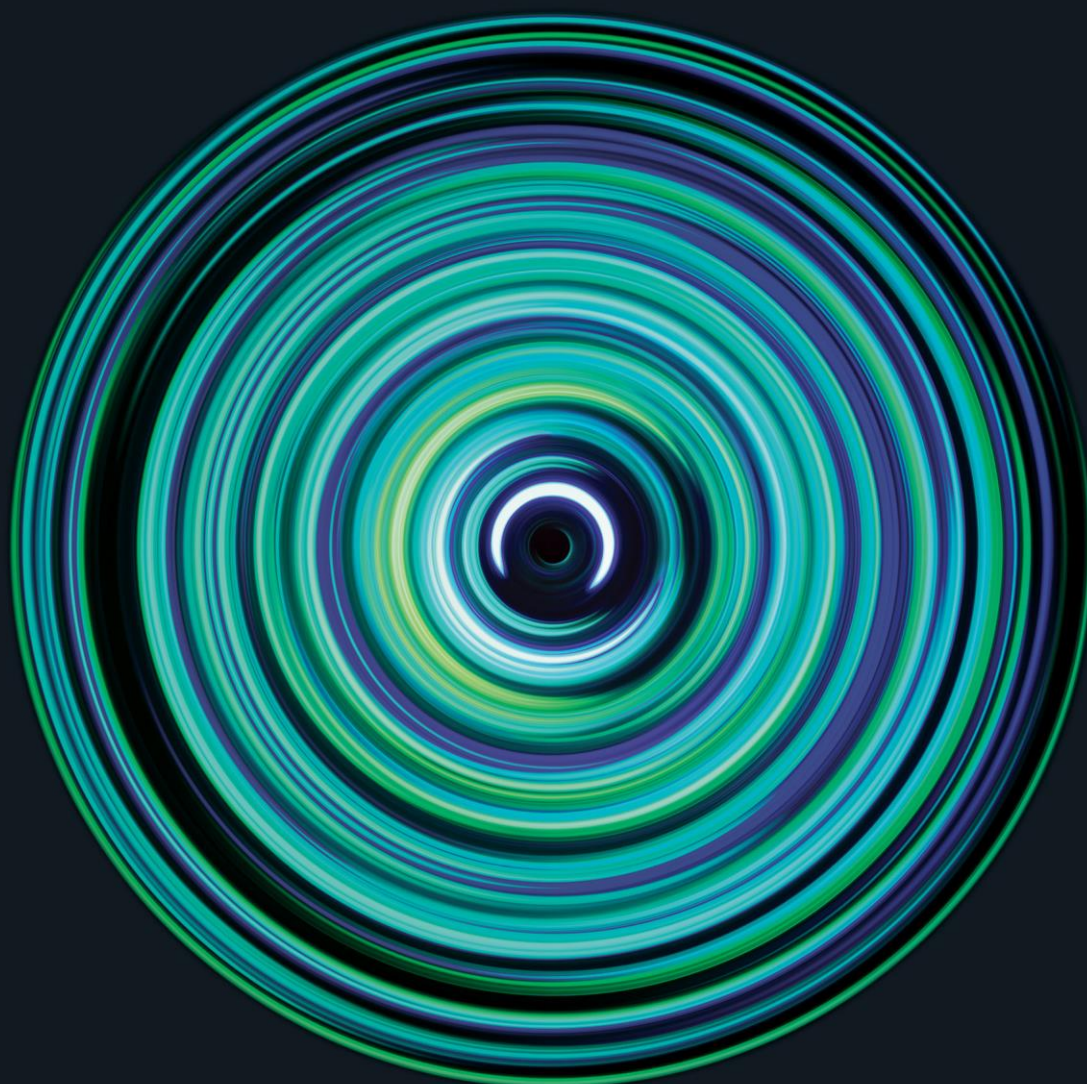


Bachelor of Social Work

Supervisor Field Education Manual 2024-2025



SWK3116 – Field Placement 1
SWK4116 – Field Placement 2
SWK5115 – Field Placement Honours

Professional Placement website: www.ecu.edu.au/sah-professional-placement

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1.0 Introduction to Field Placement in Social Work

All Social Work students must undertake two field placements of 500 hours each, in at least two “distinctly different practice learning experiences” (ASWEAS 2021).

These placements are typically undertaken in the 3rd and 4th years of the degree. Field placements need to be supportive as well as challenging to provide students with opportunities to reflect on, analyse and process their practice learning.

1.1 Field Education Team Contacts

Preferred contact is via email: swprac@ecu.edu.au

Phone: 9780 7755

1.2 Benefits of hosting a student

Placements are often mutually beneficial for organisations as they may reduce workload (students can work autonomously at times), promote knowledge sharing, offer a fresh perspective, and enhance staff mentoring and supervision skills for professional growth.

They also serve as a top recruitment strategy, saving time and money as students have already completed orientation and initial training, as well as developed relationships with the team and clients. Student placements are a crucial part of the learning journey for social workers. Hosting a student can help shape the student's learning and the overall future of the social work discipline.

1.3 AASW Education & accreditation Standards

The Edith Cowan University Bachelor of Social Work Program is accredited by the Australian Association of Social Workers. Placement requirements are aligned with the [Australian Social Work Education and Accreditation Standards \(ASWEAS\)](#). These set out the principles, standards, and graduate attributes for social work education in Australia.



1.4 Placement Attendance and Timing

Placements are generally held in Semester 2 for all students. Semester 1 enrolments are considered on a case-by-case basis.

Each placement spans 500 hours, equivalent to approximately 14 weeks for full time students (part time pro rata). Placement cannot be less than 13 weeks. Attendance aligns with the host agency's regular days and hours, which may vary given the nature of the agency. For example, school placements may be on hold during school holidays.

Placements generally commence in July, however this is subject to agency capacity. Students must commit to the entire semester and participate in any orientation or inductions session at both ECU and the placement agency, which could occur before the official start date of Semester 2.

2.0 Field Placement Unit Information

All placement units outlined below are Designated units meaning they are fundamental course requirements and may only be attempted once. Further information on Designated units can be found [here](#)

All placement units comprise of two components:

1. 500 hours supervised fieldwork, supported by field education staff; and
2. Integrative academic study including:
 - a. Integration sessions at the university (or online for remote and interstate students) to link placement learning, practice, and academic theory.

- b. A Common Assessment Tool (CAT), documenting learning and guiding students to complete a wide range of skills-focused activities over the learning areas.
- c. Additional assessment/s as per unit outline

2.1 SWK3116 Field Placement 1

Placement Expectations

During the first placement, students typically begin by observing experienced practitioners and undertake basic tasks such as taking minutes, report preparation and organizing meetings. As the placement progresses, students are encouraged to gradually assume more advanced tasks such as case management, conducting client interviews and co-facilitating group sessions.

