

Chapter 10: Assessment Requirements

Overarching Assessment Requirements

While this chapter provides an overview of placement subject assessment, the assessment items can change from time to time. For updated information, please refer to the Subject Outline.

Assessment processes start when the student completes their pre-placement requirements and arrives on placement. These processes continue throughout the placement period. During their 500-hour placement, each student must complete the assessment tasks listed in the table below.

BSW and MSW (PQ) Field Education 1	BSW Field Education 2	MSW (PQ) Advanced Social Work Practicum
1. A Learning Plan		
2. Student Self-Assessment Forms		
3. Weekly timesheet	Weekly Timesheet	
	4. Three integration sessions	
	5.	
	5. Three project reflections	
	6. A placement presentation and project report	

How the Student is Assessed

As outlined in Chapter 1, each student's completion of placements will be determined by:

- The student's satisfactory completion of the assessment material listed above. (A Subject Coordinator will monitor the student's participation in integration sessions and contact the FELO if there are concerns).
- The progress scores and feedback in the Field Educator's (or Task Supervisor's) Assessment Forms.
- In-placement discussions between stakeholders.

To assess the student's progress on placement, the Field Educator or Task Supervisor (if applicable) are asked to use the capability levels and ASWEAS guidelines (AASW, 2012, 2023a) listed in their assessment forms. The FELO discusses the student's progress scores with all stakeholders and then recommends a grade of

In addition to the learning outcomes and goals (see below), other

- Specific agency policies and procedures
- Knowledge of available community resources.

Skill-based goals are concerned with developing skills such as:

- Communication
- Counselling
- Group work, including facilitation or effective participation in small group committees and meetings
- Community development and education
- Conflict management
- Client assessments
- Research and coordination
- Professional practice training.

Personal goals may be concerned with:

- Values (e.g., challenging 'long held' family of origin beliefs)
- Use of self (e.g., behaviours, attitudes , value stances or conflicts that enhance or are barriers to learning)
- Transitioning from student to professional practitioner
- Developing as a reflective practitioner.

Reflective Journal Entries

The student's journal entries contain reflections on their placement practice. These three entries are personal, reflective and analytical exchanges between the student and the FELO. The journal's purpose is to ensure students take the time to reflect seriously on the work they are undertaking by contemplating how their experiences fit with their previous life history, professional development as a social worker and personal understanding of the world. Writing is one way that students can organise, examine and learn from their professional experience.

Each journal entry should address a specific experience on placement. The entry should be critically analytical and identify how a situation or incident was understood, dealt with and re-evaluated. The focus should describe not only the event but also the student's reactions to the event. The student should ask, "What did I feel, think and do during the event?" The student should also make links between their practice and what currently informs their practice (i.e., their academic knowledge learned from coursework).

By reflecting on their experiences, the student should identify areas of learning. Some students have found it useful to include media articles, cartoons, agendas or summaries of specific incidents that highlight a particular understanding or experience.

PLEASE NOTE: The FELO will likely be the only person who will read the student's journal. To maintain confidentiality, all students should use their JCU student email address to submit journals to the FELO.

Journal Entry Topics

Students are encouraged to honestly record and critically analyse their responses to placement experiences. Students should reflect on:

- Their feelings, thoughts and actions
- Perceived organisational issues
- Perceived professional and personal dilemmas or issues regarding values and ethics
- The supervision process and content discussed during supervision sessions
- Their integration of practice and theory
- Identified learning experiences.

PLEASE NOTE: Reflective journals are confidential documents the students will share with the FELO. The student is welcome to share the journal with their Field Educator or Task Supervisor to stimulate discussion, but this is not a requirement. If the Field Educator or Task Supervisor asks to see the student's journal, the student has the right to refuse.

The following prompts may stimulate the student's thinking about what to include in their reflective journal:

1. What values lie behind the way I performed?
 - a. Who has these values and what do they imply?
 - b. Is there a value conflict? If so, how do I deal with this?
2. Which theoretical ideas could apply to this situation?

- Review of policy,

The Field Educator or Task Supervisor (if applicable) is encouraged to use specific examples of the student's performance to write feedback in their End-of-Placement Assessment Form. The student's professional development in response to recommendations from the second liaison meeting and the Mid-Placement Assessment Form may also be mentioned. Finally, this assessment should consider the student's learning goals, learning outcomes and the AASW Practice Standards 2023 presented in the Learning Plan.

Before the placement finishes, Field Educators and Task Supervisors (if applicable) will recommend a final progress score to the FELO. The FELO will then recommend the student's final grade to a Field Education Coordinator.

Disagreements About Assessment

The FELO should be notified if there is a disagreement between the Field Educator, Task Supervisor (if applicable) or students about the progress scores. The FELO will then meet with relevant parties to discuss the disagreement and attempt to resolve it. If the disagreement is not resolved, the FELO will refer the matter to the Field Education Coordinator for further action.

different perspectives. Finally, the student discusses their use of self and identifies areas for professional development.

BSW Field Education 2

The presentation consists of two components. **Part A (75%)** is a written statement of learning. This statement is designed to help the student reflect on their placement learning using the assessment criteria and other requirements listed above.

Part B (25%) is a presented analysis of eco-social work. In this analysis, the student considers how the principles of eco-social justice apply to their placement setting. Further, the student explores how micro, mezzo and macro interventions of eco-social work have been used by the agency. The student should critically reflect on how the ontological, epistemological and methodological assumptions, knowledge and strategies of Boetto's transformative eco-social model could inform their practice and assist the agency in meeting client needs.

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