Social Work and Human Services Field Education Unit

BHS FIELD EDUCATION and PROFESSIONAL PRACTICE MANUAL for FIRST/FINAL PLACEMENT

SCHOOL OF PUBLIC HEALTH AND SOCIAL WORK & HUMAN SERVICES
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 ACWA site: http://www.acwa.org.au/course-accreditation/policies

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

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Faculty of Health
School of Public Health and Social Work
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Foreword

Field Education Unit School of Public Health and Human services QUT

The Human Services program at QUT has established itself as a leading educator of human service practitioners who are able to demonstrate the requisite knowledge, skills and values to meet the ACWA Standards and successfully work in the real world. We are committed to promoting an inclusive society based on principles of social justice, empowerment and human rights. The program combines intensive 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 placement is a core and integral part of their overall Human Services degree, we here at the QUT Field Education Unit believe that it is a transformative and highly significant aspect of the student's journey to becoming a human services practitioner. Fieldwork placements provide students with the opportunity to experience the real world of community work practice, to develop their skills and link knowledge and theory with practice.

The **first placement** provides students with the opportunity to understand what practice is about. It is the beginning of the journey, a time of forming professional identity. It is a time of mixed feelings, an exhausting and exhilarating time for students who learn what it is to critically reflect upon their assumptions and beliefs. Field Educators (agency supervisors) thus have a huge role to play as mentors and teachers throughout the placement experience. Students starting their first placement are often highly anxious about whether they 'know enough' 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. 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. Field Educators have such a crucial role to play in mentoring and guiding all first placement students.

For **final** 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 work or voluntary experience gained throughout the time. It is a core to students developing skills and knowledge, in a safe context where they can practice and explore and demonstrate their ability to practice as ethical and capable human services graduates. Final placement is the time when things should all come together for a student, a time when students formalise their own unique professional identity and toolbox for practice, which will continue to develop and evolve as they continue to develop.

Final placement is often a mix of excitement, trepidation, and nervousness for students. It forms the capstone of each student's degree and as such the aim of the Field Education Unit is to ensure that all students are well supported throughout this very important time. The Field Education Unit is here to provide students and supervisors with support and guidance to ensure as positive and rich an experience as possible.

Field education is central to the creation of the student's professional identity. We are truly very grateful to the agencies, the individuals and teams who provide supervised field education experience to our students.

We look forward to working with our students and Field Educators during this very exciting and important time, thank you!

Field Education Unit

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

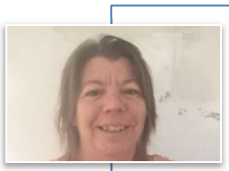
Associate Lecturer
Alex Skinner
Location: O Block, B Wing Rm: 612
Email: a5.skinner@qut.edu.au
Phone: 07 3138 2791

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

Social Work and Human Services Course/Unit queries

If you have any questions about the progression of your course or enrolment or graduation, please contact Student and Teaching Services (SATS)

Student & Teaching Services (SATS) Course Enrolment and Progression	**Location:** O Block, D Wing Rm: D611 Reception **Email**: socialwork@qut.edu.au **Phone**: 07 3138 4697 **or** 07 3138 8550

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

Equity support includes counselling support, disability advisors and more **Disability support** - student.disability@qut.edu.au **QUT Counselling Services** Monday – Thursday 9am – 5pm Friday 8am – 4pm	**https://www.student.qut.edu.au/studying/support-for-learning/personal-wellbeing** **https://qutvirtual4.qut.edu.au/group/staff/student-support/disability-services** **Kelvin Grove:** **Location: C Block (above cafeteria)** **Phone: 07 3138 3488** Gardens Point: Location: Level 3, X Block **Phone: Phone: 3138 2383**
Support for Aboriginal or Torres Strait Islander students - The Oodgeroo Unit: • 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.	Email: information.oodgeroo@qut.edu.au **Kelvin Grove - Head Office** • Phone: 3138 3610 • Toll free: 1800 645 513 • Level 2, B Block, Room B205 Kelvin Grove **Gardens Point** • Phone: 3138 1548 • Level 5, Y Block, Room 512 Gardens Point
Equity Work Integrated Learning (WIL) bursaries	For details visit: https://www.student.qut.edu.au/fees-and-finances/scholarships-and-prizes/scholarships/equity-work-integrated-learning-wil-bursaries
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	**Kelvin Grove** Phone: 3138 3963 Level 4, C Block, Room C420 Kelvin Grove Victoria Park Rd Kelvin Grove QLD 4059 **Gardens Point** • Phone: 3138 2019 • Level 3, X Block, Room X305 Gardens Point 2 George St Brisbane QLD 4000

