UniSC

COURSE OUTLINE

SWK400 Social Work Field Education 2

School: School of Law and Society

2024 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser Coast

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

Social Work Field Education 2 provides the final opportunity for you to apply classroom-based learning to a social work practice context with emphasis upon the development of your own professional social work practice framework. You will have the opportunity to integrate knowledge and develop graduate-level skills in one or more social work methods. You will be able to identify and articulate your ongoing 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-semester/trimester/session	Once Only
Placement – Field Placement - 500 hours	500hrs	Orientation week	Once Only
Tutorial/Workshop 2 – University-based field placement integration workshop - 2 hours	2hrs	Week 3	Once Only
Tutorial/Workshop 2 – University-based field placement integration workshop - 3 Hours in Semester Break Week	3hrs	Break week	Once Only
Tutorial/Workshop 2 – University-based field placement integration workshop - 2 hours	2hrs	Week 12	Once Only

1.3. Course Topics

This course is a social work field placement and course topics are linked to the AASW Practice Standards and Code of Ethics.

Course topics prepare students for begining graduate-level competency for professional social work practice.

2. What level is this course?

> 400 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?

> 36 units

4. How does this course contribute to my learning?

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...
1 Articulate and apply social work theory, skills and values in a practice situation and in accordance with the AASW Practice Standards.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged
2 Apply and demonstrate the values and ethical principles of social work according to the AASW Code of Ethics.	Knowledgeable Creative and critical thinker Ethical Engaged
3 To a beginning-practitioner level, actively engage with individuals, groups and communities in society and apply social work values, knowledge, skills, theories and ethics to interventions and practice.	Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed
4 Demonstrate critical self-reflection to a beginning-level practitioner standard, in relation to your own practice, values, beliefs and the application of the AASW Code of Ethics.	Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed
5 Demonstrate respect for and value others with an understanding of and sensitivity towards issues of cultural diversity, gender and disability.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed
6 Communicate professionally and respectfully with clients, colleagues and community members.	Knowledgeable Ethical Engaged Sustainability-focussed
7 Demonstrate competency to a beginning- practitioner level, in the use of professional written and verbal communication skills, use of appropriate technology, and completion of reports and other professional written documentation for practice.	Knowledgeable Creative and critical thinker Ethical Engaged
8 Analyse organisational systems, processes and societal systems, to identify inequalities.	Creative and critical thinker Ethical Engaged Sustainability-focussed

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...
9 Identify inappropriate or inequitable social policy goals and outcomes, and begin to consider policy alternatives for achieving equity and the effective distribution of social resources.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed
10 Where appropriate apply research knowledge and skills to undertake ethical research and to disseminate findings.	Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed
11 Utilise research in practice to address the needs of individuals, groups and communities, and to further organisational goals and social policy.	Knowledgeable Creative and critical thinker Ethical Engaged
12 Initiate professional learning opportunities in placement.	Creative and critical thinker Empowered Ethical Engaged
13 Act in a professional manner and in accordance with the relevant Codes of Conduct.	Knowledgeable Empowered Ethical Engaged
14 Sustain learning and active engagement for required days and hours per week, for the duration of the field placement.	Knowledgeable Creative and critical thinker Ethical Engaged
15 Actively seek feedback on performance and development and apply this to further learning and professional practice opportunities.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed
16 Engage in professional supervision to enhance professional and ethical social work practice in accordance with the AASW Practice Standards and the Code of Ethics.	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

(SWK301 or SWK300) and SWK306

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SWK404

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

You will have an understanding of some the different practice contexts that social workers may practice in. You will have an awareness of and exposure through prior coursework to culturally sensitive practice when working with culturally diverse communities and first nations people. You will have an understanding of your developing social work practice framework and the importance of social work supervision for professional practice.

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. 250 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 via CANVAS. Code of Conduct statement via SONIA. Professional conduct will be assessed over duration of placement.	Refer to Format	To be Negotiated

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	2	Activity Participation	Individual	14 hours, comprising of: (1) 7 hours of pre-placement modules and/or learning tasks, completed prior to commencing field placement. This is a combination of pre-placement workshop attendance during the week prior to Orientation Week as well as completion of compulsory modules on CANVAS. Plus: (2) 2 x 2hr integration workshops plus 1 x 3 hr Narrative Integration workshop completed during weeks 3, mid-semester break week and week 12 of semester.	Refer to Format	In Class
All	3	Written Piece	Individual	Completed over duration of placement: Learning Plan due week 3 Midplacement Learning Plan due at 250 hours Final Learning Plan at end of placement	Refer to Format	SONIA
All	4	Written Piece	Individual	1000 words	Refer to Format	SONIA

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	5	Placement performance	Individual	A minimum of 500 hours undertaken in a field placement setting.	Refer to Format	SONIA

All - Assessment Task 1: Code of Conduct

GOAL:	To undertake professional practice while on placement in accordance with the professional body's Code of Ethics, together with 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: Online quiz must be completed on CANVAS prior to pre-placement workshop (taught during the week proceeding Orientation week.) Students must complete mandatory Code of Conduct module before attempting the quiz. Quiz and module will be available on CANVAS. Code of Conduct statement accessed via SONIA: read and then signed-off by student before uploading back to SONIA Checks. This must be completed prior to the student commencing placement in the host organisation. Professional Conduct: Professional conduct is assessed by all stakeholders: the student, external supervisor (where applicable), agency supervisor(s) and UniSC liaison officer. Professional conduct is formally reviewed at three formal junctures: Liaison Visit, Mid-placement and Final Placement meeting. However, it is assessable throughout the placement and consultations can be called to review incidences/performance at any time. The Placement Difficulties/Placement Breakdown procedure will be implemented where appropriate. Please refer to field education manual and SONIA for further details about this.

CRITERIA:	No.		Learning Outcome assessed
	1	Behaviour that is in accordance with the professional association's code of ethics	2 4 10 13 16
	2	Behaviour that is in accordance with the placement agency code of conduct	12 13 14
	3	Behaviour that is in accordance with the USC Student Code of Conduct	6 12 13 14 15

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

GOAL:	To adequately prepare students to undertake learning and professional development activities in a field placement organisation. To provide structured learning activities focused on integrating theory and practice in accordance with the professional body's practice standards and accreditation requirements.
PRODUCT:	Activity Participation
FORMAT:	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. The workshop includes structured learning activities that prepare students for undertaking field placement learning in a social work / human services professional context. Students cannot commence their field placements until the pre-placement workshop requirements are completed. This includes the completion of compulsory modules in CANVAS to be completed prior to the pre-placement workshop. Integration Workshop: Compulsory attendance at and active participation in the 3 integration workshops. The workshops include structured learning activities designed to integrate theory and knowledge with practice whilst developing students' reflective practice skills and their emerging practice framework. The integration workshops are taught and assessed during week 3, mid-semester break week and week 12 of semester.

CRITERIA:	No.		Learning Outcome assessed
	1	Development of critical reflection skills for professional practice.	① ④ ⑤ ⑧ ⑨ ⑮ ⑯
	2	Transfer, adapt and apply knowledge and skills in diverse contexts.	① ② ③ ⑥ ⑦ ⑪ ⑮
	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.	③ ⑤ ⑥ ⑧ ⑨ ⑭
	4	Integration of theory with practice.	① ② ③

All - Assessment Task 3: Learning Plan

GOAL:	To assess student's performance on placement. The learning goals in the plan need to focus on the domains specified in assessment template.
PRODUCT:	Written Piece
FORMAT:	Draft Learning Plan:
	The Learning Plan formalises the placement process and the goals and aims to be achieved. This document is uploaded in SONIA, and discussed in a meeting with student, supervisor(s) and liaison officer. This 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 SONIA.
	Mid-placement Learning Plan:
	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 SONIA. It is due once the student has completed 250 hours of placement.
	Final Learning Plan:
	The student and their supervisor(s) evaluate the student's overall performance on placement. This document is uploaded in SONIA and then assessed by the liaison officer. The final learning plan and evaluation is due within 5 days of the student completing placement.

