



Fieldwork Manual

Bachelor of Social Welfare (aged care and child welfare)

Prepared and published by:

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Specific placement forms relevant to this manual are available at the website and should be downloaded by the student as part of placement preparation and process. All general enquiries should be directed to 9904.7140.

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TABLE OF CONTENTS

| | |
|---|----|
| Bachelor of Social Welfare staff..... | 1 |
| Bachelor of Social Welfare course outline..... | 4 |
| Welcome and introduction to fieldwork..... | 6 |
| Getting started..... | 7 |
| Placement preferences..... | 8 |
| Successful completion of fieldwork placement..... | 9 |
| Assessment of fieldwork placement..... | 11 |
| Specific requirements of fieldwork placements..... | 12 |
| University expectations for fieldwork placements..... | 12 |
| First fieldwork placement..... | 13 |
| Second/final fieldwork placement..... | 14 |
| Fieldwork placement planning and key dates..... | 14 |
| Pre-fieldwork placement checks..... | 15 |
| Allocation..... | 15 |
| The pre-fieldwork placement interview..... | 15 |
| Proposed fieldwork placement forms..... | 16 |
| Fieldwork placement consent forms..... | 16 |
| Letters of confirmation..... | 17 |
| Recognition of prior learning..... | 17 |
| Can I organise my own placement..... | 18 |
| Work based fieldwork placements..... | 18 |
| Time lost due to illness..... | 19 |
| Supervision..... | 19 |
| Insurance..... | 20 |
| Use of private vehicles for course activities..... | 20 |

| | |
|---|----|
| Risk management..... | 20 |
| Ethical responsibilities..... | 20 |
| Responsibilities associated with fieldwork placement..... | 21 |
| Supervisor responsibilities..... | 21 |
| Student responsibilities..... | 22 |
| Liaison responsibilities..... | 23 |
| Liaison visits..... | 23 |
| Problems during placement..... | 24 |
| Who is aware of the problem?..... | 25 |
| Have you communicated about the problem?..... | 25 |
| Supervisor and student resolutions..... | 25 |
| When to inform the University..... | 25 |
| Termination of placement..... | 25 |
| What happens when the student is withdrawn?..... | 26 |
| Receiving a fail and appeals process..... | 27 |
| Grievances and getting help..... | 28 |
| Glossary of terms..... | 29 |
| Pre and post placement checklist..... | 31 |

BACHELOR OF SOCIAL WELFARE STAFF

The Bachelor of Social Welfare (BS Welfare) is a degree designed in collaboration with key industry partners and is designed to meet a range of needs in the Berwick community which encompasses the cities of Greater Dandenong and Casey and the Shire of Cardinia. The degree is a discrete program offered through the Department of Social Work, School of Primary Health Care in the Faculty of Medicine, Nursing and Health Sciences.

The Department of Social Work offers a number of degrees including the Bachelor of Social Work and the Master of Social Work (qualifying degree) both of which offer attractive pathways options for BS welfare graduates who wish to later qualify as a social worker. The Department also offers two combined degrees – the BA/BSW and the BHSc/BSW.

Head, Department of Social Work

Professor Margaret Alston, B.Soc. Stud (Syd), Dip. Comp. Applic. (RMIHE), M. Litt (UNE). PhD (UNSW) assumed duties as Head of Department in July 2008. Prior to commencing at Monash she was Professor of Social Work and Human Services and Director of the Centre for Rural Social Research (a subprogram of the Institute of Land, Water and Society) at Charles Sturt University. She is also an Honorary Professor at the University of Sydney. She has served on a number of Boards including the Foundation for Australian Agricultural Women, Family Services Council, Family and Community Services Department in Canberra and the National Women's Advisory Group overseeing the Rural Women's Policy Unit in the Department of Industries and Energy. In 2008 she was appointed to the Australian delegation attending the Commission for the Status of Women meeting in New York. In 2009, 2007 and 2003 she has spent time as a visiting expert in the Gender Division of the United Nations Food and Agricultural Organisation in Rome. She has also acted as a gender expert for the UN-Habitat in Kenya in 2009. She has published widely in the field of rural gender and rural social issues. She has been a keynote speaker at a number of national and international conferences over the last several years and is sought out for media commentary on the rural social condition, and on climate change and gender issues.

Course Leaders, Bachelor of Social Welfare

Dr. Kerry Brydon, B. Comm. (Melbourne), BSW (Melbourne) MSW (Research) (Monash) PhD(Monash), has more than twenty years experience working in the child protection arena, and also in both adult and juvenile corrections, working with volunteers, extensive staff supervision and management of child protection programs. During the period 2003 – 2004, Dr. Brydon also gained experience in the non-government sector and in hospital social work, particularly within the aged care sector. In 2003 she joined the Department of Social Work at Monash and initially held responsibility for the management of Distance Education fieldwork programs which was later extended to include the management of a range of fieldwork programs including the offshore fieldwork program in Singapore from 2004. She completed her Master of Social Work (research) studies with a review of permanency planning in the statutory child protection system in Victoria. From 2004 she was the

program co-ordinator for the Bachelor of Social Work offered in Singapore, a program that was the first of its kind in Australia and which was fully accredited by the Australian association of Social Workers and the Singapore Association of Social Workers. Experience in this program gave rise to an active interest in a range of cross-cultural and international perspectives on the delivery of welfare services as well as becoming the basis for PhD studies. She is a reviewer for the journals *International Social Work* and *Social Work Education*. She has taught widely across the practice skills program and has also taught in a range of other subjects. She currently teaches management and clinical supervision in the MSW (coursework) program.

Associate Professor Philip Mendes, B.A. (Melbourne), BSW (Melbourne), PhD (LaTrobe) teaches social policy and community development., He is an acknowledged expert on community welfare lobby groups, having completed his PhD on the peak community welfare lobby group the Australian Council of Social Service (ACOSS). He has also published widely on a range of social policy and community development debates including young people leaving state out-of-home care, globalisation and the welfare state, neo-liberal think-tanks and illicit drug policies. Philip is a member of the Editorial Advisory Board for a number of academic journals including *Community Development Journal* (UK), *International Journal of Social Welfare* (Sweden), and *Social Alternatives*. He is also a reviewer for *International Social Work* (UK), *Journal of Social Work* (UK), *Australian Journal of Social Work*, *Journal of Australian Political Economy* and *Children Australia*. He has published widely in peer reviewed journals (over 100 publications in total), and is the author or co-author of six books including *Australia's Welfare Wars* (UNSW Press, 2003), *Harm Minimisation, Zero Tolerance and Beyond: The Politics of Illicit Drugs in Australia* (Pearson, 2004), *Inside the Welfare Lobby: a History of the Australian Council of Social Service (ACOSS)* Sussex Academic Press, 2006), and *Australia's Welfare Wars Re-visited* (UNSW Press, 2008). For the last ten years he has been engaged on ongoing research on leaving care policy and practice. The research has included a comparison of the leaving care supports available in Australian States (particularly Victoria and New South Wales), and also a comparison of Australia with the USA, UK and New Zealand. He is currently a researcher on two leaving care projects funded respectively the Helen McPherson Smith Trust and the Australian Housing and Urban Research Institute, and is co-author of *Young People Leaving State Out-of-Home Care: A Research-Based Study of Australian Policy and Practice*, due for release during 2011. His research has arguably contributed to leaving care becoming a source of national policy and political debate.

