SOCIAL WORK AND POLICY STUDIES
SYDNEY SCHOOL OF EDUCATION AND SOCIAL WORK

BACHELOR OF SOCIAL WORK & MASTER OF SOCIAL WORK (Q)
FIELD EDUCATION/PRACTICE LEARNING HANDBOOK
2022

https://www.sydney.edu.au/arts/schools/sydney-school-of-education-and-social-work.html

Field Education in Social Work (for current students; Unikey login is required)
https://canvas.sydney.edu.au/courses/13426/pages/field-education-in-social-work

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GLOBAL DEFINITION OF SOCIAL WORK

The following definition was approved by the International Federation of Social Workers (IFSW) in July 2014:

Global Definition of the Social Work Profession

"Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

The above definition may be amplified at national and/or regional levels".

http://ifsw.org/get-involved/global-definition-of-social-work/

Australian National Field Education Network Distinctive Pedagogy

Statement

September, 2016

Field Education as the Distinctive Pedagogy of Social Work Education

Social work education prepares students for professional practice through learning core and common knowledge, skills and values that can be applied across diverse practice settings. Field education is a distinctive pedagogy for social work. It provides students the opportunity to integrate classroom learning with practice. Both the classroom and field components play an integral part in developing students' ways of thinking, doing and being. Field education socialises students into the profession through immersion in a real practice context where students have the opportunity to make sense of what it means to be a social worker and to develop their professional identity, integrity and ethical practice. In field education, students are required to sustain a high level of engagement over a significant period of time in collaboration and partnership with industry. In having to practice and perform, students experience more profoundly the complex, ambiguous and indeterminate nature of practice. As students take responsibility for their learning, this experience significantly shifts and transforms the student's praxis. With supervision, students develop their ability to engage in critical reflection, to explore different ways of understanding and responding to diverse and often unique practice situations and to learn to practice creatively. These attributes are further informed by social work core values of social justice, human rights, human dignity and equity.

(September, 2016)

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website
https://www.sydney.edu.au/arts/schools/sydney-school-of-education-and-social-work.html

Campus map: http://sydney.edu.au/maps

BACHELOR OF SOCIAL WORK PROGRAM (BSW)

OVERALL AIMS OF THE BSW

The BSW program at the University of Sydney aims to prepare graduates for employment in an environment which is complex, diverse and changing, and where capacity to transfer knowledge and skills across contexts is essential. A key strategy is to build on prior learning, to demand greater responsibility for learning and to motivate students towards a commitment to lifelong learning. Graduating students are expected to be reflexive, versatile and skilful in diverse contexts of practice, and to be able to translate professional values into action.

Central to the program is the understanding that social work is about a commitment to tackling social injustices and inequalities through political and social engagement with the issues of the day. This is achieved through responding to personal needs through the provision and development of personal resources and community services and through social reform and activism, including policy and institutional change. The Australian Association of Social Work (AASW) Code of Ethics (2020) informs this overall program.

LEARNING OBJECTIVES OF THE BSW

Consistent with the graduate qualities described in University and Faculty Policy (see pages 17–18), on graduation, all BSW graduates must demonstrate:

- understanding of social work and social policy, theory and practice and their multidisciplinary nature in historical, cultural, socio-economic and political contexts
- understanding of the interdependence of theory, practice, policy and research
- understanding of the contribution of social work and social policy in working towards social justice
- skills in communication, empathy, self-awareness in practice, providing resources, assessment and exercising professional judgement
- ability to locate, analyse, apply and undertake research in practice
- ability to use knowledge effectively to make appropriate and constructive responses at all levels of intervention and across the range of workplace contexts
- ability to act professionally, using ethical and strategic practices
- ability to critically and constructively reflect upon one's practice
- ability to combine autonomy with the capacity for collaborative and versatile work
- appreciation of the limits of one's current knowledge and abilities and eagerness to undertake ongoing professional development and
- basic computer skills, including word processing and familiarity with email and the internet.

SOCIAL WORK PEDAGOGY

The BSW is a sequenced program in which the early years combine the freedom to choose from a broad range of units in the liberal arts with prescribed units of study, which provide a foundation for focussed professional studies in the final two years. The prerequisite units of study in the first two years ensure that students acquire core knowledge from other disciplines about the nature of individuals and the nature of societies.

This provides the foundation for studies in the final two years where the understandings about social work's unique perspective – understanding and intervening at the intersection of people and their complex environments – are developed. In addition, providing choice of elective units of study from diverse fields gives the students the opportunity to further develop their skills in critical analysis and promotes an ongoing interest in learning.

Since 1997, class work in the third and fourth years has been organised as an integrated Issue

Based Learning (IBL) curriculum. The adoption of this approach followed a major review of the philosophy, pedagogy and structure of the final two years of the BSW, and the piloting and evaluation of the new curriculum by the University's Institute for Teaching and Learning. In summary the curriculum incorporates:

- an integrated, issue-based curriculum structure rather than a subject and method-based curriculum structure
- a primary emphasis on learning rather than a primary emphasis on teaching
- an explicit rather than implicit expectation that students are active participants in their education
- an emphasis on processes and outcomes from a preoccupation with inputs and accumulation of discipline and subject knowledge
- an emphasis on the interdependence of theory, policy, research and practice.

In the third and fourth years the program comprises both class work and field education. Class work at this stage of the program focuses entirely on social work, its framework of knowledge and skills, the analysis and development of theory, social policy and research. This is underpinned by understandings of ethics and personal and professional values. The Field Education Program provides a practice context for this learning. Field education placements are undertaken in conjunction with ongoing class work, encouraging students to appreciate the mutual interdependence of theory and practice and of policy and practice and to familiarise themselves with the practice of continual and deliberate critical reflection.

In each unit of study in the final two years, learning commences with discrete issues and themes likely to be addressed in everyday professional work. This approach places the work and the fields of work for which the student is being prepared at the centre of professional education. Developing knowledge and skills in social policy, social work practice, levels of intervention (methods) and research are placed and learned in context. Didactic teaching and traditional lecture/seminar structure are balanced by an emphasis on facilitated and small group generated learning. The goals of social work are often met through negotiation and collaboration with other professional and lay groups: the use of group work in this approach aims to develop students' ability to work in this way. Inductive learning is encouraged, and greater self-directedness is expected as students gain experience and increased confidence.

The content material is the vehicle through which students learn generic knowledge and skills. In order for learning to be optimised, particular attention is paid to the relative complexity of content and to the impact of the material on students emotionally and cognitively. The units of study are sequenced so that at the completion of the BSW, students are expected to be able to critique, synthesise and apply their generic knowledge and skills in a variety of contexts.

Using a developmental approach, key concepts are introduced throughout the course at increasing levels of complexity so that students both recognise their importance to social work and gain a sense of growing competence. An example is critical reflection on one's practice. The concept of reflecting on practice is introduced to second year students in the unit Psychology for Social Work and is reintroduced at increasing levels of complexity (i.e., building from the concept of reflexivity to include the concept of power and the notion of and skills involved in critical reflection). Opportunities to practise skills in critical reflection are provided through assessments. In a similar way, the concepts of structural inequalities and social justice, introduced in second year in the unit Australian Social Policy, and a major focus of the Year 3 IBL2 (Social Justice, Social Citizenship and Social Work), are raised in every unit of study in the program. For example, in IBL1, Illness, Inequality and Intervention, this concept may be addressed in the context of hospital discharge policies with respect to older people; and in IBL3 (Violence against Women and Children) through discussion of violence against women and children as a human rights issue and of the ways in which inequalities connected with the process of globalisation provide a context for the emergence of new forms of violence against women.

FIRST AND SECOND YEARS

There is some flexibility in the first two years, but all students entering Third Year must have completed (or, in special circumstances, be in the process of completing) courses in sociology, psychology, social policy, research methods and Indigenous studies. Further details of the requirements for First and Second Years can be found in the *Undergraduate Handbook* of the Sydney School of Education and Social Work. Further details of First and Second Year courses are given here.

Introduction to Sociology
SCLG1001/SCLG1002 6 Credit points each
First Year, semester one and two

Social Justice Practice
SCWK1001 6 Credit points
First Year, semester one

Introduction to Human Services
SCWK1002 6 Credit Points
First Year, semester two

Life Course Perspectives on Development
SCWK2007 6 Credit points
Second Year, semester one

Australian Social Policy
SCPL2601 6 Credit points
Second Year, semester one

Research Skills for Social Change
SCWK2006 6 Credit points
Second Year, semester one

Social Perspectives on Mental Health
SCWK2008 6 Credit points
Second Year, semester two

Indigenous Australians and Social Work
SCWK2009 6 Credit Points
Second Year, semester two

THIRD YEAR CLASSWORK

IBL1: Illness, Inequality and Intervention
SCWK3006 8 Credit points
Third Year, semester one

IBL2: Social Justice, Social Citizenship and Social Work
SCWK3007 8 Credit points
Third Year, semester one

Professional Practice
SCWK3008 8 Credit points
Third Year, semester one

Field Education 1 (FE1)
SCWK3005 or SCWK3010 (Field Education 1 Honours) 24 Credit points
Third Year, semester two, Tuesday 9 August – Friday 18 November 2022

Compulsory pre-placement seminar: Wednesday 4 August 2022

Social Work Preliminary Honours
SCWK3009 6 Credit points
Third Year, semester two

FOURTH YEAR CLASSWORK

IBL3: Violence In Families
SCWK4003 8 Credit Points
Fourth Year, semester one – Monday 7 February 2022 – Wednesday 9 March 2022

Field Education 2 (FE2A&FE2B)
SCWK4005/SCWK4006 or SCWK4007 (Field Education 2B Honours) 24 Credit points
Fourth Year, Monday 11 April – Friday 12 August 2022
Compulsory pre-placement seminar: Wednesday 6 April 2022

Social Perspective on Ageing
SCWK4004 9 Credit Points
Fourth Year, semester two Monday 22 August 2022- Wednesday 21September 2022

Integrative Studies
SCWK4002 6 Credit Points
Fourth Year, semester two – Monday 3 October 2022 -Wednesday 19 October 2022

Social Work Honours Research Dissertation
SCWK4008 6 Credit points
Fourth Year, Semester Two - 25 November 2022

PROGRESSION

All students must pass all compulsory components of the course. Within the Third and Fourth Years no student is permitted to progress without passing all prior units of study.

CONSULTATION

The School has in place consultation processes through which students can provide feedback to the teaching staff. Student representatives are elected by their classmates to attend unit of study committee meetings with the relevant teaching staff. Meetings are held at least once during semester, about midway through the class program. It is the responsibility of the chair of each committee to organise and facilitate meetings.

MASTER OF SOCIAL WORK (QUALIFYING) PROGRAM (MSW(Q))

OVERALL AIMS OF THE MASTER OF SOCIAL WORK (QUALIFYING)

The Master of Social Work (Qualifying) aims to provide a rigorous program that result in graduates who are competent, effective, skilled, knowledge-based, ethically aware and confident practitioners. It prepares students for practice in the workplace in local, national and international contexts.

The content of the MSW (Qualifying) is based on the values set out in the AASW Code of Ethics (2020) and the AASW Practice Standards (2013). A commitment to social justice is a core value of the MSW (Q). Drawing on Australian and international perspectives, the program aims to graduate students able to take leadership roles in the social work profession.

The program:
- incorporates a constructive and critical approach to knowledge building and application
- produces critically reflective and skilled practitioners, able to take leadership roles in the social work profession

- promotes sensitivity to, and incorporates content on, culture, ethnicity, race, gender and sexual orientation
- identifies and selects curricula determined by local, national and/or regional/international needs and priorities
- incorporates knowledge on history, culture, the strengths of, and disadvantage suffered by, Aboriginal and Torres Strait Islander peoples and communities
- incorporates knowledge from other disciplines (e.g., The social and behavioural sciences).

ENTRY TO THE MSW (Q)

Because social work draws on knowledge from a range of disciplines, students are required to enter the program with:
- an understanding of society and how it has developed and is organised. This includes an understanding of the major insights provided by sociology, anthropology, social theory, history, economics and political science; an awareness of how these contribute to the understanding of social inequalities; and the ability to critically engage with debates on the implications and effects of the globalisation of society
- knowledge of the individual, including human behaviour and development, personality development, life-cycle stages, family and social networks, physical health and ill-health, mental health and ill-health, disability, vulnerability and resilience; and an understanding of the social construction of these concepts

This prior knowledge is evidenced by:
- a relevant bachelor's degree
- demonstrated understanding of the development and organisation of both human society and human behaviour provided through a written statement

Students are also required to have a minimum of three years full time experience (or equivalent) in the human and community services industry in the past seven years.

PEDAGOGY

Principles of adult learning, where students are self-directed and goal oriented, provide the foundation for the educational approach adopted in the MSW (Qualifying), as appropriate to the student cohort, which has prior undergraduate education and work experience in the human and community services sector. The educational approach maximises opportunities for mutual learning by both student and educator. The program fosters a commitment to lifelong learning and continuing professional education. Accordingly, the curriculum provides:
- an integrated, issue based curriculum structure rather than a subject and method based curriculum structure
- a primary emphasis on learning rather than a primary emphasis on teaching
- an explicit rather than implicit expectation that students are active participants in their education
- emphasis on processes and outcomes rather than a preoccupation with inputs and accumulation of discipline and subject knowledge.

The program can be taken both full and part time (over 2 or 4 years). Students complete seven core units of study, three elective units of study (one of which is a research unit), and 140 days field education (Practice Learning 1 & 2). Core Units are:

PROGRAM CONTENT

Social Work Practice
SCWK5010 6 Credit points

Critical Perspectives on Mental Health*

SCWK6952 6 Credit points

Violence Against Women
SCWK5011 6 Credit points

Social Perspectives on Ageing
SCWK5007 6 Credit Points

Re-Imagining Child and Family Social Work
SCWK5008 6 Credit Points

Practice Learning 1 (PL1)
SCWK5004 18 Credit points

Practice Learning 2 (PL2)
SCWK5005 and SCWK5006 18 Credit points

Integration of Learning
SCWK5003 6 Credit points

Practice with Indigenous Australians
SCWK6023 6 Credit points

Electives

Students select 3 electives (including one research elective) from the following;

- Global Social Policy
- Social Research
- Practice Theory Development
- Death, Dying & Mourning
- Social Policy Frameworks
- Practice Development
- Social Work for Environmental Change
- Working with Communities
- Health and Inequalities*
- Poverty and Social Exclusion

In addition, they may select their electives from cross-listed Masters level units in education, sociology, health, government.

* Please note that for students enrolled in the MSWQ prior to 2020, **Health and Inequalities** and **Poverty and Social Exclusion** are core units, and **Critical Perspectives on Mental Health** and **Practice with Indigenous Australians** are elective units.

PROGRESSION THROUGH THE MSW(Q) PROGRAM

In recognition that many students are currently in employment in the health and community services sector, the program offers some flexibility for students to tailor a program to their own learning goals. However, students are required to successfully complete Social Work Practice prior to progressing to Practice Learning 1. Practice Learning 1 (plus another 12 credit points) must be successfully completed prior to Practice Learning 2. students must complete the capstone unit in the final semester of their enrolment.

In order to maximise the learning on placement, it is highly recommended that students undertake their placements over 4 or 5 days per week

Practice Learning 1 must be completed within the Semester 2 dates. This placement needs to undertaken 4-5 days a week.

Practice Learning 2 allows for more flexibility, to be completed over Semester 1 and Semester 2 This placement can be undertaken for a minimum of 3 days a week

THE AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS

The Australian Association of Social Workers (AASW) is the professional representative body for social workers in Australia. All graduates of the BSW and MSW(Q) programs at the University of Sydney are eligible for membership. BSW and MSW(Q) students are eligible for student membership.

As a professional association, the AASW acts as a lobby group on health and welfare issues and policy development to achieve a more just society. It publishes the only refereed Australian social work journal: *Australian Social Work*, which all members receive, and organises conferences and seminars, with reduced rates for members. At a local level, it acts as facilitator for special interest groups of social workers, encouraging professional support and information-sharing.

The AASW is also the national accrediting body for all Australian Social Work programs.
It presents the principles, desired goals, and minimum requirements of social work education.

All social work programs are also informed by the AASW Code of Ethics (2020) and the Practice Standards (2013). These documents can be found at http://www.aasw.asn.au/document/item/16
The Code of Ethics outlines the values and principles for all Australian social work practitioners and the Practice Standards outline the minimum outcomes standards for all social work practitioners and hence for all new graduates.

Attributes of Australian social work graduates

1. Demonstrated sense of identity as a professional social worker
2. Sound understanding of and commitment to social work values and ethics to guide professional practice
3. Ability to apply social work knowledge and interventions to respond effectively in meeting the needs of individuals, groups and communities in diverse settings, client groups and geographic locations
4. Ability to apply knowledge of human behaviours and society, as well as the social, cultural, political, legal, economic and global contexts of practice to respond effectively within a human rights and social justice framework
5. Ability to review, critically analyse and synthesise knowledge and values and apply reflective thinking skills to inform professional judgement and practice
6. Ability to apply research knowledge and skills to understand, evaluate and use research to inform practice and to develop, execute and disseminate research informed by practice
7. Demonstration of effective communication and interpersonal skills
8. Ability to work with diversity and demonstrate respect for cultural difference
9. Understanding of the importance of and commitment to ongoing professional development

For further information about the AASW, visit: http://www.aasw.asn.au or contact the NSW branch on (03) 93200 1000 or 1800 630 124 or email: https://www.aasw.asn.au/new-south-wales

INHERENT REQUIREMENTS FOR SOCIAL WORK

To assist students to make informed choices about their study, we have identified and set out below the Inherent Requirements for coursework award courses in Social Work.

> **With appropriate supports and reasonable accommodations, students must be able to carry out the list of Inherent Requirements described below, in order to successfully complete a coursework award course in Social Work.**

The University of Sydney welcomes and encourages applications from students with disabilities, and from diverse social and cultural backgrounds. Where there are physical, intellectual, cultural, religious or other factors that impact on a student's ability to meet the Inherent Requirements, the University will make reasonable adjustments to assist the student to meet the requirements.

To successfully complete their award course, students must meet the academic requirements set out in the Faculty and course resolutions – these are set out in the Faculty handbook. In addition, students in all courses are required to comply with Australian laws and University rules and policies, including the Code of Conduct for Students. The University of Sydney upholds the academic standards of each degree and discipline so that all students graduate with the skills and knowledge expected of a graduate of the award conferred.

Communication tasks

1. Comprehend spoken English delivered at conversational speed (including in noisy environments such as community meetings and hospital wards).
2. Understand and respond to verbal communications accurately, appropriately and in a timely manner.
3. Communicate clearly, audibly and intelligibly in Standard Australian English (i.e., the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.)
4. Read and comprehend information presented in a variety of standard formats.
   e.g., understand handwritten or electronic case notes and electronic policy documents
5. Record information accurately and make coherent notes.
   e.g., write social work reports for a variety of audiences, take notes of meetings
6. Read the body language of others and respond appropriately (in context).
   e.g., respond to clients who may be confrontational, or who may express feelings of anxiety, sadness etc
7. Communicate respectfully with people of different abilities, gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
   e.g., Respond to someone from a different background to yourself with respect and openness

Observation / Sensory tasks
1. Observe client appearance, posture, movement and speech.
2. Monitor the broader environment (including observing multiple people and events simultaneously).
   e.g., Conduct group work and facilitate meetings.

Physical tasks
1. Attend field education placements in a range of settings, in a range of geographical locations, and for the required number of hours/days within a reasonable timeframe. This will include continuous blocks of up to 80 days.
2. Meet ongoing immunisation requirements.

Intellectual tasks
1. Gather, comprehend and organise information
   e.g., Establish what information is relevant for/from a client's file
2. Integrate theory and knowledge from various sources.
   e.g., write policy submissions, case plans, and reports.
3. Develop options and assess and compare their respective merits.
   e.g., read, understand and apply research to individuals, groups and communities.
4. Accurately recall information without reference.
   e.g., be able to think on your feet, and answer questions from clients and other

professionals; provide a verbal report about a client's progress to another professional

5. Engage in rational and ethical reasoning.
   e.g., locate and present evidence from the literature to support a selected intervention; identify ethical issues and when to seek consultation in complex decisions
6. Understand another person's perspective.
   e.g., be empathic to clients facing difficulties, or when their values are different to your own
7. Complete tasks in a safe and reasonable time frame
8. Maintain a sufficient level of concentration to focus on an activity to completion

Interpersonal and social interactions

1. Control the expression of your own emotions.
   e.g., not allowing your emotions to over-ride your immediate responsibilities to a client
2. Be able to work effectively in the face of uncertainty and adapt to changing environments
   e.g., being flexible when last minute changes occur
3. Accept and fulfill responsibilities you are given within the workplace
   e.g., arrive at placement on time; perform expected tasks in the workplace, and follow organisational rules such as those pertaining to mobile phone use.
4. Respond appropriately to constructive feedback from supervisors and peers.
5. Actively and appropriately participate in group discussions.
   e.g., contribute a social work perspective in a multidisciplinary case conference;
6. Manage your own physical and mental health effectively.
   e.g., identifying when you may not be able to undertake tasks and letting the appropriate person know and making arrangements to over your duties
7. Respect personal and professional boundaries.
   e.g., recognising your role as a student in the organization
8. Dress appropriately and safely for the workplace.
9. Manage interpersonal conflict.

FREQUENTLY ASKED QUESTIONS
Why have a list of Inherent Requirements for Social Work Courses?
We think it's important for students to be aware of the Inherent Requirements they will need to meet in university subjects and courses. This information enables prospective students to make informed decisions about their subject and career choices. In the case of Social Work, many of the Inherent Requirements relate to client contact. This contact increases with each year of the course and we believe it's important to be clear from the beginning about what is required to be able to successfully complete the course.

The Inherent Requirements are likely to be particularly helpful for students with disabilities. Many students successfully manage their disabilities with external support and opt not to notify the University. However, the University's Disability Services assists hundreds of current students with a disability and provides prospective students with advice about the support services offered at the University. Where necessary, after confidential registration of a disability, Disability Services negotiates reasonable adjustments for students with the relevant School. Adjustments to coursework and assessments may also be made for students with carer's responsibilities, or cultural or religious needs. These adjustments may include such things as building and timetabling modifications, recording teaching material and special examination provisions. For fieldwork placements, it may include negotiating with supervisors in advance of the placement for reasonable adjustments. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the inherent requirements, not as a substitute for them.

How are lists of Inherent Requirements developed?
They are developed from the required learning outcomes of the courses. Course structure and content, including learning outcomes, are designed to ensure that the course meets required standards. In addition to meeting general higher education standards, all social work professional qualifying courses are accredited by the Australian Association of Social Workers which assesses programs of study against accreditation standards.

Students are required to comply with relevant requirements for placement organisations (e.g., NSW health). The health placement requirements are at: http://sydney.edu.au/current_students/enrolment/course_check.shtml

Do I have to disclose any disability I believe I may have? Is there an assessment?
No, the information on Inherent Requirements is provided for your guidance. While registration with Disability Services is necessary for you to obtain reasonable adjustments, you are not otherwise required to disclose your disability to the University, unless it poses a risk to your health or safety or to that of others.

What should I do if I am worried about my ability to successfully undertake a listed essential requirement?
You can make contact with the Social Work Program Director or with Disability Services to discuss your specific issue. Liaison will occur, if necessary, with appropriate protection of your privacy. The School's initial contact person is the manager of the Professional Engagement and Program Support team, who can be contacted on +61 2 9351 7046. The Disability Services Team can be contacted on +61 2 86278422 or disability.services@sydney.edu.au

What is an adjustment?
These are modifications or accommodations made by the University that have the effect of assisting a student with a disability to participate or access something on the same basis as someone without a disability. Common accommodations include aids to vision or hearing (which many people of course wear every day). Disability Services at Sydney University works to support students with disabilities, including negotiating reasonable adjustments for students. These adjustments are frequently related to assessment, e.g., extra time in examinations, allowing students to type instead of handwrite, or may relate to such issues as timetabling or access. Other assistance for fieldwork may include adjusting hours of work and the allocation of the type of placement may also be adjusted where needed to ensure the psychological safety of the student.

Sydney University has obligations under the Disability Discrimination Act 1992 (Cth), the Anti-Discrimination Act 1977 (NSW) and the Disability Standards for Education 2005 (Cth) to ensure that reasonable adjustments are available. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the Inherent Requirements, not as a substitute for them. See the University's Disability Inclusion Action Plan

Can I enrol even if I am not sure I will be able to carry out some of the Inherent Requirements?
Yes. In fact, it will usually be unlawful for the University to restrict enrolment on the basis of disability, or to discriminate against students with a disability in other ways.

What happens if I do enrol and I am unable to carry out some of the Inherent Requirements?
Assessment is carried out with approved reasonable adjustments. If, even with reasonable adjustments, you are unable to carry out some of the Inherent Requirements, you may fail an essential component of the course. In this event, you will be unable to graduate with the social work degree.

THE UNIVERSITY OF SYDNEY GRADUATE QUALITIES

https://sydney.edu.au/students/graduate-qualities.html

Graduate quality	Definition
Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.
Critical thinking and problem solving	Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
Oral and written communication	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
Inventiveness	Generating novel ideas and solutions.
Cultural competence	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.

Interdisciplinary effectiveness	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
Integrated professional, ethical, and personal identity	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
Influence	Engaging others in a process, idea or vision.

FIELD EDUCATION / PRACTICE LEARNING PROGRAM

FIELD EDUCATION AT THE UNIVERSITY OF SYDNEY

Field education is a core component of the University of Sydney Social Work and Policy Studies Program with all field education courses having full academic status. The Field Education Program promotes a supportive learning environment (Giles, Irwin, Lynch & Waugh, 2010) aiming to engage all key people in the provision of good learning opportunities in field practice. This entails:

- providing the students with a variety of professional practice tasks
- challenging students whilst providing peer and professional support
- developing knowledge and skills
- linking theory and practice
- developing a professional identity
- developing critical reflection skills.

Underpinning this model are theories of adult learning, transformational learning, experiential learning, ethics and critical reflection.

The field education learning expectations are developed across the program aiming to develop values, skills and knowledge from a beginner to a practitioner capable of meeting AASW Practice Standards (2013)

The on-campus courses prior to each field education course, prepare the students to apply theory to practice, to employ a range of social work interventions and to demonstrate professional values and ethics. In preparation for each field education placement, agency Field Educators determine the scope and parameters of learning opportunities within their setting. In negotiation with the Field Educator, using the AASW Practice Standards and the specific field education course learning expectations as a framework, students produce a set of learning goals. These goals set out what they hope to learn, how this learning will occur and with the support of their Field Educator and university liaison, they will monitor and evaluate their learning.

PRINCIPLES GUIDING FIELD EDUCATION

- the Field Education Program is theoretically grounded
- the program is based on a learning philosophy in which the student is an active participant
- students are provided with diverse learning opportunities
- the program is consistent with AASW requirements.

OBJECTIVES OF THE FIELD EDUCATION PROGRAM

- to complement class work in developing students' professional identity and workforce preparedness
- to facilitate students' understanding of the social, economic and political context of social work and critical analysis of the role of social workers in society
- to familiarise students with competing theories about the individual and society, and with tensions arising from these that are inherent in all social work intervention
- to promote students' competence to act in managing these tensions through the acquisition of social work skills and methods, including research
- to facilitate students' developing coherent practice which assists individuals and promotes social change
- to implement an educational philosophy promoting learning partnerships between students, Field Educators and program staff.

COLLABORATING WITH AGENCIES

In collaborating with agencies, the school seeks to:
- develop continuing reciprocal relationships in order to facilitate student education, research, consultation and continuing professional development
- provide high quality field education
- create the opportunity for innovative practice
- develop formal agreements about the responsibilities of all parties
- support Field Educators in assisting students' learning.

Note: The University of Sydney Social Work and Policy Studies Field Education Programs do not provide payment for placements.

AASW REQUIREMENTS FOR FIELD EDUCATION

- students must spend at least 1000 hours in at least two field placements
- no placement will be less than 40 days
- no placement shall be an observational placement
- in every placement a student must be supervised by a qualified social worker who has a minimum of two years' full-time practice experience
- students must undertake placements in at least two practice settings (e.g., hospital, neighbourhood centre, government agency)
- students must experience at least two fields of practice (e.g., mental health, child protection, refugee settlement)
- students must be able to practise using a diverse range of social work interventions, including casework, group work, community work, policy development, social action and research

<u>* Social Work and Policy Studies at Sydney University require that these hours must be spread over a minimum of 140 seven hour working days, namely 60 days in placement 1 and 80 days in placement 2.</u>

RESPONSIBILITIES AND COMMITMENTS OF FIELD EDUCATION ROLES

Field Education Manager:
- manage the finding and allocation of appropriate social work placements
- negotiating with field educator about placement content
- manage the pre-placement process for students
- collaborating with field educators and agencies to develop and promote learning opportunities including orientation and ongoing capacity building activities
- providing professional development sessions throughout the year for field educators
- recruitment and supervision of qualified external social work supervisors

Agencies:

- allocating time to Field Educators for tasks associated with student placements, including time to prepare for the students, time spent attending and contributing to Field Educators' meetings and education, and time spent in supervision of the students
- recognising the educational nature of the student placement by drawing a distinction between the contribution to be made to agency work by a student under supportive supervision and that made by a staff member employed to carry out the work of the agency
- accepting student participation in the organisational structure of the agency setting, such as by attendance at staff and other meetings and participation in committee work
- making available, within agency limitations, office space and administrative services needed by the student
- suggesting practitioners who would be appropriate to supervise students
- keeping the Field Education team informed of any changes that could affect the placements offered to students
- being aware of potential student risks and the policies and procedures that address these. This includes staff, student and service user behaviours; travel whilst undertaking agency tasks; privacy; confidentiality and home visits.

Field Educators

- negotiate with the agency for time to carry out the tasks associated with student supervision and learning
- engage with the preparation process and identifying learning opportunities
- conduct a pre-placement interview to consider suitable match between student and learning opportunities
- be prepared to spend time on tasks related to student learning, including preparing for the student, attending and contributing to Field Educators' seminars and a minimum of 1.5 hours per week spent in supervision with the student, with at least 1 hour per five days of placement allocated to formal supervision. Some of this may be provided in a group format
- develop a learning plan with the student which defines the way the student and Field Educator will work together in meeting the student's learning needs
- make consultation time available to the student during the writing of the learning plan, the mid-placement and end of placement reports to ensure they are completed on time
- provide constructive feedback and comment on student's mid and end of placement reports
- inform the Field Education team of significant changes taking place in the agency that could affect the placement or changes to supervision arrangements
- communicate any concerns regarding the student or the placement with the Placement Class Teacher or Unit of Study Coordinator
- contact the Placement Class Teacher when extended illness or absence of either Field Educator or student is likely to affect placement
- contact the Placement Class Teacher if problems develop related to the nature and flow of work within the agency, particularly a lack of sufficient or appropriate work for the student
- contact the Placement Class Teacher where any other concerns develop which impact on progress in placement
- if problems or difficulties arise engage in partnership discussions and strategies to address concerns (See 'Students in difficulty on placement',)
- if appropriate, work collaboratively with the external/internal social work supervisor.

External Social Work Supervisors

When a student is placed in an agency that does not employ a social worker, an external social work supervisor is engaged by the University to provide ongoing weekly professional social work supervision to the student. The external social work supervisor will:

- arrange a joint meeting with the student and Field Educator in first week of placement and conduct one hour per week formal supervision with student
- work collaboratively with the Field Educator to address the student's progress and learning on placement and if any problems or difficulties arise (See 'Students in difficulty on placement', page 40)
- engage in discussions with the student on all aspects of their learning and assist them to critically reflect on their practice
- engage with the student during the writing of the learning plan, the mid-placement and end of placement reports to ensure they are completed on time
- meet with the student and the Field Educator in preparation for the mid-placement visit and at the end of placement
- attend and participate in the mid-placement visit
- provide constructive written feedback on the student's learning plan, mid and end of placement reports (feedback via email is acceptable).
- maintain regular communication with the Unit of Study Coordinator about the student's progress and inform the Field Education team of any concerns with the student or the placement.

Students

It is expected that students will approach placement with a positive attitude, and this includes:
- a responsibility for openness to learning and how this translates to practice on placement;
- adherence to the AASW Code of Ethics (2020), USyd Student Code of Conduct and the agency's Code of Conduct;
- self-awareness and openness to growth and change;
- ability to take responsibility and regulate emotions while on placement
- professional communication and behaviour on placement
- a mature attitude and approach
- an understanding of implementation of ethical practice and behaviour

Students are also required to:
- undertake careful completion of the pre-placement form as required
- formally disclose to the Field Education Manager any personal history or current issues (e.g., physical, psychological or behavioural) that may hinder them from participating fully in their placement. Where possible, the student's specific needs are considered when allocating placements.
- prepare for and participate in the pre-placement interview
- prepare for and participate in compulsory placement preparation lectures and workshops
- attend all on-campus and on-line compulsory placement classes as per the course outline
- With guidance from the Field Educator, develop a learning plan that defines the way the student and the Field Educator will work together in accomplishing their objectives
- prepare in advance for a minimum of 1.5 hours per week spent in supervision with the Field Educator, with at least 1 hour per five days of placement allocated to formal supervision. Some of this may be provided in a group format. The formal supervision preparation should include agreed material to enable the student and the Field Educator to analyse and evaluate the student's work
- work agency hours, accept agency rules and regulations, including dress code and punctuality; behave in an appropriate, ethical and professional manner including duty of care to self and others and maintaining appropriate level of confidentiality
- raise and attempt to resolve with Field Educators any problems or differences that may arise during placement
- inform the class teacher of any placement or personal issues that may be hindering the learning process
- notify the Field Educator and university promptly of any absences and provide required documentation relating to same
- participate in mid-placement and final evaluation sessions with their Field Educator.

Placement Class Teachers

- contact the Field Educator (and the External Social Work Supervisor if relevant) in the third week of the placement to exchange contact details, assess student's progress, confirm regular supervision has commenced and negotiate a date for the mid-placement visit
- facilitate placement classes and assess written work and oral presentations
- engage in ongoing assessment of students' progress on placement and if necessary, engage in consultation with Field Educator and student to address any issues that arise
- inform the unit of study co-ordinator of any issues or concerns that arise in placements
- conduct mid-placement visit and provide written evaluation of each student's performance on placement and address any issues that may arise at this visit
- if any issues are identified, arrange subsequent visit/s in consultation with the Unit of Study Coordinator to evaluate whether additional requirements are met. In consultation with the unit of study co-ordinator, determine when students experiencing difficulties are put on notice to fail
- assess all placement reports to ensure they meet the requirements of the course
- provide evaluation of each placement at their completion
- inform the Unit of Study Coordinator and Field Education Administrative Officer of the ultimate placement end date for all students at the conclusion of the final placement class.

Unit of Study Coordinator

- attend to relevant preparation and planning for the field education course
- facilitate placement classes and assess written work and oral presentations
- engage in ongoing assessment of students' progress on placement and if necessary, engage in consultation with the Field Educator and the student to address any issues that arise
- engage in ongoing consultation with the class teachers to address any issues that arise with students or Field Educators. When necessary, participate in placement visits with class teachers to address any issues that arise.
- communicate regularly with the Field Education Team regarding any changes or variations to placement arrangements.
- consult with class teachers regarding students in difficulty and determine which students will be put on notice to fail
- ensure that all portfolios are signed and completed in accordance with the Portfolio Checklist form. Once checked and marked as complete, transfer all portfolios to the Field Education Team for filing.
- consult with Director of Field Education if any student is not meeting requirements of course
- coordinate evaluations of the course and recommend changes in response to these evaluations.
- inform the Field Education Administrative Officer about any discontinued student placements or failed placements.

Director of Field Education

- lead the ongoing development of all Field Education courses
- in consultation with academic and field teachers, establish policies and procedures for the Field Education Program
- support Field Education Course Co-ordinators and Class Teachers in their roles
- oversee ongoing assessment of students' progress on placement and if necessary engage in consultation with the Field Educator and student to address any issues that arise
- consult with class teachers, field educators and students regarding individual students in difficulty and confirm which students will be put on notice to fail or withdrawn from placement
- engage in research and publication in relation to social work field education.

INFORMATION FOR FIELD EDUCATORS AND EXTERNAL SOCIAL WORK SUPERVISORS

Qualifications

It is a requirement of the AASW that Field Educators hold a recognised social work qualification and have at least two years full-time practice experience. However, AASW guidelines also acknowledge that a wide range of learning opportunities would be denied to students if they were prevented from having access to Field Educators with other qualifications. In situations where placements which offer students valuable learning experiences are unable to provide a qualified social work supervisor, the program will appoint an external Social Work Supervisor, so that the placement meets AASW requirements.

Professional Development

It is also an AASW recommendation that Field Educators have training to inform this education role. The School aims to support and train Field Educators and social work supervisors through a series of seminars offered concurrently with each placement. These seminars provide Field Educators and social work supervisors with an overview of the course program, as well as the learning plan, evaluation, student learning and the relationship between theory and all forms of practice.

In addition, the University also offers workshops for new Field Educators and for those wishing to refresh their student supervision skills. These workshops are free and are held twice a year. These workshops can also be arranged at other times to meet locality and workplace needs.

Supervision

According to AASW guidelines, students on placement should receive a minimum of 1.5 hours per week spent in supervision with the field educator, with at least 1 hour per five days of placement allocated to formal supervision. Some of this may be provided in a group format. Good practice indicates that one hour of informal monitoring of tasks and one hour formal, structured critical reflection contributes to effective student learning. Field Educators are expected to structure their workloads so that they are able to provide this required formal and informal supervision. Suggested readings on supervision are given in the Suggested Readings on . Further suggestions may be provided by the Field Education team.

PLACEMENTS

Criteria guiding the selection of placements

In accordance with AASW field education guidelines, students must have the opportunity to learn a range of skills, to undertake a variety of tasks and to experience different practice contexts. School policy is therefore that the two placements must provide students with:
- different types of intervention, for example: work with individuals, groups and communities, policy development and research
- different kinds of organisations, for example: small and large agencies, government and non-government organisations
- different population groups, for example: families, Indigenous Australians, older people, migrants, women
- different contexts of practice, for example: health, income security, child protection, disability, housing
- at least one placement will be in direct practice. The possibilities for second placement are thus dependent upon students' first placement experiences.

The process of obtaining placements

An extensive database of field education opportunities for students is maintained and continually updated by the Field Education Managers. This database contains details of agencies that regularly or occasionally offer field education placements to students in the BSW and MSW(Q) programs.

At least four months before the commencement of any placement an email is sent to all field educators requesting placement offers, asking Field Educators to outline proposed placement details including:

- qualifications of the Field Educator
- field of practice, types of interventions available to students on placement and proposed placement tasks
- skills and knowledge the student would be expected to develop in this placement
- opportunities for students to engage with staff, clients, community groups and agencies; and
- special qualities required of students for the placement.

All offers are assessed to determine whether the tasks available and the supervision offered meet AASW requirements.

At the same time, students are asked to complete a pre-placement form providing personal details, proof of clearance on all health and employment checks (see pages 32–33), previous relevant work experience, special needs which might impact upon where the student is placed and identifying learning goals for the placement.

Students are not placed in agencies where they have personal ties or experiences as a client or relative of a client or have a significant prior or current relationship with a staff member. Once placement is confirmed, all students sign a declaration of any pre-existing relationships they may have with the agency and/or its staff. Field educators also sign a declaration of any pre-existing relationships with the student allocated.

Students commencing their first placement in the course will be required to attend a compulsory group interview. The purpose of this interview is to provide more information about placement, prepare students for pre-placement interviews and allow students to ask further questions in a more intimate forum. It is also an opportunity for students and the Field Education team to meet.

Careful allocation of student placements occurs about six weeks before the placement commences. Both students and Field Educators are notified in writing of the proposed placement arrangements.

Students are then required to arrange and attend the pre-placement interview, keeping an open mind about the availability of social work learning. The chronic shortage of social work student placements does not enable students to reject their placement offer.

Pre-placement interview

The pre-placement interview is part of the overall assessment process for field education. Its purpose is to ensure that students demonstrate professional behaviour, an openness to learning and a commitment to the learning opportunities available in the placement.

Students are advised to contact the Field Educator to organise a pre-placement interview as soon as possible and to undertake appropriate preparation for this interview. At the interview the student and Field Educator will discuss the placement offer in detail and consider whether there is an appropriate fit between the student's learning goals and the opportunities provided within the particular placement. At this point, Field Educators have an opportunity to advise the Field Education Manager if they feel that their placement would not meet the learning needs of the student referred to the placement. In such cases, students are rematched.

It is to the student's advantage to organise an interview with the Field Educator as early as possible, so that there is as much time as possible to find them a new placement, should that be required. To finalise placements, all students will be required to provide proof of previously completed employment checks. Some students may be required to provide proof of health checks and/or to complete additional agency specific employment checks (see page 35 for essential preparation for placement).

Students must:
- contact their Field Educator as soon as they receive their placement offer to arrange a pre-placement interview
- undertake appropriate preparation for the interview as if it were a job interview
- provide a brief CV outlining past work and life experience and significant achievements
- provide all required documentation identified on the placement offer
- present with a professional, positive attitude and an openness to learning

Successful placement interview

If the pre-placement interview is successful, and both the Field Educator and student sign the Placement Confirmation Form, the student will begin placement on the placement commencement date outlined in the Unit of Study outline and on pages 42–43 of this handbook. The confirmation of placement form does not need to be signed on the day of pre-placement interview. Field Educators are able to take time following the interview to consider the placement allocation and return the signed form to the student by email in the following days. However, it is the responsibility of the student to return the signed Placement Confirmation Form to the Field Education Team as soon as completed so that final confirmation of placement can be completed. Failure to do so may delay the start of placement.

Unsuccessful placement interview

If the pre-placement interview is not successful, the student will be required to attend an interview at the University, with the Field Education Managers and the Director of Field Education, to discuss the reasons for this and to determine any actions that may be necessary to support the student. If appropriate, and after careful discussion with the student, another attempt to locate a suitable placement will be made (see page 29 for privacy and disclosure issues). If the second pre-placement interview is unsuccessful, the student will not be able to proceed with the unit of study in that academic year. The student will be encouraged to address any issues that may have resulted in 2 unsuccessful attempts to secure a placement.

Obtaining a placement outside the regular process

No student may organise their own placement.
Students may not obtain a placement outside the usual field education process unless they can provide evidence of exceptional circumstances that necessitate such an arrangement. The student must discuss this issue with the Field Education Manager and the Director of Field Education before making contact with any agency. The Field Education team will decide whether or not the student may proceed with the request.

Placement in a student's place of employment

Placements in a student's place of work are strongly discouraged as they restrict a student's opportunity to experience essential new learning and developing an understanding of the breadth of social work practice. Any requests to undertake placement within a student's place of employment must be made in writing to the Director of Field Education.

Variations to placement

Permission to vary the time at which placements are undertaken and breaks during placement are only granted in exceptional circumstances. This is due to the importance of linking placements with placement classes; the availability of program support; and the need to complete placements on time to proceed to the next stage of the program. Students wishing to undertake placements at any times other than those stipulated in the timetable need to obtain special permission from the Field Education Managers/Director of Field Education. Students wishing to apply for a variation to placement arrangements of more than 3 consecutive days are required to obtain special permission from the Unit of Study Co-ordinator. Requests should be made in writing to the Co-ordinator using

the Sydney School of Education and Social Work Special Arrangements form (Available on Canvas).

Offer of Employment within the organisation whilst on placement
Students are able to accept an offer of employment whilst on their final placement however, the pre-agreed learning opportunities and supervision and must continue until placement hours and days are completed. The choice of when a student becomes a paid employee is at the discretion of the organisation.

Rural, regional, inter-state and international placements

Rural and regional placements:

When available, rural placements are offered to students in FE1, FE2, PL1 & PL2 and are subject to the same scrutiny as every other placement. No student will be permitted to undertake a placement, regardless of location, which does not meet new learning and AASW requirements. Students undertaking placements outside the Sydney metropolitan area attend online placement classes and peer learning circles via Zoom and/or other online applications.

International Placements in 2022:
Due to COVID 19 Travel restriction students will not be able to complete an international placement in 2022.

Please Note: Students can only complete one placement in a rural, regional or interstate location. The other placement must be within the Greater Sydney region. This ensures that students meet the AASW requirements for on-campus, face-to-face learning.

Unreadiness for Field Education

The Sydney School of Education and Social Work reserves the right not to place a student in a professional experience setting for field education including social work field education in any instance where the performance, personal or professional conduct of the student does not meet the Inherent Requirements for coursework award courses in Social Work, regardless of the fact that the student may be enrolled in the Unit of Study.
Social work agencies are accountable for their quality of service and need to be confident that any student placed under their supervision can meet all agency expectations in terms of professional behaviour.

The Sydney School of Education and Social Work may refuse to place a student in a field education agency or refuse permission for a student to undertake or continue in the Field Education Program in situations where:
- the Field Education Manager and the Unit of Study Coordinator have repeatedly attempted but failed to place a student. In these circumstances there will be a maximum of two attempts made to locate a suitable placement;
- a student has presented such difficulties that no agency is prepared to accept them;
- the student is not meeting the Inherent Requirements for Coursework Award Courses in Social Work;
- the student is regarded as a potential danger, nuisance or risk to others.

In order to assist with these complex decisions, students may be required to provide medical or other evidence of their readiness and/or fitness to undertake or continue in placement.

PLACEMENT PRACTICALITIES

Attendance

Students on first placement must complete a minimum of 60, seven hour working days **and** 420

hours. Students on second placement must complete a minimum of 80, seven hour working days **and** 560 hours. A seven hour working day does not include a lunch break, a 30 minute lunch break must be taken and does not count towards hours to be recorded on placement time-sheet. Campus based placement class hours are in addition to these placement hours and contribute to the 1000 hours required by AASW for field education.

Time taken in both on-site and external supervision contribute towards the total hours.

Every student is required to complete a time sheet indicating the specified number of days and hours undertaken in each placement. Time taken off for any reason must be made up. Students must negotiate with their Field Educator if they are to be absent for any reason (see page 40 for further information on timesheets).

Students are allowed those holidays observed by the agency during the placement period and may also negotiate with the agency to take additional religious holidays. These days must also be made up.

It is expected that students will attend placement during the normal business hours of the agency or of their Field Educator. Flexitime and additional hours may be worked; however, placement should not cease until the date of the full timetabled 60 or 80 days has been reached. The details of the actual hours to be worked should be negotiated with the Field Educator, recorded in the learning plan and the time sheet. **Practice Learning 2 must be completed over a minimum of 3 days per week. In order to maximise the learning on placement, it is highly recommended that students undertake their placements over 4 or 5 days per week.** These details must also be in accordance with the AASW requirements as outlined on page 13.

Students may not undertake placement hours from home, except in exceptional circumstances. The student must apply to the Unit of Study Coordinator for permission to complete placement hours from home. Placement hours completed at home must be documented on the time sheet.

In Field Education 1, students may only attend placement on Mondays after attending compulsory placement classes at University, if negotiated and with the agreement of their Field Educator. Students are required to respect their Field Educator's capacity to offer an additional day on placement. Attendance on any day, including any Mondays, must be for a minimum of 4 hours for it to be counted as a day towards the total days of attendance at placement.

Some placements provide students with an opportunity to do shift-work. While this is acceptable to the University, the undertaking of double-shifts is not allowed. Students are encouraged to engage in active self-care in order to maximise their capacity to learn. Excessive overtime or double shifts may mean that this is jeopardised. Students are also discouraged from working on weekends without taking off corresponding time in-lieu. Weekend days on placement do not accrue additional hours i.e., Time and a half.

Illness and absence

Students are expected to contact their Field Educator by phone (or by email, only if phone contact is not possible) as soon as possible if they are unable to attend placement on a particular day. In the case of lengthy or multiple absences due to illness or misadventure (more than 2 days), the student should contact the class teacher or Unit of Study Coordinator and provide a medical certificate. If lengthy absences have occurred during placement, negotiations about the completion of the placement must be made with the Unit of Study Coordinator and the Director of Field Education. Documentation relating to the absences will be required to be submitted to the Unit of Study Coordinator during this process. Students will not have met the requirements of the placement until both the total number of hours and days have been completed.

Travel and related expenses

Students will be expected to travel to placements that may be some distance from their residence and from University. The students' learning needs will take priority over travel time in any decision about placement.

Travel expenses to and from placement are the responsibility of the student. The School's Kooroora Travel Assistance Fund is available for students who incur excessive costs in travelling to and from placements. Such funds can only be allocated as reimbursements, and it is the student's responsibility to keep record of proof of their costs and follow all instructions on the claim form if intending to seek reimbursement. Application forms are available from Liron Drummond & Andrea Small, Field Education Managers. Completed forms should be submitted by email to the Field Education Managers as soon as the placement is completed. It is the intention of the Kooroora Fund to make a contribution to the costs incurred by students, rather than to pay these costs in full. All applications for reimbursement are assessed according to the following criteria:

- excessive costs are defined as those that result from having to travel a great distance to undertake placement, or the student has had to use an expensive means of transport to travel to placement. Costs are calculated as being over and above the student's usual costs of travel to and from university
- excessive costs are considered in relation to the student's financial status.

This application must be submitted by the deadline specified on the form.

Expenses related to the student's work in the agency, including travel required during the course of placement work, are to be met by the agency in which the student is placed.

Students may be required by some placement organisations to have their own car. It is expected that students will be reimbursed by the placement agency for the cost of using their private vehicle for placement purposes. Most organisations will require students to have comprehensive motor vehicle insurance.

It is also expected that if a student is required to use their personal mobile phone and data for placement purposes, that students would be reimbursed by the placement agency for the cost of using their own phone, with evidence provided.

Students are not permitted to transport clients, including children, in their own vehicle at any time. They may do so, under the direction of the organisation, in the organisation's vehicle.

Scholarships

Regularly there are University, State and Commonwealth initiatives designed to encourage student practice development. In the past, subsidised accommodation and some small financial support has been available for students undertaking placements in Brewarrina and Broken Hill.

Information about NSW Health Rural Allied Health Scholarships can be obtained online through the following links:
- http://sarrah.org.au/
- http://scholarshipdb.net/scholarships-in-Australia/Rural-Allied-Health-Scholarships-Nsw-Health-Department=3ZFQLkMMaEauMhNgZmfQ_g.html

These initiatives change regularly. For information about current scholarships contact the Field Education Manager.

Financial assistance

Students experiencing any form of financial difficulty are strongly encouraged to contact student services for financial advice and potential access to student bursaries.

Social Work specific scholarships are available in a small number of leading agencies. For general student scholarship information is available on the university website.

Privacy

Student field education evaluations are not routinely passed on to supervisors of subsequent placements. However, in instances where students have experienced difficulties in a previous placement, or who have had difficulty securing a placement, the content of these reports may be discussed with the prospective Field Educator. Sufficient information will be given to the prospective Field Educator to allow an informed decision about whether or not to offer a placement and, if so, how it should be structured to optimise the student's learning. The student will be informed in advance of the intention to discuss these matters.

Students are entitled to protection of their privacy, as are Field Educators, university staff and others who might have dealings with the University Privacy considerations apply to a great deal of information the University may hold about students, including factual data (address, age, enrolment status), academic progress (the results of examination, evaluation and assessment) and personal welfare (family matters, medical matters, personal relationships, financial matters). Staff of the University may, in the student's interests, require access at times to personal information about a student. To the extent that the information is private, the University will restrict access only to those staff who might need the information in order to carry out their responsibilities in the best interests of the student.

The University will not disclose personal information about a student to other students, to people outside the University (other than in accordance with any legal obligation) or to staff who have no need of access to the information.

Ethics and Field Education

Students in placement are confronted with ethical decisions as they involve themselves in the lives of others. Professional codes have been developed to guide students and practitioners in facing these dilemmas and students are required to become familiar with the AASW *Code of Ethics* (2020) before their first field education placement (see 'Expectations of Student Learning', page 33). The challenge to behave ethically requires constant reassessment, and students are encouraged to evaluate their work in terms of these guidelines.

Students are strongly advised not to have ongoing contact with a service user once a placement is complete. If they do so, it should be with the express knowledge of the agency, and preferably through a link with the agency such as a volunteer program. If any contact with a service user is maintained once the placement ceases, it is essential to discuss the situation with the Field Educator, the Unit of Study Coordinator or the Director of Field Education.

Use of social media during placement

Students are strongly advised to exercise judgement and caution in the use of social media about their placement prior to, as well as whilst on placement. This includes not using mobile phones for personal calls whilst on placement, ensuring the privacy and confidentiality of the organisation and its clients. The use of social media sites such as Facebook to post personal photographs taken during placement is not acceptable. It is recommended that students familiarise themselves with the organisation's policies and requirements as well as the AASW policy on the use of social media and its consequences. Please also refer to the University's Code of Conduct for Students

Confidentiality and classwork

It is critical that the confidentiality of clients and colleagues whom students meet in the Field Education Program is upheld at all times. Within the classroom the following guidelines developed by Wilson (Wilson, S. 1978, *Confidentiality in Social Work*. New York, Free Press, pp 49) are helpful:
- All names of clients, relatives, and significant others mentioned by name in a case record or recording must be altered. Fake names or incorrect initials can be used. If names are

changed rather than simply erased or obliterated, a notation should appear clearly indicating that this has been done.

- If the interview or case material concerns a highly unusual or much publicised situation which could be identified easily even after the client's name has been changed, the nature of the primary diagnosis or presenting problem, proper nouns, and certain identifying information may also need alteration. This may affect the reality of the situation and make it more difficult for the student to adequately present what really happened, but if it comes to a choice between presenting accurate recordings in the classroom and preserving privacy and confidentiality, the latter must take priority.
- Material of a highly confidential or incriminating nature should not be taken into the classroom at all. A student who is not certain whether the recording fits into this category should consult their Field Educator or Placement Class Teacher for guidance.
- Process recordings are the property of the agency and should not be copied or retained by the student. They should be given to the Field Educator when their usefulness has ended or at the termination of the field placement and should be stored separately from the official case record.
- All material which students wish to take into the classroom should be reviewed first by the Field Educator to ensure that proper measures have been taken to preserve confidentiality.
- Electronically-recorded material cannot be adequately disguised to preserve confidentiality. The client's permission must be secured before a student takes such material into the classroom. Furthermore, certain technical steps should be taken to conceal identity even when the client has given permission for use of the material. Students should seek specific direction from their Field Educator.

University work during placement hours

Student may seek permission from their field educator to use placement time to work on learning plans, Mid placement reports and End placement reports but must not prioritise this work above placement learning opportunities and practice. It is not appropriate for students to use placement hours to do any other university work.

Intellectual property

Field Educators are encouraged to discuss matters of intellectual property with students particularly where students are engaged with research and/or documents production on behalf of the agency. Where students have made a significant written contribution in the agency, Field Educators are encouraged to acknowledge this work.

For guidance about intellectual property Field Educators should consult relevant organisational policies. Further information can be found on the university website at http://sydney.edu.au/policies/

Harassment

Harassment and discrimination are not tolerated at the University of Sydney. The University is committed to providing a workplace and study environment free from harassment and discrimination and has developed relevant policies, available at the Equal Opportunity webpage: http://sydney.edu.au/eeo/
The University defines harassment as any type of behaviour that:
- the other person does not want, and
- offends embarrasses or scares them, and
- is sexual or targets them because of their race, gender, pregnancy, marital status, sexual preference or orientation, disability or long term illness, age, family or carer's responsibility, social origin, political belief or lack of political belief, religious belief or lack of religious belief, and
- in the circumstances a reasonable person should have expected would offend, embarrass or scare.

The University also considers it harassment to bully or intimidate someone to such an extent that their (or others') health and/or safety is at risk.

Harassment and Field Education placements

The School is responsible for ensuring that its students are treated fairly and with respect during their enrolment in the BSW or MSW(Q) course. Any form of personal harassment or victimisation is likely to undermine professional relationships and efficiency and the School expects that students, whether on campus or on placement, will neither inflict nor experience discrimination or harassment. Students whose behaviour is shown to be unacceptable may be subject to appropriate action. This may include being withdrawn from placement and being denied further placements as well as formal action within the University.

The Sydney School of Education and Social Work expects that agencies providing field education placements will offer students a workplace environment free of discrimination and harassment. In the rare case that an agency does not have its own appropriate policy, it is expected that agencies will follow procedures similar to the University of Sydney.

What to do if harassed

If a student experiences harassment in the University or on placement and direct contact with the persons concerned is either inappropriate or does not lead to improved behaviour, the student should take up the matter with the appropriate person. On placement this is the Field Educator. In placement matters it may also be useful to take the matter up with the Placement Class Teacher, or with the Unit of Study Coordinator. If the Field Educator is the alleged harasser, the student should consult the appropriate program staff member (Placement Class Teacher or Unit of Study Coordinator). If the harassment occurs within the University, the student should consult the University's Student Affairs Unit. For further information, telephone the Student Affairs Unit on 8627 5559 or email studentaffairs@sydney.edu.au

If the student is dissatisfied with the outcome of the agency procedures or if there are no agency procedures, students are advised to consult their Placement Class Teacher or the Unit of Study Coordinator. Students are advised to keep the School fully informed of all stages of any action they might take within a placement. Past occasions in which students have not kept the School informed have led to more difficult processes than might otherwise have been necessary.

