Griffith Health

7013HSV Master of Human Services
7045HSV Master of Rehabilitation Counselling

FIELD PLACEMENT MANUAL

Griffith Health
School of Human Services and Social Work
FIELD PLACEMENT MANUAL

7013HSV
Master of Human Services

7045HSV
Master of Rehabilitation Counselling
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This Field Placement manual has been written to inform students and practitioners of our approach to the training and development of Human Service & 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 of all those persons and agencies that participate in the Field Placement Program.

As part of an on-going process we will be continuously evaluating and updating the Field Placement 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 & 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 & SOCIAL WORK FIELD PLACEMENT PROGRAM
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 2: 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 & Social Work — staff contact list

**Head of School**

Professor Patrick O’Leary  
BSocWk (Hons), PhD, *Flinders*  
Email: p.oleary@griffith.edu.au  
Tel – (07) 3382 1547 Fax – (07) 3382 1210

**Field placement Unit**

Dr Jennifer Cartmel  
Dip T *MGCAE, BEdStud UQ, MEd QUT, MACE.*  
**Undergraduate Child & Family Field placement Convenor**  
Email: j.cartmel@griffith.edu.au  
Tel – (07) 3382 1236 Fax – (07) 3382 1210

Dr Pat Dorsett  
BSocWk, PhD *UQ*  
**Master of Human Services Program Convenor**  
Email: p.dorsett@griffith.edu.au  
Tel - (07) 3382 1483 Fax – (07) 3382 1210

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

Dr Kym Macfarlane  
DipTeach *BKTCol, BEd Q’ld, PhD QUT*  
**Child and Family**  
Email: k.macfarlane@griffith.edu.au  
Tel – (07) 3382 1237 Fax – (07) 3382 1210

Ms Christine Randall  
BPhty *UQ, MHumSer (Hons) Griff*  
**Postgraduate Human Services/Mental Health/Rehabilitation Counselling Field placement Convenor**  
Email: c.randall@griffith.edu.au  
Tel – (07) 3382 1228 Fax – (07) 3382 1210  
Tel – (07) 5552 9343 Fax – (07) 5552 8562

Ms Hayley Pearce  
**Postgraduate Field placement Liaison Officer – Gold Coast campus**  
Email: h.pearce@griffith.edu.au  
Tel – (07) 5552 9332 Fax – (07) 5552 8562
Mr Stas' Wiatrowski
BAPsy, MA, GraDipEd UQ
Rehab Counselling
Email: s.wiatrowski@griffith.edu.au
Tel – (07) 3382 1072  Fax – (07) 3382 1210

School Administrative staff
Ms Naomi Gill
School Administration Officer
Email: n.gill@griffith.edu.au
Tel – (07) 3382 1235  Fax – (07) 3382 1210
SECTION 2:

ABOUT THE HUMAN SERVICES PROGRAM
2. ABOUT THE HUMAN SERVICES PROGRAM

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.

It provides professional field placement and practical instruction in the below areas:

♦ Ageing
♦ Child and Family
♦ Community and Family
♦ Disability
♦ Family Violence
♦ Rehabilitation Counselling
♦ Youth Work

Students will be undertaking field placements in suitable departments and organisations.

The Master of Human Services programs introduces students to the philosophy, process and practice of the human services profession. The field Placement offers students the opportunity to practice and demonstrate competencies.

It also focuses on specified areas of professional knowledge, skills, and attitudes required by students to practice in the area of human services. It is hoped that through supervised field placement the students will be able to appropriately apply knowledge gained both in their course and placement, in practical situations.

Human Services graduates will be eligible for membership of the Australian Institute of Welfare and Community Workers (AIWCW) 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 Australasia and The Australian Society of Rehabilitation Counsellors.

Graduates can also become members of the Australian Association of Gerontology.
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 human service 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 Preparation for Field Placement

All students are required to complete a series of core courses and undertake some generic skill development instruction. These include topics such as:

♦ interpersonal communication
♦ counselling
♦ social theory
♦ case management
♦ research methods
♦ working with families and communities
♦ understanding human services
♦ management in human services
2.3 Timeframes for the Field Placement

7013HSV  Master of Human Services
Duration:  200 hours of contact time
Schedule:  Full-time 5 week block or days per week as negotiated between the student, organisation and University

7045HSV  Master of Rehabilitation Counselling
Duration:  400 hours of contact time over 3 placements (100hrs + 100hrs + 200hrs)
Schedule:  Days per week as negotiated between the student, organisation and University
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

♦ 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 meetings with the student

♦ Liaising with the University Liaison visitor

♦ On-going, mid field placement and end of field placement evaluation 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 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
♦ 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 Staff 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. 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 at least once during the field placement period. The visit will occur as close to the middle of the field placement as possible, and will follow a similar format to the weekly supervisory meetings. The visit may be done face to face or via a phone call depending on the location and individual needs of the student.

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 is available for phone support throughout the field placement. They can be contacted via the Field Placement Convenor or Field Placement Unit on (07) 555 29332 (Gold Coast).
SECTION 5:

ASSESSMENT
5. ASSESSMENT

5.1 Overview

On completion of placement the following needs to be submitted:

**Supervisor to Submit**
- Supervisors Report

**Student to Submit**
- Timesheet signed by Supervisor
- Reflective essay
- Discipline specific requirements (e.g. Rehab Counselling competencies)

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 learning exercises, the observations of the University Supervisor and the recommendations of the Field Supervisor.

It is important for all parties to familiarise themselves with the academic requirements of the Field Placement so that there is no confusion.

Students are required to complete a variety of learning exercises throughout the field placement. These exercises have been developed as learning tools to assist in the structuring, monitoring and processing of learning objectives and outcomes. All submitted work will be graded satisfactory/unsatisfactory.

**Please refer to the course outline for specific assessment details.**

Students should be aware of specific requirements for their discipline. For example, Rehabilitation Counselling Field placements each have a specific set of competencies that need to be met in addition to the generic requirements.
5.2 The learning plan

These objectives can be used as a framework for learning on field placement.

<table>
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<th>CATEGORIES FOR LEARNING OBJECTIVES IN PROFESSIONAL FIELD PLACEMENT</th>
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<td>2. The application of macrosystem processes</td>
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<td>3. Assessment and Intervention of client/service needs</td>
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<td>4. Values and ethics</td>
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<td>5. Administration</td>
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Personal learning goals must be formulated in each of the above categories and a learning plan developed. Learning plans should be SMART-

♦ Specific
♦ Measurable
♦ Achievable
♦ Relevant
♦ Time Targeted

These SMART personal learning goals and plans will take into account the particular organisation context, the learning opportunities available during the field placement and the student's individual needs.

Students are encouraged to incorporate a range of learning activities such as: use of journals, process recording, organisation visits, observation of practice, in service presentations, meeting attendance and minute taking, undertaking organisation assessments and recording appropriately, using supervision effectively, participating in or facilitating group work, reading and research, use of work diaries, concept mapping and attendance at training sessions. (See Ch 7 Cleak, H and Wilson, J (2007) Making the Most of Field Placement, Thomson Learning Australia Southbank, Victoria for more ideas)

The following Field Supervisor checklist may be used to guide the supervisory process and assessment of student performance.
# FIELD SUPERVISOR CHECK LIST