In line with Graduate Attributes 1-8, during their first placement students are expected to develop:

- An understanding of agency function processes and structure.
- An ability to interact with clients and respond to basic needs and requests.
- Knowledge and awareness of confidentiality and duty of care responsibilities.
- Awareness of legislation as a base for human service work.
- Developing knowledge of the AASW Practice Standards (2013) and Code of Ethics (2010).
- An understanding of general social work theories and how they inform practice.
- Social work practice tools such as case notes, assessments, safety plans.
- An ability to initiate and engage colleagues to build supportive relationships.
- An awareness of the need to take care of self and ensure safety.
- An ability to negotiate with the supervisor in a professionally appropriate way.
- A beginning concept of themselves as a social worker.
- Knowledge of simple group work theory and community development models.
- An ability to understand, initiate and conduct basic research.
- Capacity to reflect on practice.

2.2 SWK4116/ SWK5115 Field Placement 2

Placement Expectations

During second placement it is crucial to offer students opportunities to push their boundaries and challenge themselves by undertaking tasks such as co-facilitating groups, undertaking complex casework, leading projects etc. They should demonstrate the capacity to analyse situations and provide thoughtful, professional feedback. By mid-point of the second placement students should exhibit the ability to take initiative and work independently.

In line with Graduate Attributes 1-8, during their second placement students are expected to be able to undertake learning tasks almost equivalent to that of a graduate social worker such as:

- Demonstrate a strong understanding of the agency and its context.
- Take on generic casework and projects with support.
- Analyse macro and micro practice issues.
- Demonstrate clinical skills in relation to client interactions.
- Engage in the supervisory relationship as an independent and reflective learner.
- Manage contestation and conflict in a professionally appropriate way.
- Advocate and lobby on behalf of clients.
- Demonstrate knowledge and understanding of social policy.
- Display competent research skills.
- Utilise knowledge and understanding of social work theories and how they apply to practice.
- Demonstrate an on-going commitment to self as an active professional learner.
- Demonstrate professional confidence in social work skills and knowledge.
- Have a sound knowledge of the AASW Practice Standards and Code of Ethics.

Honours Structure

Full time students undertaking the honours program will attend placement 5 days per week for the initial 4 weeks. They will then attend 4 days placement per week and 1-day independent study focused on their Honours project. If the honours project is relevant to the placement, this study day can be considered as part of their placement hours, contributing to the research learning outcome.

3.0 Roles & Expectations in Field Education

3.1 Students

It is expected that students will be active agents of their own learning and development as a social worker within the agency. Whilst previous experience is valuable, their role during placement is to always maintain a learning position. Students are responsible for informing their placement of any learning needs or adjustments needed.

Students often shadow their supervisor day to day and slowly build the tasks they can do autonomously. Students can do a range of work including case management, assessment, referrals, counselling, grant writing, policy review, research etc. Students are also able to do side project work where relevant and with Field Educator approval.

Certain responsibilities are not within the scope of Social Work students during their placements. These tasks include personal care for clients, extensive cleaning, and general non- Social Work-related assignments, while students are encouraged to participate in some administrative duties such as photocopying and handling phone calls, these should constitute only a minor portion of their placement activities, and students should not be assigned a greater workload in these areas than any other staff member.

3.2 Agencies

Agencies accept students for placement have responsibility of the following:

- Preparation and planning of appropriate student activities.
- Provide a suitable workplace induction that includes policies (general, occupational health, safety procedures) and procedures relating to the agency including adequate time for the student to read and comprehend the material.
- Provide a safe and healthy work environment, free from discrimination and harassment.
- Make agency resources available in line with what a staff member would have access to.
- Recognising student placement as education, with different expectations than paid staff.
- Provide learning opportunities by including them in their day-to-day work.
- Provide formal supervision for the student each week – different expectations if agency supervisor is not a Social Worker
- Attend progress meetings with student and university staff.
- Ensure student is reimbursed for any expenses incurred while undertaking agency business as directed by agency staff.

3.3 Field Educator (FE)

The Field Educator (FE) must be a **qualified social worker with a minimum of two years post qualifying practice experience and be eligible for membership of the AASW.** Each student will be appointed a FE, either internal or external to the agency, to supervise their placement.

The responsibilities of a FE include:

- Provide the student with regular formal supervision – 1.5 hours per 35 hours completed.
- Facilitate learning opportunities to help the student acquire skills required
- Ensure student's tasks are manageable and expectations of the student are realistic.
- Give constructive feedback to the student on their tasks and professional behaviour.
- Ensure that the student links theory to practice and can reflect on their learning experience.
- Complete comments and score the CAT before the mid placement and final placement progress meetings.
- Inform the university of changes taking place in the agency which could affect the placement.
- Work alongside the Task Supervisor, Liaison Officer and University staff as needed.

It is recommended a supervision contract is created and signed to set expectations about supervision.

3.4 Task Supervisor

This role is only assigned where there is no on-site Field Educator available. The task supervisor is the agency employee who provides day to day support and plays an important role in the development of the student. The task supervisor works in partnership with the Field Educator and Liaison Officer, regularly discussing student performance and learning on placement. Task supervisors should be working closely students and providing day-to-day task supervision.

It is recommended to reserve the part of each supervision for a group discussion with the task supervisor and FE together, to ensure collaboration.

Task supervisors are required to complete a mid- and final placement report before the 2nd and 3rd progress meeting, discussing the student's progress up to that point. This should include areas they are doing well, areas they need to develop, and a plan on how to meet the areas that need development.

3.5 Liaison Officer (LO)

The LO is a qualified social worker with **minimum of five years' post qualifying experience.**

The LO's role is to oversee the placement, ensuring it is meeting all requirements of ECU and AASW, as well as supporting the student and supervisors as needed.

The LO acts on behalf of the University as a representative for the field placement team. The responsibilities of the LO are:

- Develop and maintain collaborative working arrangements with all parties.
- Support, monitor and evaluate the placement as required.
- Chair at least 3 placement progress meetings and complete summary report after each
- Review and assess the CAT document in consultation with all parties.

As the LO represents the ECU placement team, students or supervisors must attempt to contact the LO first to discuss any issues arising from placement.

4.0 Sonia Placement Management System

Sonia is computer software for students to easily maintain their requirements, record learning and upload documents. Supervisors are emailed Sonia resources including instruction videos.

4.1 Logging in

Onsite FEs and Task supervisors

All agency supervisors will be sent an email at the beginning of Semester with a direct link to the student's Common Assessment Tool (CAT). Please save this link. Agency based staff will not need to access other functions within Sonia, therefore, will not need a Sonia login.

External FEs and LOs

To access Sonia

- Go to <https://Sonia.ecu.edu.au> **OR** go to the ECU intranet, click "other logins" and select "Sonia Online"
- Click on "SAH Placements"
- Select your role (Field Educator) and then click "University Sign In".
- This will take you to the login page to log in using your ECU Username and Password.

5.0 Placement Agency Allocation

Placement opportunities are sought for students throughout the year. Agencies can contact swprac@ecu.edu.au at any time to express interest in having a student. A form will be sent back to the agency collating important information on their requirements and capacity.

Approximately 6 months before placement commences, students will submit their Student Information Forms, containing the students' location, preferences and learning needs. These results are then compared with the list of agencies who have offered placements, with the Field Education team matching as best as possible.

When a suitable match has been found, the Field Education team will send the student's resume to the agency for consideration. If the resume is deemed suitable, the student is informed of the placement match. The student will then be asked to contact the agency to arrange an interview.

5.1 Post Interview Notification

Agencies will receive an Interview Outcome form via email when a student is sent for interview. Successful students will then contact the agency to:

- Confirm placement start date and times.
 - If part time, confirm which days.
- Confirm first day expectations such as what to bring, where and when to meet, dress code, etc.
- Send through any additional clearances needed such as NDIS screening, mask fitting, hand hygiene certificate, etc.

5.2 Agency declines to proceed with placement

If an agency declines to take the student following an interview, this can be outlined on your Interview Outcome Form. The field placement team may contact the agency for feedback and will discuss this with the student.

Should interview failure be due to unprofessional conduct, lack of preparation or for other reasons that the student is responsible, a meeting will be held with the student and the Field Education Coordinator.

6.0 Preparation for Placement

6.1 Conflict of Interest

Students should declare any potential conflict of interest in their Student Information Form.

Supervisors who become aware of conflicts of interest should contact the ECU Field Education team to discuss if the placement can proceed. For example, if the supervisor knows the student prior to the placement. A conflict of interest does not necessarily mean the student cannot be placed there, as arrangements can sometimes be made to mitigate these.

6.2 Risk Management

For each placement the agency and student are required to complete a Risk management Agreement. Once placement is confirmed, this form will be sent to the student for signing, and when they submit, it will be sent to the agency for signing. This is to be complete prior to commencement of placement.

The Risk and Assurance Services Unit is responsible for administering the University's insurance program. Please refer to their [FAQ's](#) for further information & guidance.

6.3 Insurance

ECU provides insurance to students completing unpaid placements. Certificates of Currency for all insurance policies can be found [here](#).

If the student is completing a paid placement, such as their workplace, the agency will need to ensure they can provide adequate insurance coverage.

6.4 Placement Schedule

Read through [Appendix 1 Placement Schedule/ Checklist](#) prior to placement commencing to ensure adequate preparations are made.

7.0 During Placement

7.1 Leave and Public Holidays

Students must advise their placement agency if they are not going to be at placement for any reason. Placement hours are only counted when the student is doing approved placement related activities.

In the case of illness, students are to notify their agency supervisor immediately. ECU does not need to be informed of short-term absences from placement.

If the agency is closed, such as for a public holiday, students are unable to count that day towards their hours. However, if the agency is running a relevant out-of-hours event, students can attend and count these hours, if they have prior approval from their Field Educator.

7.2 Working from home

If the placement agency has work from home (WFH) options for their staff, this can be considered for students on a case-by-case basis. Students and supervisors should discuss these opportunities at the start of placement as a backup in the case of lockdown or similar where the student is able to work but unable to attend in person.

All WFH needs pre-approval from both the agency and Field Educator. The work must be measurable with regular check ins by the supervisor. Work from home may not be possible in some placements.

7.3 External training and agency visits

Students are encouraged to discuss with their supervisors the prospects for additional learning opportunities. This may be through external training, online webinars, visiting other agencies, etc. These tasks all require pre-approval from the FE. It is necessary that students not just attend but demonstrate what they learnt from these opportunities and how it applies to their placement. This could be demonstrated in several ways, such as a written reflection, a conversation in supervision, etc.

Agency visits are a great opportunity for networking and learning client referral pathways. ECU insurance only covers your activities for being a student at the allocated agency. Students are not authorised to complete placement tasks at another agency. Therefore, visits are purely observational and should be in line with what a visit from their supervisor to that agency would be able to do.

While there is no specified limit on training and agency visits, these should only be to supplement knowledge for placement. The placement agency is where the student should receive most learning experiences.

7.4 Supervisor leave

ECU employed Field Educators must ensure they are available for the entire placement period to ensure consistent engagement with students. Agency-based supervisors that take leave throughout placement are asked to organise a replacement supervisor internally to cover them, and then inform ECU of these details. Please contact swprac@ecu.edu.au for any concerns or queries about this.

8.0 Progress Meetings

Progress meetings are held for all students in weeks 4, 8 and 12 to ensure requirements are being met and address concerns as early as possible. Attendance should include Task Supervisor (if applicable), Field Educator, Liaison Officer, and the student. All 3 meetings should be initiated by the **student** and booked in **first week** of placement.

Refer to Appendix 2 – [Progress Meetings Preparation & Requirements](#)

Attendance should include Task Supervisor (if applicable), Field Educator, Liaison Officer, and the student.

If preparation steps are not completed in time, the meeting should be postponed. Meetings 2 & 3 cannot proceed without the FE completing scores for all sections at least 1 business day before the meeting.

It is preferred that all parties will attend these meetings in person. However, online attendance may be required at times, especially in instances such as remote placements.

After each meeting, Liaison Officers are required to complete a progress report for each student.

9.0 Assessments

9.1 Common Assessment Tool

The CAT guides the student to complete a wide range of skills-focused activities that are generic across all placement settings. The CAT ensures that the learning needs and goals are the same across all WA universities who offer the Bachelor of Social Work. This was previously known as the Placement Learning Record (PLR).

Learning Areas

The CAT has seven learning areas based on the unit learning outcomes and AASW Practice Standards. Each area has sub-learning areas that unpack these further.

Learning Area 1: Values, ethics, and professional practice.

Learning Area 2: Organisational, legal, and political contexts.

Learning Area 3: Social Work processes, practices and communication skills, group, and teamwork.

Learning Area 4: Culture and Identity.

Learning Area 5: Using knowledge (theory or evidence) for practice

Learning Area 6: Self-directed learning, professional development, and conduct

Learning Area 7: Social Policy

Students should be working on their CAT throughout their placement. It is recommended that students and supervisors save their work externally in a word document too in the event of Sonia technical issues or data loss.

Please remember to **SAVE SAVE SAVE!** When you click "save draft", **await confirmation that the page has saved (image below) before closing.** Closing before this confirmation can cause information to be lost. We recommend saving a copy of all work in a word document or similar, as there has been times Sonia has lost work.

