

# SWK201 Human Services Placement 1

School: School of Law and Society

2026 | Trimester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

Human Services Field Education 1 provides the first opportunity for you to apply classroom-based learning to a human service practice context. It allows for human service values, theories, knowledge and skills to be integrated into practice in a safe, supported and supervised environment. It emphasises learning about the organisational base of practice in the human services industry. It offers practice experience in human services methods, applying knowledge and developing skills. Critical reflection on your practice will be emphasised.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – On campus Pre-Placement Workshop - 7 Hours in the week before O Week	7hrs	Pre-trimester/session	Once Only
<b>Placement</b> – Field placement - 250 Hours	250hrs	Orientation week	Once Only
<b>Tutorial/Workshop 2</b> – University-based field placement integration workshop - 3 Hours in Trimester Break Week	3hrs	Break week	Once Only

### 1.3. Course Topics

- Application of theory to practice in a human services practice context.
- Ethical and professional practice in agency context in accordance with accreditation requirements.
- Critical reflection.
- Professional supervision.

### 1.4. Mature Content

Adult themes

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 3. What is the unit value of this course?

24 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
<p>1 Successfully complete 250 hours of human services practice in accordance with the relevant practice guidelines, in an approved human services setting/organisation.</p>	<p>Creative and critical thinker Empowered Ethical Engaged</p>
<p>2 Undertake professional practice in accordance with accrediting body guidelines and requirements, whilst adhering to appropriate Codes of Ethics.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged</p>
<p>3 Demonstrate to a first placement standard, the integration of theory, knowledge, skills and practice guidelines, while practicing in a human services setting.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged</p>
<p>4 Develop and begin to demonstrate critical self-reflection in relation to your own practice, values, beliefs and application of ethical responsibilities.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed</p>
<p>5 Develop, articulate, assess and evaluate goals for learning and practice in a professional practice setting that incorporate human services theories, skills, knowledge, ethics and values.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged</p>
<p>6 Communicate professionally and respectfully with clients, colleagues and community members.</p>	<p>Ethical Engaged Sustainability-focussed</p>
<p>7 Demonstrate respect and value for others with an understanding of and sensitivity towards issues of cultural diversity, gender and disability.</p>	<p>Knowledgeable Empowered Ethical Engaged Sustainability-focussed</p>
<p>8 Demonstrate professional written and verbal communication skills and use appropriate technology for completing reports and other professional written documentation.</p>	<p>Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed</p>
<p>9 Act in a professional manner and in accordance with the relevant Codes of Conduct.</p>	<p>Creative and critical thinker Empowered Ethical Engaged</p>
<p>10 Actively seek feedback on performance and development and apply this to further learning and practice opportunities in a professional setting.</p>	<p>Creative and critical thinker Empowered Ethical Engaged</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
11 Engage in professional supervision to enhance professional and ethical practice in a human services setting.	Creative and critical thinker Ethical Engaged Sustainability-focussed
12 Where appropriate, utilise and apply research in practice to address the needs of individuals, groups and communities in society.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Completed 96 units in Program AR372 or AR303 including SWK100

### 5.2. Co-requisites

SWK278

### 5.3. Anti-requisites

SCS273

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Prior to enrolling in SWK201, students should have gained foundational knowledge in relation to communication skills, practice theories, Indigenous perspectives, frameworks used to understand people in social contexts and the theoretical underpinning of group work in Human Services practice and settings.

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

### 6.2. Details of early feedback on progress

Feedback on progress will be delivered at key points in the placement experience. Early feedback on the design of the student learning plan (assessment task 3) will be provided in the liaison meeting in the first 3- 4 weeks of placement. Student performance in this course will be further reviewed by the placement supervisor, liaison officer and student via the mid-placement evaluation document and discussed during the second liaison meeting (at approx. 125 hours of placement).

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
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DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Code of Conduct	Individual	1 online quiz. 1 code of conduct form. Professional conduct assessed over placement duration.	Refer to Format	Online Submission
All	2	Activity Participation	Individual	10 hours, comprising of:  (1) 7 hour pre-placement workshop  (2) 3 hour mid-placement integration workshop	Refer to Format	In Class
All	3	Written Piece	Individual	Completed over duration of placement: Learning Plan First Draft due at the end of week 3 of placement. Mid-placement Learning Plan due at 125 hours. Final Learning Plan due at the end of placement.	Refer to Format	Online Submission
All	4	Written Piece	Individual	Completed using the Process Record and Reflection template.	Week 12	Online Submission
All	5	Report	Individual	A minimum of 250 hours undertaken in an approved field placement setting.	Refer to Format	Online Submission

**All - Assessment Task 1:** Code of Conduct

<b>GOAL:</b>	To undertake professional practice while on placement in accordance with CWA's Code of Ethics, together with the agency's code of conduct and the student code of conduct at the University of the Sunshine Coast.	
<b>PRODUCT:</b>	Code of Conduct	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Pre-placement code of conduct quiz completed on CANVAS prior to commencing placement. Code of Conduct statement in SONIA to be read, signed, and uploaded to SONIA Checks, prior to commencing placement. Student professional conduct assessed throughout the placement.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Behaviour that is in accordance with the professional association's code of ethics.	7 9 11
	2 Behaviour that is in accordance with the placement agency code of conduct.	4 9
	3 Behaviour that is in accordance with the UniSC Student Code of Conduct.	4 9
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Information literacy	

