SWKRK2007 - Field Education 2
Course Outline

Course Co-ordinator: Jennifer Boddy
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Course Overview
Semester: Semester 2 - 2008
Unit Weighting: 20
Teaching Methods: Experience Based Learning, Practicum, Workshop

Brief Course Description
A placement of forty five days supervised by a qualified social worker. Staff of the program locate and service placements and students are allocated a placement according to a number of pedagogical principles that take into account the needs of the student. The placement is assessed against a clearly stated set of learning goals. Students are well supported during the placement with group meetings on campus and a staff liaison person allocated to each student.

Contact Hours
Workshop for 21 hours per Term for the Full Term
Field Study for 315 hours for the Full Term

Learning Materials / Required Texts
Faculty of Education and Arts Field Education Manual Bachelor of Social Work 2008, University of Newcastle.


Course Outline Issued and Correct as at: Week 1, Semester 2 - 2008
CTS Download Date: 19 June, 2008
Course Objectives
To work in a professional setting applying social work principles and standards, demonstrating problem solving capacities, working effectively with others and in teams, learning from feedback and able to devise appropriate social work interventions in the field of practice.

Students develop a learning contract incorporating specific goals relevant to their individual learning needs, required knowledge and skill development in social work and the unique learning opportunities available in the particular agency context.

Course Content
Forty five days supervised field placement and seven three hour campus classes.

Assessment Items

| Other: (please specify) | Completion of 45 days supervised field experience. This course is graded as either "Ungraded Pass" or "Fail". Assessment is based on satisfactory performance in the four areas of: a) Placement written tasks (Learning Plan, mid-placement report and end of placement report) b) Field experience of 45 days. c) Campus component. d) Ethical and Professional Conduct. These four components comprise 100% of the assessment in this course. |

Assumed Knowledge
SWRK2001 and SWRK2003. Course to be taken concurrently with SWRK2006

Callaghan Campus Timetable
SWRK2007
SOCIAL WORK THEORY & PRACTICE 2
Enquiries: School of Humanities and Social Science Semester 2 – 2008
Workshop Friday 9:00 - 12:00 Wks 4-7,9, 11 & 13 only - Meet W301A
Breakout Room: Wks 4-7,9, 11 & 13 only - Meet W301

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;
- 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 to their University Liaison.

Marks and Grades Released During Term
All marks and grades released during the term are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

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 due 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 received no later than ten working days prior the first date of the examination period

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

Changing your Enrolment
The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 2 courses: 31 August 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 or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

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 studying in Australia. 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 of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Callaghan, City and Port Macquarie
Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au
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

Withdrawal from a Course Containing a Placement
Permission of the Head of School is required for a student to withdraw from a course containing a placement after it has commenced on Monday, 8 September, 2008. Refer - http://www.newcastle.edu.au/policylibrary/000311.html (section 8.4).

Mandatory Program Component
This course is a mandatory program component. Refer - http://www.newcastle.edu.au/policylibrary/000647.html (section 2).

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 listed above under “assessment items”. Details on the assessment items are provided below in this course outline.

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 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.

**Important Additional Information**

**Written Assignment Presentation and Submission Details**
Students are required to submit assessment items by the due date. All placement reports should be submitted by email to your field educator and University liaison person.

**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.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

**Re-marks and 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 ‘Procedures for Appeal Against a Final Result’ (Refer - 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.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’
available @ http://www.newcastle.edu.au/policylibrary/000769.html

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 if required. Contact details can
be found on the School website.

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 is available @ http://www.newcastle.edu.au/currentstudents/index.html

Field Placement Allocation
Students will be advised details of the social work field educator and the organisation where they
will undertake their field placement by Week 7, Semester 2. Students will also be advised of the
social work academic staff member who will be their University Liaison person for the field
placement. This is the person who students should contact to discuss issues or concerns
that may emerge in the course of the field placement.

Placement Dates
The SWRK2007 field placement commences on Monday 8th September 2008 and finishes on
Tuesday 11th November 2008. Students must attend placement on 45 days (315 hrs). If any days
/ hours are missed (eg. due to illness, family commitments etc.) students have the
opportunity to continue at the placement organisation until the 45 days (315 hrs) are
completed.