9.2 Strategies and Evidence

Students must articulate their strategies and then evidence each sub-learning outcome. All sub learning outcomes should contain:

- Two strategies
- Two sections of evidence (one per strategy)

Evidence might include deidentified case notes or client assessment, a written reflection after attending a workshop, supervision notes, etc. Attachments are not required for every sub-learning outcome. However, they may be used to supplement the evidence paragraph/s. The following learning areas require critical reflection as evidence, with a minimum word count of 300 words (1.2, 2.2, 3.6, 4.2, 6.4, 7.1) which will count as one piece of evidence.

References are not required for each area, unless referring to a particular piece of formal literature such as the AASW Code of Ethics.

[Appendix 2](#) outlines the progress required on the CAT before each progress meeting.

[Appendix 3](#) provides further examples of strategies and evidence. This document is available to supervisors only, to guide students if they are stuck on a particular sub-learning outcome. Students will receive a condensed version of this document.

9.3 Rankings for Field Placement

Please ensure to read all descriptions as they are different for first and final placement students.

Students and Field Educators (onsite or external) are both required to rank against each sub-learning area prior to the mid and final Placement Progress Meetings. Field Educators are often unable to complete ratings without the student doing their sections first. Therefore, it is recommended that students complete their sections at least 1 week before each meeting.

For placements with a task supervisor, it is recommended they collaborate with the Field Educator for rankings. Task supervisors are still required to write a comment in the CAT before the mid- and final placement meetings. It is recommended that all comments are a decent paragraph in length. The suggested word count for all parties is around 250-350 words.

First Placement Ratings

RATING	LEVEL	DESCRIPTION
Capability not met	1	Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning. No capacity for development demonstrated.
Some capability	2	Performance not yet capable. Some requirements understood. Further work needed to demonstrate beginning capability.
Beginning capability	3 (pass)	Performance at beginning level. Requirements understood. Practice capable under close guidance and supervision. Demonstrates some adaptability.
Capable	4	Performance beyond the level expected. Requirements integrated into practice. Can perform independently with supervision. Demonstrates adaptability and critical appreciation of own/others' practice with some guidance.
Unable to be assessed (This ranking should NOT be used to highlight performance issues and only applies in the first half of placement)	U/A	The work has either not been undertaken, an opportunity has not been available to the student, or the supervisor has not had an opportunity to assess capability in this area.

Final Placement Ratings

RATING	LEVEL	DESCRIPTION
Capability not met	1	Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning. No capacity for development demonstrated.
Some capability	2	Performance not yet capable. Some requirements understood and practice capable under close guidance and supervision. Further work needed.
Capable	3 (pass)	Performance at level expected of newly qualifying practitioner. Requirements integrated into practice. Can perform independently with guidance and supervision. Demonstrates adaptability and critical appreciation of own/others' practice.
Highly capable	4	Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency with minimal supervision. Ability to generate new understandings or practices developing.
Unable to be assessed (This ranking should NOT be used to highlight performance issues and only applies in the first half of placement)	U/A	The work has either not been undertaken, an opportunity has not been available to the student, or the supervisor has not had an opportunity to assess capability in this area.

To pass placement, all students must reach a level of “3” for all areas by the end of the placement. This rating is applicable to **both** first and final students. Given the ranking descriptors, there is a higher expectation of final placement students to be able to achieve a score of 3.

9.4 Finishing placement

After the 500 hours are completed, the following steps must be taken:

FE and LO

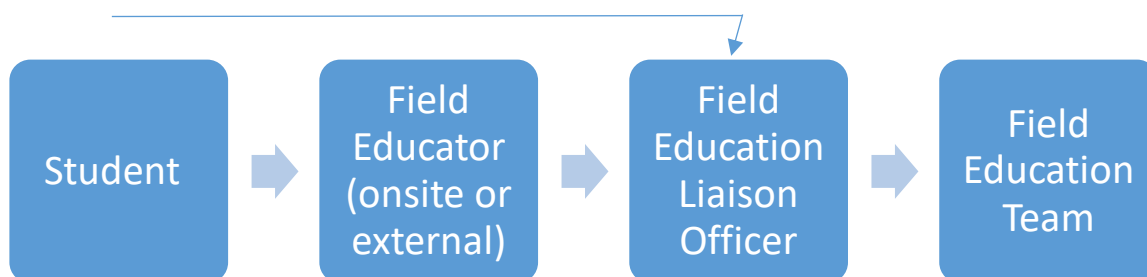
Once the student has notified that they have submitted their CAT:

1. Make any final comments.
 - Include rationale for pass of assignment as well as general feedback on their placement.
 - For 3rd year students, make any recommendations for the student's final placement.
2. LO checks timesheets to confirm 500 hours completed.
3. LO selects student has met requirements (drop down box) and submits the document.

10.0 Resolving Difficulties on Placement

It is normal for students to encounter some difficulties during placement. Importantly, conflict is not always negative. When a student and a Field Educator can respectfully challenge one another in a supportive environment, new ideas and learning can be cultivated. In most cases, issues are minor and can easily be resolved between the student, agency supervisor and/or Field Educator.

10.1 Solution Focused, Problem Solving Approach



It is recommended that all parties adopt a solution focused problem-solving process to address issues that arise on placement.

1. **The student and Task Supervisor/ Field Educator (onsite or external) must attempt to address and resolve any minor issues that arise through discussion and/or supervision.**
2. For any issues not resolved at this initial level, discussions should be held with the Field Education Liaison Officer who can provide direct assistance.
3. The Liaison Officer will attempt to resolve this themselves and may decide to escalate this to the field education team if required.
 - Students are asked to not escalate issues directly to the field placement team as they will be redirected to their FE and/or LO.
4. Significant issues that may result in a student not satisfactorily completing a placement **must** be brought to the attention of the field placement team as soon as possible. The team will work with the FE, LO and agency to determine a strategy to manage the issues in accordance with the AASW standards and university policies and procedures.

No placement is to be terminated without prior consultation with the university.

The field education team must be informed if there is a **significant** placement concern.

Examples of significant concern are:

- Sexual or other harassment of/by a student.
- Unsafe working conditions.
- Discriminatory behaviour.
- Serious or deliberate breach of relevant codes on conduct, policy, procedure, or legislation.
- Falsification of records.
- Breakdown of the placement.
- Likelihood of the student failing the placement or being asked to leave.
- Noncompliance of AASW field placement requirements.

10.2 Unsatisfactory Grade

All students require a minimum score of 3 for each sub-learning area by the end of placement to pass. If any sub-learning area is recorded below this minimum score, the student has not passed the CAT assessment and therefore has not passed the unit. Field Educators make a recommendation on the pass/fail result. However, ECU has the responsibility for deciding and awarding the final mark.

It is important that if a student is at risk of not passing, the Liaison Officer and Field Education team are alerted as early as possible to develop a Structured Learning Plan.

10.3 Structured Learning Plans

If a placement is deemed to be at risk of not passing, a clear and transparent process is to be employed as early as possible. It is important that the student and the university are aware of the concerns and in a position to remedy. As such, a Structured Learning Plan (SLP) is to be utilised.

SLPs are developed in consultation with all stakeholders: student, task supervisor, Field Educator (internal/external), Liaison Officer and member of the field placement team. A SLP can be implemented at any time. However, it is recommended they are put in place as soon as issues are identified.

The plan will explicitly detail the areas of concern and the expected outcomes to be achieved over a set period (generally 1-4 weeks). Suggested tasks will be included in the plan for the student to demonstrate learning in the relevant areas. A meeting will be organised for the end of the allotted period to discuss whether outcomes have been achieved and the plan for moving forward i.e.: Achieved – further structured learning tasks OR not achieved – placement to be recorded as a fail.

The student must be supported with their learning. The only occasion that a Structured Learning Plan is not required is if the student has acted in such a manner that would warrant immediate failure (such as serious breach of confidentiality, misconduct, Code of Ethics, OH & S requirements, etc.).

Appendix 1 - Placement Schedule/ Checklist

This should be used in conjunction with the Common Assessment Tool (CAT).

*Please note that this schedule is based upon full time placements, those in part time placements should adjust accordingly.

WEEK	STUDENT	AGENCY SUPERVISOR	FIELD EDUCATOR (FE) onsite or external	LIAISON OFFICER (LO)
Preplacement	<input type="checkbox"/> Read placement manual <input type="checkbox"/> Organise and attend placement interview. <input type="checkbox"/> Familiarise self with the CAT in Sonia. <input type="checkbox"/> Contact agency before start date to confirm details. <input type="checkbox"/> Placement Risk Management Agreement Form to be completed, signed and uploaded to Sonia (before first day)	<input type="checkbox"/> Hold preplacement interview <input type="checkbox"/> Confirm interview outcome via email swprac@ecu.edu.au <input type="checkbox"/> Review placement manual. <input type="checkbox"/> Familiarise self with the CAT in Sonia. <input type="checkbox"/> Sign student's Risk Management Agreement Form.	<input type="checkbox"/> Review placement manual. <input type="checkbox"/> Attend supervisor training (invitation will be sent) <input type="checkbox"/> Familiarise self with the CAT in Sonia.	<input type="checkbox"/> Review placement manual. <input type="checkbox"/> Attend supervisor training (invitation will be sent) <input type="checkbox"/> Familiarise self with CAT in Sonia.
1-3	<input type="checkbox"/> Attend agency- based inductions including OH&S <input type="checkbox"/> Meet with FE (and task supervisor) to clarify placement expectations. <input type="checkbox"/> Book in all 3 progress meetings in consultation with all parties. <input type="checkbox"/> Familiarise self with the CAT on Sonia and the Canvas site <input type="checkbox"/> Prepare for first Progress Meeting (completed draft strategies for at least 2-3 sub learning areas)	<input type="checkbox"/> Provide agency orientation including OH&S <input type="checkbox"/> Meet with student to clarify expectations and discuss possible tasks available to meet learning areas as outlined in CAT. <input type="checkbox"/> Sign weekly timesheets	<input type="checkbox"/> Provide weekly site supervision of 1.5 hours per 35 hours completed in placement. <input type="checkbox"/> If external FE, be in regular contact with task supervisor/ agency.	
4 130-180 placement hours complete.	Placement Progress Meeting #1 <input type="checkbox"/> Student to discuss learning from placement so far <input type="checkbox"/> Verbal Presentation: <ul style="list-style-type: none"> ▪ Role ▪ Organisation <ul style="list-style-type: none"> ▫ Funding & Structure ▫ Legislation 	Placement Progress Meeting #1 <input type="checkbox"/> Provide feedback to all parties how student is progressing including strengths and any concerns	Placement Progress Meeting #1 <input type="checkbox"/> Provide feedback to all parties how student is progressing including strengths and any concerns <input type="checkbox"/> Review draft strategies written by student	Placement Progress Meeting #1 <input type="checkbox"/> Review draft strategies written by student <input type="checkbox"/> Ensure site orientation and OSH induction has been complete. <input type="checkbox"/> Clarify student's roles and responsibilities.

	<ul style="list-style-type: none"> ▫ Clients ▫ Policies 			<ul style="list-style-type: none"> <input type="checkbox"/> Ensure student is keeping a monitored log of hours and record how many completed so far. <input type="checkbox"/> Confirm student is receiving regular supervision <input type="checkbox"/> Discuss focus and learning for the next 4 weeks. <input type="checkbox"/> Complete Liaison Officer report in Sonia. <input type="checkbox"/> If the placement is considered “at risk”, escalate any concerns to the Field Education Team and support FE and student to develop a Structured Learning Plan.
5-7	<ul style="list-style-type: none"> <input type="checkbox"/> Complete “strategies” section in each sub-learning area <input type="checkbox"/> Complete a strong draft of at least half of the “evidence” sections. <input type="checkbox"/> Self-score on progress <input type="checkbox"/> Write critically reflective comment in preparation for mid-placement meeting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Check in with student regularly for support and ensure they have access to learning opportunities. <input type="checkbox"/> Sign weekly timesheets. <input type="checkbox"/> Review student CAT and feedback to student and FE (if external) as required. <input type="checkbox"/> Write comment in preparation for mid-placement meeting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide weekly site supervision of 1.5 hours per 35 hours completed in placement. <input type="checkbox"/> Complete scorings and write comment in preparation for mid-placement meeting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Review student CAT in Sonia in preparation for Placement Progress Meeting #2
8 275-325 placement hours complete.	<p>Placement Progress Meeting #2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion on placement ratings and plan to address learning areas needing support or development. 	<p>Placement Progress Meeting #2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion on placement ratings and plan to address learning areas needing support or development. 	<p>Placement Progress Meeting #2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion on placement ratings and plan to address learning areas needing support or development. 	<p>Placement Progress Meeting #2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion on placement ratings and plan to address learning areas needing support or development. <input type="checkbox"/> Review student log of placement hours and record how many completed so far. <input type="checkbox"/> Confirm student is receiving regular supervision. <input type="checkbox"/> Discuss focus and learning for the next 4 weeks. <input type="checkbox"/> Complete Liaison Officer report in Sonia.

				<input type="checkbox"/> Escalate concerns to the Field Education Team if the placement is considered 'at risk'. Support FE and student to develop a Structured Learning Plan.
9-11	<input type="checkbox"/> Finalise all sections of CAT (approximately 1-2 weeks before Placement Progress Meeting #3) including scorings, evidence sections and critically reflective comment.	<input type="checkbox"/> Check in with student regularly for support and ensure they have access to learning opportunities. <input type="checkbox"/> Review student CAT entries and complete final comment <input type="checkbox"/> Sign weekly timesheets.	<input type="checkbox"/> Provide weekly site supervision of 1.5 hours per 35 hours completed in placement. <input type="checkbox"/> Review students CAT entries <input type="checkbox"/> Complete final set of ratings and comment. Flag with LO if any scores are 2 or below.	<input type="checkbox"/> Review student CAT document in Sonia in preparation for Placement Progress Meeting #3
12 450 placement hours complete.	Placement Progress Meeting #3 <input type="checkbox"/> Discussion on placement including ratings and general feedback, plan for client handovers/ returning equipment, and any recommendations for future placement or work opportunities. <input type="checkbox"/> Student to present second assessment – portfolio or selection criteria – and seek feedback. <input type="checkbox"/> Presentation to FELO: <ul style="list-style-type: none"> ▪ 3rd Year – PowerPoint Presentation ▪ 4th Year – Selection Criteria (as per Assignment 2) 	Placement Progress Meeting #3 <input type="checkbox"/> Discussion on placement including ratings and general feedback, plan for client handovers/ returning equipment, and any recommendations for future placement or work opportunities. <input type="checkbox"/> Provide feedback on student's second assessment (formally marked by unit coordinator)	Placement Progress Meeting #3 <input type="checkbox"/> Discussion on placement including ratings and general feedback, plan for client handovers/ returning equipment, and any recommendations for future. <input type="checkbox"/> Provide feedback on student's second assessment (formally marked by unit coordinator) <input type="checkbox"/> After meeting, complete final sections of Sonia including recommendation of PASS/FAIL and final comment giving feedback on second assessment.	Placement Progress Meeting #3 <input type="checkbox"/> Discussion on placement including ratings and general feedback. <input type="checkbox"/> Ensure all sections of CAT have been complete by all parties. <input type="checkbox"/> Record how many hours the student has completed so far. <input type="checkbox"/> Confirm student has received regular supervision and the plan to meet final supervision hours. <input type="checkbox"/> Complete final Liaison Officer report in Sonia. <input type="checkbox"/> Provide feedback on student's second assessment (formally marked by unit coordinator)
No later than 1 week post placement	<input type="checkbox"/> Confirm to have read all FE/ LO comments. <input type="checkbox"/> Scan timesheets as 1 pdf document and upload to CAT <input type="checkbox"/> Press "Student Submission" at the end of CAT IN Sonia <input type="checkbox"/> After LO has submitted, save whole CAT as a pdf and upload to Canvas			<input type="checkbox"/> Confirm that 500 hours have been completed. <input type="checkbox"/> Submit CAT in Sonia <input type="checkbox"/> Inform student that CAT has been submitted

Appendix 2 – Progress Meeting Preparation & Requirements

Meeting 1 Week 4/ 130-180 hours
Preparation
<p>Student to have completed at least 2 days prior to meeting:</p> <ul style="list-style-type: none"> • First page sections of the CAT (names, dates, supervisors, etc) • Complete draft “strategies” for at least 2-3 sub-learning areas for each main learning area in the CAT (minimum 14 strategies completed)
<p>Field Educator and Task Supervisor (if relevant) to:</p> <ul style="list-style-type: none"> • Read the student’s CAT entries. • Prepare verbal feedback to the student about progress so far
<p>Liaison Officer to:</p> <ul style="list-style-type: none"> • Read the student’s CAT entries
Meeting
<p>Student to discuss:</p> <ul style="list-style-type: none"> • Agency context - what they do, how they are funded, legislation they come under, etc. • Learning opportunities so far • Gaps in their knowledge • Focus and goals for the remainder of placement
<p>Liaison Officer to:</p> <p>Note down how many hours the student has completed so far (record on CAT) Confirm student: has received sufficient orientation to the agency including OSH induction. is receiving adequate social work supervision (1.5hours per 35 hours placement) Has made an adequate start on their CAT. Consult with the group about any concerns.</p> <ul style="list-style-type: none"> ○ Try and resolve these within the meeting. ○ Notify the placement team of any significant concerns including any that, if unresolved, may jeopardise the placement continuing. • Complete the Liaison Officer report in the student’s CAT. <ul style="list-style-type: none"> ○ Ensure any concerns raised or plans created in the meeting are documented in the CAT
Meeting 2 Week 8/ 275-325 hours
Preparation
<p>Student to have completed at least 1 week before the meeting:</p> <ul style="list-style-type: none"> • Minimum 2 “strategies” for every sub-learning area of the CAT • Strong draft of at least half of the “evidence” sections <ul style="list-style-type: none"> ○ <i>Any evidence sections that are not complete need to have a clear plan in the strategies section about how they are going to evidence.</i> • Initial self-scoring of progress for each sub-learning area • Mid-placement progress review comment/ critical reflection
<p>Task Supervisor to have completed at least 2 working days before the meeting:</p> <ul style="list-style-type: none"> • Collaborate with the Field Educator regarding scoring. • Complete mid-placement progress review comment
<p>Field Educator to have completed at least 2 working days before the meeting:</p> <ul style="list-style-type: none"> • Initial scoring of progress for each sub-learning area • Mid-placement progress review comment
<p>Liaison Officer to have read all comments and scorings before the meeting.</p>
Meeting
<p>Group to</p> <ul style="list-style-type: none"> • Review scoring and comments. <p>If the FE has scored any “1” s and/ or if there is a concern that student is at risk of not passing placement, LO to consult with placement team about a Structured Learning Plan. Create a plan on how the students could demonstrate meeting any learning areas not yet achieved or evidenced.</p>

<p>Student to:</p> <ul style="list-style-type: none"> • Student to provide timesheets to LO to check progress with hours
<p>Liaison Officer to: Note down how many hours the student has completed so far (record in CAT) Confirm student: is continuing to receive adequate social work supervision.</p> <ul style="list-style-type: none"> ○ Has completed the “strategies” in each area. ○ Has completed at least half of the “evidence” boxes. • Consult with the group about any concerns. <ul style="list-style-type: none"> ○ Try and resolve these within the meeting. ○ Notify the placement team of any significant concerns. • Complete the Liaison Officer report in the student’s CAT. <ul style="list-style-type: none"> ○ Ensure any concerns raised or plans created in the meeting are documented in the CAT
<p>Meeting 3 Week 12/ 450 hours</p>
<p>NOTE</p> <ul style="list-style-type: none"> • Meeting should be postponed if preparation tasks have not been completed by all parties. • Schedule meeting at least 1 week before placement finishes in case learning areas are identified as incomplete or if it needs to be rescheduled
<p>Preparation</p>
<p>Student to have completed at least 1 week before the meeting:</p> <ul style="list-style-type: none"> • Final version of all “strategies” and “evidence” sections in every sub-learning area • Final scoring for each sub-learning area • Final placement progress review comment/ critical reflection. • Draft version of Assignment 2 and sent to supervisors for feedback in the meeting
<p>Task Supervisor to have completed at least 2 working days before the meeting:</p> <ul style="list-style-type: none"> • Collaborate with the Field Educator regarding scoring. • Complete final placement progress review comment
<p>Field Educator to have completed at least 2 working days before the meeting:</p> <ul style="list-style-type: none"> • Final scoring for each sub-learning area • Final placement progress review comment
<p>Liaison Officer to have read all comments and scorings</p>
<p>Meeting</p>
<p>Group to:</p> <ul style="list-style-type: none"> • Review scoring and comments. • Create a plan on how to meet any learning areas not yet achieved or evidenced. • Provide feedback for student’s Assignment 2 (presentation or selection criteria) • Review process for student to finish placement such as handing over clients, returning keys, etc
<p>Student to:</p> <ul style="list-style-type: none"> • Student to provide timesheets to LO to check progress with hours
<p>Liaison Officer to: Note down how many hours the student has completed so far (record in CAT) Confirm student: is continuing to receive adequate social work supervision.</p> <ul style="list-style-type: none"> ○ has completed all sections of the CAT. • Complete the Liaison Officer report in the student’s CAT. • If there are any concerns that may prevent the student from finishing placement on time

Appendix 3 – CAT Guide

Common Assessment Tool (CAT) Guide

This guide suggests forms of evidence that can be used to demonstrate the Learning strategies. These are suggestions only, meaning the student, supervisor and/or liaison can choose to use other ways to demonstrate these. **This document is provided to supervisors only.**

Learning Strategies	Examples of evidence:
1. Values, ethics and professional practice:	
1.1 Demonstrate understanding and application the AASW Code of Ethics and the AASW Practice Standards	Demonstrate a broad understanding of the Code of Ethics, expanding on a specific section tailored to placement setting and your learning needs. This can be demonstrated in forms such as critical reflections emails, supervision notes, minutes, or file notes.
1.2 Critical reflection and management of ethical dilemmas and issues in practice that result from power imbalances, culture, and diversity (gender, sexuality, ability, age, socio-economic status etc.)	Identify ethical challenges and regularly reflect and share reflections on this, in both a written and verbal manner. Engage in open dialogue about the challenges of managing diversity in different situations. Seek guidance from peers and supervisors and analyse and document these experiences through structured supervision session notes, detailed case studies and written critical reflections
1.3 Demonstrate open, interested, and respectful attitude towards the values, views and experiences of others, including colleagues.	Student will be evaluated by supervisor through direct observation in practical settings along with discussions and written reflections on progress. Files notes & assessments can be used to document valuable feedback from peers & other relevant sources.
1.4 Articulate the purpose and function of social work in the context of your placement and your emerging professional identity as a social worker.	Examine and present the differences between professions within the Agency. Using theory and what you have observed explain how Social Work fits in and adds value to the organisation. Use theories and practical examples, like feedback from colleagues, staff professional development, role charts to create a presentation, brochure etc to demonstrate this.
1.5 Demonstrate respect for service user, family, and carer rights.	Read about the rights and movements related to caregivers and service users and discuss these topics during supervision. Review Agency policies to see if they align with a framework that respects the rights of consumers and carers. This can be demonstrated in the form of file notes, minutes of meetings with service users, documented feedback from others and emails can be used to demonstrate these discussions.

<p>1.6 Demonstrate appropriate professionalism including but not limited to responsibility, accountability, reliability, autonomy, and initiative through effectively prioritising tasks, managing time and negotiating workload during placement whether onsite or offsite.</p>	<p>Some examples of how this can be demonstrated to supervisors is by setting clear goals, meeting deadlines, adapting to change, communicating openly with your team, reflecting on your performance, and maintaining a respectful and ethical demeanour. This can be demonstrated in forms such as task lists, feedback from others, reports and file notes.</p>
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2. Organisational, legal and political contexts

<p>2.1 Articulate the organisational, socio-political and environmental contexts in which the organisation operates, including but not limited to funding sources, governance structures, reporting processes and key community partnerships.</p>	<p>This can be demonstrated by explaining who the key stakeholders are, where the organisation gets its funding, how it is governed and reports its activities. Describe its key partnerships in the community and how it fits into the social and political landscape, mentioning its impact on the environments. Address current challenges, ethical principles and plans for the future. You can demonstrate this in such ways as a presentation, mapping the organisation or preparing materials to host an agency visit.</p>
<p>2.2 Explain the connection between the individual experiences of service users, systemic disadvantage and dominant philosophy/framework/discourses within the context of your placement agency.</p>	<p>Examine the impact of dominant discourses and how this influences how clients construct themselves and their circumstances. Critically reflect on the link between structural disadvantage and experience and presentation of service users. You can demonstrate this via a case study, through written reflections, by using supervision notes, file notes and/or eco map.</p>
<p>2.3 Adhere to organisational policies and procedures, legal requirements, confidentiality standards, privacy, relevant legislation, duty of care and risk management requirements.</p>	<p>Provided a synopsis and critical reflection of workplace policies covering the mentioned areas. Raising and discussing confidentiality with a service user during an intake meeting. You can demonstrate this via a case study, case notes, confidentiality agreement, intake assessment.</p>

3. Social Work processes, practices and communication skills, group and teamwork

<p>3.1 Demonstrate clear and effective communication skills (verbal, non-verbal and written) by engaging with a diverse range of people and in multi-disciplinary contexts through a range of modalities (e.g. face to face, teleconferencing, online platforms, interpreters).</p>	<p>Observe and reflect on your communication style within your setting. Correspond with staff to gain an understanding of roles and responsibilities. Take part in a multi-disciplinary meeting, advocate for a service user with another support service. You can demonstrate this via a case note, meeting minutes, support letters, emails, feedback from others</p>
<p>3.2 Demonstrate purposeful engagement skills and the ability to communicate the details and nature of services with service users, carers, families, colleagues and other professionals.</p>	<p>Observation of engagement strategies, noting differences in styles, and key issues like the impact of gender, culture, age , sexuality and/or disability on the engagement approach. This can be demonstrated by critical reflection, assessments, file notes and/or feedback from others.</p>
<p>3.3 Undertake assessments which do not need to be formal but are the basis for a plan of action (includes but not limited to clinical, psychosocial, needs, policy relevance,</p>	<p>Observe or complete a psychosocial assessment with a client or in in a group setting noting challenges, difficulties and areas missed.</p>