## Category 1 Application of Interpersonal and Intrapersonal Skills

<table>
<thead>
<tr>
<th>Indicators of unsatisfactory performance</th>
<th>Indicators of satisfactory performance</th>
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<tbody>
<tr>
<td>• The student shows little awareness of appropriate interpersonal skills.</td>
<td>• The student shows a good understanding of how to use appropriate interpersonal skills</td>
</tr>
<tr>
<td>• The student is unaware of how to communicate well with staff and clients</td>
<td>• The student communicates well with both staff and clients</td>
</tr>
<tr>
<td>• The student does not show a good understanding of their own personal qualities and how these may impact on staff/clients</td>
<td>• The student has a good understanding of their own strengths and weaknesses and is aware of the need to develop skills that they do not yet possess</td>
</tr>
<tr>
<td>• The student does not show initiative or an interest in their work and in the role of the organisation</td>
<td>• The student shows initiative and interest in their work and in the role of the organisation</td>
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## Category 2 The Application of Macrosystem with Processes

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<thead>
<tr>
<th>Indicators of unsatisfactory performance</th>
<th>Indicators of satisfactory performance</th>
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<tr>
<td>• The student shows little awareness or has an inaccurate understanding of what they can realistically achieve professionally in relation to the larger social, economic, cultural context within which the organisation is operating</td>
<td>• The student has a good understanding of how their service delivery impacts both negatively and positively on clients</td>
</tr>
<tr>
<td>• The student does not have a good understanding of the impact of their service delivery on clients</td>
<td>• The student has a good understanding of what they can realistically achieve given the larger contexts</td>
</tr>
<tr>
<td>• The student does not have a good understanding of legislation and policy affecting the organisation</td>
<td>• The student has a good understanding of the legislation and policy affecting the service.</td>
</tr>
<tr>
<td>• The student is not flexible in their approach</td>
<td>• The student understands the importance of adapting to change</td>
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### Category 3 Assessment and Intervention of Client/Service Needs

<table>
<thead>
<tr>
<th>Indicators of unsatisfactory performance</th>
<th>Indicators of satisfactory performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The student shows little understanding of client needs</td>
<td>• The student shows both competent and empathic understanding of client needs</td>
</tr>
<tr>
<td>• The student is unable to assess client needs effectively</td>
<td>• The student is able to competently assess client needs</td>
</tr>
<tr>
<td>• The student does not show empathy to clients</td>
<td>• The student is aware of the client’s emotional state and takes this into account when assessing needs</td>
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<tr>
<td>• The student’s ability to receive and manage information is not well developed</td>
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### Category 4 Values and Ethics

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<thead>
<tr>
<th>Indicators of unsatisfactory performance</th>
<th>Indicators of satisfactory performance</th>
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<tr>
<td>• The student consistently uses personal values rather than professional values when assessing client needs</td>
<td>• The student recognises the necessity to use professional values in decision making</td>
</tr>
<tr>
<td>• The student is unable to work constructively when their personal values clash with the values of the organisation</td>
<td>• The student is aware of the ethical considerations related to service delivery</td>
</tr>
<tr>
<td>• The student does not respect confidentiality</td>
<td>• The student is able to work constructively within the organisation even when personal and professional values do not align</td>
</tr>
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### Category 5 Administration

<table>
<thead>
<tr>
<th>Indicators of unsatisfactory performance</th>
<th>Indicators of satisfactory performance</th>
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</thead>
<tbody>
<tr>
<td>• The student is unable to carry out administrative tasks effectively</td>
<td>• The student shows initiative and enthusiasm in carrying out administrative tasks</td>
</tr>
<tr>
<td>• The student does not show competent time/management skills</td>
<td>• The student shows appropriate time/management skills</td>
</tr>
<tr>
<td>• The student is unable to follow instructions appropriately</td>
<td>• The student is always punctual and realises the importance of this quality</td>
</tr>
<tr>
<td>• The student is not punctual</td>
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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;
- support for equity groups;
- reasonable access to the University's support mechanisms and policies.

The University expects students to:

- treat University staff with courtesy at all times;
- adhere to the highest ethical standards of academic integrity;
- not cheat, plagiarise, fabricate or falsify data or infringe copyright;
- observe reasonable standards of behaviour with respect to all University activities, thereby refraining from harassment or discrimination against other students and staff;
- demonstrate respect for difference.