Course Goals
Students are expected to meet the following course goals through the field placement:

1. Social Work Values
   Students will:
   1.1 Demonstrate a commitment to social work values in professional life including:
       • honesty
       • ongoing professional development and lifelong learning
       • critical thinking
       • ethical decision making
       • self understanding
       • respect for and acceptance of others
       • the application of human rights and social justice principles within organizations,
          communities and other social structures
       • principles of anti-oppressive practice

2. Self Awareness
   Students will:
   2.1 Develop an awareness of the way in which their own history, values, experiences,
       gender and cultural background shape perceptions and analyses. This includes an
       awareness of how this background will impact on professional efforts to pursue social
       justice.

   2.2 Use supervisory processes to support development of greater self-awareness.
2.3 Monitor and manage own stress to ensure self-care and safe practice.

2.4 Demonstrate the ability to synthesize learning, eg. through use of a learning journal.

3. Communication Skills
   Students will:
   3.1 Demonstrate interpersonal skills within the context of a professional relationship. These include:
   • establishing rapport
   • listening
   • the use of accurate empathy
   • appropriate use of questions
   • presenting information clearly and concisely
   • providing feedback in a clear, balanced and constructive way
   • adapting the means and language of communication to meet the needs of a specific situation.
   • discussing with clients the legal and professional constraints of confidentiality and appropriate disclosure of information in accordance with statutory requirements.

   3.2 Demonstrate written communication skills with an awareness of:
   • legal or statutory requirements
   • purpose, audience and organizational context
   • different styles required in research reports, clinical records, submissions, media releases and other documents

   3.3 Choose and use forms of language that are consistent with anti-discrimination and anti-oppressive practice.

4. Ethical and professional practice
   Students will:
   4.1 Possess knowledge of the core values, ethics and legal obligations of social workers including knowledge of the AASW Code of Ethics.

   4.2 Identify, discuss and work through relevant ethical issues in social work practice.

   4.3 Utilize a theoretical framework to inform ethical decision-making and processes.

   4.4 Understand the concept of accountability and the legal, organizational and professional constraints to practice.

   4.5 Demonstrate skill and ease with reflective and supervisory processes including:
   • accurate reporting (verbally and in writing) what has occurred in a situation
   • initiating discussion, asking questions and expressing opinions
   • critical evaluation of own work and acceptance of constructive feedback from supervisor

   4.6 Demonstrate assertiveness and sensitivity in self management in interaction with others, including:
   • raising differences of opinion directly with the appropriate person
   • subordinating personal needs to those of clients and client systems
   • maintaining appropriate professional boundaries.
   • taking responsibility for changing behaviour that impacts negatively on clients and colleagues.
4.7 Demonstrate time management skills including: meeting deadlines, being punctual and negotiating priorities.

5. Assessment, intervention and problem solving
Students will:
5.1 Demonstrate proficiency in using skills and knowledge relevant to the phases and processes of social work practice including:
- the preparation, beginning, exploration and initial aspects of assessment
- choosing and implementing social work interventions appropriate to the situation and agency context
- policy analysis and development as this relates to power relationships in society
- articulating what informs their assessments and decisions with reference to theory and research
- recognizing when social work intervention is appropriate and when it is inappropriate

6. Working with others and in teams
Students will:
6.1 Behave professionally within agencies including:
- showing sensitivity towards staff and clients
- being aware of agency auspices and constraints
- complying with agency rules, policies and protocols
- completing assigned tasks
- dressing appropriately

6.2 Demonstrate an ability to work as part of a team and produce work either independently or collaboratively.

6.3 Deal with conflict constructively.

6.4 Develop constructive relationships with supervisors and others in authority.

6.5 Engage in networking in the interests of achieving professional, agency and client goals.

6.6 Monitor interactions within the work environment and take responsibility for the impact one has on colleagues and team members.

7. Research and enquiry skills
Students will:
7.1 Explore and apply a range of theories to situations encountered in the field placement.

7.2 Demonstrate knowledge and skills in research relevant to the particular agency context and field of practice.

7.3 Use appropriate methods for evaluating one’s own professional practice.

Student Written Tasks
The Learning Plan
The placement learning plan is an agreement between the student and the field educator based on the learning goals for the course (listed above and in Field Education Handbook 2008 (pp 20 - 22). The plan outlines specific strategies and tasks that the student can undertake within the agency to meet the learning goals. In addition the plan specifies the methods of assessment of progress towards learning goals and general working arrangements.

The University Liaison person will review the learning plan and provide suggestions for any changes if deemed necessary. Progress towards the stated learning goals is assessed during mid
and end of placement reviews and forms the basis of the Field Educator’s end of placement report. All learning goals specified in the plan, as revised at the mid-placement review, must be met.

The following is a checklist of areas to be covered in the learning plan:

- **Cover sheet** detailing student name, agency name, Field Educator name, agency contact details for both Field Educator and student, date of plan, and date proposed for formal review.
- **Placement learning goals** including:
  - learning goals based on course goals
  - goals arising from previous placements (if relevant)
  - personal learning goals such as building confidence, further development of specific areas of strength or weakness
  - learning goals based on particular opportunities provided by the placement agency.
- **Learning strategies and tasks**, linked to learning goals.
- **Methods that will be used for evaluating progress toward meeting goals.**
- **Supervision arrangements** including session times, responsibilities, feedback and evaluation methods. (Note: it is envisaged that students will have at least 2 hours of supervision time per 5 placement days.)
- **Agreement on management of conflicts and difficulties.**
- **How student will work with and relate to other team members.**
- **Agency expectations** regarding time, place, professional behaviour, tasks, responsibilities of student and field educator.
- **Signatures** of both student and field educator.
- **University assignment coversheet**, that can be located at:

While the plan needs to be a clear document, it should be flexible enough to allow the student to take advantage of any learning opportunities which develop throughout the placement and which are not initially covered by the plan.

The University Liaison person can provide useful guidance to help sort out any difficulties encountered in developing the learning plan.

**Due date:** The learning plan should be emailed to your field educator and your University liaison person by day 10 of placement.

**Mid-Placement Student Report**

Reviewing placement occurs formally at the mid and end points of placement. The mid-placement review is the most significant reflection on what has happened to date, while the placement is proceeding. The learning plan should be the reference point for this discussion / assessment. Students and field educators are expected to set aside two hours to reflect on progress and what will happen in the second part of placement.

The University Liaison person visits the agency to discuss the learning process with the student and field educator (including external field educator if applicable). Occasionally, a teleconference may replace the visit. The review process is both a learning experience and an assessment. The goals of the mid placement review are to facilitate processing of learning that has happened to date, contribute to planning of the remainder of placement and renegotiation the learning plan, if necessary.

In the mid placement visit students are expected to be prepared for, and engage in, a discussion of:

- Review of tasks / activities undertaken on placement
- Areas of significant learning
- Progress towards learning goals
• Application of theory to practice. **Students should provide a 5 -10 minute presentation of an analysis of the application of specific theory to a particular piece of practice.**

• Strengths and areas for development

• Value and ethical issues

• Supervision arrangements and progress

• Plans for remainder of placement

Decisions and outcomes from this visit should be incorporated into a mid-placement report prepared by the student.

The mid-placement student report should thus include the following:

• **Cover sheet** including details of agency, student and field educator name, date, report title, etc.

• **A summary of tasks** undertaken.

• **Progress towards achievement of learning goals, personal goals and tasks**, including any comments on agency constraints or opportunities.

• **Summary of issues** raised in the review process.

• **Plans** for the rest of the placement, including specification of what tasks or behaviours will need to be demonstrated.

**Due date:** The mid-placement report should be emailed to the field educator and University liaison person by **5 placement days after the mid-placement visit.**

**End of Placement Student Report**

An end of placement review involving student, field educator/s and the University liaison person by either a visit or phone contact provides the opportunity to reflect on the second part of placement and to identify future learning needs. A brief report (around two pages) is to be prepared by the student arising from this discussion. The report will pick up from where the mid placement report ended. The end of placement report is to include learning goals for any subsequent placements.

Following is a checklist of areas that are to be covered in the end of placement student report.

• **Cover sheet** including details of agency, student and field educator name, date, report title, etc.

• Identification of **student strengths**

• **Specific areas that need improvement**, to be expressed as learning goals for any subsequent placements.

• **Student reflections** on her/his development as a social worker and understanding of the social work role in this agency.

• **A statement that 45 days (315 hrs) of placement have been completed.**

• **University assignment coversheet.**

**Due date:** The end of placement report should be emailed to the field educator and University liaison person by the **final day of placement.**

The University liaison person writes a mid and end placement report which they email to the student and field educator/s (including external educators). The field educator/s write an end placement report that is emailed to the University liaison person. The University liaison person then sends a hard copy of all reports to the course coordinator (Jennifer Boddy).

**All reports must be received by the course coordinator before a final grade will be awarded.**

The final grade is determined by the course coordinator, on the recommendation of the University liaison person following a review of performance in all assessment items. Results are presented to the School examiners meeting for final approval.