**All - Assessment Task 2:** Engagement in University-Based Structured Learning

<b>GOAL:</b>	To adequately prepare students for field placement and to integrate theory and knowledge with practice in accordance with accreditation.	
<b>PRODUCT:</b>	Activity Participation	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Pre-Placement Workshop: Compulsory attendance at, and participation in the pre-placement workshop on campus. This is scheduled in a week prior to Orientation Week. Mid-placement integration workshop: Compulsory attendance at, and active participation in an on-campus workshop. This is scheduled in the mid-trimester break week.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Development of critical reflection skills for professional practice.	3 4 5 10 12
	2 Transfer, adapt and apply knowledge and skills in diverse contexts.	3 4 12
	3 Demonstrate a developing understanding of the placement organisational context.	2 6 7 9
	4 Integration of theory with practice.	3 6 10
	5 Demonstrated active participation and engagement with workshop activities.	3 6 7 9
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation	

### All - Assessment Task 3: Learning Plan

<b>GOAL:</b>	To assess student's performance on placement. The learning goals in the plan need to focus on the domains specified in assessment template.	
<b>PRODUCT:</b>	Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>Draft Learning Plan:</p> <p>The Learning Plan formalises the placement process and the goals and aims to be achieved. This document is uploaded in CANVAS, and discussed in a meeting with student, supervisor(s) and liaison officer. The first draft is due at the end of week 3 of the student's placement. Templates and resources to assist students with drafting the Learning Plan are available on CANVAS.</p> <p>Mid-placement Learning Plan and Assessment Report:</p> <p>The student and their supervisor(s) jointly review the placement thus far, and determine progress, strengths, and areas for development. Areas of concern can be identified and plans to address them can be implemented during the remainder of the placement. This document is uploaded in CANVAS. It is due once the student has completed 125 hours of placement.</p> <p>Final Learning Plan and Assessment Report:</p> <p>The student and their supervisor(s) evaluate the student's overall performance on placement. This document is uploaded in CANVAS and then assessed by the liaison officer. The final learning plan and evaluation is due within 5 days of the student completing placement.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrate beginning competency in applying and articulating the knowledge and skills required for ethical practice. <span style="float: right;">2 3 4</span>
	2	Demonstrate beginning competency in the application, articulation and commitment to professionalism, professional development and supervision. <span style="float: right;">2 4 5 10 11</span>
	3	Demonstrate beginning competency in the understanding and application of knowledge and skills to ensure cultural responsive and inclusive practice. <span style="float: right;">6 7 9 10</span>
	4	Demonstrate beginning competency in the application of theory and methods in practice. <span style="float: right;">3 4 5</span>
	5	Demonstrate beginning competency in understanding and application of professional communication and interpersonal skills, values and knowledge in practice. <span style="float: right;">2 6 8 12</span>
	6	Demonstrate beginning competency in the skills and commitment to Information recording and sharing that align to professional and organisational standards and produces. <span style="float: right;">2 4 8 9</span>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

**All - Assessment Task 4:** Process Record and Reflection.

<b>GOAL:</b>	To recall, write and critically reflect on a practice scenario.																
<b>PRODUCT:</b>	Written Piece																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	Submitted to CANVAS no later than week 12 of trimester.																
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate an understanding of the organisational context of practice and the application and reflection of theories and frameworks within the context of your work in the agency.</td> <td>3 4 7 8 10</td> </tr> <tr> <td>2</td> <td>Provide evidence of critical reflection and skills and knowledge developed during the fieldwork placement.</td> <td>4 5</td> </tr> <tr> <td>3</td> <td>Completion of a process record and reflection using designated template.</td> <td>4 8</td> </tr> <tr> <td>4</td> <td>Use of correct grammar, punctuation, spelling and clear quality of expression.</td> <td>6</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrate an understanding of the organisational context of practice and the application and reflection of theories and frameworks within the context of your work in the agency.	3 4 7 8 10	2	Provide evidence of critical reflection and skills and knowledge developed during the fieldwork placement.	4 5	3	Completion of a process record and reflection using designated template.	4 8	4	Use of correct grammar, punctuation, spelling and clear quality of expression.	6	
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																

**All - Assessment Task 5:** Placement-Based Record of Attendance

<b>GOAL:</b>	To evidence completion of 250 hours of professional field practice in accordance with the practice standards of the accrediting body.										
<b>PRODUCT:</b>	Report										
<b>AUTHORSHIP STATEMENT:</b>											
<b>FORMAT:</b>	Students keep a record of their attendance at field placement, using the Hours Verification template available on CANVAS. This is regularly checked by the nominated placement supervisor throughout the placement. Hours completed are verified in the Learning Plan and Assessment Report document by the nominated placement supervisor. Students must submit the Hours Verification template to CANVAS within 5 days of completing placement.										
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**7. Directed study hours**

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

**8. What resources do I need to undertake this course?**

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

## 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Helen Cleak, Jill Wilson	2022	Making the Most of Field Placement	5th	Cengage AU

## 8.2. Specific requirements

To enrol in this course, students must complete the mandatory pre-placement compliance requirements as outlined in the pre-placement information and processes provided by the Fit For Placement Office and Social Work and Human Services Field Education Unit. This includes a valid Blue Card. Please note that some placements require additional compliance requirements such as criminal history checks (AFP Type 37 clearance), NDIS worker screening check and vaccinations, etc. It is important to discuss this with the field education unit during the student pre-placement interview.

There are mandatory onsite requirements that must be met for this course. This includes attendance on site in the host placement agency and attendance on campus for the pre-placement workshop.

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

### 10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)