

FEU Snapshot Report

FIELD EDUCATOR PLACEMENT FEEDBACK 2017

FIELD EDUCATION UNIT PHSW
QUT
QUEENSLAND UNIVERSITY OF TECHNOLOGY |

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QUT FIELD EDUCATION UNIT SNAPSHOT REPORT: FIELD EDUCATOR FEEDBACK 2017

We offer our sincere appreciation to the agencies & supervisors that volunteered their time to support QUT social work and human service students during 2017

169 PARTNER AGENCIES

169 agencies supported QUT students to collectively contribute 114,450 hours of work to the sector



230 FIELD EDUCATORS PROVIDED SUPERVISION TO 322 STUDENTS ON PLACEMENT

180 new practitioners are ready to join the community services and health workforce with 83% satisfied that placement has prepared them for their future careers.

SATISFACTION WITH FEU & HEALTH WILS

86% of supervisors agree that placement information adequately provided necessary support to undertake their role and 87% strongly agreed their communication with WILS was positive



POSITIVE LEARNING OPPORTUNITIES

82% of field educators strongly agreed that the support provided from the FEU assisted them in addressing concerns or issues

SUPERVISORS & LIAISON VISITORS

82% of field educators found the liaison visitor role helpful in supporting both the student and supervisor.



FEU SNAPSHOT REPORT 2017 - FIELD EDUCATORS

Context – Data for this report has been gathered using Key Survey. At the end of each placement semester students, supervisors and field educators are invited to provide feedback about the placement experience in a confidential survey.

STUDENT PLACEMENT ENROLMENT NUMBERS – 2017

Discipline	Sem 1	Sem 2	Summer
SWB201	12	6	0
SWB314	18	31	2
SWB316 & 317	39	15	3
SWB317 (AS)	0	1	0
SWB402 & 403	11	47	3
SWN011 & 012	4	62 *	0
SWN012 (AS)	0	1	0
SWN013	12	55	0
	96	218	8
TOTAL NUMBER PLACED 2017			322
TOTAL NUMBER PLACED 2016			346

Number of Agencies that hosted a QUT student on placement during 2017

- ✓ 169 Agencies generously opened their doors to support our 322 students over the year.

Number of Agency Supervisors 2017

- ✓ 230 Educators in the human services sector generously dedicated their time in supervising, supporting and working alongside our 322 students during the year.

Number of Supervisors contracted by QUT for external social work supervision

- ✓ 24 Professionals from the field including 5 FEU academic staff provided external supervision to 68 students during the year.

Survey response rate

58 Colleagues from the field completed the survey over 2107:

- Semester One 2017 – 13
- Semester Two 2017 – 45

Experience of Working with QUT

Satisfaction rating Agree or strongly agree	Sem 1 N =13	Sem 2 N= 45	Total average 2017 N = 58
Usefulness of information provided to support role as placement supervisor	92% (12)	95% (43)	86%
Communication from Health WILS	92% (12)	97% (44)	87%
Supervisors Workshop/s	38% (5) No comment from 46% indicating that they did not attend	46% (21) No comment from 46% indicating that they did not attend	49%
Supervisors workshop for working with International students	7% (1) (No comment from 76% indicating that they did not attend)	15% (7) (No comment from 75% indicating that they did not attend)	13%
Level of support from FEU in addressing issue or concerns	84% (11)	84% (38)	82%
Usefulness of the Liaison visitor in supporting student	69% (9)	86% (39)	82%
Usefulness of the Liaison visitor in supporting supervisor	84% (11)	81% (37)	82%
Working relationship with external supervisor	7% (1) (No comment from 76% indicating that this question did not apply to the placement agency)	35% (16) (No comment from 53% indicating that this question did not apply to the placement agency)	29%

Feedback on value of External Supervisor Role

- ✓ Of the 31 (53%) of respondents to this question, 45% indicated that the role of the external supervisor was either valuable or highly valuable. Three (9%) respondents suggested the role was somewhat valuable and fourteen or 45% of respondents could not comment.

“This was highly beneficial as we were able to complement each other which made for a richer learning experience for the students”

“External supervisor appeared to struggle in providing timely feedback to the student and/or had to cancel several sessions.”