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.
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 field 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 field 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 field 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 field 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 field 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 field 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 field 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 discussed with the relevant Field Placement Convenor. All absences are to be recorded jointly by the student and their Field Supervisor. Failure to complete the required hours for the field placement may result in failure of the course.

8.2 Field Placement options

Field 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 distance field placements should approach the relevant Field Placement Convenor as early as possible in the field 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 field placements are only available to students who are enrolled part time. Full time students are required to undertake full time field 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, Occupational therapy 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 field 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 Supervisor immediately. Any organisation personnel who have concerns over a student’s behaviour should contact the student’s Field Supervisor or the University Supervisor.

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 Supervisor 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 Field Placement extensions and changes

If a student has any loss of hours due to specific circumstances, hours will need to be made up to fulfill field placement requirements.
APPENDIX 1:

FORMS
FIELD PLACEMENT CONTRACT

1. This is a field 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 field placement. Any days off from the field 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 supervisor of any conflicts of interest

• advise the field supervisor and university supervisor of any personal information that may affect their ability to function in the field 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 Supervisor and reporting any issues regarding the student

• completion of the mid field placement and end of field 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 Supervisor and/or the Human Services Field Placement Convenor if issues regarding conduct or performance arise.

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

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

School of Human Services and Social Work
Gold Coast, Griffith University Phone (07) 5552 9332
Fax (07) 5552 8562
**TIME SHEET FOR FIELD PLACEMENT**

Student’s Name:  
Student Number:  
Course Code:  

Must be submitted one week after field placement

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Student’s Signature</th>
<th>Supervisor’s Signature</th>
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Field Supervisor confirmation of field placement days  

YES  
NO  (Please circle)

Signature:__________________________ Date: ________________
MID-FIELD PLACEMENT REVIEW FORM

Please use this to plan tasks for completion.
(Areas of competency to be improved)

<table>
<thead>
<tr>
<th>Areas where a student needs to improve/gain competency</th>
<th>Comments/ strategies to be used to assist student gain required competencies</th>
</tr>
</thead>
<tbody>
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Field Supervisor’s Signature:  
Date:  

Student’s Signature:  
Date:
# STUDENT SELF EVALUATION FORM

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Do I know the organisation, and understand its policies, and the types of services it offers?</td>
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<tr>
<td>Have I obtained a good understanding of the role(s) of other professional persons relevant to the work of the organisation?</td>
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<td>Have I built a good working relationship with my supervisor and others in the organisation?</td>
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<tr>
<td>Do I follow my goal setting/time management strategies?</td>
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<td>Have I been well prepared/organised for the initial interview?</td>
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<td>Have I built a good rapport with my clients?</td>
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<td>Have I effectively implemented clients’ plan(s)?</td>
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<td>Have I monitored all aspects of clients’ plans and ensured that all tasks have been completed within the set time frame?</td>
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<tr>
<td>Did I use appropriate vocational assessment tools to determine clients’ employment options?</td>
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<tr>
<td>Have I used vocational counselling skills, knowledge of employer expectations/labour market to counsel clients regarding realistic employment options?</td>
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<tr>
<td>Have I liaised/consulted with clients’ doctors, other professional persons or agencies appropriately and effectively?</td>
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<tr>
<td>Have I referred clients to professional staff, or other organisations as required?</td>
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<tr>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
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<tr>
<td>Have I addressed all issues related to employability with client(s)?</td>
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<td>Have I arranged for clients to obtain job finding and job keeping skills?</td>
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<td>Have I encouraged clients to be active participants in their programs?</td>
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<td>Have I brain-stormed ideas with others when in doubt, or in search of lateral strategies?</td>
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<tr>
<td>Have I appropriately delegated responsibility to clients, admin staff, other case managers, etc.?</td>
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</table>
FIELD SUPERVISOR’S FINAL REPORT

GRIFFITH UNIVERSITY

FIELD SUPERVISOR REPORT – Final Report

7013HSV Master of Human Services
7045HSV Master of Rehabilitation Counselling

DATE

STUDENT NAME

FIELD SUPERVISOR

Name
Position Title
Email
Phone/s
Placement Dates

ORGANISATION

Name
Team/Program
Postal Address

OVERVIEW OF PLACEMENT

Briefly outline the experiences and tasks performed by the student

SIGNATURES

Student

Field Supervisor
GRADING SYSTEM
HS = Highly satisfactory
S = Satisfactory
US = Unsatisfactory

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

N.B. Supervisors are welcome to delete or check N/a for any criteria they feel is irrelevant for this placement and/or add criteria.

Please rate students on their ability to:

<table>
<thead>
<tr>
<th>1. Effective service delivery</th>
<th>HS</th>
<th>S</th>
<th>US</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Establish relationships with individuals, groups and communities</td>
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<tr>
<td>1.2 Perform a range of agency/organisation service delivery functions</td>
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<td>1.3 Work within, and contribute, to the attainment of service delivery objectives</td>
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<td>1.4 Assess situations and develop problem-solving strategies to create desired change</td>
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<tr>
<td>1.5 Network and liaise with communities and other organisations</td>
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<td>1.6 Undertake service delivery decisions and evaluate the consequences of those decisions</td>
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<td>1.7 Contribute to organisation and service delivery development and improvement</td>
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<tr>
<td>1.8 Overall standard of practice</td>
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General Comments:
### 2. Values, attitudes and ethical practice

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<tr>
<th></th>
<th></th>
<th>HS</th>
<th>S</th>
<th>US</th>
<th>N/a</th>
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<tbody>
<tr>
<td>2.1</td>
<td>Understand the ethical principles of human service delivery</td>
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<td>2.2</td>
<td>Work within a suitable ethics framework</td>
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<td>2.3</td>
<td>Treat all persons with equal respect</td>
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<td>2.4</td>
<td>Cope with values and attitudes different to their own (organisation and client)</td>
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**General Comments:**

### 3. Working in the Organisation

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<th>HS</th>
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<th>US</th>
<th>N/a</th>
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<tbody>
<tr>
<td>3.1</td>
<td>Understand and work within agency/organisation philosophies, guidelines, policies and structure</td>
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<tr>
<td>3.2</td>
<td>Work with colleagues (including external professionals)</td>
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<td>3.3</td>
<td>Work as part of a team</td>
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<td>3.4</td>
<td>Work unsupervised</td>
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<tr>
<td>3.5</td>
<td>Represent the agency or organisation</td>
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<tr>
<td>3.6</td>
<td>Work flexibly and cope with change</td>
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<td>3.7</td>
<td>Deal with conflict</td>
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**General Comments:**

### 4. Theory and analysis

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<th>US</th>
<th>N/a</th>
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<tr>
<td>4.1</td>
<td>Relate theory to practice</td>
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<td>4.2</td>
<td>Identify models and approaches to service delivery</td>
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<td>4.3</td>
<td>Understand how research informs and effects practice</td>
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<td>4.4</td>
<td>Understand and monitor relevant social policy and legislative issues</td>
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<tr>
<td>4.5</td>
<td>Assess situations, systems and information critically</td>
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</table>
4.6 Recognise the ‘big picture’ and its implications for service delivery

4.7 Articulate their practice framework (i.e. say what they are doing and why)

<table>
<thead>
<tr>
<th>5. Work practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Keep records and write reports as required</td>
</tr>
<tr>
<td>5.2 Employ organisation protocols included automated systems</td>
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<tr>
<td>5.3 Locate and access relevant resources</td>
</tr>
<tr>
<td>5.4 Plan and manage workloads</td>
</tr>
<tr>
<td>5.5 Punctuality and dress standard</td>
</tr>
</tbody>
</table>

General Comments:

<table>
<thead>
<tr>
<th>6. Professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Engage in reflective practice processes</td>
</tr>
<tr>
<td>6.2 Understand and be committed to the concept of continual professional development</td>
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<tr>
<td>6.3 Work with a supervisor</td>
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<td>6.4 Seek support and ask questions when necessary</td>
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<tr>
<td>6.5 Respond to constructive criticism</td>
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<tr>
<td>6.6 Present themselves in a professional manner</td>
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<td>6.7 Separate personal and professional issues in work situations</td>
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General Comments:
## 7. Personal/professional attributes

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<tr>
<td>7.1</td>
<td>Get involved and be willing to learn</td>
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<td>7.2</td>
<td>Use initiative</td>
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<td>7.3</td>
<td>Make mistakes and learn from them</td>
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<td>7.4</td>
<td>Approach unfamiliar situations</td>
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<td>7.5</td>
<td>Handle responsibility</td>
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<td>7.6</td>
<td>Demonstrate self confidence</td>
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<td>7.7</td>
<td>Demonstrate a sense of humour</td>
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<td>7.8</td>
<td>Demonstrate their suitability to work in Human Services</td>
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**General Comments:**

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**OVERALL PERFORMANCE**

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<tr>
<td>How do you rate this student's overall performance?</td>
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**SUMMARY AND ADDITIONAL COMMENTS**

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**IMPORTANT NOTE FOR FINAL REPORT**

Please attach the completed final report and signed timesheet confirming the student has completed a minimum of 200 hours and post or email to the course convenor – see details below.

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

7013HSV Field Placement Convenor
Christine Randall
School of Human Services and Social Work
Griffith University, Gold Coast Campus
Parklands Drive
PARKLANDS QLD 4215

Ph: (07) 5552 9343
Fax: (07) 5552 8562
Email: c.randall@griffith.edu.au
Evaluation of the University

A. Was the support from the university (please state reasons below)

..................................................................................................................................
..................................................................................................................................
..................................................................................................................................

B. Was the Field Placement Manual

- Helpful ☐
- Not helpful ☐
- No time to read properly ☐

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

- Reasonable ☐
- Unreasonable ☐

D. Other comments

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..................................................................................................................................

Please complete evaluation forms and return to:

Field Placement Unit
School of Human Services & Social Work
Griffith University, Gold Coast Campus
Parklands Drive,
PARKLANDS QLD 4215
UNIVERSITY LIAISON FEEDBACK RECORD

Student Name: ……………………………………     Student No. …………………..

Field Supervisor Name: …………………    Organisation:…………………… ……..

Date of Visit: ………………………    Face to Face or Telephone (please circle)

1. APPLICATION OF INTERPERSONAL AND INTRAPERSONAL SKILLS

_________________________________________________________________
_________________________________________________________________

2. THE APPLICATION OF MACROSYSTEM PROCESSES

_________________________________________________________________
_________________________________________________________________

3. ASSESSMENT AND INTERVENTION OF CLIENT’S/ SERVICE NEEDS

_________________________________________________________________
_________________________________________________________________

4. VALUE AND ETHICS

_________________________________________________________________
_________________________________________________________________

5. ADMINISTRATION

_________________________________________________________________
_________________________________________________________________
6. COMMENTS

__________________________________________

__________________________________________

SIGNED:…………………………….  UNI. LIAISON

PRINT NAME: …………………………………………….

DATE : …………………………………
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 field 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 field placement.

♦ Use time-management techniques to focus on your tasks, thereby gaining most out of your field 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) 55528366.
School of Human Services & Social Work Polo Shirts (navy with orange and white trim) are available at the Campus shop, Logan.

A Griffith University lanyards and plastic wallet will hold a student card, blue card and vaccination proof (if required). These are also available at the Campus shop, Logan.

Error! Objects cannot be created from editing field codes.
Cleak, H. & Wilson, J. (2007). Making the most of field placement. Thomson Learning Australia, Southbank Victoria

**RELATED REFERENCES:**


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