evaluation, research, community work and group assessments)	This can be demonstrated by way of assessments relevant to the organisation, critical reflection, supervision notes and/or role play in supervision.
3.4 Construct and implement an intervention plan which is a plan of action (includes but not limited to intervention and responses within clinical, group, policy, project, research and community settings).	Critically reflect on the process of constructing and implementing an intervention with a service user. You can demonstrate this in ways such as formulate an intervention or case plan, present it to your supervisor and justify proposed responses, critical reflection.
3.5 Demonstrate effective negotiation, liaison and advocacy skills with other stakeholders and professions, in consultation with service users.	Facilitate or co-facilitate a meeting and critically reflect on your advocacy, facilitation, mediation and negotiation skills, including areas for improvement. This can be supported by preparing an advocacy letter, minutes of meeting, letters, reports, emails and/or feedback from others.
3.6 Critically reflect on a range of challenging situations, conflict or behaviours experienced during placement.	Undertake reading on dealing with conflict and/or challenging behaviours, share the learning with your supervisor and/or team. Critically reflect on skills and areas for development in dealing with conflict, identifying areas for ongoing development and learning. This can be demonstrated with developing a plan for improving management of boundaries and/or written critical reflections.
3.7 Demonstrated written skills in a range of professional applications including but not limited to case notes, referrals and advocacy letters, emails, reports, minutes of meetings, project work, research reports and policy analysis which are objective, factual and evidenced.	Complete a case note using the DAP or ISOBAR format and ask your supervisor for feedback. Take the minutes for a multidisciplinary team meeting and ask your supervisor for feedback. You can demonstrate this with intervention plans, case note notes, reports, meeting minutes supervisor feedback
3.8 Demonstrate knowledge of group processes and skills in group/team environments.	Critically reflect on your role within groups, your level of participation and barriers to involvement. Observe group processes and critically reflect and note how this relates to theories of group behaviour. This can be demonstrated by writing up a group activity with justification and intended outcome of group, written reflections, minutes, emails, feedback from others and supervision notes.
3.9 Establish and maintain professional relationships and appropriate boundaries with colleagues, service users and relevant others	Reflect on your professional practice within your team and how you can improve relationships with team members. Can be documented by supervision notes, written reflections, emails and feedback from others.
3.10 Participate in the management of meetings (e.g. secretary, note-taker, chairperson, facilitator)	Chair or facilitate a meeting. Write meeting notes.
4. Culture and Identity	
4.1 Work respectfully and inclusively with different cultures and different ways of knowing, being and doing, including as a result of ethnicity, religion, beliefs, gender diversity, sexuality, age, socio-economic situation, educational background and abilities.	Presenting theories that are used to underpin the placement and how they relate to practice. This can be documented by intervention plans, file notes, assessment and/or emails.

<p>4.2 Respect and promote the values, strengths and rights of Aboriginal and Torres Strait Islander people, recognising and understanding the historical and ongoing disadvantage and discrimination experienced by the Aboriginal and Torres Strait Islander community.</p>	<p>Examine how your organisation promotes the rights of Aboriginal and Torres Strait Islander peoples. Review the organisations Reconciliation Action Plan, complete cultural competency training and critically reflect on your learnings. Can be demonstrated by written reflection, reports and/or supervision minutes</p>
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<p>5. Using knowledge (theory or evidence) for practice</p>	
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<p>5.1 Identify, articulate, apply, and justify theories, models and frameworks relevant to the practice setting and used in service delivery.</p>	<p>Examine a case study with your supervisor identifying which theory, model, and method you used when building an intervention to support a client and why. This can be demonstrated in ways such as undertaking a critical reflection theory audit, theory logs, summarising theories, case study, file notes, reports, assessments, intervention plans, presentations, and supervision notes</p>
<p>5.2 Identify, articulate, apply, and justify evidence from research and evaluation relevant to the practice setting and used in your practice.</p>	<p>Create an understanding of how research informs social work practice and its every day applications. You can demonstrate this in ways such as critical reflection, research log, presentation, supervision notes, file notes, reports, assessments and intervention plans.</p>
<p>5.3 Identify issues that require research (including literature review), evaluation or further investigation within the placement setting for the purpose of service improvement, policy development or funding (optional: complete or start this for the organisation)</p>	<p>Develop a research or evaluation proposal covering research questions, aims, intended outcomes, hypotheses, interpretive and analytic methodology. This can be demonstrated in ways such as developing a research or evaluation proposal, presentations, literature review and/or assessments.</p>

<p>6. Self-directed learning, professional development and conduct</p>	
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<p>6.1 Contribute to the development of an effective supervisory relationship.</p>	<p>Identify your preferred learning style and shares with supervisor. Create a supervision agenda and complete supervision minutes. This can be demonstrated in ways such as supervision notes, supervision contract, learning styles inventory, feedback from supervisor and/or supervision minutes.</p>
<p>6.2 Formulate and articulate own learning needs in the context of, and commitment to, lifelong learning as a social worker.</p>	<p>Continually identify learning needs for supervision and plan for professional development needs. This can be demonstrated in ways such as input into learning plan, summary of learning, supervision notes and/or written reflections.</p>
<p>6.3 Proactively and willingly open social work practice to feedback and evaluation from supervisor, colleagues and service users and continuously seek feedback from all three sources.</p>	<p>Consistently request feedback on performance in supervision, discuss feedback style and share insights gained from it. Create feedback for service users and critically reflect on feedback. This can be documented in ways such as a reflective journal and/or supervision notes, feedback form.</p>

6.4 Demonstrate capacity to critically reflection on the impact of own life experiences, culture, assumptions, values and beliefs in terms of how they affect your views and perceptions of others and your social work practice.	Reflect on what worked, areas of improvements, values, experience, assumptions, and theoretical underpinnings. This can be demonstrated in ways such as written critical reflections and/or supervision notes.
6.5 Demonstrate capacity to transfer and apply own accumulative knowledge, skills and values across different fields of social work practice.	Discuss and create your own practice framework within supervision and discuss how you can apply that within your social work practice. Written reflections, supervision notes, practice framework document.
6.6 Contribute to the education and professional development of others	Create a PowerPoint presentation on a subject matter that would benefit the learning of staff within your organisation. This can be demonstrated by the way of presentations, or summaries of readings.
6.7 Develop and monitor level of resilience and plan and implement self-care strategies accordingly	Create a self-care plan and discuss it with your supervisor during supervision. This can be demonstrated in ways such as self-care plan, supervision notes and written reflections.

7. Social Policy

7.1 Assess the broader social policies, legislation and regulations underpinning the placement organisation and determine how they align with social work values and service delivery.	Discuss and critically assess the fit between social policies, legislation, regulations, social work frameworks and standards. This can be demonstrated in ways such as developing a set of recommendations to address issues of concern, written critical reflection and/or supervision notes.
7.2 Participate in an informed manner in current debates, social issues and/or politics which influence the field of practice.	Discuss contemporary issues that impact the agency and field of practice. Define the steps involved in developing and implementing a social action or activism plan. This can be demonstrated in ways such as by writing a mock letter to an editor about an issue of concern, news items, minutes and written reflections, supervision minutes.

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MORE INFORMATION

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