

Subject Outline



Subject Title	Field Education 2
Subject Code	

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1.2 Teaching Staff contact details

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator	Sandra Croaker		47814977	sandra.croaker@jcu.edu.au	Thu 9-10am
Lecturer 1	Sandra Croaker		47814977	sandra.croaker@jcu.edu.au	Thu 9-10am
Lecturer 2	Michael Dee		42321362	michael.dee@jcu.edu.au	

The purpose of the AASW Practice Standards 2013 is "*...(t)o outline what is required for effective, professional and accountable social work practice in all social work contexts. The Practice Standards inform and guide the Australian Social Work Education and Accreditation Standards (ASWEAS).*" (AASW, 2013, p.5).

These outcomes will contribute to your overall achievement of [course learning outcomes](#).

1.5 Student feedback on subject

stakeholders involved in your placement and any applicable procedures, such as identification and timing of notification of at-risk status. You can source this information from the [Field education manual](#) and the pre-placement online modules.

Assessment items and final grades will be reviewed through moderation processes (Learning, Teaching and Assessment [Procedure](#), 3.6). It is important to be aware that assessment results “ must always undergo final ratification for each study period. No single grade or mark must al

2.4 Assessment items

ASSESSMENT ITEM 1: COMPLETION OF ONLINE PREPARATION MODULES & ONLINE TUTORIAL

Aligned subject learning outcomes

Demonstrate knowledge of and critically reflect on values, ethics and professionalism in

ASSESSMENT ITEM 2: LEARNING PLAN

	<p>Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</p> <p>Demonstrate and critically reflect on culturally responsive and inclusive practice</p> <p>Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</p> <p>Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</p> <p>Implement advanced information recording and sharing strategies</p> <p>Actively participate in professional development and supervision through critical reflection and research.</p>
Aligned professional standards/ competencies	<p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>AASW Standard 1.1 The social worker has the necessary knowledge, skills and resources to bring to the client situation</p>
Group or individual	Individual
Weighting	Must be completed to pass subject
Due date	<p>Week 3 of placement</p> <p>Note: to be negotiated with liaison and field educator to reflect the hours of a part-time placement</p>

ASSESSMENT ITEM 2: DESCRIPTION

The Learning Plan is an agreement/contract drawn up between the Field Educator and the Student during the first two weeks of placement. It includes the student's goals, the methods by which the goals will be achieved and assessed. The draft Learning Plan should be sent to the liaison person to review prior to the first liaison meeting (Week 3). The liaison person ensures that identified learning goals meet the level of achievement as expected by the first liaison meeting.

	at 1 st liaison meeting by all stakeholders	
Appropriate Learning goals are developed	Learning goals are clearly formulated, relevant to the placement setting, the subject learning objectives and the student's learning needs	Learning goals lack detail and specification
Appropriate Methods are developed	Methods outline are appropriate to achieving the stated aim within the placement context	Methods lack detail and not relevant to achieving outlined learning goal

Appropriate Assessment and
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ASSESSMENT ITEM 3: DESCRIPTION

Participation in integration sessions

The online Integration sessions employ a 'flipped-classroom' methodology. This means that students need to come prepared to each of the scheduled integration sessions. The preparation entails reading the required material (see LearnJCU & study plan) and to bring discussion notes. Students will meet with the lecturer in the online classroom (Collaborate room accessible through LearnJCU). During the Integration sessions, students will work in small groups in sessions at the end of the semester.

Absences from Placement

Where students lose a number of days through illness or other unavoidable cause, negotiations will have to be made with both the Field Educator and the Liaison Person to make up the lost time, in order to meet

ASSESSMENT ITEM 6: MID & FINAL PLACEMENT REVIEW

<p>Aligned subject learning outcomes</p>	<p>Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</p> <p>Demonstrate and critically reflect on culturally responsive and inclusive practice</p> <p>Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</p> <p>Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</p> <p>Implement advanced information recording and sharing strategies</p> <p>Actively participate in professional development and supervision through critical reflection and research.</p>
<p>Aligned professional standards/ competencies</p>	<p>AASW Standard 1.9 The social worker recognises the need for supervision and, when necessary, obtains advice.</p> <p>AASW Standard 2.8 The social work manager ensures that all staff receive ongoing training and professional education and advocates for adequate resources to meet staff development needs</p> <p>AASW Standard 6.2 The social worker includes supervision as an important part of their continuing professional education.</p> <p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>AASW Standard 6.4 The social worker views their own development as an ethical practitioner as essential.</p>
<p>Weighting</p>	

ASSESSMENT TASK 6: CRITERIA SHEET

Assessment Criteria	Satisfactory	Unsatisfactory
Completed mid & end-of-placement self-assessment in Learning Plan	Mid & end of placement self-assessment, outlining activities and learning accomplished as per identified learning goal(s) completed and sent to supervisors and liaison person prior to the assessment meetings	Key placement activities have not been identified AND/OR Reflection on how activities inform learning towards achievement of learning goals is not completed for each learning goal
Mapping and evaluating the progress in placement learning	Completion of student's self-assessment at mid-placement time and at end of placement prior to liaison meetings AND Self-assessment shared with Field educator (task supervisor where applicable) AND Field educator (task supervisor where applicable) assessment submitted to liaison person	Student has not engaged in self-assessment process prior to scheduled liaison meetings AND/OR did not submit the updated learning plan with the completed self-assessment to their liaison person
Field educator assessment of student's performance at mid-placement	Student's overall performance is assessed as at least developing	Student's overall performance is assessed as unsatisfactory in one or more learning goal areas and supervisor's feedback indicates that little or no progress has been accomplished and/or student shows lack of willingness or ability to integrate feedback
Field educator assessment of student's performance at end of placement	Student's performance is assessed as satisfactory	Student's performance is assessed as unsatisfactory in one or more learning goal areas

ASSESSMENT ITEM 7: PRESENTATION OF LEARNING

<p>Aligned subject learning outcomes</p>	<p>Demonstrate knowledge of and critically reflect on values, ethics and professionalism in daily social work practice</p> <p>Demonstrate and critically reflect on culturally responsive and inclusive practice</p> <p>Analyse and synthesise social work theories, concepts, methods and techniques, and apply to practice</p> <p>Apply effective communication and interpersonal skills, in a range of settings and contexts, informed by critical reflections on use of self</p> <p>Implement advanced information recording and sharing strategies</p> <p>Actively participate in professional development and supervision through critical reflection and research.</p>
<p>Aligned professional standards/ competencies</p>	<p>AASW Standard 6.3 The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding</p> <p>Standard 6.4 The social worker views their own development as an ethical practitioner as essential.</p>
<p>Weighting</p>	<p>Must be completed to pass subject</p>

Part B: Analysis of eco-social work (25%)

The analysis requires students to reflect on how principles of eco-social justice apply to their specific practice setting.

Students are asked to identify actual or potential micro, meso and macro interventions of eco-social work relevant to the work undertaken in their placement agency. Students need to 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 the organisation in meeting its objectives and the needs of its client group.

In their reflections students need to consider how an understanding of eco-social work could be or has been utilised in their agency and how this could/has been evidenced.

Lengths of presentation: 15-20min followed by questions and answers

Grading: Satisfactory/ Unsatisfactory

ASSESSMENT ITEM 7: CRITERIA

Assessment Criteria	Satisfactory	Unsatisfactory
Presentation of Learning demonstrates learning progress and achievement in alignment with Learning Plan goals and the placement setting	Presentation adequately addresses key skills obtained AND knowledge acquired AND reflects on value dilemmas raised AND demonstrates an understanding of how the social problem addressed within the organisation can be viewed from different perspectives AND contemplates the student's use of self AND identifies significant areas for professional development. All above key criteria are addressed in presentation AND/OR following questioning time.	Some or all key criteria not adequately addressed during presentation or following questioning time

Assessment resource for liaison person

Assessment Criteria	Assessment criteria addressed appropriately	
Student outlines key skills obtained and consolidated	Yes	no
Student identifies significant knowledge acquired	Yes	no
Student reflects on the value dilemmas and ethics and can identify ways of dealing with dilemmas	Yes	no
Student demonstrates an understanding of how the social problems addressed within the organisation can be viewed from different perspectives	Yes	no
Student critically reflects on their' use of self' during placements and considers implication for professional practice	Yes	no
Student summarises learning in placements and identifies areas for professional development	Yes	no
Student articulates an informed understanding of eco-social work and critically analyses its relevance within their practice framework.	Yes	no

3.2 Late submissions

Due dates for Assessment items in this subject (with exception of the compulsory online modules, online workshop and the Integration sessions) are determined by the timeframe and duration of the placement. The study planer contained at the end of this subject outline provides an overview of assignment due dates by example of a full-time placement. Students need to undertake amendments to these timelines if there are variations to the placement duration e.g. part-time placement. All assessment requirments need to be completed and provided to the relevant person by the last day of placement.

Students with outstanding assessment components after this date cannot pass the subject until this issue is addressed in a satisfactory manner as determined by the lecturer and/or liaison person (depending on the component outstanding) and may result in an X.

3.3 Special Consideration (including deferrals and extensions)

You are encouraged to access equity measures if you are affected by extenuating circumstances while undertaking the subject. JCU's [Learning, Teaching and Assessment Procedure](#) 3.1 requires that you must make yourself available for assessments and examinations at the scheduled times and extensions or deferrals for an assessment item due to previously scheduled commitments such as weddings or holidays, will not be granted.

All Special Consideration requests can be applied for through the Special Consideration application form. The form is linked to the [Special Consideration Procedure](#)

the Learning, Teaching and Assessment Procedures. You can also request

