

SWK305 Human Services Placement 2

School: School of Law and Society

2025 | Semester 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 usc.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 Placement 2 builds on placement 1, providing the final opportunity to link human services theory to a practice context, emphasising the development of your practice framework. You will integrate and extend the application of knowledge and skills through more direct involvement in practice settings within human services. You will contribute to the practice of the agency, and critically reflect on your experience in terms of theory, knowledge and skills for practice. You will further articulate your on-going learning and development needs in these areas.

1.2. How will this course be delivered?

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

1.3. Course Topics

- Ethical and professional conduct in an approved practice context in accordance with accreditation requirements.
- Working within organisational, legislative and statutory structures.
- Application of theory to practice in a human services practice context.
- Application of assessment and intervention in practice context.
- Critical Reflection and professional supervision.

1.4. Mature Content

Adult themes

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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...
1 Sustain learning and engagement for required days and hours per week, for the duration of the field placement.	Ethical Engaged Sustainability-focussed
2 Undertake professional practice to a graduate level competency, in accordance with accrediting body guidelines and requirements.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged
3 Demonstrate the integration of theory, knowledge and skills with human services practice.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged
4 Demonstrate the application of critical self-reflection in practice, incorporating values, skills, knowledge, theories and the ACWA Practice Guidelines and Code of Ethics.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed
5 Develop, articulate, assess and evaluate professional learning goals in a human services practice setting.	Engaged
6 Develop professional and respectful, working relationships with clients, colleagues and community members, maintaining appropriate professional boundaries.	Knowledgeable Empowered Ethical Engaged Sustainability-focussed
7 Demonstrate an understanding and sensitivity to diversity in all forms, acknowledging and promoting the rights of culturally and other diverse groups.	Creative and critical thinker Ethical Engaged Sustainability-focussed
8 Demonstrate competency to a beginning practitioner level, in the use of written and verbal communication skills, the use of appropriate technology, and the completion of documentation for human services practice.	Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed
9 Act in a professional manner and in accordance with the relevant Codes of Conduct.	Creative and critical thinker Empowered Ethical Engaged

COURSE LEARNING OUTCOMES

On successful completion of this course, you should be able to...

GRADUATE QUALITIES

Completing these tasks successfully will contribute to you becoming...

10	Actively seek feedback on performance and apply this to further professional development and learning.	Creative and critical thinker Empowered Ethical Engaged
11	Engage in professional supervision to enhance practice.	Creative and critical thinker Ethical Engaged Sustainability-focussed
12	Actively engage with current research, theory and models of practice to increase knowledge and information about the human services profession.	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

Enrolled in Program AR372 or AR303 and completed 192 units in these Programs

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS274

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

It is assumed students will have already gained foundational knowledge and exposure to human services practice (commensurate with prior completion of a first human services field placement and/or relevant prior work history.) Further it is assumed that students will have knowledge of the different practice contexts that human services professionals may work in, an appreciation of the ethical, legal, administrative and professional practice requirements and an awareness of and exposure through prior coursework to culturally sensitive practice, when working with culturally diverse communities and first nations people.

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?
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 and (2) 3 hour mid-placement integration workshop	Refer to Format	In Class
All	3	Placement performance	Individual	Completed over duration of placement using the human services learning plan and assessment report template.	Refer to Format	Online Submission
All	4	Written Piece	Individual	1500 words	Week 13	Online Submission
All	5	Report	Individual	A minimum of 250 hours undertaken in a field placement setting.	Refer to Format	Online Submission

All - Assessment Task 1: Code of Conduct

GOAL:	To undertake professional practice during field placement in accordance with the CWA Code of Ethics, together with the agency's code of conduct and the student code of conduct at the University of the Sunshine Coast.					
PRODUCT:	Code of Conduct					
FORMAT:	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.					
CRITERIA:	No.		Learning Outcome assessed			
	1	Behaviour that is in accordance with the professional association's code of ethics	2	6	9	
	2	Behaviour that is in accordance with the placement agency Code of Conduct	3	6	8	9
	3	Behaviour that is in accordance with the UniSC Student Code of Conduct.	3	9		
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation					