Fieldwork Staff (provisional)

Ms Marjia Dragic, J.P., BSW (RMIT), MSW (Monash), has spent her professional career working with migrants and refugees, and for nine years was the Senior Social Work/Settlement Manager at the South Eastern Region Migrant Resource Centre located in Dandenong, Melbourne. The Dandenong area has a high concentration of people from culturally and linguistically diverse backgrounds and is the heart of refugee resettlement. She continues her work with refugees and is a consultant to the Springvale Community Aid and Advice Bureau in their Refugee Brokerage Program. Ms Dragic is the voluntary President of the Serbian Welfare Association of Victoria, an organisation she helped to establish in 1992 as a result of the war in the former Yugoslavia.

Ms Lesley-Caron Veater, Grad Cert RCD, Manager, Fieldwork Programs. Lesley is manager of the fieldwork programs in the Department of Social Work, Faculty of Medicine, Nursing and Health Sciences. She manages the fieldwork requirements for on campus and distance education students in all the Departments programs which include both the Master of Social Work (Qualifying) and undergraduate programs. Lesley brings many years of fieldwork experience to the role having previously administered the distance education fieldwork program at Deakin University where she worked with colleagues to develop fieldwork with a rural focus and developed student research unit placements and residential distance placements for students interested in rural issues, receiving a Vice Chancellor's award for innovative development work. Lesley has had five years experience supporting women and children in Victorian high security domestic violence services and a variety of regional and rural community development projects. Lesley has a Graduate Certificate in Rural and Regional Community Development and is completing the Masters (MRCD). Lesley is involved with a regional community arts project in South West Victoria.

Administrative staff

Ms Lesley Veater

Lesley.veater@monash.edu.au

Ph: 9903.1137

BACHELOR OF SOCIAL WELFARE COURSE OUTLINE

| Year 1 | | | | |
|------------|---|---|---|---|
| Semester 1 | ATS1840 Psychology and You (6 pts) | HSC1081 Foundations of Public Health (6 pts) | SWK1011 Introduction to human services (6 pts) | ATS1369 Understanding university learning (6 pts) |
| Semester 2 | ATS1359 Exploring human behaviour and introduction to psychology (6 pts) | HSC1052 Health and Social Care Systems (6 pts) | ATS1251 Introduction to indigenous Australian studies (6 pts) | ATS1370 Knowledge and context (6 pts) |

| Year 2 | | | | |
|------------|--|--|---|---|
| Semester 1 | SWK2100 Social welfare practice with individuals (6 pts) <i>pre-req</i> <i>SWK1011 and</i> <i>ARTS1840 or</i> <i>ARTS1359</i> | SWK2110 Social welfare and the law (6 pts) <i>pre-</i> <i>req SWK1011</i> <i>and ARTS1840</i> <i>or ARTS1359</i> | SWK2120 Introduction to child welfare and aged care (6 pts) <i>pre-req</i> <i>SWK1011 and</i> <i>ARTS1840 or</i> <i>ARTS1359</i> | SWK2130 Social welfare and society (6 pts) <i>pre-req</i> <i>SWK1011 and</i> <i>ARTS1840 or</i> <i>ARTS1359</i> |
| Semester 2 | SWK2140 Social welfare and practice with communities (6 pts) <i>pre-req</i> <i>SWK1011 and</i> <i>ARTS1840 or</i> <i>ARTS1359</i> | SWK2150 Social welfare and policy (6 pts) <i>pre-req</i> <i>SWK1011 and</i> <i>ARTS1840 or</i> <i>ARTS1359</i> | SWK2160 Social welfare direct practice and skills 1 (12 pts) <i>pre-req</i> <i>SWK 2100 and SWK 2120.</i> | |

| Year 3 | | | | |
|------------|---|---|--|--|
| Semester 1 | SWK3300 Social welfare and practice with families and groups (6 pts) | SWK3310 Social welfare practice and research (6pts) | SWK3320 Protection from child abuse (6 pts) <i>pre –req</i> SWK2100, SKW2120 and SWK2160. OR SWK3340 Protection from elder abuse (6 pts) <i>pre –req</i> SWK2100, SWK2120 and SWK2160. | SWK3330 Advanced child welfare practice (6pts) <i>pre –req</i> SWK2100, SKW2120 and SWK2160. OR SWK3350 Advanced aged care practice (<i>pre –req</i> Protection from elder abuse (6 pts) <i>pre –req</i> SWK 2100 SWK2120 and SWK 2160. |
| Semester 2 | SWK3360 Social welfare direct practice and skills 2 (12 pts) <i>pre-req</i> SWK2160, SWK3320 and SWK3330 OR SWK2160, SWK3340 and SWK3350 according to specialisation) | | SWK3370 Social welfare and management (6 pts) | SWK3380 Global issues in child welfare (6 pts) <i>pre-req</i> SWK33320 and SWK 3330 OR SWK3390 Global issues in aged care (6pts) <i>pre-req</i> SWK3340 and SWK3350 |

WELCOME AND INTRODUCTION TO FIELDWORK

The Department of Social Work has a well established track record in the development and delivery of fieldwork placement programs. The Bachelor of Social Welfare fieldwork components will build on this experience and will also extend the delivery into new areas. Specifically, in the BS Welfare, students will undertake two fieldwork placements each of 320 hours (eight weeks) located within the human services sector and under the supervision of qualified and experienced practitioners.

While the fieldwork program has been developed in accordance with the standards set down by the Australian Community Workers Association Inc (ACWA formerly Australian Institute of Welfare and Community Workers) the unit is also underpinned by some key teaching and learning principles, namely:

1. Fieldwork practicum is supported and grounded in theory directly related to social welfare practice.
2. Students will accept major responsibility for their own learning and will ensure that that take up all opportunities to learn during their fieldwork placement.
3. Students are, or will become experiential learners and develop their skills for critical reflection in the fieldwork setting and in relation to their own practice learning.
4. Practice will be developed in accordance with the core competencies developed by the Australian Community Workers Association Inc.

The fieldwork placement is an academic unit of study during which students are placed in a relevant community agency for two separate block placements of at least 320 hours for each placement. During the placement supervision will be provided by a qualified supervisor who meets the requirements set out by the Australian Community Workers Association Inc. The ACWA standards stipulate that no fieldwork placement can be less than 140 hours.

The primary purpose of the placement is to enable students to operationalise classroom learning about the role of the professional social welfare practitioner. In order to achieve such an aim, commonly referred to as integrating theory and practice, students are expected to strive to conceptualise, articulate and explain the progress they are making in relation to their development of their professional identity. Fieldwork placements offer students the opportunity to reflect on, and apply, their learning in studies held at the University while developing practice skills under the supervision of a qualified social welfare practitioner.

Both fieldwork placements are undertaken during the second semester of the academic year and students undertake one placement towards the end of second year and one in the final year of the course. Both fieldwork placements are 12 point units and are dual units as both also include one unit of direct practice skills and students must successfully complete both components in order to pass the unit. The course timetable is structured in such a way as to ensure that there are no classroom-based lessons during the fieldwork placement thus allowing students to focus directly on their field learning.

It is highly desirable that the placement is undertaken on a full time basis as this assists students to maximise their professional learning. However, if a full time placement is not possible, students may undertake the fieldwork placement on a part time basis with a minimum of three days per week.

At all times during the fieldwork placement, students must work within the agency policy. This includes:

1. Adhering to the normal working hours of the placement agency.
2. Obtaining a medical certificate if unable to attend placement due to illness in accordance with the expectations of any workplace.
3. Hours of work and time-in-lieu should be negotiated within agency policies but it is the responsibility of the student to ensure that they meet the requirements of the course about placement hours.
4. At all times students must clearly identify themselves as a student and must not represent themselves as a qualified social welfare professional to any clients, placement agency staff or the staff of any other agencies they may come into contact with.

All required forms and documents for the fieldwork subject are available on the BS Welfare website. Students are expected to access these forms and to ensure that they are correctly completed and submitted to the fieldwork staff in a timely manner.

GETTING STARTED

At the commencement of each year in the course, as relevant, students will be provided with some early information regarding placement via emails. It is the responsibility of the student to ensure that they regularly check their student/Monash email accounts as no correspondence will be sent to private email accounts.

Your main communication point for inquiries is via:

Ms Lesley Veater

Lesley.veater@monash

ph 9903.1137

Your first fieldwork placement is also referred to as SWK 2160 while the second/final fieldwork placement is also referred to as SWK3360. You need to be clear as to which fieldwork placement you are referring to. You also need to check that you have met the pre-requisites for each placement; if you have not successfully completed the pre-requisites you will not be able to attend placement.

First placement will occur during the period September – November each year and the second/final placement will be in the period July – September each year.

The specific dates for 2012 are:

SWK 2160: 17th September 2012 – 9 November 2012

SWK 3360: 23rd July 2012 - 14th September 2012 (not offered in 2012)

The University has strong links with the field and it is possible to offer students placements across a range of agencies in the human services sector. In particular the BS Welfare offers the opportunity to specialise in either aged care or child welfare and, accordingly, agencies able to offer fieldwork placements in these specialisations are a feature of the placement opportunities.

Students undertake general studies in the first year of the course and all subjects at this level are designed to introduce students to the social welfare context at a broad level. In second year, students begin to undertake studies in subjects that are more specifically related to direct practice with a particular emphasis on developing the skills needed for practice (SWK2100, SWK2110, SWK2140 and SWK2150) as well as beginning to focus on the specialisations of study in either aged care or child welfare. Each of these subjects offers foundation knowledge and skills to prepare students for the fieldwork placement.

In the final year of study, students continue to build their practice skills and knowledge particularly with relation to working with families and groups (SWK3300) while also continuing with the selected specialisation in aged care or child welfare. At all times throughout the study program, students are encouraged to make links between theory and practice.

PLACEMENT PREFERENCES

In thinking about your preferred fieldwork placement agency it is helpful to reflect on the nature of the learning that you wish to achieve from the fieldwork placement experience. The primary objective fieldwork placement is to offer you the opportunity to ‘make sense’ of your classroom learning and to begin to integrate theoretical concepts with the ‘real world’ of practice.

Soon after the commencement of each academic year students, who are enrolled in the fieldwork placement subjects, will receive an email advising them of the link for the site that enables them to provide basic identifying data and to advise of their placement preferences.

The online Placement Preference Form is designed to collect information about your personal circumstances and preferred fields of practice for the fieldwork placement for

logging in to the online placement allocation system. The information that you log in to this form will be used for the allocation process. An allocation process will then be run within the systems and students will be notified by the fieldwork administrative staff and provided with contact details for their pre-placement interview.

As we know, some students do alter their study program and fieldwork staff does regular updates to ensure that all eligible students receive the necessary advice. If for any reason students do not receive this advice then they need to directly contact the relevant fieldwork staff. This submission of fieldwork placement preferences enables the fieldwork staff to then allocate the fieldwork placements and to begin the process of connecting students to their fieldwork placement. To ensure that students do not miss this, and other advice, about the fieldwork placement it is essential that students check their Monash student email account regularly.

Students should be aware that first placement preference options cannot be guaranteed so please be sure that you are equally willing to accept your second or third placement option for the fieldwork placement.

All students are required to submit their final preferences by the second Friday in March each year i.e. Friday March 10, 2012.

Enquiries about providing your placement planning information or logging on to the online placement allocation system should be directed to the Fieldwork Program Manager Ms Lesley Veater phone 9903.1137 or email Lesley.veater@monash.edu

SUCCESSFUL COMPLETION OF FIELDWORK PLACEMENT

The Australian Community Workers Association Inc identifies seven core competencies central to the demonstration of successful educational outcomes and effective and ethical practice. Obviously, there are different levels of competence to be achieved from the first placement compared to the second and final placement.

The following Table serves as a guide for the achievement of practice competence through placement.

| ACWA Competency | First placement SWK2160 | Second placement SWK 3360 |
|--|---|---|
| Practices social welfare in an ethical manner in accordance with the values and ethics of the profession | Demonstrate beginning practice values and skills including understanding of the nature of the professional role and responsibilities. Become familiar with the ACWA Code of Ethics. | Demonstrate professional values, skills and knowledge including a well developed understanding of the nature of professional roles and responsibilities. Demonstrate an ability to practice in accordance with the ACWA Code of Ethics. |
| Communicates with a broad spectrum of people and organisations using appropriate media | Articulate an awareness of a range of professional intervention strategies applicable to work with individuals, families and communities. | Demonstrate an understanding of a wide range of intervention strategies applicable to work with individuals, families and communities. |
| Assesses, plans and evaluates programs, projects, and work programs with clients | Demonstrate an understanding of multi-dimensional assessment and plan appropriate intervention including the evaluation of outcomes for individuals, families and communities. | Demonstrate an ability to assess and plan appropriate intervention, including evaluation of outcomes, for a range of individual, family and community problems |
| Implement programs, projects and work with clients | Articulate an understanding of the range of theories, techniques and methods available to social welfare practitioners. | Demonstrate an ability to implement a range of theories, techniques and methods available to social welfare practitioners. |
| Plan, organise and carry outwork autonomously or as part of a team | Articulate and understanding of the nature of professional practice and team work in an organisational context. | Demonstrate a capacity to maintain high professional standards with respect to autonomous practice and teamwork. |
| Uses one's personal attributes to effect in dealings with clients, colleagues, employers and the general community | Articulate and explore personal values, tensions and conflicts in the social welfare practice context. | Demonstrate an ability to identify and manage personal values, tensions and conflicts in the social welfare practice context. |
| Demonstrates an awareness of social structures and systems, both formal and informal, and understands these systems and their implications for clients, workers and community services organisations | Develop an understanding of the relevance of critical and reflective practice in the social welfare context. | Demonstrate an ability and commitment to critical and reflective practice in the social welfare context. |

NOTE: 1. 'Client' may refer to an individual, family, group or community
 2. Full details of the core competencies can be viewed at:
<http://www.acwa.org.au/content/field-placement-guidelines>

ASSESSMENT OF FIELDWORK PLACEMENT

SWK2160 and SWK3360 are both 12 point units where there is a fieldwork component to the unit and also a practice skills component (completed at the University). Each fieldwork unit is marked as PGO (pass grade only) and students are required to pass both components of the unit in order to pass the unit. It is the responsibility of the student to ensure that all placement reports are submitted in a timely manner and it should not fall to the liaison person to 'chase' these documents.

A key document in the assessment process is the Fieldwork Placement Learning Agreement and Assessment Report. It should be submitted to the University, in the first instance around the commencement of week 2 of the placement. It is then reviewed at mid point and forms the basis for the final report on the placement.

There are three key assessment tasks to be undertaken in order to satisfactorily complete the fieldwork component of these units. These are:

1. Learning agreement and assessment report. This report is jointly completed between the student and the supervisor and should be used as a guide for the placement. Prior to commencing the fieldwork placement, students should be thinking about their learning goals and/or what they wish to achieve during the fieldwork placement. During the first week of placement students should meet with their supervisor to identify specific and measurable learning goals. This document should be reviewed around the midpoint of placement to identify progress achieved and other tasks that need to be completed. The student and fieldwork supervisor then further review the document in the final week of placement and the document is submitted to the University for processing and recording of outcomes.
2. Completion of a case study that analyses learning gain during the fieldwork placement. The student should present a case (de-identified) that they were involved in during the fieldwork placement and present a critical analysis of this case. Outlines of the case study appears on the fieldwork website and please note that, for students undertaking a 'policy placement' there is a separate guide. This case study should be 1,500 words.
3. Completion of a critical learning incident report. Students need to identify one critical event that occurred during placement and prepare an analysis of that learning and how/why it was critical to their learning. The critical incident does not need to be an event of major proportion so much as something that occurred and triggered social welfare learning. An outline of the critical learning incident appears on the fieldwork website. The critical leaning incident report should be 1,500 words.

Students are advised to commence thinking about these assessment tasks early in the fieldwork placement and should not leave the development of these to the 'last minute'. All three fieldwork assessment documents should be submitted during the final week of fieldwork placement and no later than the last day of placement. It is the responsibility of the student to ensure the timely submission of these documents.

SPECIFIC REQUIREMENTS OF FIELDWORK PLACEMENT

The Australian Community Workers Association Inc stipulates that:

A minimum of 400 hours of fieldwork placement within an appropriate welfare or community organisation (please note that the Monash program requires students to undertake two placements each of 320 hours or eight weeks duration, offering an enhanced fieldwork experience).

1. At least two separate placements and no placement can be less than 140 hours.
2. Diverse placements with different competency functions.
3. Diverse placements with different client groups, settings etc (i.e. placements should not be in the same or very similar setting, field of practice or method) and have a different agency supervisor.
4. Quality field placement supervision by a suitably qualified and experienced community sector staff.
5. Quality field placement monitoring by qualified and experienced educational staff.
6. For each placement a written report including a critical reflection and analysis of the placement experience using specific examples (i.e. the welfare skills applied, challenges faced, strategies used etc) and linking their field placement experiences to the theoretical concepts relevant to welfare practice from their classroom learning. Please note – specific detail of the assessment required is addressed later in this manual.

UNIVERSITY EXPECTATIONS FOR FIELDWORK PLACEMENTS

The University seeks to develop students' capacity to:

1. Assess social situations in the broad field of practice of social welfare and also in either aged care or child welfare.
2. Plan and articulate the rationale for a selected intervention approach, particularly with respect to aged care or child welfare.
3. Evaluate the process and outcomes of interventions, particularly with respect to aged care or child welfare, through the issue of a flexible and holistic framework for intervention.

With these broad goals in mind, students should ensure that their placement learning agreements contain goals and objectives that will assist them to realise these broad aims. The learning agreement needs to be jointly developed between the student and their supervisor and should include details of specific tasks that will be undertaken to assist in the achievement of fieldwork placement goals. The learning agreement established near the commencement of placement should then be used as one tool for the valuation of the student during the placement and for the final evaluation report.

BROAD EXPECTATIONS FOR FIELDWORK PLACEMENT

As the fieldwork placement is centrally concerned with student learning and integrating theory with practice, the placements must be undertaken in two different fields of practice and, where possible, must involve two different forms of practice (i.e. Case work and policy).

The first fieldwork placement occurs in the second year of the degree program and may be the first exposure that the student has to the field of direct practice. This fieldwork placement may be located in a wide range of human service settings. However, the second placement, as far as is possible, will be in the student's area of specialisation – either child welfare or aged care.

FIRST FIELDWORK PLACEMENT EXPECTATIONS

Generally, students are introduced to becoming a functioning member of the placement agency and become involved in agency operations to the maximum possible extent. This will include attending agency staff meetings and team meetings for example as well as attending case conferences concerned with specific client situations.

As this is the first professional/fieldwork placement experience for students, students need to allow themselves a little time for orientation to the agency (perhaps the first five days of fieldwork placement) and in doing so they need to be actively guided by the fieldwork supervisor. This initial orientation should include familiarisation with the staff and functions of the fieldwork placement agency, familiarisation with other (relevant) agencies and organisations in the region and any other tasks that may contribute the student being able to maximise their learning during the fieldwork placement.

During the fieldwork placement students are expected to have direct client contact but for this to occur mainly through joint allocation, observation of home visits and interviews with/by other staff and some independent interviewing as appropriate. Students should also have responsibility for preparing client file notes and a range of relevant reports.

SECOND FIELDWORK PLACEMENT EXPECTATIONS

The second/final fieldwork placement is the students' final opportunity for supervised fieldwork prior to joining the field as a qualified professional. At this stage the student has almost completed their academic studies and they should be moving towards autonomous practice. During this fieldwork placement students need to focus on enhancing the strengths they have already developed for practice as well as attending to areas that need further development. A significant task in this fieldwork placement is for the student to refine, expand and consolidate learning gained through the first placement.

During this fieldwork placement students are expected to assume a high level of responsibility for a small caseload and to demonstrate a capacity to independently interview clients and plan intervention. Students should also have responsibility for preparing client file notes and a range of relevant reports.

At this stage in fieldwork placement and the course, students are expected to demonstrate initiative and competence. At the completion of this fieldwork placement, students' are expected to demonstrate readiness and preparedness to engage in professional practice.

FIELDWORK PLACEMENT PLANNING AND KEY DATES

| <i>Activity and date</i> | <i>Description</i> |
|--------------------------|--|
| Ongoing | All fieldwork forms are available on the Bachelor of Social Welfare website so please access these and familiarise yourself with the forms as soon as possible. All email correspondence will be sent to your student email accounts (no emails will be sent to personal email accounts). It is your responsibility to check this email account on a regular basis and, at a minimum, once per week. |
| Second Friday of March | Ensure that you have submitted your fieldwork placement preference via the online system. |
| March each year | Ensure that you have obtained the National Police Check and the Working with Children Check (where appropriate) |
| May each year | Allocation of placements for SWK3360 students |
| June each year | Pre-placement interviews for SWK3360 and confirmation of placement for students doing final placement in readiness for commencement in July |
| June/July each year | Allocation of placements for student undertaking first placement SWK2160 |
| August each year | Pre-placement interviews for SWK2160 and confirmation of placement for students doing first placement in readiness for commencement in September |
| Finalising placement | Preferably on by the last day of fieldwork placement and no later than one week after completion of fieldwork placement, students to submit all fieldwork placement assessment reports (Final assessment completed by student and supervisor, critical incident report and case study) |

PRE- FIELDWORK PLACEMENT CHECKS

Prior to commencing each fieldwork placement students will need to have completed a National Police Check and a Working with Children Check (where appropriate) and will need to ensure that original of these documents has been sighted by relevant University Staff. Under no circumstances may students commence placement prior to this documentation being obtained. It is the responsibility of each student to ensure that they have these checks. Relevant forms are located as follows:

National Police

Check: <http://www.med.monash.edu.au/current/docs/police-check-verification-form.pdf>

Working with

Children: <http://www.med.monah.edu.au/current/docs/www-check-verification-form.pdf>

ALLOCATION

Once the fieldwork staff have finalised the allocation process (this may take 6 – 8 weeks), students will be sent an email with details of the name of the allocated agency, agency contact person (who may be the supervisor or the agency manager) and the telephone number of the agency.

The agency contact person will also be emailed with the name of the student they have been allocated, including the student's telephone number and email. This information is provided to facilitate communication between the student and the agency.

Students undertaking their first fieldwork placement SWK2160 will undertake placement in the period September – November. Students undertaking the final fieldwork placement SWK3360 will undertake placement in the period July – September.

This will be sufficient time to organise and attend the pre-placement interview and to finalise the required documentation.

THE PRE-FIELDWORK PLACEMENT INTERVIEW

The purpose of the interview is for the fieldwork supervisor and the student to meet prior to the placement. This meeting and discussion offers an opportunity to discuss the learning needs of the student and the learning opportunities that can be provided by the agency. Students should prepare themselves thoroughly for the interview as student and potential fieldwork supervisor will be determining whether the placement can proceed.

Some helpful steps in preparation include:

- Find out about the agency and the local community by checking the agency website prior to the interview.
- Read the annual report of the agency.
- Prepare and take to the interview brief Curriculum Vitae.
- Bring your completed police check and (if appropriate) working with children check.
- Read the Learning Agreement and Assessment report in detail and think about what learning goals you might have.
- Think about your strengths and what you might offer to the fieldwork placement (if you are not sure about these ask your best friend to help out with identifying your strong points).
- Plan ahead and arrive at least 10 minutes early for your interview. Ensure that you know where to park or where the closest public transport stop is (check whereis.com/).
- Take a copy of the Proposed Fieldwork Placement Form with you. This form is the agreement between the organisation and you and provides details of your fieldwork placement offer. As the fieldwork supervisor (or agency representative) to fill out the form at the end of your interview. If the agency says they will 'get back to you' try not to worry as this happens in about 50% of cases.

If for some reason it is decided at the interview that the placement will not go ahead, the agency will usually contact the fieldwork coordinator directly. We will then contact you to discuss your options.

PROPOSED PLACEMENT FORMS

Mail or FAX to the completed Proposed Fieldwork Placement form to the University without delay. Send this to Ms Lesley Veater.

FIELDWORK PLACEMENT CONSENT FORMS

This is an important form as it seeks your understanding and consent that you will conduct yourself appropriately and in an acceptable professional fashion throughout your fieldwork placement.

Please read and complete the Placement Consent form. Mail or FAX to the completed form to Ms Lesley Veater.

LETTERS OF CONFIRMATION

You and the agency will receive formal confirmation of the placement. Notification will also state who your University liaison person will be. The University liaison person will contact you during the first 10 days of placement, provide feedback on your proposed learning agreement and organise liaison contacts and visits. Please refer to later sections in this manual for an outline of the responsibilities of the liaison person.

RECOGNITION OF PRIOR LEARNING

University policy allows credit to be granted for previous learning where such learning is assessed as equivalent to Monash University study. Credit is given where a student is assessed and considered previously to have completed the equivalent of a unit or a proportion of a course through formal student (see Credit Transfer), other study, work or life experience (prior learning). If granted recognition of prior learning or credit transfer, the student then does not need to undertake study in the unit under question n(or proportion of the unit) and the course requirements may be amended accordingly.

Recognition of prior learning is a process that assessed the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes or standards for entry to, and/or partial or total completion of that qualification.

The Australian Community Workers Association Inc stipulates that recognition of prior learning can only apply with respect to one fieldwork placement. While it is ultimately the University that will grant recognition of prior learning, the views of the Australian Community Workers Association Inc are important. The organisation also stresses that the onus is on the individual to present evidence of competencies by means of:

1. Presenting evidence of course awards, qualifications, statement of results and the subject/module outlines of formal training; and
2. By providing in detail, instances of where, when and how during your working career, that you have met the competencies nominated. It is important that links be made between the elements for the competencies outlined and the experience and achievements of the applicant.
3. Greater weight will be given to evidence that is less than five years old and evidence which is over 10 years old will be given minimal weight.

All applications for credit transfer or recognition of prior learning must be made to the Fieldwork Co-ordinator directly. Articulation arrangements are in place with Chisholm TAFE for those graduates who hold a completed two-year Diploma level qualification (specifically Diploma of Community Welfare Services) entitles them to recognition of prior learning for the first placement.

Students who believe they may be eligible for RPL should access the relevant information and application forms from the BS Welfare website.

CAN I ORGANISE MY OWN FIELDWORK PLACEMENT

Students must **NOT** organise their own placement and must **NOT** initiate discussions with any agency without prior discussion and approval from appropriate fieldwork staff. Protocols exist between Monash University and a number of fieldwork placement organisations as well as with other educational programs.

Fieldwork staff ensure that all placements offered meet the requirements set out by the Australian Community Workers Association Inc and also work closely with students in planning fieldwork placements.

WORK BASED FIELDWORK PLACEMENTS

A work-based placement is a placement that occurs within the student's agency of employment. The Australian Community Worker's Association Inc is firm that only one placement may be a work-based placement. This means that students must negotiate for leave for at least one placement.

In addition, during the fieldwork placement located in the student's usual place of employment there are a number of additional requirements that have the purpose of helping the student to meet the learning objectives of the fieldwork placement. These are:

1. The student must be supervised by an appropriately qualified supervisor who is **NOT** their usual supervisor and/or line manager.
2. The student **MUST** undertake duties other than those they are usually assigned.
3. During the period of fieldwork placement the student **MUST** have a reduced and protected workload.

Clearly, these arrangements require that the student undertakes significant planning and negotiation to undertake their fieldwork placement in their employing agency. As well, an appropriate senior staff member at the organisation is asked to provide a written undertaking that the requirements of the work-based placement (as outlined above) will be adhered to by the student and the organisation.

TIME LOST DUE TO ILLNESS

The placement must be continuous. Students are entitled to no **more than three days** of sick leave (with a medical certificate) during the placement. The student has a responsibility to:

1. Immediately notify the fieldwork supervisor of the illness.
2. Inform the liaison person during the mid placement meeting.
3. Consult with the University liaison person if the days lost through illness (or other unavoidable matter) will exceed three days.

Students who are away from placement for more than three days are required to make up this time. This needs to be negotiated with the fieldwork supervisor.

SUPERVISION

Students will be supervised with by a suitably qualified social welfare professional that also has substantial experience in the field. The supervisor will have at least a Diploma level qualification in social welfare or community work and at least three years practical experience in a community services setting including two year's post qualification experience. If a task supervisor is appointed that person must have at least a Certificate IV qualification in the community services and at least three years practical experience in a community services setting.

The fieldwork supervisor must be able to provide a minimum of 1.5 hours supervision per five days of placement (this will be made up of both formal and informal supervision) and may be provided individually or in groups.

The aim of fieldwork supervision is to:

1. Assist students to integrate social welfare theory (from the classroom) with direct service delivery (the fieldwork placement tasks).
2. Discuss critical learning incidents relevant to the development of social welfare practice.
3. Encourage and facilitate critical reflection.
4. Orientate the student to the Australian Community Workers Association Inc.
5. Code of Ethics and facilitate their incorporation of these into direct service delivery.
6. Encourage and facilitate the students' developing understanding and attainment of the core competencies for practice as developed by the Australian Community Workers Association Inc.

INSURANCE

Monash has a Personal Accident Insurance Policy which provides capital, medical and loss of income benefits for all currently enrolled Monash University students.

USE OF PRIVATE VEHICLES FOR COURSE ACTIVITIES

Monash University does not provide insurance for damage to private vehicles incurred in activities associated with fieldwork placements. Students use their own vehicles at their own risk. Monash University is not liable for damage to any vehicles while students care on placement.

Students must clarify with the agency the conditions governing the use of a private vehicle during placement, in such cases as transporting clients or colleagues.

It is the responsibility of each student to arrange adequate insurance protection for any damage arising out of the use of their private vehicle.

RISK MANAGEMENT

All students are advised to discuss with their fieldwork supervisor and agencies any occupational health and safety matters which may have been established as being applicable to students. For example, most agencies have established procedures for minimising potentially violent or dangerous situations for staff and have policies with which students should become familiar.

Should a critical incident occur during the course of placement, the student should notify their fieldwork supervisor and adhere to established agency policies for responding to such incidents. The student should also inform their University liaison person as soon as possible/practical after the incident. The liaison person, the student and fieldwork supervisor will then negotiate an appropriate response to the incident.

ETHICAL RESPONSIBILITIES

Students and their supervisors must remain aware that they are accountable to the Code of Ethics for the Australian Community Workers Association Inc.

Students should download the Code of Ethics available at: www.acwa.org.au

RESPONSIBILITIES ASSOCIATED WITH STUDENT FIELDWORK PLACEMENTS

When a student undertakes a fieldwork placement, the various parties assume particular responsibilities towards the placement. The parties are the student, the fieldwork supervisor and the University liaison staff who are the key contact throughout the fieldwork placement.

The outcomes of placement reflect the above collaborative arrangements. However, it remains the responsibility of the University, in all instances, to determine the final grade/outcome for the placement.

(a) Supervisor responsibilities

The fieldwork supervisor plays a key role in shaping the student's learning goals and placement experience. The supervisor assumes significant responsibility for the placement but this does not mean that the student and the University do not have responsibilities.

- Ensure that students understand the requirement of the agency in relation to matters such as working hours, dress, and methods of recording, filing and confidentiality.
- Enable students to gain an understanding of the function, structure, purpose, service provision and statutory obligations of the agency.
- Enable students to gain an understanding of the community in which the agency is functioning.
- Assist students to formalise their learning goals and objectives through the completion of the Fieldwork Placement Learning Agreement and Assessment Report.
- Assign appropriate tasks to students for practice experience both in within the agency and the wider community and offer direct support and encouragement to the students undertaking these tasks.
- Hold regular weekly supervision sessions with the student regarding their learning and practice experience and to offer clear feedback. Supervision should include a mix of formal and informal supervision of up to 1.5 hours per week and may be offered individually or in groups.
- The fieldwork supervisor needs to obtain direct knowledge of the student's practice through observation, written and audio-visual material which then forms the basis for evaluation of progress and the provision of feedback.
- Keep a written record of supervision and evaluate student performance at regular intervals and at the end of the placement.
- Make themselves available for liaison visits with the student and University liaison staff to discuss the progress and professional development of the student.

- Submit the Learning Agreement and Assessment Report, in collaboration with the student, at the midpoint and the end of the placement.
- Fieldwork supervisors are required to evaluate student performance during the fieldwork placement.
- Submit a recommendation as to whether the student should pass or fail their placement. If a recommendation is likely to be made that the student fail the placement, it is expected that this decision will be communicated at the earliest possible point during the placement to ensure ample opportunity for intervention. A fail grade should not come as a surprise to the student at the end of placement.

(b) Student responsibilities

The University holds a strong view that the fieldwork placement is not only the responsibility of the fieldwork supervisor. Students must accept responsibility for working within agency guidelines and also for their own learning. The student is expected to:

- Arrange a National Police Check and a Working with Children Check (if required) prior to starting placement. The procedures for obtaining these checks are outlined elsewhere in this document.
- Investigate the learning opportunities available in the agency prior to the commencement of the placement. These are written and submitted to the fieldwork team prior to the commencement of the placement (please refer to Proposed Fieldwork Placement form). Students should read and sign the Fieldwork Placement Consent form prior to starting placement.
- Familiarise themselves with the requirements of the agency in relation to the performance and expected duties of students at the beginning of the placement.
- Formalise these requirements into the Fieldwork Placement Learning Agreement and Assessment Report and forward a copy to the University during the second week of placement.
- Facilitate opportunities for their own learning and professional development during the period of the fieldwork placement.
- Make themselves available for formal supervision meetings with their fieldwork supervisor and produce material for the fieldwork supervisor in the prescribed/agreed manner for consideration and discussion.
- Make themselves available for evaluation meetings and/or teleconferences with the field educator and University liaison staff and prepare material(s) for these meetings as appropriate.

- Demonstrate appropriate attitudes and be open to learning and feedback.
- Demonstrate professional behaviour in accordance with the Code of Ethics of the Australian Community Workers Association Inc.
- Organise liaison visits in consultation with the liaison person and the fieldwork supervisor.

(c) Liaison responsibilities

- All liaison people are appointed directly by the University.
- Communicate with fieldwork supervisors and agencies the policies and objectives regarding fieldwork and the Bachelor of Social Welfare.
- Liaise with fieldwork supervisors and students during the placement.
- Provide educational consultation and facilitate the learning process occurring on the fieldwork placement. In particular the liaison person should receive a copy of the Fieldwork Placement Learning Agreement and Assessment Report by no later than week 2 of the placement and offer feedback on its content where appropriate.
- Assist in the formative evaluation of the student's performance in conjunction with the fieldwork supervisor and the student – this will largely occur in the context of the liaison visit(s). A written record of liaison visits will be forwarded to the student and fieldwork supervisor.
- Provide any support and liaison to the student and fieldwork supervisor, and assist in resolving any difficulties which may develop during the fieldwork placement.
- Recommend a final grade for the placement to the Fieldwork Co-ordinator.

LIAISON VISITS

Liaison is conducted through both on-site visits and further contacts (as required) either by phone or email. Students are encouraged to keep their liaison person informed about their progress and placement experience. The purpose of liaison is to support and guide both the student and the fieldwork supervisor.

It is the responsibility of the student to actively prepare for the liaison visit. You should expect to be asked to:

- Offer an outline of what activities you have been involved in during your fieldwork placement.
- To outline what has been going well during the fieldwork placement and what areas you need to further develop.
- You should be able to offer an overview of the fieldwork placement organisation and its purpose(s), structure and key policies/legislation.
- You should be able to discuss how you are using supervision.
- You should identify any particular plans for the remainder of the placement.
- You should be ready/willing to raise any other issues that you think are appropriate.

PROBLEMS DURING PLACEMENT

While most placements proceed without incident, it is important that both the student and the fieldwork supervisor give some thought to the way they might handle any difficulties that may arise during the fieldwork placement.

Difficulties may arise due to any of the following factors:

1. Learning difficulties on the part of the student.
2. Differences in the ways each party approaches supervision.
3. Difficulties in the agency which may impact on the fieldwork supervisor and/or student.
4. Unexpected crises or periods of minimal activity in the agency.
5. Personal difficulties between the fieldwork supervisor and the student.

This manual will not offer a 'simple solution' to every difficulty that may arise in the course of the fieldwork placement. The aim therefore, is to offer a framework which will assist you to sort out the problem.

Further, the emphasis rests upon the fieldwork supervisor and the student striving to address and resolve the problem in the first instance. This is consistent with practice within the workplace where the frontline supervisor and supervisee strive to address difficulties as they arise, seeking 'outside' involvement when this is not possible.

(a) Who is aware of the problem?

- Are all relevant parties (fieldwork supervisor, student, University liaison person aware of the nature and extent of the difficulty?
- Have you identified and dealt with the emotional difficulties surrounding or accompanying the difficulty?

(b) Have you communicated about the problem?

- Have the fieldwork supervisor and student defined the problem together?
- Have you shared your feelings, fears and expectations?
- Have you identified differences in expectations?

(c) The fieldwork supervisor and student need to work out a resolution to the problem

- Have you appreciated the other person's view of the difficulties?
- Are the parties involved willing to strive for a position of consensus?
- Are the parties able to reach an agreement and implement it within a satisfactory time frame?

(d) When is it time to inform the University of the problem?

- Do you need an outside opinion?
- Are you having difficulty in identifying the nature of the problem?
- Is the problem one which you consider needs the intervention of the University (for example, are you considering termination, failure, change of supervisor etc)?
- If the problem is not easily resolved then it is essential that the University liaison person is contacted.

(e) What are the circumstances in which a placement is terminated?

Under no circumstances is the student permitted to withdraw him or herself from the placement without the written approval from the Fieldwork Co-ordinator or their (appropriate) representative. If the student withdraws from the placement without such permission this will be considered a fail in the fieldwork placement unit.

- Termination is considered in the fieldwork supervisor and the University liaison person believe that the student has consistently performed at an unsatisfactory level and where there appears to be no other resolution to the problem.
- The fieldwork supervisor and/or student become too ill or have a personal crisis which means that the placement is unable to continue. In the event that the fieldwork supervisor cannot continue for reasons already identified, the placement will be terminated only if there are no other suitable supervisory arrangements possible.

(f) What happens to a student who is withdrawn from placement?

When a placement is terminated, the University will discuss with the student their future placement options. A number of complex factors will be considered, including the reasons for the placement breakdown, the prior experience of the student, and the further learning needs of the student. Students seeking credit for time already spent on placement need to be aware of ACWA stipulations that no placement can be less than 140 hours. Credit for placement time already undertaken is not automatically granted.

In principle, termination of a placement will mean that a student must undertake another placement in full. Under certain circumstances, beyond the student's control, for example the serious illness of the student or fieldwork supervisor, alternative arrangements may be made for the completion of the placement. Written consent is required from the Fieldwork Co-ordinator. The University (in the form of the Board of Examiners or Undergraduate Committee) has the right to pass or fail a student in the fieldwork unit. This assessment is based on the student's performance on their fieldwork placements.

University regulations stipulate that the Head of Department and/or Board of Examiners is responsible for determining whether a student has achieved a pass in the fieldwork placement. Although this is clearly a responsibility of the University, the fieldwork supervisor plays an important role in the process as they are in touch with the student throughout the fieldwork placement and are in the best position to assess fieldwork performance. The process of assessment, therefore, involves the student, the fieldwork supervisor and the University through the University liaison person and is based on the student's performance, including required written work.

Assessing the student's performance during the fieldwork placement is conducted through the Board of Examiners. The Board of Examiners includes:

1. The Fieldwork Co-ordinator
2. Course Co-ordinator
3. University Liaison person
4. Head of Department
5. Other relevant academic Departmental and Faculty staff.

The Board of Examiners will require the student, fieldwork supervisor and University liaison person to submit a report outlining their assessment of the placement within two weeks of the termination of the placement.

The Board of Examiners will decide whether the student be provided with another opportunity to undertake an alternative fieldwork placement in that year or to recommend a fail grade for the placement.

In the event of a fail grade for the fieldwork placement, the student is required to enrol again in the unit the following year and to undertake another placement.

(g) Receiving a fail and appeals/complaints processes

The decision to fail a student in the fieldwork placement is not an easy decision to make nor is it made lightly. Such a decision is arrived at after much discussion and analysis. In making the final decision the views of the student and also those of the fieldwork supervisor/agency are taken into account.

When the student receives a fail grade for their fieldwork placement and/or is concerned about other aspects of the fieldwork placement, they have a right to appeal to the Faculty of Medicine, Nursing and Health Sciences. The procedure is as follows:

1. The student should attempt to resolve any complaints in an informal manner through discussion with the Head of Department, a member of the University Counselling Services, or any officer of the Monash University Student Union (for example, Education/Student Rights Officers).
2. When a complaint is not resolved informally, it may be referred by the student, in writing, to the Dean who will then convene a Faculty Student Grievance Committee to investigate the complaint.
3. If the student is dissatisfied with the decision of the Faculty Grievance Committee, they can then appeal to a Grievance Appeal Panel which then re-hears the matter.

GRIEVANCES AND GETTING HELP

Counselling: www.monash.edu.au/health-wellbeing

At Berwick please phone 99047019

Financial: www.monash.edu.au/fees/discounts-refunds/refunds/loan-debt.html

Student rights: www.monash.edu.au/students/equity/

Email studentrights@monsu.org

At Berwick please phone 9904 7019

Uni ombudsman: www.ombudsman.monash.edu.au

Disability Support: www.monash.edu.au/equity-diversity/disability/

At Berwick please phone ph 9904 7185

GLOSSARY OF TERMS

ACWA: the Australian Association of Community Workers Inc formerly the Australian Institute of Welfare and Community Workers Inc.

AGENCY: an organisation at which the student completes the fieldwork placement.

AGENCY

SUPERVISOR: an appropriately qualified employee of the agency who supervises the student engaged in a fieldwork placement within that agency.

CLIENT: this is the individual, group, family, community or organisation for whom social welfare services are provided.

DIRECT

SUPERVISION: day-to-day task supervision of a student as provided by the agency supervisor.

FIELDS OF

PRACTICE: these are either particular areas of practice, such as child welfare or aged care, practice which focuses on a particular client group such as children at risk or discharge planning for the elderly.

FIELDWORK

LIAISON: the purpose of liaison is to support and guide the student and the fieldwork supervisor as well as enabling the placement to be monitored and any issues addressed.

FIELDWORK

PLACEMENT: the placement of a student enrolled in an approved course for the purpose of gaining practical experiences in the profession of community welfare work and social welfare.

GOALS AND

OUTCOMES: these are the learning outcomes related to the knowledge, skills and values and learning for practice in fieldwork education relevant to the achievement of the degree.

LEARNING

GOALS: these are the aims and objectives for fieldwork placement that the student develops for each placement that they undertake. The intent of learning goals is to help ensure that the placement is focussed and that student progress can be measured.

LEARNING

OUTCOMES: these are the outcomes of fieldwork placement that are consistent with the competencies set down by the ACWA.

MINIMUM

STANDARDS: these are the minimum requirements, often expressed in numerical form that must be achieved. All students should aim to achieve at a higher level than the minimum required level this demonstrating a commitment to excellence in practice and lifelong learning.

PRACTICE: this is a broad and generic terms used to describe what social welfare professionals do. It is a 'shorthand' term that refers to any written, spoken or physical action (and any thoughts related to any of these) that are engaged in by professional practitioners.

PRACTICE

KNOWLEDGE: this is also a 'shorthand' term that describes the body of knowledge, skills and values that have been developed by the social welfare profession to inform its practice and delivery of services to individuals, families, groups and communities.

SERVICE

USER: this is a person (may include families, groups and communities) who utilises services provided by the human services sector.

BACHELOR OF SOCIAL WELFARE PLACEMENT CHECKLIST

(a) Student pre-placement checklist

Please ensure that the following have been completed and lodged with the Bachelor of Social Welfare Fieldwork staff

| Forms completed and lodged PRIOR to placement commencement | YES | NO |
|--|-----|----|
| Placement Preference Form | | |
| Police Check | | |
| Police Check Verification | | |
| Working with Children Check (if required) | | |
| Working with Children Check Verification (if required) | | |
| Proposed Fieldwork Placement Form | | |
| Fieldwork Consent Form | | |
| Student has received Letter of Confirmation from Fieldwork | | |

(b) Student end of placement checklist

| Documentation required whilst undertaking Placement | YES | NO |
|--|------------|-----------|
| Learning Agreement and Assessment Report by Day 10 | | |
| Placement Liaison Visit | | |
| Critical Learning Analysis – last week of placement | | |
| Case Study – last week of placement | | |
| Final placement report – last day of placement | | |