



SOWK14009 *Fieldwork Education 2*

Term 2 - 2024

Profile information current as at 29/07/2024 03:44 pm

All details in this unit profile for SOWK14009 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this final fieldwork placement, you will immerse yourself in a professional practice environment, gaining a strong sense of competence and confidence in preparation for entering the social work profession. Field education aims to provide you with a robust and fulfilling learning experience, ensuring a collaborative endeavour between the university, you as a student, host organisations, and supervisors. The focus of activities will be on learning outcomes directly linked to the Australian Association of Social Workers (AASW) Practice Standards. Field education is a distinctive pedagogy for social work education, enabling you to integrate classroom learning with professional practice, refine your ways of thinking, doing, and being, and develop your professional identity, integrity, and practice frameworks. Throughout the placement, you will be socialised into the profession by engaging in real practice contexts, creating a constructive and reciprocal learning space. A Field Education Manual will guide you through the placement process, providing a detailed framework and administrative arrangements, including attendance and assessment requirements, as well as roles and responsibilities of all parties. The manual outlines the inherent requirements and performance expectations based on the AASW Practice Standards and ASWEAS General and Profession-Specific Graduate Attributes. You are required to attend the compulsory learning intensive associated with the co-requisite unit, SOWK14010, and participate in designated call-back sessions.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: *18*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.375*

Pre-requisites or Co-requisites

Prerequisites: Students must have completed SOWK13009, SOWK14005, and SOWK14006 before enrolling in this unit.

Corequisite: SOWK14010 Integrating Theory and Practice II - This unit is designed to be taken concurrently with SOWK14009. A compulsory learning intensive (previously referred to as residential schools) is associated with SOWK14010, and students enrolled in SOWK14009 are required to attend this learning intensive week. These unit must be completed in the final term of CC48 Bachelor of Social Work (Honours), CL71 Bachelor of Social Work.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 18-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 37.5 hours of study per week, making a total of 450 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Professional Practice Plans (learning plans)**

Weighting: Pass/Fail

2. **Learning logs / diaries / Journal / log books**

Weighting: Pass/Fail

3. **Presentation**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE

Feedback

Fieldwork is a fantastic way to learn. It is just unfortunate that it is 1000 hours of un-paid work. It add additional financial stress to an already stressful situation

Recommendation

The social work field education team appreciate that unpaid hours of work is challenging and we are always open to consider work based paid opportunities that sit within the ASWEAS guidelines to support students.

Feedback from SUTE

Feedback

'Provided clear and knowledgeable explanations' and at times 'Make sure your feedback is clear and useable'

Recommendation

Feedback is important and we appreciate that for some we are clear and for others they require additional information for clarity. The Field Education team work hard to supply feedback to all students in a timely and clear manner.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Demonstrate the integration of professional social work knowledge, skills, and values within the placement context, in alignment with the AASW Code of Ethics and AASW Practice Standards, and organisational context for practice, including adherence to legislative and policy frameworks.
2. Critically reflect on your social work practice, incorporating self-care strategies, complex problem-solving skills, and cross-cultural competency.
3. Conduct comprehensive assessments of clients' needs and design, implement, and evaluate appropriate intervention strategies using social work theoretical frameworks.
4. Construct and justify a practice framework relevant to your emerging social work identity and demonstrate its application in various contexts.

AASW Practice Standards 2023

STANDARD 1

Social workers conduct themselves according to the values, principles and guidelines of the AASW Code of Ethics 2020.

STANDARD 2

Social workers practice in partnership with Aboriginal and Torres Strait Islander Peoples to support their priorities and aspirations.

STANDARD 3

Social workers advocate for policy initiatives and approaches to practice aimed at achieving fair and equitable access for people to social, health, economic, environmental and political resources.

STANDARD 4

Social workers practice respectfully and inclusively with regard to culture and diversity.

STANDARD 5

Social workers practice within a professional knowledge framework informed by a critical understanding of contemporary social work theory and research.

STANDARD 6

Social workers make professional decisions on the basis of a holistic assessment of the needs, strengths, goals and preferences of people.

STANDARD 7

Social workers actively contribute to strengthening and promoting the identity and standing of the profession.

STANDARD 8

Social workers build and strengthen their practice through regular structured supervision from social work qualified supervisors.

STANDARD 9

Social workers monitor their skills, knowledge, and expertise to maintain, improve and broaden their professional development.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

N/A Level
 Introductory Level
 Intermediate Level
 Graduate Level
 Professional Level
 Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•		
2 - Problem Solving	•		•	•
3 - Critical Thinking		•		
4 - Information Literacy				
5 - Team Work	•	•	•	
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•		•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures			•	

Textbooks and Resources

Textbooks

SOWK14009

Prescribed

Making the Most of Field Placement

Edition: 5th (2022)

Authors: Helen Cleak and Jill Wilson

Cengage

Melbourne , Victoria , Australia

ISBN: 9780170417006

Binding: Paperback

The eBook is accessible at the Library website. If you are having issues gaining access, both paper and eBook copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Word
- Zoom - smartphone or laptop (not government based computer)
- Sonia

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Kemble Unit Coordinator
r.kemble@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Getting Started:

- Revisit your Learning Agreement from Field Education 1 or your RPL application.
- Placement orientation and induction
- OH&S Assessment of Placement

- [Cleak, H., & Wilson, J. \(2018\). Making the most of field placement. Cengage AU.](#) (You may use older or newer versions if you have these, this is the copy that you can view through the library).
 - Chapter 3: Getting Started - Student pp. 26 -34
 - Chapter 5: The Learning Agreement p. 44
- Review the Field Education Manual, CQU, 2024.
- Ensure you have explored the Moodle site for this unit.

Due:

- As part of Assessment 2 - Supervision Record and Action Plan: Your first supervision session will occur in Week 1 or 2 of placement. You will commence recording and feedback in the supplied proforma area as per the unit profile after each weekly supervision session and share with your social work supervisor before the next session.
- Placement OH&S Assessment Form DUE

Please note:

Assessment submissions are based on weeks at placement, not term weeks. E.g. Learning plan is due at the end of (**your**) third week (3 x 5 day week) of placement.
You will need to create your timetable based on your start date and days at placement.

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Review: Establishing a supervisory relationship• What is critically reflective practice?• Work readiness - Effective communication	<ul style="list-style-type: none">• Cleak and Wilson (2018);<ul style="list-style-type: none">◦ Chapter 3: Getting Started - Student pp. 26 -34◦ Chapter 5: The Learning Agreement p. 44• Review the Field Education Manual, CQU, 2024.	<ul style="list-style-type: none">• Supervision Record and Action Plan and emailed to your supervisor for review and feedback.

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Learning Agreement meeting arranged - Schedule your MPR at this meeting! Facilitated by: Field Education Liaison Officer (FELO) Attended by: Student, Field Educator or Onsite Supervisor and External Supervisor as is possible. Purpose: To develop the working relationship, to explore any concerns about the Learning Plan and schedule the Mid Placement Review.</p>	<ul style="list-style-type: none">• Cleak and Wilson (2018);<ul style="list-style-type: none">◦ Part 2: Beginning placement - Chapter 5: Charting the course for placement - contracts and agreements• In the work ready series tile - Watch; Week 3 - Learning Styles• Revisit "netiquette" rules	<ul style="list-style-type: none">• A1 - Learning Goals of Learning Agreement Proforma is due for submission via Moodle.• Supervision Record and Action Plan• Online Forum posting 1

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Finalising your learning agreement</p> <ul style="list-style-type: none">• Attending to Sonia Tasks<ul style="list-style-type: none">◦ OH&S form◦ Timesheets - Make sure your field educator/onsite supervisor has access to sign these off.	<ul style="list-style-type: none">• Cleak and Wilson (2018);<ul style="list-style-type: none">◦ Part 2: Beginning placement - Chapter 5: Charting the course for placement - contracts and agreements	<ul style="list-style-type: none">• A1 - Learning Goals due for submission via Moodle.• Supervision Record and Action Plan

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Settling into Placement	<ul style="list-style-type: none">• Revisit: Cleak and Wilson (2018); Part 3: Teaching and Learning on placement	<ul style="list-style-type: none">• Supervision Record and Action Plan

Vacation Week (Week 6 of Placement) - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Planning ahead for your Mid Placement Review 	<ul style="list-style-type: none"> • Cleak and Wilson (2018); Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors • In the Mid Placement Review tile -Read "What is a Mid Placement Review" 	<ul style="list-style-type: none"> • Supervision Record and Action Plan

Week 6 (7 of placement) - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Preparing for your Mid Placement Review 	<ul style="list-style-type: none"> • Cleak and Wilson (2018); Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors • In the Mid Placement Review tile - Read "What is a Mid Placement Review" 	<ul style="list-style-type: none"> • Supervision Record and Action Plan • Online Forum posting 2

Week 7 (8 of placement) - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Prepare for Mid Placement Review and/or attend Mid Placement Review • Challenging issues in supervision 	<ul style="list-style-type: none"> Cleak and Wilson (2018); • Chapter 13: Challenging issues in supervision pp. 138 - 149 	<ul style="list-style-type: none"> • Supervision Record and Action Plan • A1 - Mid Placement Review within the Learning Agreement Proforma, due at your midpoint of placement following your MPR.

Week 8 (9 of placement) - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Mid Placement Reviews 	<ul style="list-style-type: none"> • In the Self Care tile - Watch - Self Care Video 	<ul style="list-style-type: none"> • Supervision Record and Action Plan • A1 - Mid Placement Review documentation due

Week 9 (10 of Placement) - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • All Mid Placement Reviews should be completed by now! • Working with Difference 	<ul style="list-style-type: none"> Cleak and Wilson (2018); • Chapter 9: Linking learning and practice in placement • Chapter 14: Working with cultural and power differences 	<ul style="list-style-type: none"> • Supervision Record and Action Plan

Week 10 (11 of Placement) - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Ethics and Legal Issues 	<ul style="list-style-type: none"> Cleak and Wilson (2018); • Chapter 15: Ethical and Legal issues pp. 158 - 165 	<ul style="list-style-type: none"> • Supervision Record and Action Plan

Week 11 (12 of Placement) - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Ending well, plan ahead! 	<ul style="list-style-type: none"> • Review A3 - readings and links 	<ul style="list-style-type: none"> • Supervision Record and Action Plan • Online Forum posting 3 <p>Social Work Practice Framework Due: Week 11 Friday (27 Sept 2024) 11:45 pm AEST</p>

Week 12 (13 of Placement) - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">Ending Placements Well	Cleak and Wilson (2018); <ul style="list-style-type: none">Chapter 17: Finishing Well pp. 179-182	<ul style="list-style-type: none">A3 - Updated PPF and final reflection recording to be submitted to Moodle

Week 13 (14 of Placement) - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">End of Placement Report due two weeks after placement completionCheck log of hours are accurate and signed off	<ul style="list-style-type: none">Watch Ending Placements Well presentation under the communication Tile	<ul style="list-style-type: none">A2a - Supervision Record and Action Plan

Week 15/16 of Placement - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">End of Placement Report due two weeks after placement completionCheck log of hours are accurate and signed off	<ul style="list-style-type: none">Watch Ending Placements Well presentation under the communication Tile	<ul style="list-style-type: none">A2a - Supervision Record and Action Plan<ul style="list-style-type: none">Submit your third lot of 5 Weeks (or equivalent) supervision notes into Moodle

Term Specific Information

There is a compulsory residential school at the beginning of the term. Please refer to the residential school timetable within the CQU handbook for further details.

Assessment Tasks

1 Learning Agreement

Assessment Type

Professional Practice Plans (learning plans)

Task Description

Assessment 1 - Learning Agreement (LA)

Part A - Learning Goals

Part B - Mid-Placement Review

Part C - End of Placement Report

Type: Professional Practice Plans (learning plans)

Due date:

Part A - Week 4 of your placement hours.

Part B - Between weeks 7 and 9 (mid-way through) of your placement hours.

Part C - Within two weeks of placement completion.

Weighting: Pass/Fail - You must pass all assessments in this unit to pass the unit.

Length: Succinct

Unit Coordinator: Robyn Kemble

The use of Generative Artificial Intelligence (Gen-AI) tools, including AI-driven writing assistants and content generators, is not permitted in this assessment. This social work practice standard is based on the requirement for students to demonstrate essential human capacities, skills, and knowledge crucial for social work practice as outlined by the Australian Social Work Education and Accreditation Standards (ASWEAS, 2021). Social work relies on human interaction, empathy, ethical decision-making, and effective communication—skills that cannot be adequately assessed through AI-generated content. To ensure the integrity and development of these capabilities, students must verify that any grammar or writing enhancement programs used do not incorporate AI components. Compliance with this social work practice standard is vital for meeting ASWEAS graduate attributes and preparing for professional practice.

Aim

Part A

The Learning Goals developed as a commitment by you and the placement agency with CQUniversity to ensure the AASW (Australian Association of Social Workers) Graduate Attributes are met by the completion of SOWK14009.

Part B

The Mid Placement Review (MPR) assesses your progress towards meeting your learning outcomes, where you will meet either in person or online with a Field Education Liaison Officer (FELO) and your supervisor/s close to the midway point of your placement. This key assessment point in your placement will guide you in meeting the requirements of your placement.

Part C

The End of Placement Report (EPR) evaluates and assesses your application of social work practice standards and ethics, your integration of theory to practice, your approach to supervision and feedback and your learning. This will be an opportunity to engage in a final conversation with your key mentor/s and supervisors on placement to share final reflections on your experience.

Instructions

Part A Learning Goals

Your learning goals are the cornerstone of your placement experience which shapes your educational relationships with your field educators (supervisors) who guide your learning journey in the human services sector. Your goals provide a framework for determining whether AASW practice standards, competencies and student attributes have been met during Field Education 2.

You must meet the deadlines stated in your Learning Agreement (LA) as this document clarifies and articulates roles, goals, objectives, tasks, strategies, and methods of evaluation that will drive your field education experience. Consolidating these agreements by the due dates is an important milestone; failure to do so may interrupt the success of your placement.

This Learning Agreement template is designed to assist you in developing your learning goals and outlines the nine (9) standards (AASW, 2023) as the key learning areas where for each learning area you must:

1. On the Learning Agreement proforma (supplied), draft a Learning Agreement during Week 1 of your placement in collaboration with your field educator and/or onsite task supervisor.
2. Construct one or two learning goals for each Standard.
3. The perspectives and approvals of the field educator and/or task supervisor and Field Education Liaison Officer (FELO) must be included in the final version Learning Agreement by noting the date you consulted in the last section of the form.
4. The final Learning Agreement must be submitted to Moodle by week 4 of your placement timeline.

Part B Mid-Placement Review

The MPR is a key assessment document and process to allow the unit coordinator to support your ongoing placement.

1. Initiate contact with the FELO and the field educator/s to arrange your MPR meeting (please ensure you do this at the time of your learning goals meeting).
2. Provide the FELO with details of the meeting. If the meeting is online, arrange an appropriate link and if the meeting is face-to-face, share directions, parking arrangements, and any other relevant information to assist the FELO.
3. Provide a copy of your LA to the FELO and your supervisor before the review meeting.
4. Determine with your supervisor (onsite and/or external) whether the review will include all parties or if you or they wish to speak with the FELO before this meeting.

5. At the review's outset, the FELO will ask the supervisor (onsite and/or external) to confirm that you are accomplishing the terms set out in the LA at a satisfactory standard. This confirmation will determine the remaining process of the visit.
6. Ensure that you take notes during the MPR meeting so that you can complete the relevant Sonia form.
7. Complete the MPR section of the LA form as guided by your learning goals, and you're meeting with your FELO and supervisor/s (as relevant).
8. Ensure you include an action plan with the MPR if there are significant changes to the original LA or any concerns raised.
9. Your LA must be submitted with the completed MPR section and any changes to the learning goals to Moodle within 2 weeks of the MPR meeting.

Part C End of Placement Report

1. The EPR is the final part of evidencing learning goals and will allow both you and your supervisor/s to reflect on your strengths and challenges for future growth.
2. Schedule a final supervision session with your supervisor to complete your final review. Please be proactive when scheduling this final supervision and ensure your supervisor has a copy of the updated LA form.
3. Completing the sections where you consider key learnings that you have achieved on placement as relevant to each standard.
4. Send your EPR by email to your supervisor to complete their final reflections to support your evidence.

Submission

1. Parts A, B & C are completed within the same Learning Agreement form and submitted to **Moodle** at three points in the placement; Learning Goals, Mid-Placement Review and End of Placement Report for each standard as set out in the LA form.

Documents that can be used to assist you in creating your learning goals include:

AASW Practice Standards

AASW Code of Ethics,

Organisational Codes of Conduct,

CQUniversity's Student Charter

Student Misconduct policy, and,

Any other relevant occupational health and safety policies relating to the placement setting.

Assessment Due Date

All submissions for this assessment are due as per the above listed due dates of your placement weeks.

Return Date to Students

Feedback within two weeks of submission.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Criteria Part A - Learning Agreement - Goals	Pass	Fail
Demonstrated understanding of their learning needs on entry to Field Education 1.	Evidence of reflective and reflexive practice informing the evaluation of learning needs to be addressed.	No evidence of reflective and reflexive practice informing the evaluation of learning needs to be addressed.
Evidence of negotiation around their role in accordance with learning needs and capacity of organisation.	Evidence of personal communications about the student role in organisation, including links between the student role, learning goals and tasks.	No evidence of personal communications about the student role in organisation.
Evidence of clear and achievable learning goals, informed by their learning needs and linked directly to the Practice Standards/Competencies, and attributes chosen to be addressed.	Demonstrated analysis of learning goals that are clear and achievable, and informed by learning needs.	Learning goals are unclear, not achievable, and not informed by learning needs.
Evidence of an evaluation of the social work knowledge and skills in accordance with learning objectives.	Evaluation of the social work or welfare roles to be learned in accordance with learning objectives.	Social work or welfare roles/skills/knowledge has not been identified to be learned.
Methods for evaluating goals, objective roles, tasks, and skills accomplished. This must also include clear pathways to receive feedback from the professional supervisor and other members of the agency staff group, and/or service users.	Effective methods, including clear pathways to receive feedback from supervisor and other staff in the agency based on the student's development of goals, objectives, roles, tasks, and skills accomplished.	Ineffective methods for evaluating goals, objectives, roles, tasks and skills, and no avenues for feedback identified.
Determination of methods for evaluation progress of standards/competencies and attributes to be attained.	Comprehensive range of methods for recording progress of standards/competencies attained.	Limited range of methods for recording progress of standards/competencies attained.
Document is well presented; well set out with clear expression.	Document is set out in a highly professional manner, that allows both the university liaison person, Unit Coordinator, and social work supervisor to clearly understand the purpose of the document and the goals to be achieved.	Document is not well set out and there is significant grammatical errors.
Part B - Mid Placement Assessment	Students must achieve a pass in at least 6 of the 8 criteria/outcomes to pass the mid placement review and continue placement	Students will be given an opportunity for a plan to address any concerns. If students do not address concerns adequately a grade of fail will be given.
Demonstrate evidence of developing student attributes (discussion of student values and beliefs) and how this integrates into social work practice.	Evidence provided	Limited/unclear evidence provided.
Select and apply appropriate use of self and problem-solving skills as a student social worker within an organisation and understands and applies self-care.	Evidence provided	Limited/unclear evidence provided.
Analysis and articulation of client's needs using social work theories and evaluation of intervention strategies.	Evidence provided	Limited/unclear evidence provided.
Work within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures.	Evidence provided	Limited/unclear evidence provided.
Evaluate elements of an emerging social work practice framework, achievement of learning goals to a satisfactory level.	Evidence provided	Limited/unclear evidence provided.

Criteria	Pass	Fail
Part A - Learning Agreement - Goals		
Demonstrates professional communication skills and accountability through supervision and the receipt of feedback.	Evidence provided	Limited/unclear evidence provided.
Student is on track with meeting their learning goals	Evidence provided	Limited/unclear evidence provided.
Part C - End of Placement Report		
Student undertakes final supervision and completes tasks required.	Completed and submitted	Not submitted
Student ensures their supervisor has been provided with a copy of the learning agreement prior to final supervision session.	Completed and submitted	Not submitted
Students complete final reflections on their learning within part c of the learning agreement document.	Completed and submitted	Not submitted
Student completes their log of hours, and their supervisor has approved all hours before finalising all documents.	Completed and submitted	Not submitted

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

All submissions for this assessment are to be submitted in Moodle.

Learning Outcomes Assessed

- Demonstrate the integration of professional social work knowledge, skills, and values within the placement context, in alignment with the AASW Code of Ethics and AASW Practice Standards, and organisational context for practice, including adherence to legislative and policy frameworks.
- Critically reflect on your social work practice, incorporating self-care strategies, complex problem-solving skills, and cross-cultural competency.
- Conduct comprehensive assessments of clients' needs and design, implement, and evaluate appropriate intervention strategies using social work theoretical frameworks.

2 Your Reflective Journey

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Assessment 2 - Your Reflective Journey

Summary of Supervision Records and Online Forums

Type: Learning logs/diaries

Due date: Friday Week 14, 18th October 2024

Weighting: Pass/Fail – You must pass all assessments in this unit to pass the unit.

Length: 1000 words

Unit Coordinator: Robyn Kemble

The use of Generative Artificial Intelligence (Gen-AI) tools, including AI-driven writing assistants and content generators, is not permitted in this assessment. This social work practice standard is based on the requirement for students to demonstrate essential human capacities, skills, and knowledge crucial for social work practice as outlined by the Australian Social Work Education and Accreditation Standards (ASWEAS, 2021). Social work relies on human interaction, empathy, ethical decision-making, and effective communication—skills that cannot be adequately assessed through AI-generated content. To ensure the integrity and development of these capabilities, students must verify that any grammar or writing enhancement programs used do not incorporate AI components. Compliance with this social work practice standard is vital for meeting ASWEAS graduate attributes and preparing for professional practice

Aim

As a student on your final field education experience, you will further develop your skills and knowledge in reflective and

reflexive practice and how to utilise supervision optimally. Supervision undertaken during your placement is one of the important professional spaces where in-depth reflection occurs. Feedback is a vital part of the reflection cycle where your supervisor will provide guidance and support to identify and evaluate your practice to assist you in incorporating this into your activities during placement. Therefore, it is important to further develop the techniques and skills to successfully record, integrate, apply, and reflect on this process.

You are provided with reflective tools to assist you with the process and evidence of integrating theory into practice. Through this, you will be able to demonstrate the attainment of the practice standards to meet the eligibility criteria as set out by the Australian Association of Social Workers (AASW) and social work graduate learning outcomes.

Instructions

1. You are required to complete a written supervision record after each supervision session with your relevant social work supervisor. Please use, the **Supervision Record and Action Plan template**, keeping your word limit to a minimum and use dot points.
2. Share your supervision record with your supervisor for review and feedback before each supervision session.
3. Participate in **three online forums** where you professionally interact with other students sharing your placement journey. Ensure you support your student colleagues by reading their forums and sharing strength-based feedback.
4. Produce a summary of your learning from supervision and the online forum interactions outlining your key learnings.
5. Please ensure you complete regular supervision notes as your FELO, supervisor, or a member of the field education team may request a copy as is relevant to supporting your placement experience.
6. Please note whilst this is a reflective piece of writing, it is still important to write academically. References are not requested; however, you must reference any work that refers to other sources.

Submission

Upload your 1000-word summary of your reflections to **Moodle** in your final week of Placement.

Marking Criteria

Please refer to the marking criteria on the Moodle site for more details on how grades will be assigned.

Assessment Due Date

In the final week of your placement.

Return Date to Students

Within two weeks of assessment submission.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

	Criteria	Pass	Fail
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1.	Evidence within their reflective summary of using supervision to critically reflect on practice, value-based thinking, theory integration, skills and knowledge, practice framework exploration and the ability to seek guidance on administration tasks as required.	Demonstrates evidence that reflects on their practice discovery within supervision from their supervision notes.	Has not demonstrated evidence that reflects on their practice discovery within supervision from their supervision notes and has not addressed the requirements.
2.	Evidence within their reflective summary of making appropriate use of the online forums, through reflecting on their own and others sharing of linking theory to practice, supporting and being supported by peers, ensuring confidentiality and respect of participants and organisation is being upheld.	Demonstrates evidence that reflects on their key learning experiences from the online forums and demonstrated evidence of respectful communication within the online forums.	Has not included or addressed the requirements of this task and has not demonstrated respectful communication within the online forums.
3.	The reflective summary was within the word limit and written with academic skill and integrity.	Clearly within the word limit and written with academic skill and integrity.	Has not addressed the word limit or academic skill and integrity.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

This assessment is to be submitted to Moodle.

Learning Outcomes Assessed

- Demonstrate the integration of professional social work knowledge, skills, and values within the placement

context, in alignment with the AASW Code of Ethics and AASW Practice Standards, and organisational context for practice, including adherence to legislative and policy frameworks.

- Critically reflect on your social work practice, incorporating self-care strategies, complex problem-solving skills, and cross-cultural competency.
- Construct and justify a practice framework relevant to your emerging social work identity and demonstrate its application in various contexts.

3 Social Work Practice Framework

Assessment Type

Presentation

Task Description

Assessment 3 - Social Work Practice Framework

Type: Presentation

Due date: Week 11 of term, Friday the 27th of September.

Weighting: Pass/Fail – You must pass all assessments in the unit to pass the unit.

Length: 15 minutes (+/- 10%)

Unit Coordinator: Robyn Kemble

The use of Generative Artificial Intelligence (Gen-AI) tools, including AI-driven writing assistants and content generators, is not permitted in this assessment. This social work practice standard is based on the requirement for students to demonstrate essential human capacities, skills, and knowledge crucial for social work practice as outlined by the Australian Social Work Education and Accreditation Standards (ASWEAS, 2021). Social work relies on human interaction, empathy, ethical decision-making, and effective communication—skills that cannot be adequately assessed through AI-generated content. To ensure the integrity and development of these capabilities, students must verify that any grammar or writing enhancement programs used do not incorporate AI components. Compliance with this social work practice standard is vital for meeting ASWEAS graduate attributes and preparing for professional practice.

Aim

This assessment is designed to develop your understanding and articulation of your social work practice framework and provide an example of meeting your learning goals as explored within your Mid Placement Review. A Social Work Practice Framework (SWPF) maps out what we do and why, proposing a foundation and rationale for practice and fostering a range of practice tools for assessments and interventions.

You are required to complete a 15-minute recording of your emerging SWPF. In this presentation, share examples of your learning goal achievements and reflect on your final placement and undergraduate journey.

Instructions:

1. Using your first placement SWPF, you are to reflect on any changes or consistencies you have observed across the last two years of your social work degree.
2. Use your previous metaphor or choose a new one (tree, boat, basket, river etc.) to assist in your presentation.
3. This presentation is a concise articulation of the key components of your SWPF as previously created. For those who did not undertake Field Education 1, you may be creating your first SWPF.
4. This presentation is a brief overview of your achieved goals, using examples from your placement that address all 9 standards.
5. As your framework is continually developing it will form part of your supervision agenda.

This presentation should include the following:

1. No more than 10 slides (excluding title and reference slides).
2. A summary of the key elements of your SWPF through your chosen metaphor. What would you keep and what would you change?
3. Identify and briefly explain as relevant to your placement context; two theories that inform and two theories that support, that you are developing as part of your evolving SWPF.
4. Identify and briefly explain four (4) examples that can address all 9 standards from your LA as discussed at your Mid-Placement Review.

i.e., Standards 3 & 6; I had the opportunity to draw on my professional judgement advocacy skills to support a service user to gain further funding to support the cost of living... this is what happened and this is the outcome.

5. Identify strengths, self-care strategies and areas of further development from your first placement or RPL experience and how this can apply to your early practice as a new social worker.

Whilst references are not required, please cite any material sourced as relevant to your SWPF.

Submission:

1. The developed visual material (e.g., PowerPoint/ Prezi/ Word Doc/Poster presentation), and the script (if used) used to speak to the visual material, will be submitted to Moodle on Friday week 11 of the term dates.

Marking Criteria

Please refer to the marking criteria on the Moodle site for more details on how grades will be assigned.

Assessment Due Date

Week 11 Friday (27 Sept 2024) 11:45 pm AEST

Week 11 of Term

Return Date to Students

Within two weeks of submission.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

	Criteria	Pass	Fail
1.	Submission of a recorded 15-minute presentation using no more than 10 slides (excluding title and reference slides).	Submission addressed the time and slide limits appropriately.	No submission or submission did not appropriately address the limits.
2.	Reviewed and reflected on the first placement SWPF and adjusted for the final placement context to include a summary of the key elements of your SWPF through your chosen metaphor.	Clear evidence of reviewing and reflecting on the first placement SWPF and adjusting to the final placement context using the metaphor.	No evidence of reviewing and reflecting on SWPF for the final placement context. The metaphor was not addressed.

3.	Identify and briefly explain as relevant to your placement context; two theories that inform and two theories that support, that you are developing as part of your evolving SWPF.	Clear evidence that identifies and briefly explains as relevant to your placement context; two theories that inform and two theories that support, that are developing as part of your evolving SWPF.	Does not identify or explain as relevant to the placement context; the two theories that inform and two key theories that support.
4.	Identify and briefly explain four (4) examples that can address all 9 standards from your LA.	Identifies and briefly explains four (4) examples that address all 9 standards from your LA as discussed at your Mid-Placement Review.	Has not Identified or explained four (4) examples that address all 9 standards from your LA as discussed at your Mid-Placement Review.
5.	Identify strengths, self-care strategies and areas of further development from your first placement or RPL experience and how this can apply to your early practice as a new social worker.	Identifies strengths, self-care strategies and areas of further development from the first placement or RPL.	Has not Identified strengths, self-care strategies or areas of further development.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

This assessment is to be submitted to Moodle.

Learning Outcomes Assessed

- Conduct comprehensive assessments of clients' needs and design, implement, and evaluate appropriate intervention strategies using social work theoretical frameworks.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem