SWRK2007 - Field Education 2
Course Outline

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Course Overview:
Semester 2 - 2009
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 per Term for the Full Term

Learning Materials/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 - 2009

CTS Download Date: 14th July 2009
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 (refer to placement calendar on Blackboard).

Assessment Items

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>Assessment in SWRK2007 is continuous. It begins with campus-based preparatory classes and continues until the student has left the agency and completed all agency and campus based tasks.</th>
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<tbody>
<tr>
<td></td>
<td>All assessment items must be completed to a satisfactory standard to attain a pass result.</td>
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<td>Assessment is based on satisfactory performance in the four areas of:</td>
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<td></td>
<td>a) Placement written tasks.</td>
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<td></td>
<td>b) Field practice.</td>
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<td></td>
<td>c) Campus component.</td>
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<td></td>
<td>d) Ethical and Professional Conduct.</td>
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<td></td>
<td>a) Placement written tasks are:</td>
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<td></td>
<td>* Field placement learning plan.</td>
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<tr>
<td></td>
<td>* Mid-placement student report.</td>
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<td></td>
<td>* End of placement student report.</td>
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<td>b) Field practice is assessed by:</td>
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<td></td>
<td>* Progress towards learning goals as specified in the learning plan.</td>
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<td></td>
<td>* Participation in agency-based mid and end of placement reviews.</td>
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<td></td>
<td>* End of placement Field Educator’s report.</td>
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<td></td>
<td>c) Campus component is:</td>
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<td></td>
<td>* Attendance at and participation in all campus-based field placement preparation classes and review sessions.</td>
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<td></td>
<td>d) Ethical and professional conduct is assessed in accordance with:</td>
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<td></td>
<td>* The AASW Code of Ethics</td>
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<tr>
<td></td>
<td>* University of Newcastle Student Discipline Rules</td>
</tr>
</tbody>
</table>

The final grade is determined by the Field Education Coordinator, on the recommendation of the University liaison person following a review of performance in all assessment items outlined above. The field education coordinator presents results to the School examiners meeting for final approval prior to submission to Faculty Board.

Completion of 45 days supervised field experience.

Assumed Knowledge
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 Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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](http://www.newcastle.edu.au/services/disability).

CHANGING YOUR ENROLMENT

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

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 term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term 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 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:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</tbody>
</table>

OTHER CONTACT INFORMATION

Faculty Websites

www.newcastle.edu.au/faculty/business-law/
www.newcastle.edu.au/faculty/education-arts/
www.newcastle.edu.au/faculty/engineering/
www.newcastle.edu.au/faculty/health/
www.newcastle.edu.au/faculty/science-it/

Rules Governing Undergraduate Academic Awards

www.newcastle.edu.au/policylibrary/000311.html

Rules Governing Postgraduate Academic Awards


Rules Governing Professional Doctorate Awards

www.newcastle.edu.au/policylibrary/000580.html

General enquiries

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

Deputy Dean of Students (Ourimbah)
Phone: 02 4921 5806;
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

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.

Withdrawal from a Course Containing a Placement

Mandatory Program Component

This course is a mandatory program component. Refer - [http://www.newcastle.edu.au/policylibrary/000647.html](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. Refer - [http://www.newcastle.edu.au/policylibrary/000648.html](http://www.newcastle.edu.au/policylibrary/000648.html)

Studentmail and Blackboard: Refer - [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.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

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](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/](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.


**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 at [http://www.newcastle.edu.au/currentstudents/index.html](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 4, 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 7th September 2009 and finishes on Tuesday 24th November 2009. 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 2009 (pp 17 - 19). 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:
  o learning goals based on course goals
  o goals arising from previous placements (if relevant)
  o personal learning goals such as building confidence, further development of specific areas of strength or weakness
  o 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: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf

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 50 days (350 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 (Nicole Passfield).

**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.