SWRK2003 - Field Education 1

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Semester   Semester 1 - 2008
Unit Weighting  10
Teaching Methods Workshop

Brief Course Description
The development of professional interpersonal skills and the ability to reflect on and analyse work with a supervisor are taught in a classroom-based workshop.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 30th January 2008
Contact Hours
Workshop for 3 Hours per Week for the Full Term

Text

Course Objectives
Development of professional interpersonal skills, in particular:
1. Attending and listening, verbal and non verbal cues, empathy, genuineness, concreteness, immediacy, confrontation, self disclosure.
2. Development of an understanding of the helping relationship and the role of self within this helping relationship.
3. Development of an awareness of one's values.
4. Development of the capacity to give and receive feedback and reflect on one's own work.
5. An understanding of different contexts for the practice of professional interpersonal skills.

Course Content
The course uses an experiential model where students learn by actively practising the skills involved. Content covers the skills of interpersonal helping, the helping relationship, giving and receiving feedback constructively, reflecting on work and various contexts for the practice of professional interpersonal skills.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>Skills Development Learning Journal (minimum 3,500 words and weekly entries). Submitted in week 5, week 11 and at the end of semester. This assessment is graded as satisfactory/unsatisfactory.</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>An oral assessment which requires students to interact for 15 minutes with a &quot;client&quot; (professional actor). The student then reflects on the interaction by completing a written reflection as if preparing for a conversation with a practice supervisor. This assessment is graded as satisfactory or unsatisfactory. Students are required to gain a satisfactory result on both assessment items in order to achieve a satisfactory result for this course.</td>
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Assumed Knowledge
Completion of all first year social work courses or the completion of the first year of a Bachelor of Speech Pathology Program or a Bachelor of Psychology Program.

Callaghan Campus Timetable
SWRK2003
FIELD EDUCATION I
Enquiries: School of Humanities and Social Science
Semester 1 - 2008

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Monday</th>
<th>09:00 - 10:00</th>
<th>[V107]</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Workshop</td>
<td>Monday</td>
<td>09:00 - 12:00</td>
<td>[W202, W218, W219, W238, W243, W308, W326, W326A]</td>
</tr>
</tbody>
</table>

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;

School of Humanities and Social Science
using another's ideas without due acknowledgment;

· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or

· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:
Requests for Special Consideration must be lodged no later than 3 working days after the date of submission or examination.

Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.

Requests for Rescheduling Exams must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus

• Shortland Hub: Level 3, Shortland Union Building

• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/
Faculty of Health

http://www.newcastle.edu.au/faculty/health/

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability
Studentmail and Blackboard: [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
  
  *NB: Not all of these services may apply to the Port Macquarie Campus.*
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Journal week 14
- Oral assessment Supervision preparation exam week 1

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked
until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded **zero marks**.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Re-marks & Moderations**
A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under the **Procedures for Appeal against a Final Result** (see: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:
1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

Further detail on this University policy can be found at:

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
This course aims to develop a range of basic interpersonal skills for professional practice. By the end of the course students will be proficient in the basic interpersonal skills of reflective and empathic listening within the context of a professional relationship. They will also be proficient in the use of feedback to enhance learning and the supervisory discussion to critique practice. These skills are taught in a classroom-based workshop utilising a range of experiential exercises.

The skills taught in this course are foundation skills required for practice across a broad range of disciplines including teaching, nursing, medicine, speech pathology and psychology. Students from final year speech pathology and psychology students interested in developing the basic interpersonal communication skills required for professional practice may also enter the course.

**ACHIEVING LEARNING GOALS**

At the completion of this course students will be proficient in the basic interpersonal skills of reflective, empathic listening within the context of a professional relationship. They will also be proficient in the use of feedback to enhance learning and the supervisory discussion to critique practice.

Proficiency will be measured by the student’s ability to meet the course objectives through:

1. Demonstration of core skills including attending and listening, accuracy in understanding verbal and non verbal cues, empathy, genuineness, concreteness, immediacy, confrontation and self disclosure.
2. Development of an understanding of the helping relationship and the role of self. This includes demonstration of core professional qualities of honesty, genuineness and respect for others through their interactions in the classroom and during assessment tasks.
3. Development of an awareness of one's values.
4. Development of the capacity to give and receive feedback and reflect on one’s own work. This can be achieved through
   a. active and constructive engagement with teaching staff and other students in class room exercises.
   b. consistent engagement in progressive learning and critical self-reflection through the maintenance of a Skill Development Learning Journal (SDLJ).
5. An understanding of different contexts for the practice of professional interpersonal skills.

**Class Attendance**

100% class attendance is strongly recommended in order that students make full use of opportunities to develop the detail of interpersonal communications skills. This includes students participating fully in role-plays; class discussions, preparatory and follow up reading and exercises, and use of the Skill Development Learning Journal (see separate section). Tutors will provide verbal feedback in class on a regular basis and written feedback with each submission of the learning journal.
The following plan should assist students in their preparatory reading. During the semester the schedule may change in response to the particular learning needs of students.

| Week 1* | 18/02/08 | - Introductions - staff, students, course  
- Forming and contracting in small groups  
- Thinking about reflection  
- Reading: Egan text, Chapter 1 |
| Week 2* | 25/02/08 | - The professional relationship and interpersonal communication, the Egan model  
- Professional behaviours and values in action: honesty, respect, empathy, genuineness, empowerment etc  
- Reading: Egan text, Chapters 2 & 3 |
| Week 3* | 03/03/08 | - Active listening and striving for empathy  
- Skill Building Exercises  
- Reading: Egan Text, Chapters 4 & 5 |
| Week 4 | 10/03/08 | - Skill Building Exercises – preparing and beginning interviews  
- Reading: Egan Text, Chapters 4 & 5 |
| Week 5 | 17/03/08 | - Skill Building Exercises – active listening and empathic responding  
- Observing and giving feedback  
- SDLJ Review |
| Week 6 | Public Holiday No Class | |
| Week 7 | 31/03/08 | - Stress management and supervision  
- Skill Building Exercises – self awareness and self-management. Giving and receiving feedback |
| Week 8 | 07/04/08 | - Skill Building Exercises – reflection of content, encouraging  
- Listening to core messages |
| SEMESTER RECESS | 14/04/08 – 25/04/08 | |
| Week 9 | 28/04/08 | - Skill Building Exercises – paraphrasing and summarising |
| Week 10* | 05/05/08 | - Skill Building Exercises – noting and reflecting feelings  
- Working with heightened emotions  
- Grief and loss |
| Week 11 | 12/05/08 | - Managing performance anxiety  
- Exploring – Asking questions, Confronting and Reframing |
### Week 12
- **19/05/08**
  - Skill Building Exercises – developing a personal style

### Week 13
- **26/05/08**
  - Skill Building Exercises – ending an interaction and putting it all together

### Week 14
- **02/06/08**
  - Final class – review and conclusions
  - Skill Building Exercises – Continued Practice
  - Small Group closure
  - SDLJ completed and submitted for all students

### EXAM PERIOD
- **10/06/08-13/06/08**
  - Assessment for SWRK 2003 - FIELD EDUCATION 1

*In these weeks students should attend a lecture at 9am in V107 before proceeding to small group rooms for classes at 10.15am. On other weeks classes commence at 9 am in small group rooms*

## Assessment

This course contains compulsory assessment items that must be satisfactorily completed in order for students of SWRK 2003 to be assessed as satisfactory overall.

Students who do not achieve a satisfactory grade for SWRK 2003 are **not able to proceed to SWRK 2006 or SWRK2007**, which includes the field placement component.

### 1. The Skills Development Learning Journal (SDLJ)

Throughout this course students are required to keep a SDLJ. **The journal will be handed into your tutor during class in Week 5 (17/03/08) and again in Week 11 (12/05/08).** Students will receive written feedback to assist them in deepening their reflective practice and skill demonstration.

Students are required to submit their SDLJ into Turnitin in week 14 prior to the final submission

**The full completed journal is to be submitted with an assignment cover sheet attached by Monday 2nd June, 2008.**

It is expected that students will use their journal as an aid to their learning and to demonstrate their capacity to be reflective about their competence with interpersonal communication. The journal also serves as a communication between the student and teacher. As such, it is expected that students will use the journal to inform teaching staff about the struggles, issues and achievements they are noticing in their efforts to gain greater competence in interpersonal communication.
Maintaining the SDLJ will also assist students to develop the practice of critical self reflection that is required in the professional practice of consultation with a supervisor. Students should experience the SDLJ to be a valuable tool to build competence required in the second part of the interpersonal skills demonstration assessment item.

