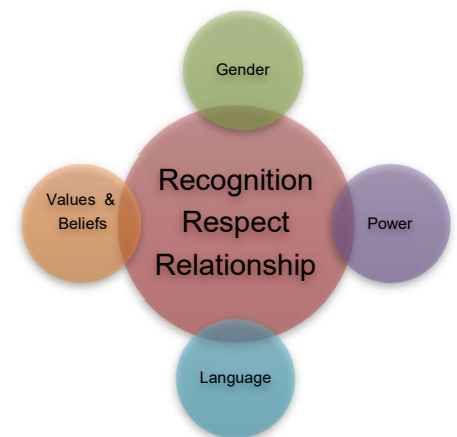
Six step method for giving constructive feedback



Supporting students where English is an additional language

Hosting a student with English as an additional language on placement requires some considered planning for how to provide a learning context and environment for students that recognise and value cultural differences. These differences need to be explored through multiple lenses - gender, language, values and power. Building a welcoming environment requires the development of a relationship between student and supervisor that recognises these lenses and the interplay between them and allows the development of a **relationship** based on mutual **recognition** and **respect**.

Take the time to really understand your student's cultural background and be willing to share your own. This is crucial as different cultures impact on the student's learning style, how they receive feedback, whether they ask questions, critical thinking ability. The following questions may guide this conversation:



Language:

- What language/s does the student speak?
- How confident does the student feel with their verbal and written English and comprehension. What might they need assistance with?
- How do they express themselves – straight to the point or do they take a more indirect way of getting to the point?
- Do they have a preference for receiving instruction or feedback verbally, written or both?
- How would they cope with being yelled at or sworn at by frustrated or agitated clients?

Values & Beliefs:

- How does their culture influence their values and beliefs about disadvantage, poverty, disability, mental health, sexuality, religion, age, status, gender and people from other cultural groupings?
- What are your agency's values and beliefs about these things and why?
- What are your expectations and bottom lines about how these are managed in the workplace and why?
- Are there any specific cultural, religious or dietary requirements you need to be aware of?
- Are there any cultural or religious conflicts they you need to be aware of between their culture and others?

Gender:

- How does the student's culture view gender equality?
- How will the student feel about taking instruction and advice from a person from the opposite gender?
- If necessary, how would the student prefer to receive feedback about issues related to dress, hygiene etc?

Power:

- How do they perceive the role of supervisor – teacher, instructor, mentor, coach?
- Would they feel OK to disagree, question, challenge you in your role as supervisor?
- How would you like the student to refer to you?
- When are you available for them for questions, support or advice?
- Who else could they go to in an agency if they were experiencing issues that they cannot discuss with you?

Tips for supporting students where English is an additional language

The following provides tips to support Field Educators, developed in collaboration with Faculty of Health Academic Language and Learning Services. These include:

From the beginning:

- Don't assume students know.

- Be transparent. Explain your role.
- Provide clear responsibilities
 - List tasks that should be completed in the first few weeks
- Provide clear, strength-based feedback including areas for development (see “Providing Constructive Feedback”)
- Use ‘get to know you’ activities:
 - Ask about their motivations for entering Social Work and share yours
 - Ask about who inspires them
 - Ask what scares them about the placement
 - Ask about their previous learning experiences
 - Ask about their expectations of the supervisor in this context
- Confirm that conversation/directions are mutually understood by taking the lead in communication:
 - “I just want to make sure that we have the same understanding of our conversation. Can you tell me what we’ve discussed? What is important to you?”
- Be aware of power distance and impact on conversation
 - Tell students that they should ask questions – if they are shy or hesitant, ask them to write down 3 questions for your next meeting. Encourage them to think of deeper, critical questions.
- Be aware of cultural ways of processing and presenting information
 - Students may need to be given an example of how they can orally:
 - Analyse and justify what is relevant
 - Link theory to practice
 - Storytelling logic (reflections on events) in different languages/cultures may be different to Western expectations
- Be aware of how feedback is given and received
 - Explain it is your responsibility to identify strengths and areas to work on and to brainstorm strategies to develop the student as a social worker
 - Be direct: “You are on the right track” or “You can be on the right track by doing these xxx steps/strategies.”

SECTION 7: ORGANISATIONAL & ADMINISTRATIVE REQUIREMENTS

Ethical and attitudinal considerations

QUT is committed to a non-discriminatory and inclusive academic work environment and culture. Students should ensure that all written and oral language as well as visual representations do not devalue, demean or exclude individuals or groups on the basis of gender, disability, culture, ethnicity/race, religious, sexuality, age or physical appearance. In order to comply with QUT policy, students are advised to read QUT's [*Working with Diversity Policy: A guide to Inclusive Language and Presentation for Staff and Students*](#).

Students are expected to act in a professional and courteous manner whilst at their agency placement, be appropriately and neatly dressed and have prepared well for the field education experience. It is vital that students are aware of the responsibilities involved in the process of working as a student practitioner in the field of social work. **The matter of client confidentiality and ethical behaviour is of utmost importance and breaches of client confidentiality may result in exclusion from the course. QUT and the Agency Supervisor have a duty of care to their students and the clients of the agency.** The QUT Student Charter is also relevant here at: http://www.mopp.qut.edu.au/E/E_02_01.jsp

Workplace health and safety issues

Social Work and Human Service placement agencies are covered by their own Workplace Health and Safety (WH&S) requirements, policies and procedures. During placement students are required to conduct themselves in a safe and professional manner, avoiding any risk taking behaviours and acting at all times fully in line with the placement agency's WH&S requirements. The University's student insurance policy specifically covers the range of activities included in Field Education.

It is the student's responsibility to be fully conversant and compliant with their placement agency's WH&S requirements. Students are required to comply with QUT's H & S requirements relating to placement, in the interests of their own health and safety and also the health and safety of all persons they interact with while on placement.

Where there is any divergence between QUT H & S requirements and the placement agency's WH&S requirements, then this must be discussed with the agency Field Educator and the QUT Liaison Visitor or FEU Coordinator must be notified immediately via email for any issues to be discussed and resolved.

Sexual and gender based harassment

QUT has a policy on sexual and gender-based harassment to reflect its commitment to freedom from all forms of discrimination in education and employment.

Sexual harassment is any form of sexual attention that is uninvited and unwelcome. It can be a single incident or a repeated pattern of unwelcome behaviour. Sexual harassment is illegal under State and Federal legislation. Further information can be found on the Social Work and Human Services website at: www.hlth.qut.edu.au/swhs.

Dress Standards

Students are expected to dress and behave appropriately while on placement to reflect professional standards of the agency and of QUT. Standards of dress in the first instance should be guided by the agency's policy. It is useful to discuss dress standard requirements at the pre-placement interview.

In general, **appropriate dress standards include:**

- No revealing clothing (low cut shirts / t-shirts, short shorts)
- Clean clothing (no clothes with holes, dirty marks or wrinkles)
- No thongs or other inappropriate footwear (as required by the agency), closed shoes are usually required of most organisations.

Appropriate appearance includes:

- Cleanliness (hair, clothing, nails)
- Appropriate hygiene

Appropriate behaviour standards include:

- Being courteous at all times
- Curbing the use of swearing
- Being aware of the philosophical stance of the agency and being aware of the use of language in this regard (what is appropriate and what is not within the context of the agency)
- Being aware of, and respecting, the agency's smoking policy
- Not using social media while on placement or posting information pertaining to the placement on social media.

Recommended text for students

Students are encouraged to obtain the following text:

Cleak, H. & Wilson, J. (2019). *Making the most of field placement*, 4th edition, Australia: Cengage Learning.

This provides useful strategies, information and activities for students and Field Educators to support the placement experience.

Appendix 1: Insurance Policy



Certificate of Currency

Date of Issue: 30 October 2019

To Whom It May Concern,

Contact: Olivia Bazzoni

t: 61 7 3223 7560

e: olivia.bazzoni@aon.com

We hereby certify that the under mentioned insurance policy is current as at the date of this certificate, please refer to the important notices below.

Policy Type	Broadform Public and Products Liability
Insured	Queensland University of Technology
Insurer	QBE Insurance (Australia) Limited ABN: 78 003 191 035
Policy Number(s)	AQEQ04075 PLB
Period of Insurance	From: 4.00 pm 1/11/2019 Local Standard Time To: 4.00 pm 1/11/2020 Local Standard Time
Interest Insured	Legal Liability to the general public for bodily injury and damage to property arising out of insured's business
Limits of Liability	\$10,000,000 except Products Liability limited to \$2,000,000 in USA/Canada.
Situation of Risk	Anywhere in the World

Further information

Should you have any queries, please contact us on the details set out at the top of the page.

Important notes

- Aon does not guarantee that the insurance outlined in this Certificate will continue to remain in force for the period referred to as the Policy may be cancelled or altered by either party to the contract, at any time, in accordance with the terms of the Policy and the Insurance Contracts Act 1984 (Cth).
- Aon accepts no responsibility or liability to advise any party who may be relying on this Certificate of such alteration to or cancellation of the Policy.
- Subject to full payment of premium
- This certificate does not:
 - represent an insurance contract or confer rights to the recipient;
 - amend, extend or alter the Policy; or
 - contain the full policy terms and conditions

Aon Reference: AONBNE1914G

Version: B104486/006

Aon Risk Services Australia Limited ABN 17 000 434 720 AFSL 241141

GPO Box 65, Brisbane QLD 4000

Appendix 2: Managing Performance on Placement Policy

Rationale

Student professional practice placement is a critical component of the training for a Bachelor of Human Services, Bachelor of Social Work and Master of Social Work (Q). As social work and human service professionals engage with vulnerable and disadvantaged people, the University has a duty of care to students and agency clients during the entire placement period. This means it is important to address any problematic issues or concerns identified early on in the placement with the student and agency. Despite efforts to resolve the issues identified, where this is not possible, a student's placement may be terminated, the student may fail or the student may need to withdraw from the placement and unit. Under no circumstances are students or agencies able to terminate placement without first consulting with the Field Education Unit. In order to negotiate the best possible response under these situations.

Purpose

This policy outlines the process to be used to assist students and supervisors to resolve significant issues or problems impacting on placement. The guiding principles underpinning this policy include:

- Respect – for the viewpoints of involved parties
- Transparency – open communication using a collaborative process
- Professional Integrity – maintaining a high level of professionalism in all discussions
- Justice – provision of opportunity for timely resolution/management of concerns.

Who does this policy apply to?

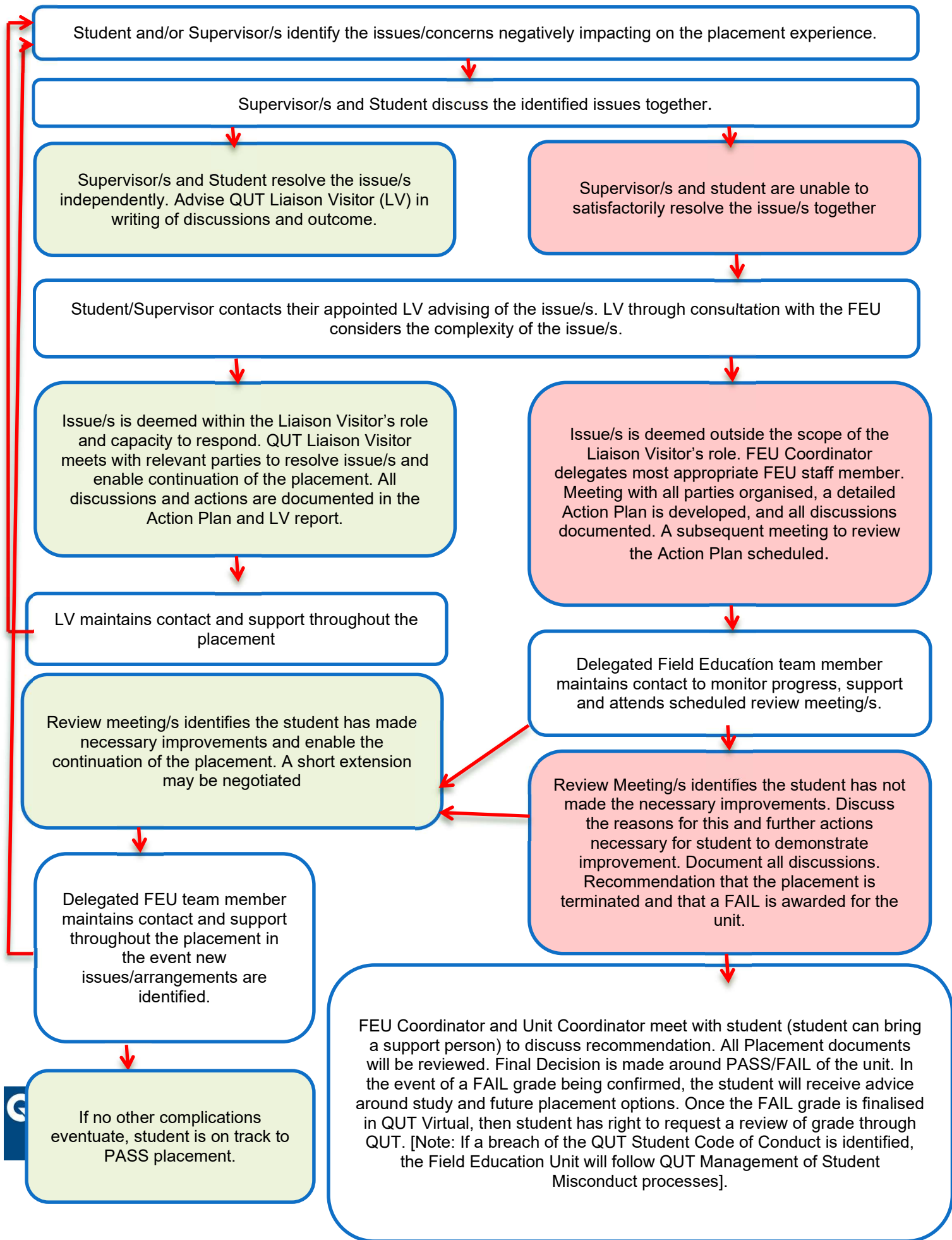
Addressing any issues or concerns is a collaborative process involving the student, agency supervisor, external social work supervisor where appropriate, university liaison visitor and through them the Field Education Unit (FEU).

Supporting documentation

Appendix one provides a visual outline of the process in which this policy should be applied and Appendix two is the action plan used to document outcomes of all discussions including action strategies to manage concerns or performance issues. In discussing and reviewing performance issues, the relevant professional associations' code of ethics will be consulted, along with QUT's Student Code of Conduct:

- [Australian Association of Social Work's Code of Ethics](#)
- [Australian Community Welfare Association's Code of Ethics](#)
- [QUT Student Code of Conduct](#)

Procedural Flow Chart



Withdrawal from Placement

The student **must not withdraw** him or herself from the placement without the written approval from the Field Education Coordinator. Doing so without proper process being followed will constitute a failure in the Placement Unit.

A student may be withdrawn from a placement where they have become too ill or have a personal crisis which means the placement is unable to continue.

If the Agency Field Educator becomes too ill, or their role changes, i.e. made redundant, or moves to another position, the placement will only be withdrawn if there are no other suitable supervisory arrangements possible. The FEU needs to be advised of any changes immediately to explore other options for the student within the agency.

Extending placement

Should there be a need to extend a placement this must be discussed with the Field Education Unit Coordinator prior to any decision being made. The FEU policy on extending placements will then be considered and discussed and negotiated.

Appendix 3: Daily Reflective Journal

It is strongly advised that you journal about your learning on a daily basis in addition to the required fortnightly on-line reflective journal.

Reflective journals are similar to process recording (see Annex B) in that they involve the student or practitioner recording the details of events that occur and exploring the emotional and non-verbal components of the interaction. They are particularly useful for students on a time specified placement. Students can use the journal to recall and reflect on interactions with clients and colleagues, the process of learning and the development of awareness and understanding of self. With the passage of time and the shortcomings of memory, it can become difficult to accurately recall the incidents, issues and context of matters which are influential to the professional learning process.

If one is keeping a reflective journal it is most important to have discussed with your supervisor who will, and who will not, have access to it. It is critical that it is kept in a safe and secure location. This is especially important if there are comments which are highly private and personal or which are critical of others. Issues of confidentiality and ethics are to be respected at all times.

The importance of the journal is emphasised when students prepare their major assignment and are required to identify and explore their learning strategies and outcomes. The journal is a useful memory aid and tool for reflecting about the learning process.

Writing a Journal

Whereas the Learning Plan and Assessment Report by design is concrete and systematic, the journal is a tool of reflection, a record of events, feelings, insights, quotes, contacts, networks. In short, the story of your placement, 'the good, the bad, the useful'.

One of the benefits of keeping a journal is that it allows you the opportunity to look back over time and see how your skills, attitudes and knowledge have changed over the placement time. It also provides a wealth of resources, questions and dilemmas that you can reflect on and refer to throughout your academic study.

The journal is a private vehicle for recording events, feelings and insights about your Field Education Placement experience. How you use the journal in your supervision sessions or during the review is a personal decision. Some people provide the supervisor with a summary page of what has happened in between supervision sessions. Others never disclose its contents. It's up to the individual student to decide what the most appropriate use is.

What do you put in a journal?