SECTION 2: KEY INFORMATION

The Placement Dates and Hours

By the end of the Bachelor of Human Services degree, students would have completed a total of 500 hours over two placements: 150hrs in the first placement, 350hrs in the final 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.

Training and support for Field Educators

Training/orientation events are held during each semester, QUT FEU provides a workshop at the beginning of each semester and includes discussion of University requirements, assessment, learning strategies, supervision, and self-care. 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.

In the case of illness…

Students must complete the full placement hours of placement (150hrs for first placement and 350hrs for final placement). **Any sick leave must be made up**.

Where a student is ill for three consecutive days or more, 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.

Field Education Integration classes for students

All students **MUST** attend the **Pre-placement workshop –** scheduled on the Monday prior to the commencement of placement. This session will be delivered online given the covid-19 distancing restrictions and a zoom link will be posted on blackboard. Modules will also be posted on blackboard and it is expected that students take this opportunity 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 commences in either **O Week or Pre O week** so students must make themselves available to commence at this time. Failure to do so will result in the student not being able to undertake their placement.

All subsequent placement integration workshops 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, 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: ASSESSMENT

Assessment pieces such as the My Learning Plan and Assessment Report; and timesheets are completed during placement time, as these activities relate directly to your learning in the workplace.

The BHS Field Education Program for first and final placement consists of placement attendance/activity of 150hrs for first placement and 350hrs for final placement. At the same time, students will be involved in other academic units that integrate their conceptual learning with the realities of professional practice. The student is also required to complete the Assessment detailed in this manual and on the BlackBoard sites, to achieve an overall satisfactory grade.

All Field Educators can access assessment documents on the SWISS website.

The ACWA Practice Guidelines and Code of Ethics

Assessment of first and final placement in the BHS is based on the ACWA Code of Ethics and Practice Guidelines (2017) and relates also to the AASW Practice Standards (2013). For the purposes of assessment the eight ACWA guidelines have been grouped under **five Learning Areas.**

- Ethical practice and professionalism
- Provision of service and support
- Interpersonal communication skills
- Ethical understanding and practice when working with diversity
- Supervision and commitment to professional development

It is expected that students on first placement will achieve at least '**Beginning Level competency'** on average across the learning areas to pass the placement. For second placement, it is expected that students demonstrate the '**Graduate Level Competency'** on average across the learning areas to successfully complete the placement.

The Learning Plan should be completed by the student and Agency Supervisor within the first two or three weeks of placement and outline the learning tasks / activities that will frame the opportunities to meet the learning outcomes within the five areas of the **Learning Plan and Assessment Report** (LPAR). This should be forwarded to the University Liaison Visitor to review by the end of Week 3 of placement and to arrange a date for a visit.

Criteria used during the Mid and Final Assessment of Learning Report

The Mid and Final Assessment of Learning Reports are completed using the evidence students have documented as the basis for discussion and final evaluation of a student's progress. 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 to discuss progress and learnings regularly in supervision and to document these regularly as they occur.

Both Mid and Final assessments of learning reports need to be **collaboratively** completed by the student and agency Field Educator. The student will critically reflect on their progress against the five learning areas and record ratings and comments against each. Comments will include practical examples demonstrating learning against the criteria. The Agency Supervisor will then also provide their comments and ratings of how the student has demonstrated learning in each learning area.

If any concerns or issues are identified during this process, it is expected that the student and the Agency Supervisor will identify within the comments what additional support measures are being implemented to ensure the student gains the skills needed to achieve competency in each learning area. Any issues identified during any part of placement need to be identified to the University Liaison Visitor as soon as possible.

It is the student's responsibility to ensure the **mid and final Placement Assessment of Learning Report** are submitted by on Blackboard on time. It is highly recommended that students keep a copy of all documents submitted.

Assessment items

The Learning Plan and Assessment is designed to support student's placement learning opportunities.

Assessment Document	Rationale	Mode of Submission & Timeframe
Learning Plan and Assessment Report	The Learning Plan and Assessment Report is the most critical document in assisting the university to assess student performance on placement. This documents the student's learning goals, strategies to achieve these and evidence that demonstrates achievement. The LEARNING PLAN AND ASSESSMENT REPORT is negotiated and developed from the outset between student and agency Field Educator and needs to be robust to demonstrate depth of learning, it is a working document that should be reviewed during regular supervision and updated.	Submit the draft to Liaison Visitor two days prior to the first LV meeting. Submit final completed LEARNING PLAN AND ASSESSMENT REPORT on Unit Blackboard site, under the Assessment link. Due **within one week** of placement completion.
Mid Placement Assessment of Learning Report	The Mid Placement Report 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. 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	Submit Report on the Unit Blackboard site following the completion of this report at the **mid-way** point of your placement -75***hrs (first placement)*** or ***150hrs (final placement)*** within one week of mid-point as it will be marked by the FEU.
Final Assessment of Learning Report	The final assessment of learning report 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 core competencies.	Submit Report on the Unit Blackboard site within 1 week of the conclusion of your placement.
Emerging Practice Framework Presentation (Final placement) **Reflection on placement (First placement)**	A critical skill for all Human Service Practitioners is the articulation of a practice framework – that is, being able to explain your approach to practice (i.e. Why you do things you do in the way you do). First placement students will just provide a reflection on their placement experience.	The timing of these presentations will be negotiated with students, but often coincide with the final Placement Integrated workshop.
Timesheet	All placement hours completed should be recorded in the timesheet as evidence of completing either 150hrs (First placement) or 350hrs (Final placement). A signed off record of the placement hours completed is an ACWA requirement.	The final copy of the timesheet, signed off by the Agency Supervisor, is to be submitted on the Unit's Blackboard site at the conclusion of placement.

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

Levels of Achievement

For Human Services students undertaking their First or final placement:

To achieve an overall satisfactory grade for first placement, students need to demonstrate that they have 'Beginning Level' capabilities across the five learning areas. A final placement student needs to demonstrate 'Graduate Competency' across the five learning areas. When evaluating the student's performance, you need to refer to the Rating Guide and consider the reflective questions under each learning area. These questions are detailed in the Learning Plan and Assessment Report.

Learning Not Met (LNM)

- The Student has not met the requirements of this Learning Area. Please include an explanation about why the standard was not met, an example of what strategies have been tried to reach competency in this Learning Area, and if Mid-Placement- what further strategies will be adopted during the remainder of the placement.

Beginning Level (BL)

- The Student has demonstrated a level of competency that would be expected for a beginning practitioner. There has been demonstration of understanding of the Practice Standards within the Learning Area and with close guidance and supervision it is expected the student will progress to Graduate Level for this Learning Area. This rating is a PASS MARK for First Placement.

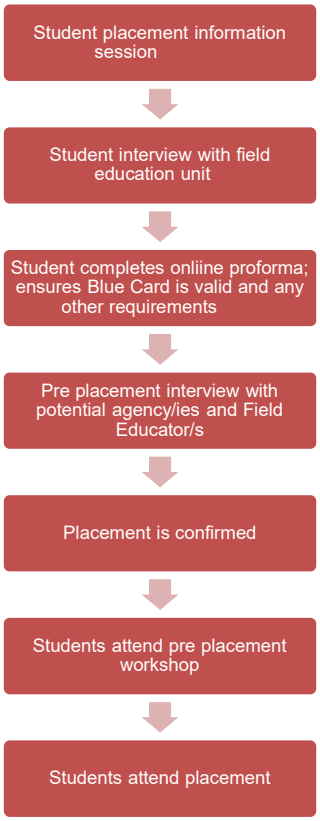
Graduate Competency (GC)

- The Student has demonstrated a level of competency indicating they can perform independently, demonstrate adaptability and critical thinking for this Learning Area. This rating is required as a PASS MARK for Second Placement.

SECTION 4: THE 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.

It is anticipated that 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 enable them to achieve their learning goals and in developing their Learning Plan and Assessment Report. Induction would also include introductions 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	As per ACWA requirements, the agency Field Educator must have an educational qualification in a welfare or community work -related discipline that is equivalent to or higher than the qualification level they are supervising plus a minimum of at least three years practical experience in a community services setting including at least 2 years post-qualification experience.
QUT Field Education Liaison Visitor	A QUT academic who provides support and quality assurance to students and Field Educators.
Coordinator Field Education	Oversees and coordinates the program, responsible for managing any issues or concerns, and the first point of contact should a critical incident occur while on placement.
Field Education Unit team	Teach the field education units SWB201 and SWB314 where students are able to link theory and practice and develop their professional human services identity.
Work Integrated Learning Team	Responsible for administrative aspects of placement including monitoring student absence due to illness, insurance matters, critical incident reporting, confirmation of placement details.

These key players work together towards the same aim: facilitating the student's transition from trainee or 'novice' to human services 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 human services 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.

The Field Educator assesses student performance against their Learning Plan and Assessment Report within the five learning areas. The key tools to support the assessment include: the mid-placement assessment report; critical reflections; evidence of achievement as documented by the student in their LEARNING PLAN AND ASSESSMENT 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 2-4;** 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. A minimum of three Liaison Visitor contacts will occur. Mid-placement is a key role to connect back with the university through the LV as this is when progress is reviewed, and any concerns or issues are identified 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 the Field Education team and WILS

The Field Education team establishes potential matches between students and organisations and are responsible for the development and maintenance of productive and professional relationships with all interested parties (i.e. agency Field Educators, Liaison Visitors and students).

WILS or Work Integrated Learning is the administrator of placement activities including insurance and risk management. All student and organisational documentation are stored on the WILS database. 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 5: 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 human services. **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

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. Ask about dress standard requirements at your 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 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 agencies smoking policy
- Not using social media while on placement or posting information pertaining to the placement on social media.

Workplace Health and Safety Issues

Human services students and placement agencies are covered by their own Workplace Health and Safety (WHS) 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 WHS 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 WHS 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 W HS requirements, then this must be discussed with the agency supervisor and notified immediately via email to the QUT Liaison Visitor, in order for any issues to be discussed and resolved.**

Sexual and Gender Based Harassment

QUT has adopted 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 Human services and Human Services website at: www.hlth.qut.edu.au/swhs

Recommended Text for Students & Supervisors

Students are encouraged to obtain and read while on placement:
Cleak, H. & Wilson. J. (2019). *Making the most of field placement*, 4th edition, Australia: Cengage Learning.

SECTION 6: SUPERVISION & STUDENT PERFORMANCE

Check out the **SWISS**, website especially designed to support Agency Field Educators, 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 2013):

- *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.

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.

Support for Agency Supervisors

We recognise that supervising students requires a substantial commitment of time, resources and energy from you and your agency. We will support you in your supervisory role by offering training, orientation, resource materials, and support through liaison visits and telephone contact, and by promptly responding to your requests for our assistance.

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 3.**

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, 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 Human Services practitioners are engaged with marginalized 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 7: 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)

According to Knowle's (1972), students on placement can be assumed to have a common learning "style" to the extent that they are all 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

- 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.

A field independent student

- 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.

In addition to learning style, the life and work experiences and the professionally relevant skills and abilities that the individual student brings to placement should be considered when drafting the Learning Plan and Assessment Report. The goals, learning and assessment strategies of the Learning Plan and Assessment Report should be a direct reflection of all that the student brings to the placement.

Learning Plan and Assessment Report

With the guidance of the supervisor, 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 ACWA 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.

The Learning Plan and Assessment Report provides a framework for the first placement liaison visit and both the mid and final assessment of the student's performance because it identifies and qualifies the objectives and expected performance outcomes. It is expected that the Learning Plan and Assessment Report will be examined during the first agency liaison visit and the goals identified by the student and supervisor will also form the basis of the final assessment. See later sections for more coverage of the Learning Plan and Assessment Report.

The development of a workable Learning Plan and Assessment Report

The Learning Plan and Assessment Report must incorporate an awareness of the educational and practice frameworks of the placement and the contributions of the student, the agency and the University. **The Learning Plan and Assessment Report should be agreed upon by the student, supervisor and the University liaison visitor at the first liaison visit, having been emailed to the liaison visitor *at least 2 days beforehand by the student.***

The Agency's contribution to the Learning Plan and Assessment Report

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. The opportunities the student will have to reflect on should be clarified so they can make sense of their participation in agency life. Student opportunities for action and reflection are amongst the major contributions the agency will make to the Learning Plan and Assessment Report.

The action part of the learning cycle appears on the Learning Plan and Assessment Report as the tasks and activities the student engages in within placement. Opportunities for reflection may include supervision conferences with the agency supervisor. The qualities, capacities and frame of reference of the supervisor will also have a major impact on the Learning Plan and Assessment Report. This means that the supervisor and student should capitalise on the practice wisdom of the supervisor both as a worker and as a field educator.

The supervisor can anticipate that they will be discussing with the student some of the academic and personal theories that underpin their actions, the professional and personal values they draw on and the skills they use in practice situations. Modelling the use of these skills, values and knowledge may also be required.

The University's contribution to the Learning Plan and Assessment Report

The University provides a framework and structure for the placement as well as the academic preparation of students in particular through the Learning Plan and Assessment Report. See Cleak, H. & Wilson. J. (2019). *Making the most of field placement*, 4th edition on Learning Plan and Assessment Reports/Agreements. This is also a key text for students on placement.
Specific key contributions of the University to the Learning Plan and Assessment Report include:

- University notions of what constitutes an acceptable Learning Plan and Assessment Report;
- The formal theory learnt in University lectures that should be applied and tested in practice situations along with the practice wisdom of the agency supervisor;
- Role expectations of the key players in the placement process;
- The requirement for the agency supervisor, student and liaison visitor to all agree to the draft Learning Plan and Assessment Report as it becomes operational.

A 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 student, the supervisor and 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).

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 ACWA Practice Guidelines.

The strategies used to gather information about student performance for the purposes of assessment may overlap with the teaching strategies used in the placement.

Possible assessment strategies are listed below and may include:

- the use of audio/audio-visual records of student performance e.g. the student might record an interview with a consumer and process the interview in a supervision session;
- 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;
- 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.

Assessment Outcomes

Learning Plan and Assessment Report outcomes should be specified as tangible and quantified achievements or demonstrations. When outcomes are presented as detailed performance indicators, they become less able to be misinterpreted or misunderstood. Some examples of specific outcomes could include:

- preparation of appropriately formatted, well written and presented case notes, assessment reports, referral correspondence etc. which meet agency guidelines and standards;
- successful presentation of a training session for staff or clients;
- completion of an effective client assessment interview or counselling session;
- completion on time, of approved organisational documents such as policy/program descriptions, funding submissions, resource manuals, etc;
- positive feedback from participants involved in a project or event such as a meeting about the students participation and conduct;
- development and successful implementation of a research project.