The SDLJ should comply with the following:

- At least one dated entry each week of a minimum A4 page/250 words in length.
- Be word processed, either 12 or 14 point.
- Usual academic standards, such as spelling, grammar, and correct referencing are not being assessed. It is expected however that the SDLJ will be presented in a manner that demonstrates sensitivity to the reader i.e. that it can be easily read and understood.
- Each entry should make reference to material of relevance to the particular stage / week of the course eg material presented in a lecture, feedback received about a role play exercise, critique of some readings.
- Each entry should answer some (or all) of the following questions:
  1. What did I learn this week that is of most significance to me?
  2. What did I do/learn that builds on a strength that I hold?
  3. What feedback have I received from others about my interpersonal communication? Write down the specific words you her heard for other students and your tutor.
  4. What did I feel positive about/confident about /do well?
  5. What did I experience as a challenge or difficulty?
  6. What additional work do I need to do to better manage this challenge/difficulty?
  7. What is my response (at both emotional and cognitive levels) to feedback I have received?
  8. What does my response to feedback and material covered in this course to date tell me about myself?
  9. What questions do I have that can guide my thinking, reading and interactions with others over the next week?

The above specifications are made in order to provide students with some guidelines and to indicate the assessment criteria that will be used to determine whether the SDLJ is at a satisfactory level. They are not intended to stifle creativity. Students learn and reflect on their learning in many diverse ways. The SDLJ can be the product of quite a creative mind.

**Criteria for Assessment**

1. Demonstrated progressive understanding of the concepts of attending and listening, verbal and non verbal cues, empathy, genuineness, concreteness, immediacy, confrontation, self disclosure.
2. Demonstrated progressive development of an understanding of the helping relationship and the role of self.
3. Demonstrated progressive development of an awareness of personal values and an ability to critically reflect on these in the context of interpersonal communications.
4. Demonstrated capacity to give and receive feedback and reflect on this in relation to your own work.
5. Demonstrated understanding of different contexts for the practice of professional interpersonal skills.

2. **Interpersonal skill demonstration via oral assessment**

Students are required to participate in a two-part interpersonal skill demonstration. This demonstration occurs in the first week of the examination period (10th -13th June, 2008). In the first part they will demonstrate interpersonal communication skills through conducting a 15 minute role play empathic listening session with an actor. This session will be recorded and watched by a tutor and field assessor.

In the second part students will demonstrate an ability to critically analyse and reflect on their skill demonstration by completing written notes as if preparing for a conversation with a practice supervisor. Students will be given a supervision session guide to be completed in writing and submitted 24 hours after their recorded interview session. The written supervision preparation notes will then be marked by the tutor who observed the 15 minute role play. A satisfactory /unsatisfactory grade will be given on the basis of both the oral skill demonstration and the written supervision preparation notes using the following assessment criteria:

**Oral Interpersonal skill demonstration Assessment Criteria**

1. Demonstrated ability to practice attending and listening, verbal and non verbal cues, empathy, genuineness, concreteness, immediacy, confrontation, self disclosure.
2. Demonstrated understanding of the helping relationship and the role of self.
3. Demonstrated awareness of personal values and an ability to critically reflect on these in the context of interpersonal communications.
4. Demonstrated capacity to receive feedback and reflect on this in relation to your own work.
5. Demonstrated understanding of different contexts for the practice of professional interpersonal skills.

_A satisfactory result must be achieved on both assessment tasks in order to achieve a satisfactory result in the course._
RECOMMENDED TEXTBOOK and EQUIPMENT


Students will be expected to read relevant sections from the text of a weekly basis in preparation for each class. As a rough guide part 1 (Chapters 1 – 3) should be read be the end of week 2 and part 2 (Chapters 4 – 6) by then end of Week 9. Chapters 1 - 6, are directly relevant for this course. The entire text will be of value in later coursework.

Each student will be required to supply a good quality VHS tape or DVD for the recording and then reviewing of their class practice of interpersonal communications.

REFERENCES

Although we are using Egan’s text as a key reference, students are also encouraged to read more widely, discuss their readings in class and refer to a range of readings in their SDLJ. The University library is well stocked with generic Social Work Practice books and with relevant journals. There are also a number of on-line journals and a plethora of articles on interpersonal skill development, counselling, social work and supervision.

Some references that provide useful starting points include:


