School of Arts and Humanities
Bachelor Social Science

Professional Placement Manual
CSV3113 Community Work
Edith Cowan University acknowledges and respects the Nyoongar people, who are the traditional custodians of the land upon which its campuses stand and its programs operate. In particular ECU pays its respects to the Elders, past and present, of the Whadjuk people, and embrace their culture, wisdom and knowledge.

Welcome to your Professional Placement for your Edith Cowan University (ECU), as a Bachelor of Social Science student with a major in Community Work. I am excited for the learning and growth you will undergo over the time of your Professional Placement experience.

We have put together this manual with information and guidelines about the requirements of your Professional Placement, Australian Community Workers Association (ACWA) accreditation and the assessment process for the unit; it is important that you familiarise yourself with this information before working with communities and professionals while on Professional Placement.

This Professional Placement is designed for you to develop your skills as a worker in the Human Services sector, whilst providing valuable benefit to the organisations who will host you and the communities they serve.

At the ECU, we are constantly striving for improvement in the student experience and the experiences of community members, so please send us feedback of this booklet and your Professional Placement experience.

I wish you well for this Professional Placement, and your future career.

Dr Vicki Banham

Dr Vicki Banham
Associate Dean
(Social Work, Social Science, Counselling, Youth Work)
School of Arts and Humanities
Edith Cowan University
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1. COURSE INFORMATION

The Bachelor of Social Science, Major in Community Work equips you with knowledge and skills of working in leadership positions with communities in a range of fields. These fields include policy and service development.

CSV3113 Professional Placement offers you the opportunity to explore your professional development needs and prepare for future work through a process of individual needs assessment, flexible self-directed learning, reflective practice, and the opportunity to apply theoretical concepts in your professional role within the community services field.

This unit has a field based Professional Placement Australian Community Work Association (ACWA) component which requires completion of placement 400 hours throughout the year, in two different settings. This requires you to dedicate consistent effort, focus, energy and commitment to learning the profession in a practical context at the services where you will be placed.

In this unit you will develop your own career goals and learning outcomes and have the opportunity to demonstrate you can meet all the ACWA Standards in your role of a professional worker in the community services sector.

You are required to complete two Placement settings for CSV3113 Professional Placement; each placement will provide opportunities to meet different or extend Standards and to work with diverse client groups, settings and communities. These placements require you to be actively involved in the service delivery of your host organisations; observe how they work and become a participant in their activities; join in and learn how to interact with their clients; take constructive feedback; use this unique opportunity to develop your skills in this area of the human services sector.

The more effort you devote to your Placements – the more you will gain from the experience.

1.1 ECU Graduate Attributes

Our graduate attributes reflect the University's purpose, vision and values.

- **Ability to communicate** - clarity of written and spoken expression, including in public fora, and through appropriate use of technology;
- **Ability to work in teams** - collaborating and contributing effectively in diverse settings;
- **Critical appraisal skills** - planning, organising, problem solving and decision making;
- **Ability to generate ideas** - having the courage and confidence to be creative and innovative; and
• **Cross-cultural and international outlook** - engaging productively and harmoniously with diverse cultures.

1.2 Course outcomes

On completion of this unit you will be able to:

• display evidence of the integration of theoretical learning and practical application in working with people and organisations in the human services context;
• demonstrate a knowledge of health and environmental issues in the workplace;
• develop a portfolio of knowledge and skills;
• demonstrate knowledge and understanding of cross cultural and international perspectives in theoretical learning and practical applications in the human services context;
• engage in constructive personal evaluation with the workplace and university supervisors; and
• demonstrate the knowledge and skill requirements for graduate entry level employment in the human services field.

Following experience on Professional Placement, you are expected to demonstrate skills in the following areas:

• Professional practice in settings with communities;
• Communication and organisational skills; and
• Interpersonal skills.

1.3 Requirements

You are required to hold a valid Working with Children check (from the State Government) and must carry the card with you at all times when attending your Professional Placement. This is a strict university requirement. No student can begin placement until they have a certified copy of their valid WWCC uploaded to their PebblePad portfolio, and has been recorded by admin in the ECU Placement database.

Collect the Application Form at Student Central ECU Joondalup (B 34) or Mt. Lawley Campus (B 3). Off campus students can email enquiries@ecu.edu.au and lodge the same request, or phone (08) 6304 2000. You will be given an application form with Part 6 and Part 7 (Education Provider Details) complete. You will complete the remaining of the application and lodge it at your local post office. The cost will be at a student/volunteer rate of approx. $11.00, at your expense.

Take the following with you to the post office:

• 100 points of personal identification;
• Proof of current your address;
• May be required to have a passport size photo taken at the post office; and
• Completed form using black ink pen only and in BLOCK letters.

CSV3113: Course specific pre-requisite rule - you must have passed 120 credit points.
Professional Placement requirements include;
- Minimum of 400 hours within appropriate welfare or community organisations;
- Minimum of two separate placements with no single placement being less than 140 hours;
- Each placement to provide opportunities to meet different or extend ACWA Community Work Practice Standards and to work with diverse client groups, settings and communities.

The ECU Social Science Professional Placement serves three major purposes. It provides:
- Service for the community; you are assisting organisations to provide services for optimal development of all people.
- Teaching facility for the ECU; you are to be supervised by qualified organisation staff and guided to deliver high quality services.
- Research; where more effective approaches to various can be developed and evaluated.

Upon enrolment, ECU will have a name tag made up for you; this will be issued at the start of the year. You are required to wear it during Placement, where appropriate; please check with your ECU Placement Co-ordinator and your host supervisor regarding this. If you misplace your name tag, you will be required to order another from the School at your own expense.

Australian Community Work Association (ACWA) accreditation is a public declaration of quality, it demonstrates to students, staff, competitors and employers that you are committed to being the best you can be and your course meets the exacting expectations of stakeholders. Course accreditation standards have been set by a panel of educationalists, employers and practitioners who have worked with ACWA to determine the specific training and education needs of community workers and students.

ACWA operates from the principle that high-quality education and training underpins exemplary community services. Fundamental to ACWA’s role is the protection of educational, fieldwork and practice standards to ensure community workers are well qualified. ACWA believe the community has the right to expect well educated and skilled community work practitioners who can be relied upon to provide a high standard of services.

ACWA accreditation is the mark of educational quality in Australia’s community services sector. Graduates of an accredited course can immediately demonstrate their eligibility for membership of a professional association. This is often required by employers and it provides graduates with a competitive edge.
2. **STAFF CONTACT**

Brooke Chapman is the Unit and Placement Co-ordinator and is available on campus at ECU Joondalup in 4.126 on Tuesdays, Wednesdays, Thursdays and Fridays, by appointment. Phone – 6304 2181 or email brooke.chapman@ecu.edu.au

3. **ASSESSMENT**

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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>1 Career Management Portfolio</td>
<td>Semester 1</td>
<td>Week 6</td>
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<tr>
<td>2.1 Portfolio of ACWA Professional Placement 1</td>
<td>Semester 1</td>
<td>Week 11</td>
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<tr>
<td>2.2 Portfolio of ACWA Professional Placement 2</td>
<td>Semester 2</td>
<td>Week 11</td>
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Assessments are due by **5pm on Friday** of the week nominated below and are the same for on campus and off campus students.

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**Assessment 1: Career Management Portfolio**

- Read all Modules located on Blackboard.
- Complete tasks in Modules 1, 2 and 3.
- Send Career Management Portfolio with completed tasks from modules 1-3 and your CV.

Due 5 pm Friday of Week 6; submit via PebblePad.

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All forms required for starting Professional Placement 1 must be uploaded to PebblePad as soon as possible.

No student can commence placement without these forms being processed by ECU staff.

This process is repeated for Placement 2.
You must attend Professional Placement on the allocated times and days. If you are unable to
attend due to unforeseen and exceptional circumstances such as illness, you must let the
organisation and Placement Co-ordinator know as soon as possible.
If you need to leave the Placement during the day, even for a brief period, you must notify the
organisation staff.

Assessment 2
2.1. Portfolio of ACWA Professional Placement 1

The Professional Placement Portfolio is a prescribed set of documents and forms located in
PebblePad. These include:

• ECU assignment coversheet;
• Student Forms Checklist;
• Risk Assessment Form;
• ECU Professional Placement PebblePad Portfolio Completion Form;
• Student Placement Declaration;
• Student Placement Plan;
• Record of Attendance (Hours) form;
• Host Organisation Supervisor Report;
• Professional Placement reflection and review;
• Evidence of addressing the Community Work Practice Standards; this is the major part
  of the PebblePad portfolio; and
  Updated CV with placement details must be included in the final PebblePad Portfolio.

One piece of evidence is required for each Indicator of the **Community Work Practice Standards**
(see pp. 12 -14).

There are **two components to providing evidence**.

1. Firstly, you must explain the achievement of the Indicator using the STAR format.
   i. STAR format requires students to:
      ii. S – Describe the situation.
      iii. T – Explain the task.
      iv. A – Identify your actions.
      v. R – Describe the outcome or result.

      Please note that the STAR format is discussed during class and additional information will be
      available on discussion board for off campus students during semester one.

2. Your statement needs to be then supported by attached evidence, e.g. meeting agenda, flyer,
   emails, minutes from a meeting.
Assessment 2

All forms required for starting Professional Placement 2 must be uploaded to PebblePad. No student can commence placement without these forms being processed by ECU staff.

2.2. Portfolio of ACWA Professional Placement 2

This Professional Placement will provide opportunities to meet different Community Work Practice Standards you were not able to meet at the first placement, and possibly you can extend or find even more evidence to meet the Standards that were difficult to meet at the first Placement.

There are **two components** to providing evidence.

1. You must explain the achievement of the Indicator using the **STAR** format.
2. Your statement needs to be then supported by attached evidence, e.g. meeting agenda, flyer, emails, minutes from a meeting

Submission of assessments

Assignments one and two are submitted electronically online via the PebblePad Atlas Workspace, this is an automatic submission process. Follow the instructions on the Blackboard site to check your assignments are submitted. Placement portfolio assessments 2.1 and 2.2 are due at the end of each semester using PebblePad digital portfolio. All forms, documents, clearance checks, and placement evidence and star statements must be uploaded to the digital PebblePad portfolio.

Once the due date of the PebblePad portfolio assessment has passed, you will not be able to upload work or edit the portfolio submitted to the PebblePad Atlas Workspace. The version stored on the Atlas workspace will “lock” and remain unchanged even if you make changes to your own copy of the portfolio. Any work uploaded after the due date will not update the submitted version.

Assessments are due by **5pm on Friday** of the week nominated and are the same for on campus and off campus students.

4. PROFESSIONAL PLACEMENT PROCESS

4.1 Placement Location

Professional Placements are context specific depending upon the area of interest, study and career aspirations. This is discussed with the Placement Co-ordinator during compulsory face-to-face or phone interview. In week one of semester you are required to submit a Placement Nomination Form - ONLY when this is emailed to the Placement Co-ordinator can the process for Professional Placement allocation begin.

4.2. Pre-Placement Administrative tasks
The following forms MUST be signed, complete and processed before you can begin ANY placement hours at the organisation. Once paperwork is complete you will upload all completed forms to your PebblePad portfolio. ECU Administration staff will then access and site, process the uploaded forms and authorise Professional Placement.

- Student Forms Checklist;
- Risk Assessment Form;
- Student Placement Declaration; and
- Student Placement Plan.

4.3 Interview with organisation

After the selected organisation has been contacted by the Professional Placement Co-ordinator and placement has been confirmed, you are required to contact the organisation to arrange an interview to discuss:

- Hours of attendance;
- Dress requirements;
- Orientation which must include Workplace Health and Safety;
- Procedure for accident, illness, emergency or absence;
- Tasks to be undertaken;
- ACWA Community Work Practice Standards to be met;
- Completion of Student Placement Plan and Student Declaration;
- Complete and have signed the Risk Management Forms (available in Blackboard site);
- Provide a certified copy of your Working with Children Check (WWCC) (or if interstate, a Blue Card) to your placement organisation; and
- Any special requirements you have must be noted by you on the risk assessment form.

Note – a maximum of 5% of the hours in each placement may be with non-community welfare related activities, such as:

- Administrative duties other than directly related to the position and responsibilities;
- Food delivery;
- Food preparation;
- Personal care activities;
- Domestic duties (including cleaning of the host’s premises);
- Respite;
- Childcare;
- Entertaining clients; or
- Recreational or leisure activities (without the focus on the psychosocial aspects of client engagement).
5. **ROLES and RESPONSIBILITIES**

Please review the Responsibilities sections of the ACWA Code of Ethics, pp. 10, 11.

5.1 **Your responsibilities include to:**

- Maintain regular contact with the Placement Co-ordinator (email is preferred but a time can be organized to speak via telephone);
- Return all relevant documents and forms as outlined;
- Attend University sessions during Semester 1 and 2 as outlined in weekly schedule;
- Read and become familiar with all documentation about the Professional Placement;
- Comply with the host organisation’s confidentiality policy and otherwise maintain the confidentiality of the organisation’s clients at all times; and
- Comply with any reasonable policy, direction or procedure of the host organisation.

5.2 **The student role will include participation in:**

- Case management;
- Community development strategy;
- Working with groups;
- Policy development;
- Reflecting and improving on professional practice; and
- Program development and evaluation.

The placements do not give rise to an employment relationship between the students and the host organisations/organisations or ECU. Unless the student and host organisation, on their own volition, enter into an employment contract or arrangement (which will be a private relationship not involving ECU) students shall not be paid for their time on placement.

5.3 **Sickness or accident:**

On any day you are to be at placement, if you have become ill or have an accident you must honour the commitment they have made to the placement host and make effort to phone and explain your absence. (In an extreme case a responsible adult may phone on your behalf). If you are absent for more than 3 consecutive days, then please provide a medical certificate.

Do not text your organisation supervisor to notify of your absence; it may be considered offensive. Students must notify by email to ECU Placement Co-ordinator when absent from placement. Please check protocol at your placement organisation about how they prefer you to notify them.

6. **SUPERVISION**

6.1 **Host supervision**

It is the host organisation’s responsibility to provide a supervisor who:
1. is an appropriately qualified person involved in active practice in the organisation;
2. is not a student currently enrolled in this course at ECU;
3. will be responsible for the daily supervision and learning of the student placed at the organisation;
4. is someone who works on similar days that the student attends the organisation; and
5. is someone who is capable of providing continuity in supervision and monitoring of performance for the student.

It is the responsibility of the host organisation to ensure the supervisor:

1. provides the student with an orientation to the organisation noting requirements of operations including Workplace Health and Safety;
2. in collaboration with the student, complete the Student Placement Plan prior to commencement of the Professional Placement (read Standards before confirming project or program tasks), provide direction, mentoring and guidance of the student;
3. be available for discussion with the student and ECU Staff during the placement regarding the performance of the student;
4. contact ECU Staff immediately if there are concerns in regard to the student performance;
5. complete the Host Supervisor Report; and
6. encourage the student to think critically and reflectively in regard to their practice.

6.2 ECU Professional Placement Co-ordinator’s Support Role

The number of supervision sessions will vary depending upon your needs; this will be discussed in the first few weeks of semester. As you are enrolled in Bachelor of Social Science there will 4 telephone calls to offer support per ACWA placement, and one face-to-face visit per placement for Perth metro placements. Rural/ Interstate / International students will be contacted by phone and email.

Note: Some may require more phone or email contact pending the placement experience. You will still be contacted by the ECU Placement Co-ordinator to check with your progress.

If you have not received contact from the ECU Placement Co-ordinator by the completion of your first 100 hours, please initiate contact via email. There are many students to support in the Social Science Placement units!

Please be aware that the Placement Co-ordinator is available to support you whenever you feel the need, so please make contact if there is anything causing you concern.
7. **UNIT SCHEDULE**

### Semester One Schedule

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<tr>
<th>ECU Week</th>
<th>Lecture</th>
<th>Off Campus</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome Unit Plan and Pre-Placement Processes ACWA interviews</td>
<td>Read Professional Placement Manual</td>
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<tr>
<td>2</td>
<td><strong>Part One:</strong> PebblePad Set Up</td>
<td>1 - PebblePad Videos to set up PebblePad</td>
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<tr>
<td>3</td>
<td><strong>Part Two:</strong> PebblePad Set Up Placements STAR component Placement Evidence</td>
<td>2 - PebblePad Videos Module 1: Complete</td>
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<tr>
<td>4</td>
<td>Guest: ECU Equity and Diversity WHS Module 3: Effective Portfolio Management</td>
<td>Begin Module 2 <strong>See PPT: WHS</strong></td>
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<tr>
<td>5</td>
<td>Workplace Health and Safety</td>
<td><strong>View Lecture PPT: WHS</strong></td>
<td>Assignment 1 - Career Management Portfolio Due 5pm</td>
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<tr>
<td>6</td>
<td>Crisis Intervention and Case Management</td>
<td>See Lecture PPT for above</td>
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<td>7</td>
<td>Module 3: Environmental Scanning</td>
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<td>11</td>
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<td><strong>Mid year Pebble Pad review Due 5pm</strong></td>
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<td>12</td>
<td>Student Reviews (on and off campus students) Preparation for Placement 2</td>
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<td><strong>End of semester</strong></td>
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<tr>
<td>ECU Week</td>
<td>Lecture</td>
<td>Off Campus</td>
<td>Assessments</td>
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<td>1</td>
<td>Welcome/Refresher Accessing Labour Market Opportunities</td>
<td>Module 5 View refresher PowerPoint</td>
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<td>2</td>
<td>Ethics and Professionalisation ACWA Code of Ethics Mapping contracts and Networking</td>
<td>View PowerPoint Ethics and Professionalisation ACWA Code of Ethics Contracts and networking</td>
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<td>3</td>
<td>Professional Note Taking Reflection and Evaluation</td>
<td>Module 6 Reflection and Evaluation</td>
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<td>Pebble Pad Portfolio Due 5pm</td>
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<td>12</td>
<td>Reflection and Review Transferring skills to employment</td>
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<td>End of semester</td>
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8. PLACEMENT FORMS AND DOCUMENTS

8.1 Professional Placement CSV3113 Forms Checklist

All these forms must be completed and uploaded to PebblePad before you commence any placement.

The Pre-placement forms are as follows:
1. Certified copy of your WWCC
2. Federal Police Clearance (if host organisation requests it)
3. Original Risk Management Form
4. Copy of your Host Supervisor's qualification
5. Current Service Certificates of Insurance
6. Original Student Placement Plan
7. Original Student Placement Declaration.

Please remember to maintain a copy of ALL documents for your own records.

Post Placement
The post placement forms are to be completed at the end of your placement and uploaded to PebblePad.

The post-placement forms are as follows:
1. Original Service Supervisor’s Report (Standards and Indicators),
2. Original Attendance Record signed by host supervisor
3. Student Portfolio Declaration signed
4. Placement Reflection and Review

Please remember to maintain a copy of ALL documents for your own records.

8.2 Student Placement Process

Placements will be negotiated with each student and the preferences of the student will be considered. The Service you select must provide learning opportunities for you to meet e.g. ACWA Community Work Standards of Practice. The Service will also have to meet the ECU Risk Assessment standard.

The following tasks must be undertaken as preparation for Professional Placement:
• Obtain a current Working with Children Check (WWCC),
• WWCC application forms are available from Student Central (Joondalup B 34) (Part 5 of the form - you may need to nominate a Category, and take sufficient identification and the application fee to the Post Office when you lodge the application),
• Research potential Placement locations via the web,
• Identify key personnel and contact details for the Organisations you nominate,
• Complete Professional Placement Nomination Form and email to Placement Co-ordinator,
• Undertake interview with Placement Co-ordinator (via phone or in person),
• Receive approval for the nominated Service by the ECU Placement Coordinator,
• Make a pre-placement appointment (*meet and greet* with the Service Supervisor,
• Prepare Placement documents for pre-placement appointment,
• Attend pre-placement interview with Organisation (the *Host*) Supervisor,
• Upload scanned copies of completed original documents (Risk Management, Student Plan, Placement Declaration, Certified copy of WWCC) and copied documents (Organisation Certificates of Currency and Supervisor qualifications) to PebblePad,
• Receive approval to commence placement,
• Commence placement,
• Compile evidentiary documents; meet with Host Supervisor at least fortnightly for 1 hr,
• Complete Placement and submit Portfolio before due date in PebblePad.

**Student pre-placement appointment with Oragnisation**
Contact the selected Organisation to arrange an appointment, at the appointment:
• Submit a copy of the Letter of Introduction, (see handbook)
• Provide copies of 3 x Insurance Certificates of Currency from ECU (on Blackboard),
• Provide a certified copy of your Working with Children Check (or Blue card)
• Request a copy of the Insurance Certificate of Currency of the Organisation,
• Request the Supervisor sign your Student Plan,
• Request the Supervisor sign your Placement Declaration and
• Request the Supervisor complete and sign your ECU Risk Management Form (including copies of Supervisor qualifications if possible).

**Discuss with the Supervisor:**
• Days and hours of attendance,
• Dress requirements,
• Orientation,
• Tasks to be undertaken,
• Professional Placement Attendance Record,
• ACWA Standards to be met and Organisation Supervisor’s Report,
• Any special requirements of the Student and
• On-going appointment time for regular ‘check-in’.
**CHN3113 Professional Placement Nomination Form**

This completed form is required to help secure a placement. Please submit by Friday of Week 2. **No Form = No placement**

**Off-Campus**: Complete and email to brooke.chapman@ecu.edu.au before end of Week 2.

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<th>Name:</th>
<th>Student ID:</th>
<th>Course Code:</th>
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**Major:**

<table>
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<tr>
<th>Unit (circle)</th>
<th>CHN3113</th>
<th>CSV3113</th>
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**ECU Email:**

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<th>Mobile phone:</th>
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**Address:**

Indicate on the chart the times and days that you are regularly available for Professional Placement?

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Are you available to do shift work?  YES  NO

Do you have a vehicle motor license and access to a vehicle to get to and from your placement?  YES  NO

Please list any agencies where you have a contact person who would consider you for placement. Include the agency name, contact person and a phone number and/or email contact:

________________________________________________________________________________

You need to have researched at least four organisations within approx one hour travel time from your home before the start of class Week 2. List your findings in the spaces provided. Students must use eg; Internet, newspapers, and personal networks to research potential placement organisations that you would prefer for placement. Please do not make direct contact with the organisation requesting a Professional Placement.

**Organisation 1:**

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<th>Name:</th>
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<th>Service type:</th>
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<th>Telephone:</th>
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<th>Contact person:</th>
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<td>Organisation 2:</td>
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<tr>
<td>Name:</td>
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<td>Service type:</td>
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<td>Address:</td>
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<td>Telephone:</td>
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<td>Contact person:</td>
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<th>Organisation 3:</th>
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<td>Name:</td>
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<td>Service type:</td>
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<td>Address:</td>
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<td>Contact person:</td>
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<th>Organisation 4:</th>
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<td>Name:</td>
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<td>Service type:</td>
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<td>Address:</td>
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<td>Telephone:</td>
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<tr>
<td>Contact person:</td>
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<td>Position:</td>
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</table>

List any previous / relevant experience that may support this Professional Placement e.g. volunteering, paid work, coaching, mentoring. Include the agency name, months/years you were involved, your role and the agency contact information:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Is there any important information that may impact on undertaking your placement you will need to speak about with the University Placement Co-ordinator? If so, please request a phone appointment.

**Brooke Chapman - Telephone: +61 8 6304 2181**
Introduction Letter to Host Organisation

Dear Service Provider,

Thank you for accepting our Edith Cowan University student for their professional field placement.

ECU has the role of providing a practical experience for students who are enrolled in the Bachelor of Social Science. Students who have elected Community Work Major must complete the CSV3113 Professional Placement.

Each student has to complete 400 hrs across two organisations; this works out as 200 hours per placement. Due to varying timetables, work or family commitments, the student can negotiate with you at the pre placement interview the hours he/she attends; however, days of attendance and times are negotiated with the host organisation supervisor. ECU encourages students to attend placement for a minimum two days a week.

The ECU Placement Co-ordinator will provide one student support visit. The student initiates this appointment via email to the ECU Placement Co-ordinator. Communication between student, myself and host organisation supervisor will be via email or telephone.

Students must have a current Working with Children Check (Blue Card for students outside WA) before commencing placement; please ask to see this and take copies if you wish. Students should have a file with forms including an Attendance Record to be submitted as part of their final portfolio; please sign the attendance form each week.

The student must meet ACWA Community Work Practice Standards which they must provide evidence of their learning to demonstrate skills (see the Professional Placement Manual which student can provide a digital copy). At the end of the placement the host organisation supervisor must complete the Host Supervisor Report and return to the ECU address; this report will conclude placement.

Thank you or accepting our student. I can be contacted Tuesday to Fridays at office number (08) 6304 2181 or by email brooke.chapman@ecu.edu.au to discuss placement matters. I appreciate your time in this valuable task.

Yours Sincerely,

B. Chapman

Brooke Chapman
Edith Cowan University
Social Science Professional Placement Co-ordinator
School of Arts and Humanities
Joondalup Campus.
Student Placement Declaration

This form must be completed, signed by the student, signed by the Host Organisation, submitted to the ECU Placement Co-ordinator and approval granted BEFORE placement commences.

I ................................................................................................................................. hereby declare that during my placement
(Student’s full name)

at ........................................................................................................................................
(Placement host organisation name and address)

from ........................................................................................................................... to.................................................................................................................................

I will uphold the general ethics of the Community/Human services field, as detailed by the ACWA Code.

In particular, I agree to:

1. act with due propriety, integrity, and impartiality at all time;

2. hold all information obtained in the course of my placement in strict confidence according to the limits of confidentiality understood at the time of disclosure and in accordance with the host organisation’s reasonable policies and procedures. I will seek and be guided by my host organisation supervisors in this regard, and seek recourse to the organisation and ECU Placement supervisors’ joint advice if such a need arise;

3. treat my host supervisor and his/her colleagues with courtesy, fairness and respect.

I further understand that whilst I am not an employee of the organisation by virtue of my placement, the standard of professionalism I should adhere to whilst at the organisation is that of any employee of the organisation. I understand that strict adherence to the intent of this document is a prerequisite to successful completion of this unit.

.................................................................................................................................
(Student full name) (Signature) (Date)

.................................................................................................................................
(Host supervisor full name) (Signature) (Date)

Brooke Chapman .................................................................................................................................
(Signature) (Date)
**Student Placement Plan**

This form is to be completed by the Student in negotiation with the Host Organisation Supervisor

<table>
<thead>
<tr>
<th><strong>Name of Student</strong></th>
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<tbody>
<tr>
<td><strong>Student number:</strong></td>
<td>Placement 1 or 2:</td>
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<tr>
<td><strong>Name of Supervisor:</strong></td>
<td></td>
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<tr>
<td><strong>Organisation:</strong></td>
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<tr>
<td><strong>Organisation Address:</strong></td>
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<tr>
<td><strong>Organisation Telephone</strong></td>
<td><strong>Area Code:</strong></td>
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<tr>
<td><strong>Organisation/Supervisor’s E-mail:</strong></td>
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**Dates of Placement:** [commencing date and estimated finish date]:

**Placement tasks:** (The tasks will the student be involved in, in line with ACWA Standards)

**Organisation Requirements:**

(Special requirements for this placement requested by the host organisation/supervisor)
Student Requirements:
(Special conditions or requirements for this placement requested by the student)

Supervision: (Outline the arrangements that have been made regarding regular supervision of the student)

I agree to the arrangements outlined in this plan

<table>
<thead>
<tr>
<th>Host Organisation Supervisor</th>
<th>Signature</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Signature of Student</td>
<td>Date:</td>
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</table>

ECU, the Student and the Organisation all need to have a copy of this completed and signed Plan.
**Professional Placement Attendance Record**

The student is to complete this form daily and Host Organisation supervisor will sign off on the hours

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student number</th>
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<tbody>
<tr>
<td>Organisation Name:</td>
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<tr>
<td>Organisation Supervisor’s Name:</td>
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<tr>
<td>ECU Placement Co-ordinator’s Name: Brooke Chapman</td>
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<thead>
<tr>
<th>Date</th>
<th>Times attended</th>
<th>Number of hours</th>
<th>Student’s signature</th>
<th>Supervisor’s signature</th>
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<th>Times attended</th>
<th>Number of hours</th>
<th>Student’s signature</th>
<th>Supervisor’s signature</th>
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<tr>
<td>Host Organisation</td>
<td>Supervisor</td>
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<tr>
<td>Host Signature</td>
<td>Date</td>
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<tr>
<td>Signature of Student</td>
<td>Date</td>
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</table>

**Please use blue or black ink**
**Host Supervisor Report**

This form is to be completed by the Host Organisation Supervisor

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Student number</th>
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<tbody>
<tr>
<td>Placement 1:</td>
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</tbody>
</table>

Name of Host Supervisor: 

Organisation: 

Organisation Address: 

Organisation Telephone

Area Code: Number: 

Organisation/Supervisor’s Email: 

Dates of Placement: [commencing date and concluding date]: 

Host Supervisor to complete the following form, after observing the student in the Placement setting and reflecting on his/her performance.

Please complete (print and scan or fill in soft copy) and send electronically to brooke.chapman@ecu.edu.au If completing hard copy then please use black or blue ink.
Please tick the appropriate box to signal the student’s competence for each indicator:

<table>
<thead>
<tr>
<th>Indicator met (IM)</th>
<th>Indicator partly met (IPM)</th>
<th>Indicator not met (INM)</th>
<th>Not applicable (NA)</th>
</tr>
</thead>
</table>

GUIDELINE 1 Ethical practice

A community work practitioner, in providing services to individuals and communities, should work in accordance with a code of ethics and in agreement with the principles of individual worth and the individual’s right to social inclusion.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>IM</th>
<th>IPM</th>
<th>INM</th>
<th>NA</th>
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<tbody>
<tr>
<td>1.1 Apply the principles of social justice, equity, individual worth, human dignity and self-determination in all day to day professional practice</td>
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<tr>
<td>1.2 Practice ethical behaviour in every situation in accordance with the Australian Community Workers Code of ethics.</td>
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<td>1.3 Seek advice, if required, when confronted with an ethical dilemma.</td>
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<tr>
<td>1.4 Challenge policies and practices that are unjust or fail to meet accepted community standards such as human and legal rights, social inclusion and self-determination.</td>
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<td>1.5 Reflect on personal beliefs and values and identify those that might impact on the rights of others.</td>
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<tr>
<td>1.6 Base relationships with service users or groups on the principles of respect and human dignity regardless of a service user’s own attitudes or behaviour.</td>
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<td>1.7 Identify and appropriately address ethical issues, such as breaches of confidentiality, privacy, and professional boundaries that may occur when using online tools for service provision.</td>
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<td>1.8 Use resources and public monies responsibly and for their specified purpose.</td>
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<tr>
<td>1.9 Use knowledge and skills for the benefit of the service user, the employing organisation and the common good.</td>
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</table>
GUIDELINE 2: Provision of Services and supports

A community work practitioner should base her or his professional practice on the theory of community work and the principle that individuals, families, groups and communities have a fundamental human right to access appropriate services and support.

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<th>Indicators</th>
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<tbody>
<tr>
<td>2.1 Provide services that meet the needs of individuals and communities and facilitate their right to social inclusion or social justice</td>
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<tr>
<td>2.2 Encourage service users to actively provide feedback on the effectiveness or otherwise of services.</td>
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<tr>
<td>2.3 Routinely advise service users of their right to complain and how to access the organisation’s complaints policy.</td>
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<tr>
<td>2.4 Ensure that they do not discriminate against or in any way disadvantage a service user who has made a complaint</td>
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<tr>
<td>2.5 Use appropriate research, planning and evaluation methodologies when providing community and human services</td>
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<tr>
<td>2.6 Facilitate effective outcomes by routinely monitoring, evaluating and improving upon services, programs and projects.</td>
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<td>2.7 Retain currency in theory and practice to underpin all service provision.</td>
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<td>2.8 Advocate for service users and needed services</td>
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<td>2.9 Recognise the sometimes imbalance of power between themselves and service users and take care to not abuse that authority</td>
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GUIDELINE 3: Confidentiality in the workplace

A community work practitioner should understand and comply with all legislation and guidelines that provide for confidentiality and privacy of service users, colleagues and employers.

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<tbody>
<tr>
<td>3.1 Be familiar with the relevant legislation and the organisational policies relating to confidentiality and privacy</td>
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<tr>
<td>3.2 Inform service users as to who has access to his or her file and under what circumstances the information contained therein is or may be shared.</td>
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<tr>
<td>3.3 Provide service users with access to their own files and make them aware of the process to record or amend any representation, notation or omission with which they</td>
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</table>
disagree.

3.4 Protect a service user’s privacy through secure record keeping.

3.5 Seek informed consent from service users before any confidential information is shared, unless required by law.

3.6 Advocate for non-disclosure of confidential information where a practitioner believes that disclosure would adversely affect a service user.

3.7 Provide privacy to service users who wish to discuss sensitive matters.

3.8 Destroy obsolete confidential information or records in a secure manner.

3.9 Apply the principles of confidentiality to information that pertains to colleagues and employers.

3.10 Remind colleagues, who disclose confidential information, of their obligations under the various legislation and policy requirements that govern the workplace.

**GUIDELINE 4: The Regulatory framework**

A community work practitioner often works within complex organisational structures governed by legislation or statute. The practitioner must, therefore, understand the sometimes seemingly contradictory frameworks that impact either on service provision or the service users with whom they work.

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4.1 Comply with legislation and statutory provisions, for example, mandatory reporting, which affect professional practice.

4.2 Alert their employer of relevant legislation not observed by the organisation.

4.3 Deal with service-user information in accordance with the principles and requirements of legislation including that which governs privacy, confidentiality and freedom of information.

4.4 Work within the legal limitations around the right to confidentiality.

4.5 Inform service users about the legal limitations to their right to confidentiality and privacy.

4.6 Ensure information systems relating to service users,
resources, programs and projects are in place, and kept in accordance with legislation and organisational policy and procedural requirements.

4.7 Ensure that the fundamental human rights of an individual are not impinged through the misuse of authority granted through law

4.8 Understand which pieces of legislation govern organisational behaviours, for example, workplace health and safety, and inform the service user group wherever necessary.

GUIDELINE 5: Diversity

A community worker works within diverse communities and should demonstrate in all of her or his professional practice an understanding and sensitivity to diversity in all forms and her or his compliance with all relevant legislation.

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<th>Indicator</th>
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<tbody>
<tr>
<td>5.1 Respond appropriately to diversity in all its forms</td>
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<tr>
<td>5.2 Acknowledge and promote the rights of culturally and other diverse groups.</td>
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<tr>
<td>5.3 Challenge organisational behaviours and services that discriminate on the basis of individual or group characteristics including ability, age, beliefs, economic, employment and housing status, ethnicity, faith, gender and gender identity, and sexuality</td>
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<tr>
<td>5.4 Recognise personal values and bias and takes steps to safeguard against any adverse impact these might have on a service user’s right to a service. Recognise and declare conflicts of interest</td>
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<td>5.5 Gain information from relevant individuals and Indigenous and culturally diverse communities to ensure professional practice, policy, or service development is appropriate to community and service user needs.</td>
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<td>5.6 Engage in individual and collaborative knowledge building to ensure professional practice with culturally or otherwise diverse or minority groups is appropriate and effective.</td>
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<td>5.7 Adapt communication means and methods to effectively connect with a diverse range of people.</td>
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| 5.8 Use culturally appropriate verbal and non-verbal communication when engaging with individuals and
GUIDELINE 6: The workplace

A community work practitioner rarely works alone and should treat her or his workplace with respect and take personal responsibility to ensure that it is a productive, safe and healthy environment within which they, service users, colleagues or residents can work or live.

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<th>Indicator</th>
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<tbody>
<tr>
<td>6.1</td>
<td>Understand and respect the nature and context of the workplace, which may also be the residence or home of service users.</td>
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<tr>
<td>6.2</td>
<td>Continually develop and use knowledge and skills within the workplace for the benefit of service users, colleagues and employers.</td>
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<td>6.3</td>
<td>Maintain professional boundaries with service users and colleagues.</td>
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<tr>
<td>6.4</td>
<td>Acknowledge and protect confidential, sensitive or commercially valuable workplace information and intellectual property.</td>
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<tr>
<td>6.5</td>
<td>Treat colleagues with respect, honesty and consideration</td>
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<tr>
<td>6.6</td>
<td>Deal with conflict in a timely manner</td>
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<td>6.7</td>
<td>Report discriminatory, bullying or otherwise adverse behaviour by a colleague toward clients or another staff person.</td>
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<td>6.8</td>
<td>Recognise and act upon individual responsibility for workplace health and safety.</td>
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<td>6.9</td>
<td>Understand and implement organisational policy and procedures</td>
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<td>6.10</td>
<td>Take up any areas of concern, either regarding policies, service provision or workplace behaviors with the appropriate supervisor, manager or employer.</td>
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</table>
GUIDELINE 7: Professional Development
The education of a community work practitioner does not cease upon graduation. It is incumbent on the community worker to undertake relevant professional development throughout her or his career to ensure their knowledge remains current and informs their everyday practice.

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<th>Indicator</th>
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<tbody>
<tr>
<td>7.1 Identify skill and knowledge gaps and remedy through training, supervision or other means.</td>
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<td>7.3 Seek appropriate professional support, mentoring or advice to address personal and professional limitations.</td>
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<td>7.4 Critically analyse the profession, human service agencies and organisations, and social institutions in all aspects of the community work role.</td>
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<td>7.5 Acknowledge personal responsibility and accountability for actions, decisions and professional development.</td>
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<td>7.6 Increase new knowledge and information about the profession, the sector or areas of practice through active engagement with research and enquiry</td>
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<td>7.7 Keep abreast of current research, models of practice, and theory</td>
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<tr>
<td>7.8 Supervise students, staff and volunteers in an ethical manner and from an appropriately qualified knowledge base</td>
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<td>7.9 Share information and knowledge with colleagues</td>
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GUIDELINE 8: Professional Standing
Community work practitioners not only represent the interests of service users and employers but are also representatives of the community work profession. Community workers should therefore, practice with integrity and not engage in any behaviour that brings the profession or other practitioners into disrepute.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>IM</th>
<th>IPM</th>
<th>INM</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>8.1 Know, understand and work within the ethical norms of the profession.</td>
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<tr>
<td>8.2 Maintain appropriate professional and personal boundaries with service users and colleagues.</td>
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<td>8.3 Seek support and guidance when personal issues are affecting professional conduct or practice</td>
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<tr>
<td>8.4 Recognise and redress inadequate knowledge and experience is through professional development, training, support or supervision.</td>
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<td></td>
<td>Promptly address the inappropriate, unethical or illegal behaviour of a colleague through suitable means.</td>
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<tr>
<td>8.5</td>
<td>Exhibit awareness of social, political, legal, cultural and organisational contexts and systems, and how they might impact on the community work profession.</td>
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<tr>
<td>8.6</td>
<td>Acknowledge and support the right of service users, carers, members of the public and colleagues to make a complaint against the unethical, unprofessional or inept practice of a community work practitioner.</td>
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<tr>
<td>8.7</td>
<td>Demonstrate an understanding of relevant legislation and legal frameworks which specify responsibilities towards clients, colleagues, employers or community members in the workplace.</td>
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<tr>
<td>8.8</td>
<td>Promote, take pride in, and advance the profession of community work</td>
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<tr>
<td>8.9</td>
<td>Recognise that private behaviour should not have an adverse impact on professional practice or the profession.</td>
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<td>8.10</td>
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</tbody>
</table>

Additional comments on the strengths of the student that you have observed.

<table>
<thead>
<tr>
<th></th>
<th>Name: Host supervisor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Signature of Host supervisor: Date:</td>
</tr>
<tr>
<td></td>
<td>Signature of Student: Date:</td>
</tr>
</tbody>
</table>

Please send electronically to brooke.chapman@ecu.edu.au
**ECU Professional Placement Portfolio Completion Form**

This form is to be completed by the student

| **Student Name** |  |
| **Student ID Number** |  |
| **Organisation Name** |  |
| **Organisation Website** |  |
| **Name and position title of organisation supervisor** |  |
| **Professional qualifications of organisation supervisor** |  |
| **Relevant industry experience of organisation supervisor** |  |
| **Date placement commenced** |  |
| **Date placement concluded** |  |
| **Number of placement days per week** |  |
| **Total number of placement days** |  |
| **Was this a group placement? If yes state name and qualifications of Task Supervisor** |  |
| **Did you have contact with your ECU Professional Placement Supervisor during your placement/s? How many telephone support phone call/contact did you receive during placement?** |  |
Professional Placement Reflection and Review

This form is to be completed by the student in PebblePad

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the community/human services-related tasks you performed during this professional placement.</td>
<td></td>
</tr>
<tr>
<td>How did the tasks you were involved, benefit clients at the organisation? Give examples.</td>
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<tr>
<td>How many clients did you interact with during this professional placement? Give examples of client interaction you experienced during this professional placement.</td>
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</tr>
<tr>
<td>Give examples of the interaction and support your organisation supervisor provided throughout this professional placement.</td>
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</tr>
<tr>
<td>Explain and give examples of how you integrated your classroom learning into the placement.</td>
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<tr>
<td>What did this professional placement teach you about being a community/human services worker? Give examples.</td>
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<tr>
<td>What were some of the challenges you faced during this professional placement?</td>
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<tr>
<td>From this professional placement experiences what areas of further skills development do you need to improve?</td>
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<tr>
<td>Please suggest other seminar topics.</td>
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</tbody>
</table>
9. **EMPLOYABILITY SKILLS FRAMEWORK**

Employability Skills are required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions. Employability Skills are sometimes referred to as generis skills or capabilities or key Standards *(Employability Skills from Framework to Practice, 2006)*.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Element (i.e. facets of the skill that employer identified as important – (noting that the mix and priority of these would vary from job to job)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Negotiating responsively ▪ Reading independently ▪ Empathising ▪ Speaking and writing in languages other than English ▪ Understanding the needs of internal and external customers ▪ Persuading effectively ▪ Establishing and using networks ▪ Being assertive ▪ Sharing information</td>
</tr>
<tr>
<td>Teamwork</td>
<td>▪ Working across different ages and irrespective of gender, race, religion or political persuasion ▪ Working as an individual and as a member of a team ▪ Knowing how to define a role as part of the team ▪ Applying teamwork to a range of situations e.g. planning, crisis problem solving ▪ Identifying the strengths of the team members ▪ Coaching and mentoring skills including giving feedback</td>
</tr>
<tr>
<td>Problem solving</td>
<td>▪ Developing creative, innovative solutions ▪ Developing practical solutions ▪ Showing independence and initiative in identifying problems and solving them ▪ Solving problems in teams ▪ Applying a range of strategies to problem solving ▪ Using mathematics including budgeting and financial management to solve problems ▪ Applying problem solving strategies across a range of areas ▪ Testing assumptions taking the context of data and circumstances into account ▪ Resolving customer concerns in relation to complex projects issues</td>
</tr>
<tr>
<td>Self-management</td>
<td>▪ Having a personal vision and goals ▪ Evaluating and monitoring own performance ▪ Having knowledge and confidence in own ideas and visions ▪ Articulating own ideas and visions</td>
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<tr>
<td><strong>growth</strong></td>
<td><strong>Taking responsibility</strong></td>
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</tbody>
</table>
| **Planning and organising** | **Managing time and priorities**—setting time lines, coordinating tasks for self and with others  
**Being resourceful**  
**Taking initiative and making decisions**  
**Adapting resource allocations to cope with contingencies**  
**Establishing clear project goals and deliverables**  
**Allocating people and other resources to tasks**  
**Planning the use of resources including time management**  
**Participates in continuous improvement and planning processes**  
**Developing a vision and a proactive plan to accompany it**  
**Predicting**—weighing up risk, evaluate alternatives and apply evaluation criteria  
**Collecting, analysing and organising information**  
**Understanding basic business systems and their relationships** |
| **Technology** | **Having a range of basic IT skills**  
**Applying IT as a management tool**  
**Using IT to organise data**  
**Being willing to learn new IT skills**  
**Having the OHS knowledge to apply technology**  
**Having the physical capacity to apply technology e.g. manual dexterity** |
| **Life-long learning** | **Managing own learning**  
**Contributing to the learning community at the workplace**  
**Using a range of mediums to learn**—mentoring, peer support, networking, IT, courses  
**Applying learning to ‘technical’ issues (e.g. learning about products) and ‘people’ issues (e.g. interpersonal and cultural aspects of work)**  
**Having enthusiasm for ongoing learning**  
**Being willing to learn in any setting**—on and off the job  
**Being open to new ideas and techniques**  
**Being prepared to invest time and effort in learning new skills**  
**Acknowledging the need to learn in order to accommodate change** |
| **Initiative and enterprise** | **Adapting to new situations**  
**Developing a strategic, creative, long term vision**  
**Being creative**  
**Identifying opportunities not obvious to others**  
**Translating ideas into action**  
**Generating a range of options**  
**Initiating innovative solutions** |
CSV3113 Professional Placement Portfolio Marking Guide

