SWRK2003 - Field Education 1

Course Co-ordinator: VAL CLARK
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Fax: 4921 6933
Email: Val.Clark@newcastle.edu.au
Consultation hours: Mondays 2pm-4pm or by appointment

Teaching Staff:
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Semester: Semester 1 -- 2009
Unit weighting: 10
Teaching Methods: Workshop

Brief Course Description
Interpersonal skills and the ability to reflect on and analyse work with a supervisor are taught in a classroom-based workshop.

Contact Hours
Workshop for 3 Hours per Week for the Full Semester

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.
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 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 interpersonal skills.

Assessment Items
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<tbody>
<tr>
<td>Other</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 preparing 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 - 2009
Workshop Monday 9:00 - 10:00 [V107] Wks 1, 3 & 10

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY
Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

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

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

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

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior to the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Course Coordinator.
**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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed below are liable for the full cost of their student contribution or fees for that semester.

For Semester 1 courses: 31 March 2009

Students may withdraw from a course without academic penalty on or before the last day of term. 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**, except under exceptional circumstances. Any application to add a course after the second week of semester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

**Callaghan Campus**
Shortland Hub: Level 3, Shortland Building  
Hunter Hub: Level 2, Student Services Centre

**City Precinct**
City Hub & Information Common, University House

**Central Coast Campus (Ourimbah)**
Student Hub: Opposite the Main Cafeteria

**OTHER CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Faculty Website</th>
<th>General enquiries</th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>Callaghan, City and Port Macquarie</td>
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</tbody>
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<tr>
<th>Rules Governing Undergraduate Academic Awards</th>
<th>Phone: 02 4921 5000</th>
<th>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Ourimbah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone: 02 4348 4030</td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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<tr>
<th>The Dean of Students</th>
<th>Resolution Precinct</th>
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<tbody>
<tr>
<td>Phone: 02 4921 5806; Fax: 02 4921 7151</td>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
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<th>Deputy Dean of Students (Ourimbah)</th>
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</table>
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

Mandatory Program Component

This course is a mandatory program component of the Bachelor of Social Work (BSW). Refer -

Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS and are outlined above. Refer - http://www.newcastle.edu.au/policylibrary/000648.html and in greater detail later in this Course Outline.

The Journal requires students to write entries for each week that address the work done in class. In order to satisfactorily complete this assessment item students are required to attend all classes. Attendance records will be kept for all classes. Feedback regarding class participation will be provided verbally by tutors to students throughout the Semester and in writing as part of feedback on the Journal submitted in weeks 5, 11 and 13. If students are unable to attend a class they should contact their tutor who will in turn notify the Course Coordinator. The Course Coordinator will consult throughout the semester with students who have a poor attendance and participation record. In most cases this will result in additional assessment requirements being established. Where it becomes apparent that a student is unable to complete the Journal at a satisfactory level due to their poor class attendance and participation they may decide to withdraw from the Course and not participate in the final oral assessment.

Studentmail and Blackboard: Refer - 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 email staff directly and 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.

Important Additional Information

Details about the following topics are available on your course Blackboard site and/or in the Course Detail section of this Course Outline.

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
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. 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 class-room 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 and Participation

100% class attendance is required in order that students make full use of opportunities to develop the interpersonal communication skills they will demonstrate in the final oral assessment. Class attendance 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. It is expected that when an absence from class occurs the student will contact their tutor as soon as possible to provide an explanation for the absence.
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.

