BACHELOR OF SOCIAL WORK

FIELD PLACEMENT MANUAL

3012HSV – Social Work
Field Placement 1

Semester 1, 2012
CONTENTS

Foreword ................................................................................................................................. 1

Section 1: Welcome to the Human Services and Social Work Field Education Programs .......................................................... 3
  1.1 School of Human Services and Social Work Staff Contact List .......... 7

Section 2: About the Social Work Degree at Griffith University .......... 9
  2.1 Learning objectives for the School of Human Services and Social Work ...................................................................................... 11
  2.2 Relationship of core courses to the Field Education Program ................................................................. 12
  2.3 Preparation for Field Placement ................................................................. 12
  2.4 Timeframes for the Placements ................................................................. 13
  2.5 3036HSV Social Work 1 and 4002HSV Critical Reflective Practice .............................................................................................. 13

Section 3: Roles and Responsibilities ................................................................. 15
  3.1 Roles and responsibilities of the student ............................................ 17
  3.2 Roles and responsibilities of the Field Supervisor ................................ 17
  3.3 Field Supervisor’s Report ................................................................... 18
  3.4 Field Placement Contract ................................................................... 18
  3.5 Roles and responsibilities of the Field Placement Convenor .............. 18
  3.6 Roles and responsibilities of the University Liaison Staff ................... 19

Section 4: Supervision ......................................................................................... 21
  4.1 The role of supervision and the supervisory relationship in the organisation ...................................................................................... 23
  4.2 A brief guide for first time Field Supervisors ....................................... 23
  4.3 Visits from the University Liaison Staff .............................................. 24

Section 5: Assessment ......................................................................................... 25
  5.1 Overview ............................................................................................ 26
  5.2 Assessment Summary ....................................................................... 26
  5.3 Placement Contract ............................................................................ 28
  5.4 Learning plan ..................................................................................... 28
  5.5 Observation of the Setting report ....................................................... 37
  5.6 Practice Reflections ........................................................................... 39
  5.7 Field Supervisor’s Reports .................................................................. 40
<table>
<thead>
<tr>
<th>Section 6: Code of conduct</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Confidentiality</td>
<td>45</td>
</tr>
<tr>
<td>6.2 Information Review</td>
<td>45</td>
</tr>
<tr>
<td>6.3 Performance standards</td>
<td>45</td>
</tr>
<tr>
<td>6.4 Student Identity</td>
<td>46</td>
</tr>
<tr>
<td>6.5 Student Charter</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 7: Insurance</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Frequently Asked Questions</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 8: Field Placement Policies &amp; procedures</th>
<th>55</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Illness and time-off</td>
<td>57</td>
</tr>
<tr>
<td>8.2 Field placement options</td>
<td>57</td>
</tr>
<tr>
<td>8.3 Definition of a ‘day’</td>
<td>57</td>
</tr>
<tr>
<td>8.4 Part time field placements</td>
<td>57</td>
</tr>
<tr>
<td>8.5 Field Supervisor eligibility</td>
<td>57</td>
</tr>
<tr>
<td>8.6 Workbased Field Placements</td>
<td>57</td>
</tr>
<tr>
<td>8.7 Harassment</td>
<td>58</td>
</tr>
<tr>
<td>8.8 Academic Standing, Exclusion &amp; Academic Policy</td>
<td>58</td>
</tr>
<tr>
<td>8.9 Deed Poll</td>
<td>58</td>
</tr>
<tr>
<td>8.10 Communications protocols and provision of evaluation reports</td>
<td>58</td>
</tr>
<tr>
<td>8.11 Recognition of Prior Learning (RPL) for Field Placement</td>
<td>58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix 1: Forms</th>
<th>59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Contract</td>
<td>61</td>
</tr>
<tr>
<td>Time sheet for field placement</td>
<td>63</td>
</tr>
<tr>
<td>Field Supervisor’s Report</td>
<td>65</td>
</tr>
<tr>
<td>University Liaison Feedback Form</td>
<td>75</td>
</tr>
<tr>
<td>Learning Plan – Category 1 Social Work in Context</td>
<td>77</td>
</tr>
<tr>
<td>Practice reflections – sample formats</td>
<td>82</td>
</tr>
</tbody>
</table>

| Appendix 2: Tips for students on how to succeed in Field Placement | 91 |

| Appendix 3: Health & Safety Induction – WIL Placements    | 92 |

| Appendix 4: Text and Related References                  | 93 |
FOREWORD

This Field Education manual has been written to inform students and practitioners of our approach to the training and development of social work practitioners.

At Griffith University we recognise the need for staff, students, field supervisors and local communities to work together toward the development of competent and responsible practitioners.

To this end we acknowledge and thank the input and generosity of all those persons and organisations that participate in the Field Education Program.

As part of an on-going process we will be continuously evaluating and updating the Field Education Program to ensure its quality of performance and professional relevance. As part of this process we look forward to your suggestions and feedback.

Field Placement Unit
School of Human Services and Social Work & Social Work
Griffith University

Logan
Ph: 07 33821033
Fax: 07 33821210

Gold Coast
Ph: 07 55529332
Fax: 07 55528562

Email: HSV@griffith.edu.au

Website:
SECTION 1:

WELCOME TO THE HUMAN SERVICES AND SOCIAL WORK FIELD EDUCATION PROGRAMS
1. WELCOME TO THE HUMAN SERVICES AND SOCIAL WORK FIELD PLACEMENT PROGRAM

On behalf of all of us involved in the Human Services and Social Work degrees here at Griffith University we would like to welcome both students and Field Supervisors to our Field Placement Program.

The Programs offered include:

- Bachelor of Human Services
- Bachelor of Human Services/ Bachelor of Criminology and Criminal Justice
- Bachelor of Human Services/ Master of Rehabilitation Counselling
- Bachelor of Child and Family Studies
- Bachelor of Child and Family Studies/ Bachelor of Education (Primary)
- Bachelor of Social Work
- Graduate Certificate in Community & Youth Work
- Master of Human Services
- Master of Social Work
- Master of Mental Health Practice

The field placement program is an integral part of the Human Services and Social Work degrees and is a pivotal time for student's development as human service professionals. It is the culmination of student’s university based learning and will ultimately serve as a springboard for entry into the Human Service profession.

The program requires students to complete a period of supervised training within an organisation setting. Under the guidance of the Field Supervisor, the student will be expected to undertake assigned tasks and duties and to participate as part of the organisation team.

The overall goal of the field placement is for students to begin to develop their practice style while making an appropriate level of contribution to the functioning of the organisation. Students should familiarize themselves with Appendix 3: Tips for students on how to succeed in Field Placement.

Traditionally, field placement is a testing time for students and is full of unknown challenges, hopes and fears. Although exposure to experiences will vary according to the organisation setting, students are expected to engage in the supervisory process, demonstrate an appropriate attitude, and be
committed to professional development. This then forms the foundations for responsible actions, reflective practice and life-long learning.

The focus of this Field Placement Program is to represent, promote and support the pursuit of excellence in student placements and academic liaison.

We hope you enjoy your involvement in the program.
1.1 School of Human Services and Social Work Staff Contact List

Head of School

Prof Patrick O’Leary
Email: p.oleary@griffith.edu.au
Tel – (07) 3382 1547
Fax – (07) 3382 1210

Placement Staff

Dr Phyllis Chee
BA NUS, MsocWk, PhD UQ
U/G Social Work Field Placement Convenor
Email: p.chee@griffith.edu.auTel – (07) 3382 1484
Fax- (07) 3382 1210

Ms Vicki Fuller
Field Placement Liaison Officer – Logan campus
Email: v.fuller@griffith.edu.au
Tel – (07) 3382 1033
Fax – (07) 3382 1210
SECTION 2:

ABOUT THE SOCIAL WORK DEGREE AT GRIFFITH UNIVERSITY
2. ABOUT THE SOCIAL WORK PROGRAM AT GRIFFITH UNIVERSITY

All the human services programs at Griffith University are aimed at examining the theory and practice of human service organisations and the provision of human services with a focus on the political, social, cultural and economic aspects of human service delivery.

The four year Bachelor of Social Work degree provides professional education and practical instruction to prepare graduates for practice in a range of social work roles including:

- Working with individuals, groups and families
- Community work
- Advocacy, research, planning and policy development
- Management and administration.

Social work graduates will be eligible for membership of the Australian Association of Social Workers (AASW) and those students who undertake a directed studies program specialising in rehabilitation counselling will also be eligible for accreditation with the Rehabilitation Counselling Association of Australia.

The competencies pertaining to Rehabilitation Counselling are available from the Social Work Field Placement Course Convenor.

2.1 Learning objectives for the School of Human Services and Social Work

The program has a strong commitment to the principles of empowerment and social justice, and to providing a learning community based on equity, tolerance and shared learning. These principles are reflected in the school’s key learning objectives, which are to produce social work practitioners who can:

- Employ an ethical approach to practice, valuing the rights, needs and uniqueness of individuals, groups and communities
- Effectively employ a variety of interventions and approaches to human service delivery
- Work effectively within a broad range of organisational settings
- Critically articulate their social analysis and practice frameworks
- Respond to the challenges of working in a rapidly changing industry
• Understand and appreciate the importance of research to inform and improve human service practice
• Effectively engage in the process of reflective practice and have a commitment to on-going professional development.

2.2 Relationship of core courses to the Field Education Program

The Bachelor of Social Work focuses on the pursuit of social justice, the enhancement of the quality of life, and the development of the full potential of each individual, family, group and community in society.

Whilst there is opportunity to study particular fields of practice, all students are required to complete a series of core subjects and undertake some generic skill and knowledge development. These include:

• counselling
• life span development
• interpersonal communication
• social science
• group facilitation
• case management
• research methods
• working with families and communities
• understanding social work
• management and leadership in human services
• policy and legislative processes
• ethics and professional practice

2.3 Preparation for Field Placement

Field Placement Preparation 1 (3004HSV) and 2 (4004HSV)

Upon completion of this course, students will be prepared pedagogically, administratively and legally, be comprehensively briefed and prepared for their placement experience, and have completed health and/or legal requirements.

Field placement preparation courses must be successfully completed the semester prior to undertaking Social Work Field Placement 1 and 2 respectively.
2.4 Timeframes for the Placements

**Social Work Field Placement 1**
- **Semester:** Semester 1, Third Year
- **Commencement:** Monday, Week 1, Semester 1
- **Duration:** 17 weeks of contact time. Monday to Thursday each week – 68 days
- **Schedule:** 4 days per week (8 hours per day including lunch i.e. 7 hours work time)

**Social Work Field Placement 2**
- **Semester:** Semester 2, Fourth Year
- **Commencement:** Monday, two weeks prior to Week 1, Semester 2
- **Duration:** 18 weeks of contact time. Monday to Thursday each week – 72 days
- **Schedule:** 4 days per week (8 hours per day including lunch i.e. 7 hours work time)

Social work students undertake their field placements for 17 weeks in Placement 1 and 18 weeks in Placement 2 (continuous). University mid semester breaks are not recognised. Fourth year students will commence their placements in the week prior to the commencement of the university semester.

2.5 3036HSV Social Work 1 and 4002HSV Critical Reflective Practice

In conjunction with Field Placement 1 students will be required to attend campus-based meetings for the course Social Work 1 (3036HSV).

Social Work 1 (3036HSV) provides an introduction to social work theory and practice. It explores theories for practice and theories of practice, plus traditional, therapeutic and critical perspectives on social work. The course covers historical perspectives; issues of professional identity; and theories, models and methods that underpin social work practice. The capacity to critically appraise various approaches is developed.

In conjunction with Field Placement 2 students will be required to attend campus-based meetings for the course Critical Reflective Practice (4002HSV).

Critical Reflective Practice (4002HSV) aims to develop and enhance students’ capacity, knowledge and skills to be critically reflective social work practitioners. Students will have the opportunity to learn about critical reflection and develop competencies and practical skills in critical reflection within, across, during and after practice.
SECTION 3:

ROLES AND RESPONSIBILITIES
3. ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities of the student

Students will be expected to participate in the daily functioning and service provision of the organisation, and to develop a professional attitude and approach to practice. Regardless of the tasks and duties assigned, students will be expected to:

♦ attend all field placement and supervisory meetings, and complete the required assessment. Remind supervisor when mid/final placement report is due for completion.
♦ be willing to learn, be enthusiastic and flexible in their approach to practice
♦ demonstrate an open-ness to the acquisition of new knowledge and its applicability to practice
♦ approach all tasks responsibly and in a professional manner
♦ be prepared to monitor their own experiences and development
♦ set appropriate learning goals and develop strategies to meet these
♦ accept support and constructive criticism and ask for help when needed.
♦ Rigorously engage in critically reflective processes in learning

Students need to familiarise themselves with the content of the Field Supervisor’s Report so they are aware of how they will be assessed and with the specific requirements of their program.

3.2 Roles and responsibilities of the Field Supervisor

The Field Supervisor is the primary person responsible for the student whilst on field placement and the key person with whom the University Liaison Staff and/or Field Placement Convenor liaise. They will be qualified with a minimum of two years’ full time practice experience who demonstrate a commitment to continuing professional field placement and an interest in developing relevant professional knowledge and skills.

The main duties involve the orientation, monitoring, supervision and evaluation of the student. These include:

♦ Preparing the organisation for the student’s arrival
♦ Facilitating access to appropriate tasks to meet the learning needs of the student
♦ Introducing the student to the broader contexts of practice including other organisations, key sector stakeholders, relevant policies and legislation etc
♦ Mentoring, supporting, challenging and debriefing the student
♦ Regular weekly supervisory meetings with the student
♦ Liaising with the University Liaison Staff on visitation
♦ On-going, mid field placement and end of field placement reports and make recommendation to the University regarding the student’s level of performance on the field placement.

3.3 Field Supervisor’s Report

This report is to be completed by the Field Supervisor and mailed to the Field Placement Convenor mid field placement and one week after the completion of the field placement. It is expected that the Field Supervisor will discuss the student’s performance with them at the final evaluation meeting,

As this is a generic form, it may not fit all agencies and student placements perfectly. If needed Field Supervisors are encouraged to make additional comments, changes or inclusions to more effectively assess the student’s learning.

The Field Supervisor’s Report indicates the satisfaction of the student’s performance on field placement, but the final grade will be awarded by the University.

A copy of this form has been included in the appendix or contact the Field Placement Liaison Officer for an electronic copy.

3.4 Field Placement Contract

To formalise the roles and responsibilities of the student and Field Supervisor it is recommended that the contract be completed in the first two weeks of the field placement. This document will outline mutual obligations and expectations with particular reference to the structure, content and responsibilities of both parties in supervision.

A copy of this form has been included in the appendix or contact the Field Placement Liaison Officer for an electronic copy.

3.5 Roles and responsibilities of the Field Placement Convenor

The Field Placement Convenor serves as a link between the University, the student and the Field Supervisor. Close contact of a formal and informal nature is encouraged throughout the duration of the field placement. The role of the Convenor is to:
♦ prepare students for field placement
♦ match, negotiate and allocate field placements
♦ liaise with the University Liaison Staff
♦ support, advise and instruct Field Supervisors to supervise students adequately
Section 3: Roles and Responsibilities

♦ support students and facilitate their passage through the field placement process
♦ ‘trouble-shoot’ as required
♦ prepare and distribute the necessary documentation
♦ assess the student’s Field Placement portfolio and award the grade for the course
♦ support and encourage student’s learning within an adult learning framework.

3.6 Roles and responsibilities of the University Liaison Staff

The University Liaison Staff’s role is to support the student and field supervisor during the field placement. They:
♦ liaise with, and support students while they are in the field via site visits, email and phone
♦ liaise with, and support Field Supervisors during the field placement
♦ organise and conduct on-site supervisory meetings with the student and their Field Supervisor
♦ ensure that the field placement is proceeding in accordance with the University’s expectations
♦ provide feedback to the student about the field placement progress
♦ be the first contact for the student in regard to any field placement matter
♦ support and encourage student’s learning within an adult learning framework.

After visiting, the University Liaison Feedback Record needs to be completed and returned to the Field Placement Unit.

A copy of this form has been included in the appendix or contact the Field Placement Liaison Officer for an electronic copy.
SECTION 4:
SUPERVISION
4. SUPERVISION

4.1 The role of supervision and the supervisory relationship in the organisation

Supervision is an essential component in the development of human service professionals. It is the mechanism by which workers get the opportunity to measure the effectiveness of their practice, and to further their skills, processes and analyses.

The purpose of supervision is for the practitioner (or student) to be guided, challenged and supported in their process of reflecting on their decision-making and actions and developing ways that they can be improved. It is standard practice in agencies that workers at all levels are provided with regular supervision as part of their professional development.

Focal to the supervisory process is the supervisory relationship. Every supervisory relationship is different and dependent on the preferred model and ways of working of the parties. It can be structured or unstructured but needs to be able to accommodate and address a variety of performance and attitudinal issues. Regardless of the preferred approach both parties should be committed and feel comfortable with the chosen process.

4.2 A brief guide for first time Field Supervisors

The most common problems for first time Field Supervisors are finding time to meet, and structuring an effective session. Finding time in a busy organisation to supervise a student can sometimes appear almost impossible. If this is likely to be a problem then establishing some guidelines early in the field placement may be helpful. Some suggestions include:

♦ setting a regular time each week
♦ preparing an agenda
♦ choosing a private space where you won't be disturbed or distracted
♦ ensuring the student has the ‘attention’ of the Field Supervisor
♦ going off-site.

Structuring an effective session will again be different for each Field Supervisor. As a general guide supervisory agendas usually include some of all of the following:

♦ a review of the tasks in which the student has been involved
♦ a discussion of the student’s perception of their performance and suggestions for improvement
feedback from the supervisor about the student’s performance and suggestions for improvement

♦ a review of the learning plan to ensure the student is involved in appropriate tasks

♦ a review of the learning plan to see which learning objectives have not yet been attempted

♦ a discussion of the student’s strengths and weaknesses and some possible strategies to utilise or address these

♦ the thoughts and feelings of both parties on the progress of the field placement and the student’s performance

♦ any problems, ‘hot-spots’ or conflicts that either party has encountered

♦ questions or issues the student may have

♦ a discussion of the effectiveness of the supervisory style

♦ challenging, advising and encouraging the student.

Students are encouraged to prepare their own agenda for the meeting to ensure all their issues, concerns and questions are addressed fully in the session.

The School of Human Services and Social Work runs a number of events to support supervisors in their role. We encourage you to attend these events. Dates and times will be advised.

4.3 Visits from the University Liaison Staff

The student will be visited in their organisation by the University Liaison Staff. These visits are to monitor the progress of the field placement and to provide support, assistance and advice to Field Supervisors and students about the Field Placement program.

Students will be visited twice during the field placement period. These visits will occur around Week 4-6 and Week 10-12 of placement.

The main focus of this meeting will be to review the student’s progress toward their learning objectives.

Additional visits can be arranged if necessary and the University Liaison Staff is available for phone support throughout the field placement. They can be contacted via the Field Placement Office on (07) 3382 1033 (Logan) or (07) 555 29332 (Gold Coast).
SECTION 5:

ASSESSMENT
5. ASSESSMENT

5.1 Overview

Students will be allocated a Non-Graded Pass or Fail at the completion of the field placement. Students will receive feedback on their progression during placement.

This grade will be based on the completion of the required placement days, the completion of written requirements, the observations of the University Liaison Staff and the recommendations of the Field Supervisor. The Course Convenor is responsible for the assignment of the final grade.

It is important for all parties to familiarize themselves with the academic requirements of the placement so that there is no confusion.

Students are required to complete a variety of written assignments throughout the placement. These exercises have been developed as learning tools to assist in the structuring, monitoring and processing of learning objectives and outcomes.

5.2 Assessment Summary

1. Placement Contract

   Word length: No set word length *(template in Appendix 1: Forms)*
   Due date: Friday of placement **week 2**
   Submit to: Field Supervisor & Course Convenor

2. Learning Plan

   Word length: No set word length *(template in Appendix 1: Forms)*
   Due date: Friday of placement **week 4**
   Submit to: Field Supervisor, University Liaison & Course Convenor

3. Observation of the Setting Report

   Word length: 1,000 – 1,500 words
   Due date: Friday of placement **week 4**
   Submit to: Course Convenor
4. Practice Reflections

Word length: With the exception of process recordings, practice reflections should be approx. 500 words (suggested formats in Appendix 1: Forms)

Due date: Weekly to Field Supervisor

Friday of placement week 9 – one process recording & two practice reports

Friday of placement week 19 - one process recording & two practice reports

Submit to: Field Supervisor, Course Convenor

- Students are required to submit one practice reflection to their field supervisor each week for the duration of placement for feedback and discussion
- Share them with Field Supervisor for weekly review and use in supervision

Students can download electronic templates for the Placement Contract, Learning Plan and Practice Reflections from the Learning@Griffith course site.
5.3 Placement Contract

To formalise the roles and responsibilities of the student and Field Supervisor, complete a Placement Contract in the first two weeks of the placement. This document will outline mutual obligations and expectations with particular reference to the structure, content and responsibilities of both parties in supervision.

*Placement Contract template can be found in Appendix 1: Forms or downloaded from the Learning@Griffith course site.*

5.4 Learning plan

The Learning plan is a negotiated, written agreement between the student and supervisor outlining the learning goals and learning activities the student will undertake whilst on placement. It is the document that ‘drives’ the placement and can serve as a reference for reflection on the student’s progress. It ensures that the placement is properly structured, monitored and stays focused on the learning objectives. The Learning Plan will reflect the Learning Outcomes specified in the Field placement Manual, the learning needs of the student, the supervisor's interests and preferences and the learning opportunities offered by the organisation. It can form a “living” document which supervisor and student can together use to review progress, check that each of the learning categories are being addressed, adjust incremental learning expectations and change learning opportunities and tasks.

**Thinking about the Learning Plan**

In developing the plan, the student should take some time to think about the following:

- What do I bring to placement? (Prior learning, experience, knowledge, values, limitations, interests)
- What really interests me about this placement / organisation?
- What do I want to know about the organisation e.g. the policies, frameworks and models of practice?
- What do I want to know about the field of practice (e.g. casework, group work, community work, policy)?
- What do I want to learn about the population that this agency serves (e.g. what is it like to be a client of this organisation? What is their lived experience? What content knowledge do social workers need to have to work with this)
- How do I want to be as a social work student and as a social worker? What do I want to learn about myself?
- What do I want to learn to do? (Skills and behaviour)
- What are my support and supervision needs?
- How do I want to use supervision?
Developing the Learning Plan

Developing the Learning Plan is a collaborative effort between the student and supervisor. It results from a shared understanding of supervision in the context of this placement, the student’s learning needs, the agency context and the field education course requirements. Building the plan could begin with a conversation about the students’ responses to the questions above. It may also include matters such as potential learning opportunities, learning styles and approaches to supervision, how the student’s learning might be supported and challenged during the placement, and how both supervisor and student want to review and evaluate progress. The Learning plan will need to ensure that learning is developmentally structured to allow the student to build on their knowledge and skills incrementally.

You are encouraged to be creative in the development of this plan, however there are some basic requirements. The Learning Plan needs to include the following:

- **Goals**
  A goal is a desired end or outcome, expressed in broad over-arching terms. It is all encompassing and inclusive and is therefore, non-specific in nature. The learning goals need to encompass each of the categories outlined below.

  - Social work in context
  - Application of interpersonal and self-awareness skills
  - Assessment and intervention of client/ service needs
  - Values and ethics
  - Organisational processes

  The Guide to Learning Outcomes (section 5.4.1) identifies the outcomes that the student is expected to achieve by the end of their placement. Each student should develop goals that will lead to these outcomes.

- **Objectives**
  Learning objectives are measurable, defined, operational and specific. Student may identify a number of learning objectives that contribute to the fulfilment of a specified goal. A learning objective makes clear the intended learning outcome to be achieved for instance, in relation to skills, knowledge or values.

- **Tasks** (what activities and tasks the student will engage in to achieve the learning objectives)
  Once the student and supervisor have outlined the learning goals and objectives for the placement, they will be able to identify tasks for achieving these goals and objectives. Tasks are concrete, specific steps
leading to the goal. Students and supervisors are encouraged to think “outside the square” when it comes to identifying tasks that will assist the student to achieve his or her learning goals. The tasks are the ‘work’ in which the student engages such as agency visits, in-service presentations, assessments, record keeping, meeting attendance and writing minutes, participating in or facilitating groups, undertaking casework, organising resident meetings and attending training sessions. Methods are small scale but essential plans or strategies involving observation, consultation, practice, critical reflection, debriefing, theoretical analysis, role plays, use of journals, audio or visual recording of interactions (with consent), reading and research, use of work diaries, process recordings and concept mapping. The student will also be required to undertake a number of learning activities as part of their assessment.

- **Evidence** (signs that the student has achieved the intended learning goal).
  Evidence can include the student’s observable behaviour, skill or the product of their efforts such as documents. It might also be demonstrated by critical reflection in supervision and feedback from other practitioners.

- **Evaluation** (agreement about how the student’s performance will be evaluated)
  A student’s performance is evaluated against the Learning Outcomes in the Field Placement Manual, their Learning Plan and the criteria specified in the Field Supervisor’s Report. The Learning Plan may include decisions about who will contribute to the evaluation and when this will occur.

- **Timeframe** (for reviewing progress in relation to the learning goals).

It is also useful to design a Learning Plan that is **SMART**.

- Specific
- Measurable
- Achievable
- Relevant
- Time targeted.
Suggested steps in developing a Learning Plan

1. Relevant prior learning  
   Where have I been?
2. Present knowledge and skills  
   Where am I now?
3. Learning aims and objectives  
   Where do I want to go next?
4. Proposed program of study  
   How will I get there?
5. Resource implications  
   What will I need to help me?
6. Assessment  
   How will I show that I have reached my goals?

(Rose and Best, 2005, p. 253)


*Learning Plan template can be found in Appendix 1: Forms or downloaded from the Learning@Griffith course site.*
### 5.4.1 Guide to Learning Outcomes

<table>
<thead>
<tr>
<th>LEARNING PLAN CATEGORY OUTCOMES</th>
<th>COURSE PROFILE LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Work in Context</strong></td>
<td>Refers to Course Profile Learning Objectives 3, 6 and 11</td>
</tr>
<tr>
<td><strong>1st year students will:</strong></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an understanding of the purpose of social work within the placement organisation</td>
<td>3. Engage in the processes, practices and considerations of service delivery and decision making as experienced by social work professionals</td>
</tr>
<tr>
<td>- Develop an awareness of the professional role of a social worker including: compliance with organisation codes of conduct, rules, policies and protocols, completing assigned tasks and reporting to a field supervisor</td>
<td>6. Acquire a general knowledge and understanding of the social work profession including different models and approaches to practice</td>
</tr>
<tr>
<td>- Demonstrate a commitment to the administrative requirements of the role of a professional social worker: eg plan and manage workloads, keep records and write reports as required, locate and access relevant resources, utilise time management skills</td>
<td>11. Critically identify and apply prior and current knowledge and understand and demonstrate its transferability to social work contexts.</td>
</tr>
<tr>
<td>- Identify their own developing approach to social work practice</td>
<td></td>
</tr>
<tr>
<td><strong>In addition 2nd year students will:</strong></td>
<td></td>
</tr>
<tr>
<td>- Compare their own practice approach to that of other social workers in the placement organisation</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an understanding of the role of social work in other contexts</td>
<td></td>
</tr>
<tr>
<td>- Articulate their own framework for social work practice</td>
<td></td>
</tr>
<tr>
<td>LEARNING PLAN CATEGORY OUTCOMES</td>
<td>COURSE PROFILE LEARNING OBJECTIVES</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Application of Interpersonal and self awareness skills</td>
<td>Refers to Course Profile Learning Objectives 5 and 9</td>
</tr>
<tr>
<td><strong>1st year students will:</strong></td>
<td>5. Identify and examine personal values and recognise the impact of these on their own practice</td>
</tr>
<tr>
<td></td>
<td>9. Develop the skills and discipline of self-monitoring and self-evaluation</td>
</tr>
<tr>
<td>- Identify and demonstrate the use of appropriate</td>
<td></td>
</tr>
<tr>
<td>interpersonal skills including: rapport building,</td>
<td></td>
</tr>
<tr>
<td>active listening, appropriate use of questions, use</td>
<td></td>
</tr>
<tr>
<td>of empathy,</td>
<td></td>
</tr>
<tr>
<td>- Develop an awareness of the way in which their own</td>
<td></td>
</tr>
<tr>
<td>history, values, experiences, gender and cultural</td>
<td></td>
</tr>
<tr>
<td>background shape perceptions and analyses</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate an ability to establish relationships</td>
<td></td>
</tr>
<tr>
<td>with individuals, groups and communities and respond</td>
<td></td>
</tr>
<tr>
<td>to inherent differences eg those mediated by age,</td>
<td></td>
</tr>
<tr>
<td>gender, ethnicity</td>
<td></td>
</tr>
<tr>
<td>- Understand the need to maintain personal boundaries</td>
<td></td>
</tr>
<tr>
<td>and self care</td>
<td></td>
</tr>
<tr>
<td>- Use the supervision process to develop greater self</td>
<td></td>
</tr>
<tr>
<td>awareness</td>
<td></td>
</tr>
<tr>
<td><strong>In addition 2nd year students will:</strong></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate the ability to adapt interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>and styles to meet specific situations</td>
<td></td>
</tr>
<tr>
<td>LEARNING PLAN CATEGORY OUTCOMES</td>
<td>COURSE PROFILE LEARNING OBJECTIVES</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Assessment and Intervention of Client/ Service needs</strong></td>
<td><strong>Refers to Course Profile Learning Objectives 1, 2, 8</strong></td>
</tr>
</tbody>
</table>
| **1st year students will:** | 1. *Apply theoretical concepts to practice situations*  
2. *Practice and further develop communication, interactive and intervention skills in an organisation setting*  
8. *Identify and access available resources* |
| - link theory and practice and articulate the theory and research that informs their assessment  
- demonstrate an ability to use basic process skills i.e. needs identification, data and information collection, assessment/decision making, prioritisation, planning and goal setting, intervention strategies, evaluation, termination, problem solving  
- reflect on the appropriateness of an intervention considering the organisation and client/service user view | |
| **In addition 2nd year students will:** | |
| - evaluate service based outcomes and client based outcomes  
- demonstrate competency in undertaking assessment and intervention and the capacity to reflect on actions | |
### LEARNING PLAN CATEGORY OUTCOMES

<table>
<thead>
<tr>
<th>Values and Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st year students will:</strong></td>
</tr>
<tr>
<td>- develop an understanding of the ethical principles of human service delivery and work within a suitable ethics framework</td>
</tr>
<tr>
<td>- demonstrate a commitment to social work values including: honesty, professional development, critical thinking, ethical decision making, principles of anti-oppressive practice, the application of human rights and social justice principles</td>
</tr>
<tr>
<td>- review the AASW Code of Ethics and consider the relevance of the Code of Ethics to social work in their placement organisation</td>
</tr>
<tr>
<td>- recognise the impact of personal values on others</td>
</tr>
</tbody>
</table>

| **In addition 2nd year students will:** |
| - be able to articulate the relationship between personal, professional and organisation values |

### COURSE PROFILE LEARNING OBJECTIVES

*Refers to Course Profile Learning Objectives 4 and 10*

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Observe and reflect on the application of basic social work principles and the ethical considerations of practice</td>
</tr>
<tr>
<td>10. Understand the place of the AASW Code of Ethics (and Codes of Ethics and Practice more generally) and the AASW Practice Standards in social work practice and apply these to practice situations</td>
</tr>
<tr>
<td><strong>LEARNING PLAN CATEGORY OUTCOMES</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Organisational Processes</strong></td>
</tr>
<tr>
<td><strong>1st year students will:</strong></td>
</tr>
<tr>
<td>❑ demonstrate an understanding of the placement organisation’s mission statement, legislative and policy base, resource base, structure and culture</td>
</tr>
<tr>
<td>❑ demonstrate an understanding of the impact of organisational structures and processes on service delivery</td>
</tr>
<tr>
<td>❑ demonstrate the ability to work constructively with other workers in the organisation both individually and in teams</td>
</tr>
<tr>
<td>❑ demonstrate sound written skills with an awareness of statutory requirements, intended purpose and audience and document style</td>
</tr>
<tr>
<td>❑ demonstrate the ability to be flexible and adapt to change</td>
</tr>
<tr>
<td><strong>In addition 2nd year students will:</strong></td>
</tr>
<tr>
<td>❑ understand the concept of accountability and the legal, professional and organisational constraints to practice</td>
</tr>
<tr>
<td>❑ demonstrate the capacity to operate as a professional social worker</td>
</tr>
</tbody>
</table>
5.5 Observation of the Setting report

Rationale:
The purpose of the Observation of Setting Report is for you to develop a good understanding of the agency, its client group and community and the professional practice of the staff. In the beginning phase of your placement it is crucial that you understand the purpose, role and functions of your agency and can discern the values, frameworks and relationships that the workers operate within. It’s important to be able to reflect on the public written information of the service and your observations of what the service actually does and how.

Task:
Use the following key questions to develop your report. You may find that you cannot report under all of the headings in the suggested outline, however it is important that you consider these questions and respond as you can at this point. We are interested in your observations and reflections of these aspects of the agency not just the information found in the brochures. Think critically about what you read and what you see at this point in your placement.

Word length:
The word limit for this report is 1000 – 1500 words.

1. Understand the Agency
   • Name and brief description of the programs and services provided by the agency
   • What are the gaps in services/service delivery that staff or the student notices?
   • What is the organisational environment like: (ie Worker morale, stress level, communication, physical space, dress, and attitude of staff)
   • What is the formal and informal hierarchy of this organisation (ie who holds authority/power explicitly by title or policy, and who are the other people/groups in the organisation who are listened to more)
   • What are the relationships like in this organisation between a) consumers and staff, b) colleagues, managers and line-staff, c) students and line staff.
   • How are differing viewpoints/conflict addressed? (do people openly disagree in a group setting, how are differing opinions received/discussed?)
   • How and by who is this agency funded?
• What are your observations of the resources of the agency?
• What are your observations of the reporting and accountability requirements of the agency (ie: statistics, quarterly reports, work logs)?
• Are there any statutory, legal or regulatory responsibilities of the agency?

2. Understand the Client Group
• Who are the target group/s of this agency?
• Discuss the needs and issues of the client group/s accessing this agency?

3. Understand the Community
• What are your observations of the community within which this agency is located?
• What are some of the key networks of the agency? How does the agency relate to their community and the other services within their sector?

4. Understand Professional Practice
• What is the role of Social Work within this agency?
• What frameworks or theories does the agency use to inform practice?
• What are some of the frameworks or theories you have observed the staff use in their practice?
5.6 Practice Reflections

5.6.1 Practice Reflections

Rationale:

The purpose of practice reflections is to develop critical reflective practice skills through completing reflections on different components of social work practice. Practice reflections are for the student to develop further insight between theory and practice in the context of the field setting, gain insight into the inherent ethical dilemmas that are part of social work practice, and evaluate the student’s use of self and its’ impact on the helping process.

Task:

Students are required to submit one practice reflection to their field supervisor each week for the duration of placement for feedback and discussion.

Students will be required to submit six pieces of practice reflections to the University:

Week 9 – One process recording and two reflective reports

Week 18 – One process recording and two reflective reports

Examples of reflective tools to use for the reflective reports are included in the appendix of the field placement manual. Students are able to choose any of these or other relevant and useful tools as negotiated with their field supervisor.

If required and requested (ie: if there are issues with student performance), students will also be required to submit all pieces to the university.

Word length:
With the exception of process recordings (of which there is no maximum length), practice reflections should be 500 words in length.

Refer to appendix 1 for sample formats for practice reflections.

5.6.2 Process Recordings

Rationale:

A process recording is a traditional learning tool that is utilized in social work education for the purpose of enhancing a social worker’s ability to observe, recall, report and gather further insight into interactions with a client or system. The
process recording is a systematic way of thinking through an interaction with a client or system that asks the social worker to:

- observe both the verbal and non-verbal language of the client,
- attend to both the manifest and latent content of communication
- evaluate the impact of the interactions between social worker and client
- reflect on the social worker’s intentional and non-intentional use of self

**Word length:**
There is no minimum word length for a process recording. Rather than focus on a whole interaction, choose three significant points from the interaction with a client or system to focus on: one from the beginning of the interaction, one from the middle and one from the end. There are a series of questions at the end of the process recording that should also be answered.

**Confidentiality:**
Process recording should always protect the confidentiality of the client. Pseudonyms or initials should be used, and all identifying details should be removed. Process recording are an educational tool and as such do not form part of the agency or client record.

**Due Date:** A minimum of one process report should be completed by week 9 and another one by week 18 of placement as part of your weekly practice reflections. They should be submitted to the field instructor ahead of weekly supervision, so that they can be reviewed and discussed in supervision.

*See appendix 1 for Process Recording Outline*

### 5.7 Field Supervisor’s Reports

Field Supervisors complete two written reports during the field placement.

**Mid Placement Evaluation Report**
Due date: Friday of placement **week 9**
Submit to: Course Convenor & University Liaison

**Final Placement Evaluation Report**
Due date: Friday following completion of placement
Submit to: Course Convenor

In order that students are aware of how they will be assessed, students need to familiarise themselves with the content of this report – particularly the grading of knowledge and skill acquisition under the headings:

- Social work in context
As this is a generic form, it may not fit all organisations and student placements perfectly. Field Supervisors are encouraged to make additional comments, changes or inclusions to more effectively assess the student’s learning.

Field Supervisors will also provide specific evaluation of the student’s learning goals on the Learning Plan.

**Field Supervisors and students are asked to collaborate** on the completion of the placement reports, with **students contributing to the report and writing a short personal evaluation of their performance**.

The final Field Supervisor’s Report will recommend that the student pass or fail the placement, but the final grade will be awarded by the University.

*A template can be found in Appendix 1: Forms or students can download an electronic copy via their Learning@Griffith course site.*
SECTION 6:

CODE OF CONDUCT
6. CODE OF CONDUCT

6.1 Confidentiality

Central to the service delivery of all human service organisations, and the social work profession in general, is the issue of confidentiality. Students must diligently observe confidentiality at all times when working in an organisation. Not only is the well being of clients or service users at stake but also the credibility of the student and the organisation in which they have been placed.

Students must be sensitive and treat confidentially what they hear and observe in the organisation and with all written and electronic materials that they have access to including reports, files, emails, statements, etc. There will be times when confidential client information will need to be transferred and discussed between workers, organisations and government departments. There are strict rules, procedures and ethics governing this process and students should familiarise themselves with them at the onset of the field placement. Students should be aware that discussing cases and sharing information with the field supervisor does not breach confidentiality and should occur for effective case management.

Students must also maintain confidentiality regarding the personal details and issues of other workers and colleagues in the organisation.

If students are ever in doubt about an issue or protocol, seek advice from your supervisor prior to taking any action.

Students’ own field notes and journal entries should not use the names or be so descriptive that another reader could recognise the clients or persons referred to. Situational confidentiality (a person’s circumstances and lifestyle) can often be as identifying as their name. This is especially the case in small rural settings or local communities. Everybody, regardless of situation or value position, is entitled to confidentiality.

6.2 Information Review

Students should take care and be aware that their written communication may be subject to review by bodies other than the organisation or the University. Clients may request access to documentation under Freedom of Information legislation and/or files may be subpoenaed by legal practitioners for court matters eg Family Law Court.

6.3 Performance standards

Although students are not expected to perform duties to the level of a fully trained and experienced worker, they will be expected to conduct
themselves in a professional manner at all times. Punctuality, presentation, courtesy, discretion and work attitude will all be considered by the Field Supervisor.

6.4 Student Identity

Whilst on field placement students should always identify themselves as students of Griffith University. Ambiguous or false representations as a worker of the organisation are inconsistent with ethical conduct.

6.5 Student Charter

Purpose

The Student Charter promotes the active and reciprocal engagement of all members of the University community in achieving Griffith's mission. To this end, the Student Charter seeks to make transparent the obligations and responsibilities of all Griffith University staff and students within the University context, providing an overview and direct access to relevant policies and support systems of the University.

Introduction

The philosophy behind Griffith University's approach to higher education is captured in its Mission Statement: In the pursuit of excellence in teaching, research and community service, Griffith University is committed to

- innovation
- bringing disciplines together
- internationalisation
- equity and social justice
- lifelong learning for the enrichment of Queensland, Australia and the international community

This mission is best achieved by a University community in which all members:

- value scholarship;
- respect diversity;
- recognise their common interests and the benefits to be gained from working together;
- acknowledge the reciprocal responsibilities inherent in a dynamic learning environment;
- demonstrate respect and consideration for each other;
- seek to fulfil their commitments to each other.

An effective way in which these objectives can be realised is through fair student representation and active student participation in the University. For this to work
well, members of the University community need to have reasonable and fair expectations of each other. These expectations are given in the Griffith Student Charter.

**Expectations - Teaching, Learning and Research**

**Students** can expect:

- a high quality, engaging and supportive teaching, learning and research environment;
- a clear and timely statement about course and program requirements;
- fair assessment and helpful and timely feedback on their academic work;
- changes to programs and courses, made during the normal period of enrolment, not to disadvantage them;
- reasonable access to academic, general and support staff (via email, in person or by telephone);
- reasonable and equitable access to library, laboratory, studio, internet, computing and general course resources;
- that feedback on their courses will be sought regularly, and that students may inquire as to the outcomes of such reviews.

The **University** expects students to:

- work to the best of their ability;
- participate actively and positively in teaching, learning and research activities;
- provide constructive feedback on the conduct of these activities;
- respect the academic responsibility of the University to establish and maintain appropriate academic and professional standards in courses and programs;
- comply with program and course requirements;
- respect University property and use information technology and other resources appropriately.

**Expectations - Equity and Ethics**

**Students** can expect:

- to be treated with courtesy in their interactions with University staff;
- their reasonable needs to be respectfully addressed, regardless of gender, ethnicity, age, background, disability or sexual preference;
- to be able to participate fully in the University’s activities free from harassment and discrimination;
- their personal information to remain confidential and to be released only with their consent and knowledge or when legally required, or when their personal safety or the safety of others is at risk;
The University expects students to:

- support for equity groups;
- reasonable access to the University's support mechanisms and policies.

General Information

Students can expect:

- to have access to information on the University's statutes, policies and procedures as they affect them and their interaction with their peers and with the University;
- an admission system that is fair and equitable and in accordance with published criteria;
- to have grievances addressed in a timely and professional manner;
- the University to seek and welcome their feedback on matters relating to the learning environment;
- staff to be aware of and uphold their responsibilities under the University's statutes, policies and procedures as they affect them and their interaction with students;
- the University to provide a safe and healthy study environment.

The University expects students:

- to be aware of and uphold their responsibilities under the University's statutes, policies and procedures;
- to abide by the conditions which necessarily follow, and accept sanctions applied for failing to do so.
SECTION 7:

INSURANCE
7. INSURANCE

7.1 Frequently Asked Questions

Work Experience, Voluntary work or Industry Mentoring Program

Q. Are students covered while on work experience (a compulsory part of a course) or if they undertake work voluntarily with other organisations?

A. Many courses have a compulsory component which must be met in order that the student can obtain the qualification, and in those cases of outside or practical placement students are covered by the University's Personal Accident, Public Liability and Professional Indemnity insurances whilst involved in such activities.

If students become involved in a community placement activity where the student will learn from the provider specific methods of work and/or culture of an organisation relevant to the field of study in which the student is enrolled, (For example: an accounting student working with an accounting firm) or other non compulsory activities which are not an official course requirement, then they would only be covered by the University's insurance policies if the activity is undertaken with the knowledge and consent of the University and considered a benefit to the students study.

WorkCover

Q. Are students on outside, clinical or practical placement (practicum), or undertaking work experience and/or voluntary work with the knowledge and consent of the University, covered by WorkCover or Worker's Compensation insurance?

A. No. Students are not employees of the University or the host organisation and therefore are not covered under the University's Workcover arrangement or the host organisation Workcover insurance either.

However, if the host organisation pays them for their services, then they might (depending on the legislation relating to workers compensation in the area concerned) be covered under that organisation's Workcover or workers compensation insurance.

Q. Does the University's policy on Students on Outside Placement cover medical expenses for accidents occurring in Australia?

A. Yes, but due to Health Insurance Act restrictions it is limited to "non-Medicare" expenses in areas where no Medicare benefit is payable (eg. physiotherapy). No cover is provided for the "Medicare Gap" (ie. the difference
between the medical fee and the amount recoverable from Medicare) as NO insurer is permitted by government legislation to cover this aspect.

Australian students are covered under Medicare and students from overseas must have health insurance as a condition of their entry to Australia.

**Motor Vehicle**

**Q. Are students vehicles insured by the University if students use their private cars &/or motorcycles on outside placements, fieldwork or other work undertaken off campus?**

A. No - it is the responsibility of the vehicle owners to insure their vehicles for damage they cause to other vehicles or property.