- Critical incidents
- Events or dynamic processes which you seek to better understand.
- Dilemmas, particularly ethical dilemmas
- Tracking your insights about your specified learning.
- It is vital you indicate if little or NO useful learning has occurred. This allows you to question whether the objective requires change or whether you need to seek support in reflecting about the connection between your experience and the objective, i.e. ask your supervisor to put it on the supervision session agenda or talk to your University liaison person.
- Unexpected learning: despite trying hard to be concrete and strategic in the My Learning Plan and Assessment Report, sometimes the best things we learn have nothing to do with the objectives we predetermine. Always be prepared for surprise learning!

What don't I put down in the journal?

Be aware of *Confidentiality*: It is vital that you do not include identifying information in your journal; remember any record you keep in the performance of your professional duty may be subject to Freedom of Information access or

subpoena by a court.

Structuring your journal

Like the Learning Plan and Assessment Report, there are many ways to design your journal. Common to all should be questions that ask you to reflect or make sense of what you have experienced. Ask yourself such questions as:

Observation: What happened?

Describe the event, who was involved, etc. Try to be as factual as possible. Try to avoid judgement statements and making assumptions – leave that for the next section.

Reflection

What worked: what was positive about the way you/another handled the situation?

What didn't work: can you identify any professional/personal/structural issues that impacted on what happened?

What did you learn (do you need to learn) from University that you can link to what happened?

What would you do differently next time: If you had the same opportunity again what would you do?

By asking these questions you are taking account not only of the events but also your own reactions within those events.

Frequently asked questions

What do I use for a journal?

Again, use a format that suits your learning style. Some people like to record in a writing book, some use a video or a tape recorder, some people draw. Use whatever aids reflection for you.

When to make journal entries (once a day, once a week?)

This is an individual preference. However, as many of us are not socialised to consciously record or reflect on our day-to-day practice, it is easy to forget or overlook, so it is suggested that you pick a time and a place to fill out your journal and rigorously follow that. Students have stated that once you get into recording in a journal it becomes a passion. Remember, if you are having trouble then ask your supervisor or your liaison person for some assistance.

(See further the recommended text for field education: Cleak, H. & Wilson, J. (2019). *Making the most of field placement*, 4th edition, Australia: Cengage Learning, pages 75-80).

References

- AASW, (The Australian Association of Social Workers) (2013). *Practice Standards for Social Workers*. <https://www.aasw.asn.au/document/item/4551>.
- AASW, (The Australian Association of Social Workers). (2010) *Code of Ethics*. <https://www.aasw.asn.au/practitioner-resources/code-of-ethics>.
- AASW. (The Australian Association of Social Workers). (2012) *Education and Accreditation Standards*. <http://www.aasw.asn.au/careers-study/education-standards-accreditation>.
- Bogo, M. & Vayda, E. (1995). *The practice of field instruction in social work: Theory and process - with an annotated bibliography*. Toronto: University of Toronto Press.
- Cleak, H. & Wilson, J. (2019). *Making the most of field placement*, 4th edition, Australia: Cengage Learning.
- Fook, J., Martin, R. & Hawkins, L. (2000). *Professional Expertise: Practice, Theory and Education for Working in Uncertainty*. London: Whiting & Birch.
- Fook, J. (1993). *Radical casework: A theory of practice*. Sydney: Allen and Unwin.
- Hawkins, P. & Shohet, R. (1989). *Supervision in the helping professions: An individual, group and organisational approach*. Milton Keynes, Philadelphia: Open University Press.
- Jones, A. & May, J. (1992). *Working in human service organisations: A critical introduction*. Melbourne: Longman Cheshire.
- Kahn, E. M. (1979). The parallel process in social work treatment and supervision. *Social Casework: The Journal of Contemporary Social Work*.
- Kennedy, R. with Richards, J. (2004). *Integrating Human Service Law and Practice*. South Melbourne: Oxford University Press.
- Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, New Jersey: Prentice-Hill Inc.
- Maidment, J. & Egan, R. (Eds) (2004). *Practice Skills in Social Work & Welfare, More Than Just Common Sense*. Crows Nest: Allen & Unwin.
- Neuman, K. & Friedman, B. (1997). Process recordings: Fine-tuning an old instrument. *Journal of Social Work Education*. 33.(2), 237-243.
- O'Connor, I., Wilson, J. & Setterland, D. (1995). *Social work and social welfare practice*. Melbourne: Longman.
- Oko, J. (2005). *Understanding and using theory in social work*. Exeter: Learning Matters
- Watkins, C. E. (Ed.) (1997). *Handbook of psychotherapy supervision*. New York: John Wiley & Sons.
- Watson, D. & West, J. (2006) *Social Work Process and Practice: Approaches, Knowledge and Skills*. Aldershot: Palgrave Macmillan.