CRITERIA:	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 social work practice.	① ② ④ ⑤ ⑥ ⑦ ⑩ ⑪ ⑯
	2	Demonstrate, at the level of graduate competency, the application, articulation and commitment to professionalism, professional development and supervision.	④ ⑦ ⑫ ⑬ ⑭ ⑮ ⑯
	3	Demonstrate, at the level of graduate competency, the understanding and application of knowledge and skills to ensure cultural responsive and inclusive practice.	⑤ ⑥ ⑪
	4	Demonstrate, at the level of graduate competence, a knowledge of social theory and an application of theory and methods to practice.	① ④
	5	Demonstrate, at the level of graduate competence, professional communication and interpersonal skills	⑤ ⑥ ⑦ ⑬
	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.	⑥ ⑧ ⑬

All - Assessment Task 4: Key Selection Criteria

GOAL:	To develop a response to a Key Selection Criteria for an employment opportunity (job application) in the human services sector, that enables the student to highlight their knowledge, skills, ethical practice, application of theory to practice and practical experience.
PRODUCT:	Written Piece
FORMAT:	This task requires you to write a key selection criteria response or a response to the key duties of a role, to an employment opportunity (job application.) Your written response to the key selection criteria or key duties of the role should be used to showcase your practice to date in a way that speaks to the position you are "applying for" (N.B students do not actually have to formally apply for the employment position.) For this assessment piece you can either; (a) Choose your own advertised employment position with key selection criteria, off web sites such as Seek, or other job search sites. (b) Choose one from your agency; either a current position advertised, or one previously advertised. (c) Choose one from an organisation you really want to work for. Note: It needs to be a job that lists key selection criteria or requires the applicant to provide a written response demonstrating their ability to meet the key duties of the position and suitability to perform the role. The selection criteria response should evidence the skills, knowledge and theories influencing your professional practice framework and use practical examples from placement/s as evidence. This is to be uploaded to SONIA no later than week 13 of semester. Students must include a copy of the job/position's Key Selection Criteria/Key Duties that they are responding to. Students can access resources in SONIA to assist with completing this assessment task.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Provide relevant, detailed examples of your professional practice.	① ② ③ ⑤ ⑥ ⑦ ⑩ ⑪
	2	Structured and presented as a professional job application that responds to the Key Selection Criteria or Key Duties of a social work appropriate employment position.	① ② ③ ⑦
	3	Use of correct grammar, punctuation, spelling and clear quality of expression.	⑦
	4	Demonstrate an understanding of the organisational context of practice and the application of theories and frameworks within the context of work within that organisation.	② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑪ ⑬

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

GOAL:	To undertake 500 hours of professional field practice in a social work context and in accordance with the practice standards of the accrediting body/bodies.
PRODUCT:	Placement performance
FORMAT:	Record of Attendance:

Students must keep a record of their attendance at field placement, using an Hours Verification Sheet available on SONIA. This is to be regularly signed off by the nominated placement supervisor or a suitable delegate. A minimum 500 hours of field placement must be completed. Students must submit their record of attendance to Sonia, at the conclusion of placement (within 5 days of completing placement.)

Placement-Based Evaluation:
A mid-placement report is completed by both the student and the agency supervisor, as well as the external social work supervisor (if one is appointed) at the half-way point of placement. The mid-placement report is contained within the Student Learning Plan document. This evaluation is formative, as it provides feedback and clarifies how the student is progressing at the halfway point of placement, in relation to the relevant professional practice standards, individual learning goals and agency specific work and tasks. The Learning Plan with completed mid-evaluation document is submitted to SONIA after 250 hours of placement.

A final-placement report is completed by both the student and the agency supervisor, as well as the external social work supervisor (if one is appointed) at the conclusion of placement. The final-placement report is contained within the Student Learning Plan document along with the mid-placement report. Students self-reflect on their strengths and achievements during placement as well as areas for future learning. The placement supervisor/s also provide specific feedback on the student's practice and learning across the entire placement. Students are evaluated against specific areas of professional practice and are required to reach a competent standard for each of these 8 practice areas (to a first placement standard), which include:

• Value and Ethics
• Professionalism
• Cultural responsive and inclusive practice
• Knowledge of practice
• Applying knowledge to practice
• Communication and interpersonal skills
• Information recording and sharing
• Professional development and supervision

The final placement evaluation and learning plan are uploaded to SONIA within 5 days of the student completing placement.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Completion of the required 500 hours	⑫ ⑭ ⑮
	2	Demonstration of a collaborative approach with your supervisor(s) regarding the development of the learning agreement	⑫ ⑬ ⑮ ⑯

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 & WILSON CLEAK (JILL.),Jill Wilson	2019	Making the Most of Field Placement	4th	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 holding a valid Blue Card for the duration of the placement. 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 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.

To meet accreditation with the AASW, there must be at least one semester of study in between field placement courses. Students cannot enrol in SWK400 in a semester directly after completing SWK300.

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 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

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.

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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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