**Q. Does the University insurance apply if students drive a vehicle owned by the host organisation?**

A. No - it is the responsibility of the host organisation.

**Accident Insurance**

**Q. What cover does the University have for students who are injured while on outside, clinical or practical placement (practicum), fieldwork or other work undertaken off campus with the knowledge and consent of the University?**

A. For students undertaking such activities in Australia, cover is provided under the Personal Accident and Travel Insurance Policy. For students undertaking such activity overseas, specific application must be made to the University Insurance Office in writing by Head of School/Department, providing full details, as follows:

If the University has paid or will be paying the total cost of the trip (ie. airfare and other transportation costs, conference costs, accommodation, etc), cover can be provided under the Personal Accident & Travel Insurance policy at no cost to the student.

**Q. Do students who are members of Student Associations or Guild on campus have cover against accidents occurring whilst participating in University activities including sporting activities?**

A. Yes. The University insures students for accidents occurring whilst attending university or whilst involved in official University events. Claims against these policies should be made directly through the Student Associations on campus.
Public Liability & Professional Indemnity

Q. What cover do students have when on outside, clinical or practical placement (practicum), field work or other work undertaken off campus with the knowledge and consent of the University if a client or other person is injured as a result of a student’s conduct?

A. When students act within the limits of their training, they can seek indemnity under the Public Liability or Professional Indemnity insurance of the practicum supervisor or the University (as appropriate) for claims arising in connection with the activity. The University’s policies provide cover of at least $10,000,000 (Cover does not apply to activities in the USA and Canada).

Workbased Field Placements

Q. Are students on workbased field placements covered by University insurance?

A. No, as employees are covered by the workplace insurance.
8. FIELD PLACEMENT POLICIES & PROCEDURES

8.1 Illness and time-off

Any time that students have off from their Field Placements, either through sickness or for personal reasons, must be made up at the end of the placement. All absences are to be recorded jointly by the student and their Field Supervisor. Failure to complete the required duration for the placement may result in failure of the course.

8.2 Field placement options

Placements are not restricted to the Logan region. Students are encouraged to undertake field placements in their own communities. Interstate or overseas field placements may be granted at the discretion of the Head of the School of Human Services & Social Work. Students wanting rural & remote field placements should approach the relevant Field Placement Convenor as early as possible in the placement process to lodge a request.

8.3 Definition of a ‘day’

For the purpose of the Field Placement Program the normal working day constitutes 8 hours (including breaks). However, students are expected to adhere to the work times and schedules of the organisation.

8.4 Part time field placements

Part time placements are only available to students who are enrolled part time. Full time students are required to undertake full time placement.

8.5 Field Supervisor eligibility

Field Supervisors are required to have a recognised qualification in the one of the following areas: Human Services, Welfare Studies, Behavioural Sciences, Education, Rehabilitation Counselling, Social work or Psychology. Where a suitably qualified Field Supervisor is not available an ‘external’ supervisor can be engaged from another/similar service.

8.6 Workbased Field Placements

Students are strongly discouraged from undertaking Placement in their place of employment. Such field placements are granted at the discretion of the Field Placement Convenor and the Head of School.
8.7 **Harassment**

Any student who has concerns of sexual or any other harassment should approach their Field Supervisor or University Liaison Staff immediately. Any organisation personnel who have concerns over a student’s behaviour should contact the student’s Field Supervisor or the University Liaison Staff.

8.8 **Academic Standing, Exclusion & Academic Policy**

The field placement courses are designated for the purposes of the University Policy on Academic Standing, Progress and Exclusion. A student who fails a designated course will be subject to review by the Health Assessment Board and may be excluded from the program.

Students are advised to read the relevant information which is located on the University’s Policy Library Website.

8.9 **Deed Poll**

All students are required to complete the Griffith University Deed Poll document prior to commencing field placement. The form will be provided.

8.10 **Communications protocols and provision of evaluation reports**

The Field Placement Convenor and the University Liaison Staff are committed to supporting students and field supervisors and should be consulted in a timely manner by either party if issues of performance or conduct become apparent.

Where applicable, field supervisors may request copies of the student's previous evaluation reports. It is recommended that students use their previous field placement learning plans and evaluation reports to enhance and structure subsequent field placements.

8.11 **Recognition of Prior Learning (RPL) for Field Placement**

Students who wish to apply for RPL on the basis of previous study or employment should contact the Social Work Field Placement Convenor.
APPENDICES

APPENDIX 1: FORMS
1. This is a placement contract between (insert student’s name) and (insert field supervisor’s name). As parties to this contract we agree to the following:

2. (Insert Student’s name) will be a student worker in (insert name of organisation) for the period (insert date to date) and will complete the required field placement hours.

3. (Insert Student’s name) will keep a time sheet of the hours completed on field placement and will make up any time missed at the end of the placement. Any days off from the placement (due to ill health/personal reasons) will be advised and/or negotiated with the field supervisor.

4. It is expected that (insert student’s name) will commence work at (insert time) and will finish at (insert time). The student will have (add number and duration of breaks) each work day. Any changes to work times or attendance at after hours events will be negotiated between the parties.

5. Supervision will occur weekly and will average 1 hour - which includes both formal and informal supervision. The structure for formal supervision is as follows: (insert details ie time, location, content (including method of setting agendas), record keeping responsibilities).

The policy for rescheduling supervision sessions is (insert details)

6. The roles and responsibilities of the student include:
   - be willing to learn, be enthusiastic and flexible in their approach to practice
   - approach all tasks responsibly and in a professional manner
   - be prepared to monitor their own experiences and development
   - set appropriate learning objectives and develop strategies to meet these
   - attend all supervision meetings, and complete the required assessment
   - advise the field supervisor and/or university liaison staff of any conflicts of interest
   - advise the field supervisor and university liaison staff of any personal information that may affect their ability to function in the placement
   - accept support and constructive criticism and ask for help when needed.
7. The roles and responsibilities of the field supervisor include:
   • orientation, monitoring, supervision and evaluation of the student.
   • preparing the organisation for the student’s arrival
   • assisting the student to develop their learning contract and facilitating
     access to appropriate tasks to meet the learning needs of the student
   • introducing the student to the broader contexts of practice including other
     organisations, key sector stakeholders, relevant policies and legislation etc
   • mentoring, supporting, challenging and debriefing the student
   • regular weekly supervisory meetings with the student and provision of
     guidance and support as required
   • liaising with the University Liaison Staff and reporting any issues regarding
     the student
   • completion of the mid placement and end of placement evaluation reports.

8. Organisation requirements include: (insert details e.g. police check, compliance
   with code of conduct, maintenance of records, oaths of confidentiality)

9. Either party should contact the University Liaison Staff and/or the Field
   Placement Convenor if issues regarding conduct or performance arise.

Signed (Field Supervisor) ...................................................... Date.............

Signed (Student)................................................................. Date.............

(Electronic Copy Available)

School of Human Services and Social Work
Logan Campus  Phone: (07) 338 21033
Griffith University, University Drive, Fax : (07) 338 21210
Meadowbrook, Qld 4131
## TIME SHEET FOR FIELD PLACEMENT

Student’s Name:           Student Number:
Course Code:

Must be submitted one week after completion of placement. (with assessment items)

<table>
<thead>
<tr>
<th>Week Ending</th>
<th>____day</th>
<th>____day</th>
<th>____day</th>
<th>____day</th>
<th>Student’s Signature</th>
<th>Supervisor’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Supervisor confirmation of field placement days   YES    NO   (Please circle)

Signature:_________________________ Date:______  __________
**FIELD SUPERVISOR’S REPORT**

Griffith University  
School of Human Services & Social Work  
Bachelor of Social Work  
3012HSV Social Work Field Placement 1

**Mid Placement Report / End of Placement Report** *(please delete one)*

<table>
<thead>
<tr>
<th><strong>STUDENT NAME</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student No.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Placement Start Date</strong></th>
<th><strong>End Date</strong></th>
</tr>
</thead>
</table>

**SUPERVISORS**

<table>
<thead>
<tr>
<th><strong>Field/Agency Supervisor</strong></th>
<th><strong>Name</strong></th>
<th><strong>Position Title</strong></th>
<th><strong>Email</strong></th>
<th><strong>Phone Number</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Supervisor</strong></td>
<td><strong>Name</strong></td>
<td><strong>Email</strong></td>
<td><strong>Phone Number</strong></td>
<td></td>
</tr>
<tr>
<td><em>(delete if not applicable)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ORGANISATION**

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th><strong>Program/Team (if applicable)</strong></th>
<th><strong>Address</strong></th>
<th><strong>Phone and Fax</strong></th>
</tr>
</thead>
</table>

Briefly outline the experiences and tasks performed by the student


***End of Placement Evaluation Report***

Has the student completed a minimum of 68 placement days?  
YES  NO

(1 day = 7 hours + breaks)

<table>
<thead>
<tr>
<th>Field Supervisor’s Signature</th>
<th>External Supervisor’s Signature <em>(if applicable)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
</tbody>
</table>
**Grading System**

<table>
<thead>
<tr>
<th>HS</th>
<th>S</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly satisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Please check the relevant box that corresponds to the student's level of performance for each assessable area.

Rate students on their ability to:

<table>
<thead>
<tr>
<th>Social Work in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep records and written reports as required</td>
</tr>
<tr>
<td>Employ organisational protocols including automated systems</td>
</tr>
<tr>
<td>Locate and access relevant resources</td>
</tr>
<tr>
<td>Plan and manage workloads utilising time management skills</td>
</tr>
<tr>
<td>Punctuality and dress standard</td>
</tr>
<tr>
<td>Understand and be committed to the concept of continual professional development</td>
</tr>
<tr>
<td>Work with a supervisor</td>
</tr>
<tr>
<td>Seek support and ask questions when necessary</td>
</tr>
<tr>
<td>Respond to constructive criticism</td>
</tr>
<tr>
<td>Present themselves in a professional manner</td>
</tr>
<tr>
<td>Separate personal and professional issues in work situations</td>
</tr>
<tr>
<td>Engage in reflective practice processes</td>
</tr>
<tr>
<td>Articulate their practice framework <em>(i.e. say what they are doing &amp; why)</em></td>
</tr>
</tbody>
</table>

**General Comment**
<table>
<thead>
<tr>
<th>Application of Interpersonal and Self Awareness Skills</th>
<th>US</th>
<th>S</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish relationships with individuals, groups and communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a commitment to participative planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network and liaise with communities and other organisations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deal with conflict</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get involved and be willing to learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise mistakes and learn from them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approach unfamiliar situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handle responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate self confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate their suitability to work in Social Work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comment**
<table>
<thead>
<tr>
<th>Assessment and Intervention of Client/Service Needs</th>
<th>US</th>
<th>S</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate theory to practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify models and approaches to service delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how research informs and effects practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and monitor relevant social policy and legislative issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess situations, systems and information critically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise the ‘big picture’ and its implications for service delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess situations and develop problem-solving strategies to create desired change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertake service delivery decisions and evaluate the consequences of those decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the client/service user perspective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comment**
<table>
<thead>
<tr>
<th>Values and Ethics</th>
<th>US</th>
<th>S</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the ethical principles of human service delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work within a suitable ethics framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treat all persons with equal respect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cope with values and attitudes different to their own <em>(organisation, clients/people they work with)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comply with confidentiality requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comment**
<table>
<thead>
<tr>
<th><strong>Organisational Processes</strong></th>
<th><strong>US</strong></th>
<th><strong>S</strong></th>
<th><strong>HS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and work within agency/organisation philosophies, guidelines, policies and procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with colleagues <em>(including external professionals)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work as part of a team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work unsupervised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represent the organisation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work flexibly and cope with change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform a range of organisation service delivery functions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work within, and contribute, to the attainment of service delivery goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribute to the organisation and service delivery development and improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comment**
**Practice Reflections**

Students are expected to submit their practice reflections to their Field Supervisor each week for use and review in supervision. Please confirm that you received and reviewed the evaluations below:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Reflection 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Reflection 18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall Performance

<table>
<thead>
<tr>
<th>Overall Performance</th>
<th>US</th>
<th>S</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you rate this student’s overall performance?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary/any additional comments

End of Placement Field Supervisor Recommendation

<table>
<thead>
<tr>
<th>End of Placement Field Supervisor Recommendation</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you recommend this student pass Social Work Field Placement 2?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** Please attach the completed and signed timesheet to your Final Report ***

Student’s Personal Evaluation of Field Placement Learning
# Field Supervisor Evaluation of the University

## A. How would you rate the support from the University?

<table>
<thead>
<tr>
<th>US</th>
<th>S</th>
<th>HS</th>
</tr>
</thead>
</table>

Please include any feedback:

## B. Was the Field Placement Manual:

<table>
<thead>
<tr>
<th></th>
<th>US</th>
<th>S</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No time to read it properly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please include any feedback:

## C. Were the University expectations for the placement within your organisation:

<table>
<thead>
<tr>
<th></th>
<th>US</th>
<th>S</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unreasonable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## D. Do you have any additional feedback?
Please **POST** your report to:

Field Placement Unit  
School of Human Services & Social Work  
Logan Campus  
Griffith University  
MEADOWBROOK QLD 4131

We sincerely thank you for your support of student field placements.

(Electronic version available)
### UNIVERSITY LIAISON FEEDBACK FORM

**Bachelor of Social Work**

3012HSV Social Work Field Placement 1

4012HSV Social Work Field Placement 2

<table>
<thead>
<tr>
<th>DATE OF VISIT</th>
<th>VISIT NO.</th>
<th>PLACEMENT WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Student       |           |                |
| Field Supervisor/s |       |                |
| University Liaison |     |                |
| Organisation  |           |                |

#### LEARNING PLAN

The University Liaison will have read and provided written comments on the submitted Learning Plan and returned it to the student during Liaison Visit No. 1. Please provide general comments about the Learning Plan.

#### PRACTICE REFLECTIONS

The Student should be submitting Practice Reflections to their Field Supervisor for discussion in supervision each week. Please provide general comments about the Practice Reflections.
### SUPERVISION

The Student should be engaged in 1.5 hours of supervision for every 5 days of placement. Please provide general comments about the supervision relationship.

### GENERAL DISCUSSION ON THE PLACEMENT EXPERIENCE

Feedback from Student and Field Supervisor regarding beginnings or endings, relationships, workload, key learning experiences to date, key challenges to date, and plan for project or research review. Please provide general comments about the placement experience to date.

### ISSUES/CONCERNS

Please return to the Field Placement Convenor within 1 week of the visit.

**Thank you.**

**Vicki Fuller**  
Field Placement Officer  
School of Human Services & Social Work  
Logan Campus  
Griffith University  
MEADOWBROOK QLD 4131

**Phyllis Chee**  
Field Placement Convenor  
School of Human Services & Social Work  
Logan Campus  
Griffith University  
MEADOWBROOK QLD 4131

T: 07 3382 1033  
F: 07 3382 1210  
E: v.fuller@griffith.edu.au

T: 07 33821484  
F: 07 3382 1210  
E: p.chee@griffith.edu.au
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Tasks and Methods to achieve the objectives</th>
<th>Evidence &amp; Evaluations</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Tasks and Methods to achieve the objectives</td>
<td>Evidence &amp; Evaluations</td>
<td>Time frame</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>---------------------------------------------</td>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEARNING PLAN – CATEGORY 2 APPLICATION OF INTERPERSONAL AND SELF AWARENESS SKILLS
## LEARNING PLAN – CATEGORY 3 ASSESSMENT AND INTERVENTION OF CLIENT/SERVICE NEEDS

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Tasks and Methods to achieve the objectives</th>
<th>Evidence &amp; Evaluations</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Tasks and Methods to achieve the objectives</td>
<td>Evidence &amp; Evaluations</td>
<td>Time frame</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>--------------------------------------------</td>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEARNING PLAN – CATEGORY 4 VALUES AND ETHICS
## LEARNING PLAN – CATEGORY 5 ORGANISATIONAL PROCESSES

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Tasks and Methods to achieve the objectives</th>
<th>Evidence &amp; Evaluations</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRACTICE REFLECTIONS – SAMPLE FORMATS

**Critical Incident Reflection**

Consider a critical incident that occurred on placement and reflect on why it happened and why it was critical.

1. What images do you recall?
2. What sounds, smells and tactile sensations do you recall?
3. Which people or comments or practice stand out in your mind?

Next consider the affective domain – reflect on how you felt

4. What was the high or low spot of the incident?
5. Were you surprised, angered, elated, curious, confused or depressed by anything in the experience? Describe your mood and feelings.
6. What do you think others were feeling?

Now interpret the events

7. What have you learned from this incident?
8. From this experience, what can you conclude about your understanding of and skills in assessment or analysis?
9. What was your key insight or learning?
10. How does this relate to you framework for practice?

Finally, consider your decisions

11. What skills and areas of understanding do you need to develop further as a result of your reflection?
12. What would this require?
13. What methods does this experience reinforce as valuable for future practice?

Reference:
Case analysis questions

Case analysis questions are prompts that can assist a practitioner to critically reflect on a case. The questions provided below were specifically developed for child protection workers. However, these could easily be modified and adapted to different practice contexts and situations.

• Tell me briefly about the case

• Who is involved (generate a genogram)?

• How do you think ‘x’ felt about the incident/issue/situation?

• How do you think ‘x’ understood or explained the incident/issue/situation?

• Where do you think ‘x’ generated their ideas or explanations from?

• How do you feel about the specific incident/issue/situation?

• How do you understand or explain the incident/issue/situation?

• Where do you think you have generated your ideas and explanations from?

This set of questions can then be repeated for each of the persons involved in the case situation, including, for example, the worker, the parents, each of the children, or other professionals involved in the case who may have a different construction of what is happening.

Reference:
**Before and after questions**

These types of questions are particularly useful for enquiring into practitioners’ ‘working’ ideas and frames of reference, in the context of social work purpose, planning, assessment, intervention and evaluation. They can be used prior to seeing a client, just after, and in supervision sessions. They are particularly effective when incorporated as part of the think-aloud and reflective recall processes that are discussed later.

**Before seeing a client**

• What are your thoughts before seeing this client?

• What are your feelings before seeing this client?

• Do you have any plans or purposes for this interview?

**After seeing a client**

• What are your thoughts now?

• What did you make of that?

• How do you understand this client situation or issue?

• What does this interview, report, etc. suggest about what was influencing your understandings/practice?

• Were you having any internal thoughts, feelings or reactions during the interview that you did not share with the client? What were they?

• The idea that you have just expressed, how have you come to know that?

• What would you have liked to have seen happen?

• When you did ‘x’ what was that about? (e.g. touched the client, nonverbal behaviour)

• You said ‘xyz’ – can you tell me about that?

• Consider your language, what do you think that suggests?

Reference:
**Creative Representations of Practice**

Create a drawing, painting or sculpture representing an experience you have had on placement. Represent the knowledge and theories that influenced your work, your feelings and thoughts and your view of the issue. Take the picture to your supervision session and engage in discussion around the different parts of the creation, why you have included what you have, what it means to you and what is missing. Reflect on what you have learnt from the experience and what it means for your future work.
Practice Reflection for Non-Direct Practice Settings

Adapted from Columbia School of Social Work “Reflective Journal”

1. Write a narrative of salient moments, activities or events during the past week in your work with clients and colleagues and in your indirect practice.
   a. Compare your direct practice work/observations (both past and present) with your indirect work by reflecting on any parallels with working in direct practice with clients and working on indirect practice tasks
   b. What have you learned from your tasks this week that you can apply to new situations? (What is transferable?)
   c. What would you have done differently based on what you now know
   d. How does what you are doing impact clients both directly and indirectly?

2. Examine potential next steps based on your observations
   a. What opportunities are suggested by your work that would benefit agency consumers?
   b. Identify and discuss any emerging program needs that you may identify
   c. Are there any areas or issues that suggest a needs assessment?
   d. Discuss possible obstacles and alternatives for your future work

3. Self Reflection
   a. Identify the skills that you have used in the past week in your different levels of work
   b. Reflect upon the strengths and weaknesses you have observed about your use of self in your direct practice and indirect practice work
   c. Reflect on the conscious use that you have made of your professional self in the moments, activities, or events you have identified. Pay particular attention to your best uses of self and those you would like to improve over the placement
   d. Reflect on any parallels that you notice between your way of working with consumers, your way of working in indirect practice, your way of working with colleagues and your use of supervision
   e. Reflect on any contradictions that you notice between your way of working across these contexts
PROCESS RECORDING

Process Recording Outline

The following paragraphs provide an explanation of each item that appears in section II of the process recording outline.

**INTERVIEW CONTENT:** Record in this section, using a dialogue format, significant ongoing exchanges that you thought were important in your interaction with the client(s).

**DESCRIBE CLIENTS FEELINGS/AFFECT:** Record how you perceived the client(s) was feeling moment-to-moment as the activity or verbal interchange was taking place.

**DESCRIBE YOUR GUT LEVEL FEELINGS:** Record how you were feeling as the activity or verbal interchange was taking place. Do not use this column to analyze the client’s reactions—use it to identify and look at your feelings. Be as open and honest as you can and don’t worry about having to use any special professional language—tell it as you feel it.

**WHAT INTERVIEWING SKILLS DID YOU USE DURING THIS INTERACTION:** Label the interviewing skills you used in your interaction with the client(s) (e.g. exploration, summarization, clarification, etc...). See the Wisconsin Guide Section III in your field manual as a reference.

**SUPERVISORY COMMENTS:** The supervisor will use this section to provide written commentary and feedback on your interactions with the client(s) in order to help you move towards greater proficiency in your knowledge, skills, and planning.
## PROCESS RECORDING OUTLINE

<table>
<thead>
<tr>
<th>Student's Name: ___________________________</th>
<th>Client's Initials: ___________________________</th>
<th>Interview Date: <strong>/</strong>/__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session#: _________________________________</td>
<td>Clients Age: _________________________________</td>
<td>Date Submitted: <strong>/</strong>/__</td>
</tr>
<tr>
<td>Date Reviewed: ______________________________</td>
<td>Clients Ethnicity: ___________________________</td>
<td>in Supervision: <strong>/</strong>/__</td>
</tr>
</tbody>
</table>

### I. PURPOSE OF THE SESSION:
(Clearly state the goals and objectives you had in meeting with this client this session.)

### II. Interview Log:

<table>
<thead>
<tr>
<th>INTERVIEW CONTENT (may also include Client Behavior - i.e. non-verbal communication)</th>
<th>DESCRIBE CLIENTS FEELINGS/AFFECT</th>
<th>DESCRIBE YOUR GUT LEVEL FEELINGS</th>
<th>WHAT INTERVIEWING SKILLS DID YOU USE DURING THIS INTERACTION?</th>
<th>SUPERVISORY COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Refer to face sheet for category instructions*
III. IMPRESSIONS/ASSESSMENT:
   A. Identify presenting issues. Include clients' cognitions (basic beliefs about self, others, and the world), and the impact those had on you.

   B. Describe the clients' affect and behaviors and what effect they had on you.

   C. Identify any recurring themes and patterns if applicable.

   D. What cultural factors were you aware of during the interaction? How did these factors influence the session?

IV. INTERVENTIONS:
   A. Describe how at least one of your interventions was effective/not effective to the needs of the client(s).

   B. What would you change and why?

V. PROFESSIONAL USE OF SELF:
   A. How did you use your own body language, space, and voice?
B. Describe your own feelings and how they impacted the interview process and client(s)

VI. Issues, Questions, or Problems: List questions for supervisory discussion.

VII. Plan (complete in supervision): Make plans with supervisor regarding future contact(s) and intervention(s) with client(s).

Source: University of Southern California, School of Social Work.
APPENDIX 2: TIPS FOR STUDENTS ON HOW TO SUCCEED IN FIELD PLACEMENT

♦ Ensure your dress and personal presentation meets the requirements and the expectations of the organisation.

♦ Impress clients, people you work with and the organisation by demonstrating strong work ethics and work habits.

♦ Approach the field placement with enthusiasm, and a positive attitude.

♦ Get to know the organisation well, and become familiar with its services and products as well as its limitations. This will assist you to better help clients/service users.

♦ Become well acquainted with your Field Supervisor, professional persons working at or for the organisation, and other staff members. You will need their assistance from time to time.

♦ Ask lots of questions: this is one of the most effective ways of learning.

♦ Do not get involved in office gossip or politics. Focus on your learning goals and the objectives of your placement.

♦ At times you may find working constantly with people’s problems or dealing with difficult clients very draining emotionally. Acknowledge this and seek de-briefing either with your Field Supervisor or another professional colleague(s).

♦ Brainstorm ideas with other colleagues regarding programs and interventions, and seek advice especially when you are unsure. You could benefit greatly from other people’s experience in the field.

♦ Be diplomatic if you are putting forward suggestions especially with regards to aspects of professional/administrative practice, as organisation personnel may be comfortable with their standard procedures.

♦ Set realistic goals for yourself to achieve during your placement.

♦ Use time-management techniques to focus on your tasks, thereby gaining most out of your placement.

♦ It is acceptable to say ‘no’ to unreasonable requests/demands.

♦ Maintain a positive attitude towards clients/people you work with. They observe you closely and are often affected by your behaviour.

♦ Conduct yourself in a professional manner and observe the relevant code of ethics.
APPENDIX 3: HEALTH & SAFETY INDUCTION – WIL PLACEMENTS

The Health and Safety Induction – WIL Placements training module is now available on-line via Learning@Griffith and is accessed by self enrolment.

The three main aims of this training are:
1. To prepare students for their WIL placement by increasing understanding of their occupational health and safety (OHS) rights and responsibilities;
2. To describe common risks in the workplace environment and how to appropriately deal with them; and
3. To provide contact details of University OHS support personnel to assist students during their WIL placement.

It is recommended that students who will undertake a WIL placement as part of their University course complete this training prior to undertaking a WIL Placement.

To access the Health and Safety Induction – WIL Placements, students (and staff) are able to self enrol by following the steps below:

1. Log in to Learning@Griffith;
2. Select the ‘Organisations’ tab (from top of page, grey tabs section);
3. In the ‘Search’ box (left side of page) type in: ‘WIL Placement’;
4. Click on ‘EPS Work Placement’
5. Click on ‘Induction Module’ tab (in left side red margin area)
6. Begin reading training module information on main section of page, then
7. Continue through the induction module by clicking on ‘Next page .......” link at the bottom of each screen.
8. The final screen will provide a link to the Safety Quiz.

Students are to review the induction module and then complete the Safety Quiz. They will need to correctly answer a minimum of 7 questions out of 10 to achieve a pass, and will then receive a Certificate of Completion. This Certificate should be retained as proof of having successfully completed this training. PLEASE NOTE: It is the student's responsibility to submit a copy of the Certificate of Completion to the Convenor when required.

Should you have any queries regarding health and safety in relation to WIL activities, please contact safety@griffith.edu.au or (07) 5552 8366.
APPENDIX 4: TEXT AND RELATED REFERENCES

Text:

Cleak, H. & Wilson, J. (2007). Making the most of field placement (2nd ed.), South Melbourne: Thomson Learning Australia

Related references:


The University of Newcastle (2005). Bachelor of Social Work Field Education Handbook, Faculty of Education and Arts, School of Social Sciences, Callaghan Australia.