“Supported with continuity for students when internal supervisor was on leave for 6 weeks”

“The external supervisor reinforced social work values for the student on placement. She gave a theoretical framework where I was able to provide practical experience. We worked very well together “

Feedback on the SWISS Website

The SWISS Website is a QUT developed platform providing resources and guidance for supervisors supporting students learning during their placement.

- ✓ Of 54 respondents 64% indicated that the website was useful and 11% said somewhat useful. While, 46% of respondents said they were aware of the website, they did not have reason to access it this period.

General feedback about the supervision experience

Theme	Issue	FEU Response
Assessment and workload	<ul style="list-style-type: none"> • Value the important role of assessment yet it adds a significant load on students which could detract from them being able to engage in practical learning opportunities. • Assessment requirements substantial and the the need to re-do it for the final half of placement did not feel overly helpful. • Clarification of assessment between student, supervisor and university to be shared mutually to omit confusion and often conflicting information. • The processes QUT has in place to support student’s works well. However, a lot is expected of the students especially as they need to complete studies while on placement. • Greater opportunity to discuss documenting learning goals and assessing students on non-typical placements e.g. research, project focus 	<p>Significant advocacy undertake in FEU across the School to share issues related to assessment and workload for students on placement</p> <p>Revisions have taken place in consultation with students and supervisors about the assessment documentation and as a result changes have been introduced to mitigate workload burden for students and supervisors. This will take effect 2018.</p> <p>This is discussed at the Supervisors workshop and is an issue that should be</p>

		addressed by the Liaison Visitor
FEU & QUT	<ul style="list-style-type: none"> • The QUT placement team are doing an awesome job. They have always been easily contactable and very supportive with any help I have needed. • External supervisor was very helpful to my supervision of our student and we have built a great rapport and understanding together. • My experience with QUT has been a positive one • It was very positive and QUT were very informative and helpful • The good working relationship helps a great deal to make it a pleasant and rewarding learning experience for the student and for our organisation 	
Time	<ul style="list-style-type: none"> • Supervision time-consuming and in the era of NDIS, with everything being about 'billable hours', it may be challenging to accommodate the time that is needed to appropriately supervise. • Part time student, requirements for supervision did not leave a lot of time for the project. 	<p>Issue under discussion broadly with the School and at the Statewide Field Educators Network as this is an issue for all universities</p> <p>Liaison Visitor role should be covering these issues and students are encouraged to manage all timeframes accordingly</p>
Quality of Students	Wonderful having high quality students, and we are excited about all future students who choose to complete their placement with us	
International Students	The language competency of international students really should be a priority for the university.	Changes introduced under the IELTS to minimise this issue
Supervision	Enjoyed providing supervision despite not being considered the formal supervisor (Non- AASW).For flexibility may wish to consider (if not already) specific courses for non-AASW practitioners with other minimum, relevant tertiary qualifications such as Counselling, Psychology or Occupational Therapy etc. in order to be able to provide place based formal supervision	

Curriculum	<ul style="list-style-type: none"> • Gap in their curriculum regarding teaching student's foundation interpersonal counselling skills. • Ongoing large knowledge gap for students with regards to understanding of direct practice therapeutic interventions 	Advocacy undertake by FEU within School
Liaison Visit	<ul style="list-style-type: none"> • It would be useful if liaison visit could happen any earlier, or a email to remind us of useful resources such as website, and a phone number just in case we need it. • The Liaison visitor played a pivotal role in supporting both the students and supervisor. It would have been beneficial for the Liaison visitor to have monthly contact with the students and supervisor during placement as additional support. • I always have the same liaison person very semester, it would be lovely to have diversity around this. 	Liaison Visit is required to visit within 3 weeks of placement commencement and follow up an additional 2 times during the placement. In all FEU documentation this information is supplied. Workshop for Liaison Visitors is offered however there is often very little uptake by Liaison Visitors
Supervisors Workshops	<ul style="list-style-type: none"> • I found the workshops extremely helpful • The workshop prior to the student commencing placement was informative and a great way to build networks/support with other supervisors. 	3 workshops during semester are offered to supervisors