Student Name:

Student Number:

**Curriculum Vitae**

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<tr>
<td>Submitted</td>
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<td>Requires significant work</td>
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**Placement 1**

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<tr>
<td>Student Placement Plan</td>
<td>Student Placement Declaration</td>
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<tr>
<td>Professional Placement Attendance Record</td>
<td>Host Supervisor’s Report</td>
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<tr>
<td>Professional Placement Reflection and Review</td>
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**Comments**

**Placement 2**

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**Comments**
CSV3113 Professional Placement Portfolio Marking Guide

<table>
<thead>
<tr>
<th>ACWA COMMUNITY WORK PRACTICE STANDARDS</th>
<th>Pass</th>
<th>Fail</th>
<th>N/A</th>
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<tbody>
<tr>
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<td>GUIDELINE 2 Provision of services and supports</td>
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<td>GUIDELINE 3 Confidentiality in the Workplace</td>
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<td>GUIDELINE 4 The Regulatory framework</td>
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<tr>
<td>GUIDELINE 7 Professional Development</td>
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<tr>
<td>The education of a community work practitioner does not cease upon graduation. It is incumbent on the community worker to undertake</td>
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</table>
relevant professional development throughout her or his career to ensure their knowledge remains current and informs their everyday practice.

**GUIDELINE 8  Professional Standing**
Community work practitioners not only represent the interests of service users and employers but are also representatives of the community work profession. Community workers should therefore, practice with integrity and not engage in any behaviour that brings the profession or other practitioners into disrepute.

**Overall Feedback:**

ECU Professional Placement Co-ordinator’s Signature:               Date:
The Australian Community Workers Association (ACWA) code of ethics sets the foundation for exemplary community work practice and is the benchmark for all practitioners. As the professional association for community workers ACWA has defined a community work practitioner as a person who holds a relevant qualification and has the values, knowledge and skills to work independently or with others in an agency or program intended to facilitate or ensure social inclusion. The community worker is therefore expected to acknowledge and respect the worth of all individuals regardless of their race, religion, age, gender, sexual and gender diversity, and other individual differences.

Conduct opposed to the full recognition of human dignity and individual rights within the community worker’s professional practice shall be considered improper and unacceptable within the community work profession and to the Australian Community Workers Association.

Principles underlying the code of ethics

1. Every human being, regardless of race, religion, gender, age, sexual and gender diversity, or other individual differences has a right to maximise his or her potential providing it does not infringe upon the rights of others.

2. Social inclusion is a human right where every individual has an active role to play in society and has the expectation of full social, educational and economic participation. An inclusive society is based on the fundamental values of equity, equality, social justice, and human rights and freedoms, as well as on the principles of tolerance and embracing diversity.
3. Every society has an obligation to provide for and deal equitably with all its members and to make extra provision for those who are excluded or disadvantaged.

4. Every person is legally protected against discrimination on the basis of age, sex, race and disability and their universal human rights are inviolable.

5. The Australian Community Workers Association recognises Australia’s first people and their right to self-determination

Responsibility to clients

1. The community worker:
   • shall determine with the client or client group the exact nature of the relationship, the role of the community worker, and clarify the expectations of the client
   • shall regard all information concerning clients as confidential except where:
     - with the permission of the client, referrals are to be made, or other professional consultation, opinion or advice is sought;
     - failure to disclose information would breach the terms of the community worker’s employment (such exceptions must be notified to the client); or where
     - failure to disclose information would contravene mandatory reporting requirements or other legal obligations
   • has an obligation to treat clients with dignity and to safeguard, promote and acknowledge their capacity for self-determination
   • in exercising certain powers and using information, is accountable to the client to ensure that:
     - they are fully informed of their rights;
     - have choices; and
     - can access information about themselves
   • will improve their skills and knowledge for the benefit of the client
   • will establish and maintain professional boundaries with clients at all times and not form personal relationships that compromise the primary practitioner-client relationship

Responsibility to employers

2. The community worker, as an employee, is expected to:
   • carry out the duties and responsibilities of the role as outlined in their terms of employment by adhering to the stated aims, policies and procedures of the employing body
   • achieve the aims of the employing organisation without denying clients their rights
   • bring to the employer’s attention where organisational expectations or practices contravene the profession’s code of ethics - particularly in the area of client rights
   • maintain a professional relationship with clients at all times and disclose any out-of-hours contact or social media contact
   • act responsibly in the expenditure of public monies

Responsibility to colleagues

3. The community worker is expected to:
   • share professional knowledge and insights with colleagues
   • respect the skills, knowledge and experience of colleagues including volunteers
   • be generous in using their skills and knowledge to enhance the practical fieldwork education of students
   • discuss any unethical behaviour that may have been observed in a colleague directly with their colleague unless to do so would pose a risk to a client or the practitioner
   • acknowledge and observe the legal rights and protections of colleagues, including, but not restricted to, confidentiality and privacy, workplace health and safety, and anti-discrimination legislation.

Protecting the reputation of the profession

4. The community worker will:
   • maintain, through ongoing education and training, the standards required for exemplary and contemporary practice
   • address in a timely manner and through an appropriate channel any behaviour in a colleague or an employer that is either incompatible with this code, or impinges on the rights of clients and their families, or contravenes the law
   • seek advice when unsure of a course of action and make informed decisions
   • participate in any complaint process if a public complaint is brought against them
   • distinguish in public statements, for example on social media, whether acting as an authorised spokesperson of their organisation or in a private capacity
   • respect the rights and legal protections of others
   • act responsibly in the expenditure of public monies
   • disclose any improper relationship between a colleague and client
   • meet the expectations of this code and the practice standards at all times.
All community workers, regardless of qualification, industry experience or specialisation, need to demonstrate throughout their career that they meet a recognised and ethical standard of practice, which protects the client, the community, and the practitioner.

These practice guidelines are underpinned by a code of ethics, and it is within this ethical framework that exemplary community work practice occurs.

Values underpinning ethical practice
Like all other professions, community work is shaped by a code of ethics and a set of values that guide the qualified practitioner. For the community worker, a commitment to social inclusion and social justice is fundamental to their practice, along with a respect for the individual and his or her right to self-determination.

How to use the guidelines
These guidelines, along with their indicators, have been written to provide a framework for community work practice. Originally conceived as standards, the new guidelines expand upon the Australian Community Workers Code of Ethics and provide a benchmark for experienced practitioners, as well as a guide for new community workers entering the profession. The guidelines are not intended to conflict with the requirements of an employing organisation but they do set out a minimum acceptable standard. The guidelines are written in such a way that practitioners can assess themselves against the indicators and plan their professional development accordingly.
The guidelines

Guideline 1 Ethical practice

Guideline 2 Provision of service and supports

Guideline 3 Confidentiality in the workplace

Guideline 4 The regulatory framework

Guideline 5 Diversity

Guideline 6 The workplace

Guideline 7 Professional development

Guideline 8 Professional standing

Guideline 1 Ethical practice

A community work practitioner, in providing services to individuals and communities, should work in accordance with a code of ethics and in agreement with the principles of individual worth and the individual’s right to social inclusion.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

1.1 Apply the principles of social justice, equity, individual worth, human dignity and self-determination in all day to day professional practice.

1.2 Practice ethical behaviour in every situation in accordance with the Australian Community Workers Code of ethics.

1.3 Seek advice, if required, when confronted with an ethical dilemma.

1.4 Challenge policies and practices that are unjust or fail to meet accepted community standards such as human and legal rights, social inclusion and self-determination.

1.5 Reflect on personal beliefs and values and identify those that might impact on the rights of others.

1.6 Base relationships with service users or groups on the principles of respect and human dignity regardless of a service user’s own attitudes or behaviour.

1.7 Identify and appropriately address ethical issues, such as breaches of confidentiality, privacy, and professional boundaries that may occur when using online tools for service provision.

1.8 Use resources and public monies responsibly and for their specified purpose.

1.9 Use knowledge and skills for the benefit of the service user, the employing organisation and the common good.

Guideline 2 Provision of services and supports

A community work practitioner should base her or his professional practice on the theory of community work and the principle that individuals, families, groups and communities have a fundamental human right to access appropriate services and support.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

2.1 Provide services that meet the needs of individuals and communities and facilitate their right to social inclusion or social justice.

2.2 Encourage service users to actively provide feedback on the effectiveness or otherwise of services.

2.3 Routinely advise service users of their right to complain and how to access the organisation’s complaints policy.

2.4 Ensure that they do not discriminate against or in any way disadvantage a service user who has made a complaint.

2.5 Use appropriate research, planning and evaluation methodologies when providing community and human services.

2.6 Facilitate effective outcomes by routinely monitoring, evaluating and improving upon services, programs and projects.

2.7 Retain currency in theory and practice to underpin all service provision.

2.8 Advocate for service users and needed services.

2.9 Recognise the sometimes imbalance of power between themselves and service users and take care to not abuse that authority.

Guideline 3 Confidentiality in the workplace

A community work practitioner should understand and comply with all legislation and guidelines that provide for confidentiality and privacy of service users, colleagues and employers.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

3.1 Be familiar with the relevant legislation and the organisational policies relating to confidentiality and privacy.

3.2 Inform service users as to who has access to his or her file and under what circumstances the information contained therein is or may be shared.

3.3 Provide service users with access to their own files and make them aware of the process to record or amend any representation, notation or omission with which they disagree.

3.4 Protect a service user’s privacy through secure record keeping.
3.5 Seek informed consent from service users before any confidential information is shared, unless required by law.

3.6 Advocate for non-disclosure of confidential information where a practitioner believes that disclosure would adversely affect a service user.

3.7 Provide privacy to service users who wish to discuss sensitive matters.

3.8 Destroy obsolete confidential information or records in a secure manner.

3.9 Apply the principles of confidentiality to information that pertains to colleagues and employers.

3.10 Remind colleagues, who disclose confidential information, of their obligations under the various legislation and policy requirements that govern the workplace.

**Guideline 4  The regulatory framework**

A community work practitioner often works within complex organisational structures governed by legislation or statute. The practitioner must, therefore, understand the sometimes seemingly contradictory frameworks that impact either on service provision or the service users with whom they work.

**Indicators**

To comply with the intent of this guideline a community work practitioner will be required to:

4.1 Comply with legislation and statutory provisions, for example, mandatory reporting, which affect professional practice.

4.2 Alert their employer of relevant legislation not observed by the organisation.

4.3 Deal with service-user information in accordance with the principles and requirements of legislation including that which governs privacy, confidentiality and freedom of information.

4.4 Work within the legal limitations around the right to confidentiality.

4.5 Inform service users about the legal limitations to their right to confidentiality and privacy.

4.6 Ensure information systems relating to service users, resources, programs and projects are in place, and kept in accordance with legislation and organisational policy and procedural requirements.

4.7 Ensure that the fundamental human rights of an individual are not impinged through the misuse of authority granted through law.

4.8 Understand which pieces of legislation govern organisational behaviours, for example, workplace health and safety, and inform the service user group wherever necessary.

**Guideline 5  Diversity**

A community worker works within diverse communities and should demonstrate in all of her or his professional practice an understanding and sensitivity to diversity in all forms and her or his compliance with all relevant legislation.

**Indicators**

To comply with the intent of this guideline a community work practitioner will be required to:

5.1 Respond appropriately to diversity in all its forms.

5.2 Acknowledge and promote the rights of culturally and other diverse groups.

5.3 Challenge organisational behaviours and services that discriminate on the basis of individual or group characteristics including ability, age, beliefs, economic, employment and housing status, ethnicity, faith, gender and gender identity, and sexuality.

5.4 Recognise personal values and bias and takes steps to safeguard against any adverse impact these might have on a service user’s right to a service. Recognise and declare conflicts of interest

5.5 Gain information from relevant individuals and Indigenous and culturally diverse communities to ensure professional practice, policy, or service development is appropriate to community and service user needs.

5.6 Engage in individual and collaborative knowledge building to ensure professional practice with culturally or otherwise diverse or minority groups is appropriate and effective.

5.7 Adapt communication means and methods to effectively connect with a diverse range of people.

5.8 Use culturally appropriate verbal and non-verbal communication when engaging with individuals and community members.

**Guideline 6  The workplace**

A community work practitioner rarely works alone and should treat her or his workplace with respect and take personal responsibility to ensure that it is a productive, safe and healthy environment within which they, service users, colleagues or residents can work or live.

**Indicators**

To comply with the intent of this guideline a community work practitioner will be required to:

6.1 Understand and respect the nature and context of the workplace, which may also be the residence or home of service users.

6.2 Continually develop and use knowledge and skills within the workplace for the benefit of service users, colleagues and employers.

6.3 Maintain professional boundaries with service users and colleagues.
6.4 Acknowledge and protect confidential, sensitive or commercially valuable workplace information and intellectual property.

6.5 Treat colleagues with respect, honesty and consideration.

6.6 Deal with conflict in a timely manner.

6.7 Report discriminatory, bullying or otherwise adverse behaviour by a colleague toward clients or another staff person.

6.8 Recognise and act upon individual responsibility for workplace health and safety.

6.9 Understand and implement organisational policy and procedures.

6.10 Take up any areas of concern, either regarding policies, service provision or workplace behaviors with the appropriate supervisor, manager or employer.

Guideline 7   Professional development

The education of a community work practitioner does not cease upon graduation. It is incumbent on the community worker to undertake relevant professional development throughout her or his career to ensure their knowledge remains current and informs their everyday practice.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

7.1 Identify skill and knowledge gaps and remedy through training, supervision or other means.

7.3 Seek appropriate professional support, mentoring or advice to address personal and professional limitations.

7.4 Critically analyse the profession, human service agencies and organisations, and social institutions in all aspects of the community work role.

7.5 Acknowledge personal responsibility and accountability for actions, decisions and professional development.

7.6 Increase new knowledge and information about the profession, the sector or areas of practice through active engagement with research and enquiry.

7.7 Keep abreast of current research, models of practice, and theory.

7.8 Supervise students, staff and volunteers in an ethical manner and from an appropriately qualified knowledge base.

7.9 Share information and knowledge with colleagues

Guideline 8   Professional standing

Community work practitioners not only represent the interests of service users and employers but are also representatives of the community work profession. Community workers should therefore, practice with integrity and not engage in any behaviour that brings the profession or other practitioners into disrepute.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

8.1 Know, understand and work within the ethical norms of the profession.

8.2 Maintain appropriate professional and personal boundaries with service users and colleagues.

8.3 Seek support and guidance when personal issues are affecting professional conduct or practice.

8.4 Recognise and redress inadequate knowledge and experience is through professional development, training, support or supervision.

8.5 Promptly address the inappropriate, unethical or illegal behaviour of a colleague through suitable means.

8.6 Exhibit awareness of social, political, legal, cultural and organisational contexts and systems, and how they might impact on the community work profession.

8.7 Acknowledge and support the right of service users, carers, members of the public and colleagues to make a complaint against the unethical, unprofessional or inept practice of a community work practitioner.

8.8 Demonstrate an understanding of relevant legislation and legal frameworks which specify responsibilities towards clients, colleagues, employers or community members in the workplace.

8.9 Promote, take pride in, and advance the profession of community work.

8.10 Recognise that private behaviour should not have an adverse impact on professional practice or the profession.