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

GOAL:	To adequately prepare students for field placement and to integrate theory and knowledge with practice in accordance with accreditation.				
PRODUCT:	Activity Participation				
FORMAT:	<p>Pre-Placement Workshop: Compulsory attendance at, and participation in the pre-placement workshop on campus. This is scheduled in the week prior to Orientation Week.</p> <p>Mid-placement integration workshop: Compulsory attendance at, and active participation in an on-campus workshop. This is scheduled in the mid-semester break week.</p>				
CRITERIA:	No.		Learning Outcome assessed		
	1	Development of critical reflection skills for professional human services practice	4	5	10 11
	2	Transfer, adapt and apply knowledge and skills in diverse contexts.	2	4	6 12
	3	Demonstrate an understanding of the organisational context of practice and the application of theory, frameworks, ethics, cultural competency, and practice guidelines within the placement context.	2 10	3 12	4 6 7
	4	Integration of theory with practice.	3	4	
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation				

All - Assessment Task 3: Placement Learning Plan & Assessment Report

GOAL:	To assess student's performance on placement in accordance with practice guidelines.																						
PRODUCT:	Placement performance																						
FORMAT:	<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>																						
CRITERIA:	<table> <thead> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Demonstrate, at the level of graduate competency, the ability to apply and articulate the knowledge and skills required for ethical practice.</td><td>3 4</td></tr> <tr> <td>2</td><td>Demonstrate, at the level of graduate competency, the application and articulation of professionalism in practice and a commitment to professional development and supervision.</td><td>2 5 9 10 11</td></tr> <tr> <td>3</td><td>Demonstrate, at the level of graduate competency, the understanding and application of knowledge and skills to ensure cultural responsive and inclusive practice.</td><td>3 6</td></tr> <tr> <td>4</td><td>Demonstrate, at the level of graduate competence, a knowledge of relevant theories and the application of this to practice.</td><td>3 5</td></tr> <tr> <td>5</td><td>Demonstrate, at the level of graduate competence, professional communication and interpersonal skills.</td><td>2 3 4 6 7 8</td></tr> <tr> <td>6</td><td>Demonstrate, at the level of graduate competence, the skills and commitment to Information recording and sharing that align to professional and organisational standards and produces.</td><td>2 8 11</td></tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrate, at the level of graduate competency, the ability to apply and articulate the knowledge and skills required for ethical practice.	3 4	2	Demonstrate, at the level of graduate competency, the application and articulation of professionalism in practice and a commitment to professional development and supervision.	2 5 9 10 11	3	Demonstrate, at the level of graduate competency, the understanding and application of knowledge and skills to ensure cultural responsive and inclusive practice.	3 6	4	Demonstrate, at the level of graduate competence, a knowledge of relevant theories and the application of this to practice.	3 5	5	Demonstrate, at the level of graduate competence, professional communication and interpersonal skills.	2 3 4 6 7 8	6	Demonstrate, at the level of graduate competence, the skills and commitment to Information recording and sharing that align to professional and organisational standards and produces.	2 8 11	
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy																						

All - Assessment Task 4: Reflective Written Piece

GOAL:	To undertake a critical review and self-evaluation, to demonstrate learning across the CWA practice guidelines.				
PRODUCT:	Written Piece				
FORMAT:	Develop a written artefact that demonstrates evidence of critical reflection, self-evaluation of skills, knowledge and learning and outline an emerging practice framework. Through the piece, you should reference the CWA Code of Ethics, Practice Guidelines and other supporting academic literature. This piece should demonstrate foundational knowledge, skills and professional attitudes necessary for safe and ethical practice as an emerging human services professional.				
	Submitted to CANVAS no later than week 13 of				
CRITERIA:	No.				Learning Outcome assessed
	1	Provide relevant, detailed examples of your professional practice.	2	3	4
	2	Structured and presented as a written reflective piece that shows evidence of knowledge and skills required to work in human services.	2	3	7 8 9
	3	Use of professional language, correct grammar, punctuation, spelling and clear quality of expression.	2	8	
	4	Demonstrate an understanding of the organisation context of practice and the application and reflection of theories and frameworks within the context of your work in the agency.	4	6	
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy				

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

GOAL:	To evidence completion of 250 hours of professional field practice in accordance with the practice standards of the accrediting body.			
PRODUCT:	Report			
FORMAT:	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.			
CRITERIA:	No.		Learning Outcome assessed	
	1	Completion of the required 250 hours	1	2 9
	2	Articulation of evidence required to demonstrate achievements.	2	5 10
	3	Demonstration of professionalism, ethical practice and accountability.	1	9
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy			

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

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 FFPO and Social Work and Human Services Field Education Unit. This includes a valid Blue Card and certain vaccinations. Please note that some placements require additional compliance requirements such as criminal history checks (AFP Type 37 clearance), NDIS worker screening check and Hep B vaccinations, etc. It is important to discuss this with the field education unit at the pre-placement interviews for students.

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, and integration 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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au