<table>
<thead>
<tr>
<th>Week 1*</th>
<th>2nd March</th>
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<tbody>
<tr>
<td></td>
<td>• Introductions - staff, students, course</td>
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<td></td>
<td>• Forming and contracting in small groups</td>
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<td></td>
<td>• Thinking about reflection</td>
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<td>• Reading: Egan text, Chapter 1</td>
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<tr>
<th>Week 2*</th>
<th>9th March</th>
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<tbody>
<tr>
<td></td>
<td>• The professional relationship and interpersonal communication, the Egan model</td>
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<td></td>
<td>• Professional behaviours and values in action: honesty, respect, empathy, genuineness, empowerment etc</td>
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<td>• Reading: Egan text, Chapters 2 &amp; 3</td>
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<tr>
<th>Week 3*</th>
<th>16th March</th>
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<tbody>
<tr>
<td></td>
<td>• Active listening and striving for empathy</td>
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<td></td>
<td>• Skill Building Exercises</td>
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<td></td>
<td>• Reading: Egan Text, Chapters 4 &amp; 5</td>
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<tr>
<th>Week 4</th>
<th>23rd March</th>
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<tr>
<td></td>
<td>• Skill Building Exercises – preparing and beginning interviews</td>
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<td>• Reading: Egan Text, Chapters 4 &amp; 5</td>
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<tr>
<th>Week 5</th>
<th>30th March</th>
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<tr>
<td></td>
<td>• Skill Building Exercises – active listening and empathic responding</td>
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<td></td>
<td>• Observing and giving feedback</td>
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<th>Week 6*</th>
<th>6th April</th>
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<tr>
<td></td>
<td>• Using interpersonal skills in a variety of practice contexts and roles</td>
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<tr>
<td></td>
<td>• Skill Building Exercises – self awareness and self-management. Giving and receiving feedback</td>
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<td>• SDLJ Review</td>
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**MID SEMESTER BREAK**

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<tr>
<th>Week 7</th>
<th>20th April</th>
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<tbody>
<tr>
<td></td>
<td>• Stress management and supervision</td>
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<tr>
<td></td>
<td>• Skill Building Exercises – reflection of content, encouraging</td>
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<td></td>
<td>• Listening to core messages</td>
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<tr>
<th>Week 8</th>
<th>27th April</th>
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<tbody>
<tr>
<td></td>
<td>• Skill Building Exercises – paraphrasing and summarising</td>
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<th>Week 9</th>
<th>4th May</th>
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<tr>
<td></td>
<td>• Skill Building Exercises – noting and reflecting feelings</td>
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<td></td>
<td>• Working with heightened emotions</td>
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<td></td>
<td>• Grief and loss</td>
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<tr>
<th>Week 10</th>
<th>11th May</th>
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<tr>
<td></td>
<td>• Managing performance anxiety</td>
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<td></td>
<td>• Exploring – Asking questions, Confronting and Reframing</td>
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<tr>
<th>Week 11</th>
<th>18th May</th>
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<tr>
<td></td>
<td>• Skill Building Exercises – developing a personal style</td>
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<tr>
<th>Week 12*</th>
<th>25th May</th>
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<tbody>
<tr>
<td></td>
<td>• Skill Building Exercises – ending an interaction and putting it all together</td>
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<td></td>
<td>• SDLJ Review</td>
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<tr>
<th>Week 13</th>
<th>1st June</th>
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<tbody>
<tr>
<td></td>
<td>• Final class – review and conclusions</td>
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<tr>
<td></td>
<td>• Skill Building Exercises – Continued Practice</td>
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<td></td>
<td>• Small Group closure</td>
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<td></td>
<td>• SDLJ completed and submitted by all students</td>
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<tr>
<th>EXAM PERIOD</th>
<th>9th – 12th June</th>
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<td></td>
<td>Assessment for SWRK 2003 - FIELD EDUCATION 1</td>
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* 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.
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 (30/3/09) and Week 11 (18/5/09) 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 13 prior to the final submission. The full completed journal, including feedback given by tutors, is to be submitted via the Student Hub with an assignment cover sheet attached by 5 pm Monday 1st June, 2009.

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 tutor. 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 250 words in length (excluding headings).

- 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 by your tutor.

- 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 have heard from 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 and written reflection

Students are required to participate in a two-part interpersonal skill demonstration. This demonstration occurs in the first week of the examination period (9th – 13th June, 2009).

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 24hours 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:

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.

NB A satisfactory result must be achieved on both assessment items 1 and 2 (as detailed above) 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 on a weekly basis in preparation for each class. As a rough guide part 1 (Chapters 1 – 3) should be read by the end of week 2 and part 2 (Chapters 4 – 6) by the end of Week 9. Chapters 1 - 6, are directly relevant for this course. The entire text will be of value in later BSW 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: