SWRK3003 - Field Education 3
Course Outline

Course Co-ordinator: Kylie Agllias
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Consultation hours: By appointment

Course Overview
Semester: Semester 1 - 2009
Unit Weighting: 20
Teaching Methods: Field Study, 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. Policies, procedures and expectations relating to field education courses in the Bachelor of Social Work program are detailed in the BSW Field Education Handbook.

Contact Hours
Field Study for 315 Hours per Term for the Full Term
Workshop for 9 Hours per Term for the Full Term
Field Study consists of 45 days placement.

Students need to attend 3 x 3hr workshops which are held in weeks 9, 12 and 15.
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 identifying specific tasks and goals based on:
1) Field Education program goals
2) Individual learning needs
3) Required knowledge and skill development in social work
4) The unique learning opportunities available in the particular agency context.

Course Content
Forty five days supervised field placement and three campus workshops.

Assessment Items

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>This course is graded as either 'ungraded pass' or 'fail'. All assessment items must be completed to a satisfactory standard to attain a pass grade.</th>
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<tbody>
<tr>
<td></td>
<td>Completion of 45 days supervised field experience.</td>
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<tr>
<td>Other: (please specify)</td>
<td>All assessment items must be completed to a satisfactory standard to attain a pass result.</td>
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<tr>
<td></td>
<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>b) Field practice.</td>
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<td>c) Campus component.</td>
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<td></td>
<td>d) Ethical and Professional Conduct.</td>
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<tr>
<td>a) Placement written tasks are:</td>
<td>Assessment is based on satisfactory performance in the four areas of:</td>
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<tr>
<td>* Field placement learning plan.</td>
<td>a) Placement written tasks are:</td>
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<td>* Mid-placement student report.</td>
<td>* Field placement learning plan.</td>
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<td>* Reflection report to be published in Student Reflections Booklet</td>
<td>* End of placement student report.</td>
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<td>b) Field practice is assessed by:</td>
<td>* Progress towards learning goals as specified in the learning plan.</td>
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<td>* Progress towards learning goals as specified in the learning plan.</td>
<td>* Participation in agency-based mid and end of placement reviews.</td>
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<td>* End of placement Field Educator's report.</td>
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<td>c) Campus component is:</td>
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<tr>
<td>* Attendance at, and participation in all campus-based field placement preparation classes and review sessions.</td>
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<td>d) Ethical and professional conduct is assessed in accordance with:</td>
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<tr>
<td>* The AASW Code of Ethics</td>
<td>* The AASW Code of Ethics</td>
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<tr>
<td>* University of Newcastle Student Discipline Rules</td>
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<td>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.</td>
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Reports
1. Field Placement Learning Contract.
Assumed Knowledge
Completion of all first and second year social work courses. Concurrent completion of SWRK3001.

Callaghan Campus Timetable
SWRK3003
FIELD EDUCATION 3
Enquiries: School of Humanities and Social Science
Semester 1 - 2009
Workshop  Friday 9:00 - 12:00 [W202, W218] (8th May, 29th May and 19th June)

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 Student Academic Integrity 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 uses an electronic text matching 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 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

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

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](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

If students are enrolled after the census dates listed below they are liable for the full cost of their student contribution or fees for that term.

For semester 1 courses: 31 March 2009

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, please refer to myHub - Self Service for Students [https://myhub.newcastle.edu.au](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 Building
- Hunter Hub: Level 2, Student Services Centre

**City Precinct**
- City Hub and Information Common: Ground Floor, University House

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

**Faculty websites**

- Faculty of Education and Arts

**Contact details**

**Callaghan, City and Port Macquarie**

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

**The Dean of Students**

Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
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**

**Web Address for Rules Governing Postgraduate Academic Awards**

**Web Address for Rules Governing Professional Doctorate 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


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. Refer - http://www.newcastle.edu.au/policylibrary/000648.html

Details of essential criteria are documented on page 2 of 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.
FIELD PLACEMENT ALLOCATION
Students will be advised details of the social work field educator and the organisation where they will undertake their field placement early in semester 1. Students will also be advised of the social work academic staff member who will be the 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.

PROFESSIONAL EDUCATION UNIT
The professional education unit administers all student placements. The PEU website hosts many documents relevant to social work placements eg. calendars, newsletters and reflections booklets.


ASSESSMENT FOR FIELD EDUCATION
In order to pass this field placement course, students must attend the placement on 45 days and complete all professional tasks and placement reports to a satisfactory standard. Full details on the requirements and expectations for field placements are provided in the Bachelor of Social Work Field Education Handbook. A copy of this handbook is provided to each student and social work field educator and it is also available online at on the Faculty of Education & Arts, Professional Experience Unit website.

COURSE GOALS
Students are expected to meet the following course goals through the field placement:

1. Social Work Values
   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
   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
   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
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.

Demonstrate time management skills including: meeting deadlines, being punctual and negotiating priorities.

5. Assessment, intervention and problem solving
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
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

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

PLACEMENT REPORTS

The mid and end of placement review visits conducted by the University Liaison staff, the Field Educator assessment report and Student placement reports all contribute toward the final assessment of the grade for this course. Students are required to submit 3 reports to the University in the course of the field placement. These are detailed below.

1. The Learning Contract

The placement learning contract or learning plan is an agreement between the student and the field educator based on the learning goals for the course (listed above). 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,
  - 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.

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 liaison person can provide useful guidance to help to sort out any difficulties encountered in developing the learning contract / plan.

**Due date:** The learning contract / plan is due by **day 10** of placement.

A copy should be emailed to your **University liaison person.**
2. 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. 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 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 renegotiate the learning plan, if necessary.

A visit to the agency by the University liaison person, with a three-way discussion on the learning process with the student and field educator, also occurs mid-way through the placement. Occasionally, a teleconference may replace the visit. Decisions and outcomes from this discussion 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 is due 5 placement days after the mid-placement visit.

A copy should be emailed your University liaison person.

3. End of Placement Student Report

An end of placement review by student and field educator provides the opportunity to reflect on the second part of placement and to identify future learning needs. There will also be a visit or phone contact at this time by the University Liaison person. 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 of placement have been completed.**
- **A short item to include in the 2009 3rd Year Students Placement Reflections Book** See details below.

**Contribution to 3rd Year Placement Reflections Book**

It has become a tradition that 3rd year social work students together compile a booklet on their field placement experiences. This has proved to be a rewarding reflective experience for students, an enlightening resource for field educators and a source of information about placements for students. Those in 2nd year last year received copies of the book produced by the 3rd year students last year. Placement reflection booklets from previous years can be accessed on the Faculty of Education & Arts, Professional Experience Unit web site.

Your end of placement report is to include a brief item for inclusion in the 2009 Reflections Book. It is not intended that contributions to the booklet be a burdensome task for students. You could share a cameo of
your learning or experiences by contributing a short reflective piece, a poem, a photo, a cartoon etc. This may be focused on something that you learnt about yourself or about social work. It is expected that you are honest in your reflections, but also respectful of the other parties involved.

**Due date:** The end of placement report is due by the **final day of placement.**

A copy must be emailed to your **University liaison person.**

Additionally, a copy of your contribution to the **reflections book** should be emailed to the **Course Coordinator:** Kylie.Aglias@newcastle.edu.au

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