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.
- 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;
- Structured observation by the student of the agency Field Educator or other agency personnel working with consumers
- Acting as co-worker with the agency Field Educator or other agency personnel whereby the student receives immediate feedback regarding their skill, assessment, and intervention in a particular practice situation;
- 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 Field Educator may ask a student to read literature relevant to a particular area of practice focussing the student’s thinking on a formal theory base;
- Student preparation of research, assessment or client documentation which is then reviewed in conjunction with the supervisor.

Appendix 1: Insurance Policy

Empower Results®

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;
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GPO Box 65, Brisbane QLD 4000

Appendix 2: Daily 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 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).

Appendix 3: Managing Performance on Placement Policy

Rationale

Student professional practice placement is a critical component of the training for a Bachelor of Human Services and double degrees, 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.

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?

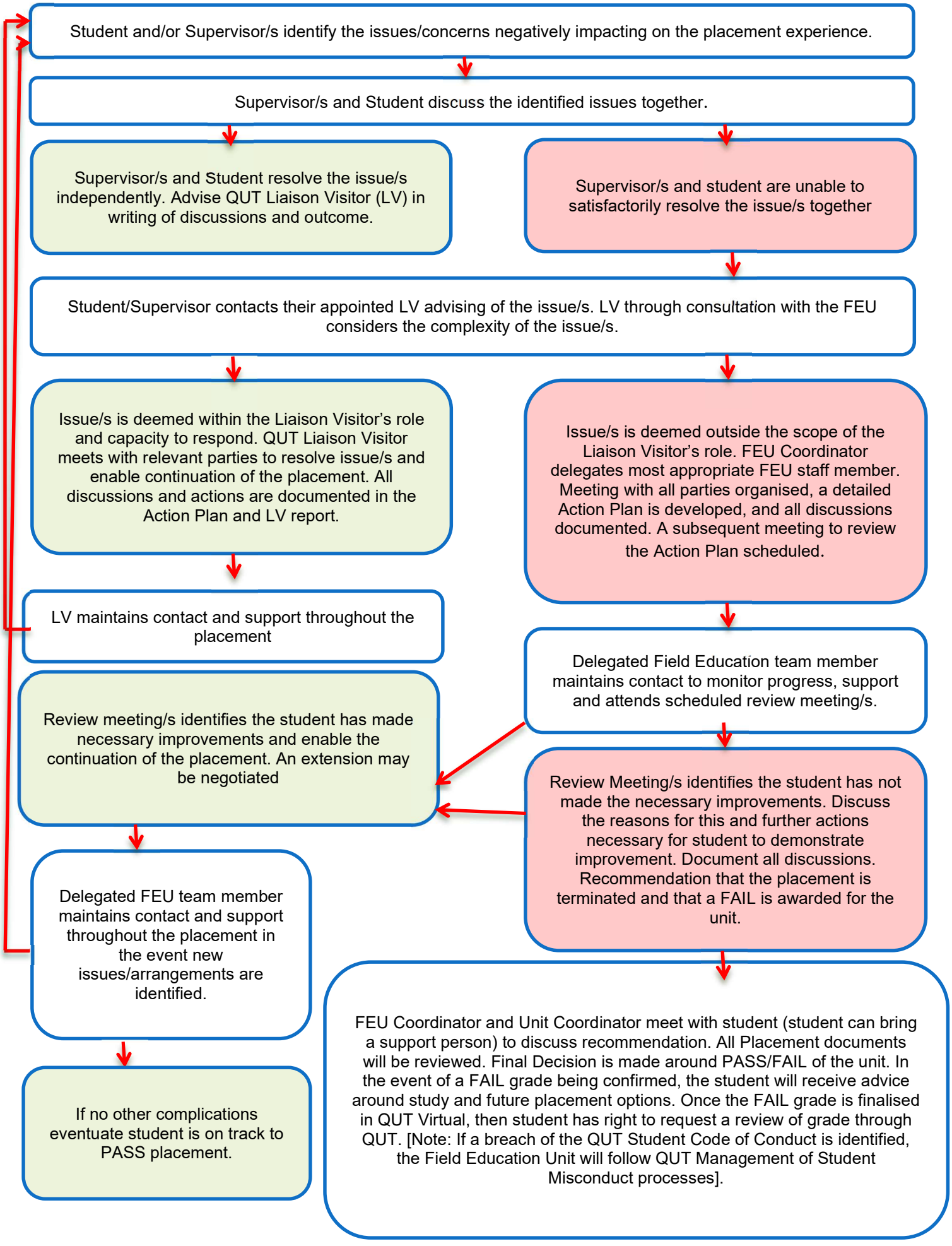
Addressing any issues or concerns is a collaborative process involving the student, agency Field Educator,university liaison visitor and through them the Field Education Unit (FEU).

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 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. This 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 Supervisor 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

Principles underpinning the extension of a student

The principles of equity, natural justice and opportunity underpin any decision to extend a student's placement. Extensions of placement are only possible in specific situations that are contextually specific.

Early intervention is key, at the latest any remedial or additional support needs to be identified at the mid assessment report stage. Developing a robust action plan that involves the student, supervisor/s and FEU team is crucial.

When to extend a student:

- The student has experienced ill health or family problems, which has meant that they have not been able to achieve their full potential. For example, the student experienced mental health issues, the student experienced significant grief and loss, the student experienced a medical condition that impacted on their placement.
- The student experienced challenges in relation to acculturation and it took longer for the student to understand and be able to immerse themselves in the placement. However they have demonstrated that they have the ability and willingness and have been developing well, but will not meet all requirements by the end of placement.
- The student experienced a lack of initial support via: supervisor issues/organisational issues (eg changes to staffing, workload, etc)/miscommunication. These issues have been identified and are being resolved.
- The student's communication skills created significant barriers – however the student has continued to apply themselves and demonstrate their commitment.
- At the mid assessment review the student has been demonstrating emerging capability rather than not capable, that is they have been demonstrating understanding and insight. Communication with the FEU Coordinator at this point is crucial.
- The professionalism and ethics of the student have been appropriate throughout reflected through their commitment, engagement, behaviour and action.

Criteria

- The student has demonstrated willingness and openness throughout the placement to learn, their attitude has been professional and demonstrated commitment.
- The student has engaged with the constructive feedback provided throughout and actively involved in the development of the action plan developed to address the issues.
- The student has demonstrated progress to date in meeting action plan requirements.
- The student is demonstrating their ability to understand the concepts, however they need additional time to ensure that they are at a level that is sufficient to pass at a capable (final placement) or beginning capable level (first placement).

- An additional 100-145 hours – three – four weeks will provide sufficient time for the student to demonstrate their ability to pass.
- The organisation is supportive of extending the student by this time period (this is open to negotiation depending on the circumstances however no more than 5 weeks (145 hours) extension will be possible).
- Any extension must be first discussed with the Coordinator Field Education Unit.

Strategy

- The student, agency supervisor/s, external supervisor if relevant and university field education unit team have agreed that an extension is the best decision based on principles of equity, fairness and natural justice.
- The student will engage actively and meet all requirements.
- An explicit action plan agreement will be developed and signed by all parties.
- Regular reviews will occur, in the first instance after one week to review the student's engagement and commitment. At this time if the student is not demonstrating their engagement with the learning, the option is to end the placement and the student will receive a grade of Unsatisfactory.
- Ongoing meetings will occur and be documented.
- The onus is on the student to demonstrate their capability. All parties agree to provide the relevant support necessary.
- The final outcome is dependent on the student's performance. The organisational supervisor/s and external supervisor (if relevant) will make a final recommendation based on this and the FEU team will make the final decision. An extension does not guarantee an automatic pass.

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