Resolution of Harassment Procedures

Harassment is most satisfactorily resolved if action of some kind is taken swiftly. The longer the situation continues, the more complicated becomes the path to a resolution. A situation may be resolved either formally or informally. The method will depend upon the seriousness of the complaint and the wishes of the student making the complaint. Informal measures are the desirable way to resolve all but the more serious, intransigent cases of harassment. Informal resolution allows the complaint to be settled quickly and can focus on putting working relationships onto an appropriate basis by clarifying what is regarded as acceptable behaviour.

In seeking resolution of a matter concerning harassment a student, in addition to contacting the appropriate persons as mentioned above, may also take one or more of the following actions:

- contact the Field Education Managers, fieldeducation.manager@sydney.edu.au
- contact the Director of Field Education margaret.spencer@sydney.edu.au
- contact a University Harassment and Discrimination Support Officer (see above)
- contact the Students' Representative Council on 9660-5222
- seek advice from the NSW Anti-Discrimination Board http://www.lawlink.nsw.gov.au/ADB and/or
- contact the Human Rights and Equal Opportunity Commission: https://www.humanrights.gov.au
- for emotional support, students may contact the University Counselling and Psychological Services on 8627 8433 or http://sydney.edu.au/current_students/counselling/

Procedures for 'Students in Difficulty on Placement' should be adopted (see page 40)

Insurance

Students on field education placements are covered by the University's Public Liability and Professional Indemnity policies. The Public Liability policy covers the liability of students on field education placements and indemnifies the organisation providing the field education placement for damage to property or personal injury that is caused by the negligent act, error or omission of the student.

The Professional Indemnity policy provides coverage to students on field education placements for breach of their professional duty by reason of any negligence, whether by way of act, error or omission.

The University has in place a policy to cover students for personal accident or injury whilst on placement. For further details about insurance matters, ring the University Risk Management office on 9351 4127 or visit: https://www.sydney.edu.au/students/student-insurance/work-experience-placements.html All claims must be made in writing and include all relevant details.

A copy of the insurance document for students on placement is included at the back of this handbook or on https://www.sydney.edu.au/students/student-insurance/work-experience-placements.html

Procedures

A student who has an accident, loss of property or is involved in any event likely to cause an insurance claim should observe the following steps:
(1) Notify the agency; the Director of Field Education margaret.spencer@sydney.edu.au;
Go to https://www.sydney.edu.au/students/student-insurance/work-experience-placements.html
Or phone 1800 SYD UNI (1800 793 864) as soon as possible. This puts the matter on notice
(2) Follow up all of those telephone calls in writing
(3) Gather any written evidence relating to the accident or loss of property
(4) Do not delay taking action
(5) Do not wait to find out whether or not the liability will be accepted by the insurers
(6) Do not accept any rejection of your possible claim given over the telephone.

Any accident or other such event could affect your ongoing placement and therefore you may also wish to speak to your Field Educator and Placement Class Teacher or the Unit of Study Coordinator.

Counselling Support for Students

Students who have any personal or family issues which may impact negatively on their performance on placement should contact the University Counselling and Psychological Services on 8627 8433. Further information can be found at http://sydney.edu.au/current_students/counselling/

The counselling service is both free and confidential and students are encouraged to ask for help as early as possible before placement begins. The counsellors can also provide support for students already on placements.

ESSENTIAL PREPARATION FOR PLACEMENT

Important Student Responsibilities

In preparation for placement, all students should make sure that they have the following documents:

Working with Children Number

Students are required to obtain a Working with Children Number prior to placement and upload proof in the "checks" section of the Sonia Database. (see http://www.kidsguardian.nsw.gov.au/)

National Criminal Records Check Document

All students are required to be subject to a National Criminal Records Check and obtain a National Police Check Certificate (NPCC). Depending on the nature of the offence for which a conviction has been recorded, NSW Health or other jurisdictions have the right not to accept students on placement on their sites.

Important information about the NCRC requirements can be found at
https://sydney.edu.au/students/clinical-placement-checks-and-clearances/criminal-record-check.html
This check must be renewed every three years, and must be valid for the full period of the placement. Proof of this document must also be uploaded into the "checks" section of Sonia Database. Failure to obtain a National Police Check Certificate could mean non-acceptance by the NSW Health or any other jurisdiction or organisation of a student to undertake placement.
Fees are applicable when applying for the criminal record check.
Information about NSW Health's policy can be found at
http://www.health.nsw.gov.au/careers/student_clearance/Pages/default.aspx

The University is not involved in this checking process and it will not be given any information about students on whom an adverse criminal record report is made.

Vaccination Record

Students in the BSW, BA/BSW, MSW(Q) seeking placements in NSW Health are required to complete a Vaccination Record Card for Health Workers/Students including vaccination for COVID19. Placements with NSW Health and placements in many other agencies will not accept students without a completed vaccination record, thus students who do not have this completed are seriously limiting their field education opportunities.

Information about the requirements for placements in NSW Health can be found at
http://www.health.nsw.gov.au/careers/student_clearance/Pages/default.aspx

Students who are allocated to a NSW Health Placement must also obtain a flu vaccination prior to commencing placement.

Verification of compliance with NSW Health requirements

A complete Vaccination Record Card together with the National Criminal Record Check must be submitted to student.verification@sydney.edu.au in order to confirm compliance to undertake placements in NSW Public Health Facilities in 2022. All enquiries about the NSW Health Vaccination Record must be directed to student.verification@sydney.edu.au

Driver's License
- Many placements require that students possess a full NSW driver's licence, so students who do not have one are seriously limiting their placement and future employment opportunities.
- Students are not permitted to transport clients in their own vehicles or allow clients to drive the student's vehicle.

EXPECTATIONS OF STUDENT LEARNING

Before commencing field education, all students must familiarise themselves with the Australian Association of Social Workers Code of Ethics (2020), which sets the standard for ethical practice for social workers in Australia. This can be downloaded at:
https://www.aasw.asn.au/document/item/1201 Students should also familiarise themselves with the AASW Practice Standards (2013) as these standards are the minimum requirements for all

social work practitioners. These can also be found at
https://www.aasw.asn.au/document/item/4551

EVALUATION OF STUDENT LEARNING

Processes of Evaluation

Evaluation of a student's progress in the Field Education Program is a three way process involving the student, the Field Educator and the School, each of whom has different responsibilities. The student's progress should be reviewed by the Field Educator and the student in regular supervision sessions with reference to the learning objectives outlined in the placement learning plan. Students should take initial responsibility for evaluating their work as part of their preparation for supervision sessions. The Field Educator has a mandate from the School to consistently evaluate the student's work and to make a final recommendation as to whether the student passes or fails the placement. The responsibility to award a satisfactory or unsatisfactory grade rest with the School. Where there is also an external Social Work Supervisor, this person will also be involved in all these processes of evaluation.

Evaluation of student performance in placement is based on:
- the AASW Practice Standards and the specific learning objectives contained in the placement learning plan developed by the student and the Field Educator
- the expectations of the particular placement and
- the performance outcomes that the student has achieved in the placement.

The process of ongoing feedback and evaluation is part of the learning experience.

There are five specific components in the field education placement evaluation:
- the placement learning plan
- the placement liaison visit and summary notes
- the mid-placement report
- the end of placement report
- performance on placement as outlined above

Students' performance in Field Education is assessed as either satisfactory or unsatisfactory. NB: As of 2019, all written assessments are to be submitted online through Turn-It-In via the Learning Management System (Canvas).

Pre-placement preparation seminar

A compulsory full day pre-placement preparation seminar is held before students commence their placement for FE1, PL1, FE2 or PL2. Students are required to attend for the whole day (see pages 42 and 43 for dates of seminars). If a student is absent for all or part of the pre-placement seminar, the student may not proceed to commence placement until all placement preparation and learning outcomes covered in the seminar are completed and submitted.
This must be negotiated with the Unit of Study Coordinator who will then determine when the student may commence placement. This will result in a delay of the completion date for placement.

Placement Learning Plan

Timing: The placement learning plan is to be completed by the student within three weeks of starting placement. Completion at the end of the third week of placement allows the student to benefit from an orientation period, during which they will be able to develop understanding of the learning opportunities available within the agency. It will also allow the Field Educator to develop a better sense of the student's preferred learning style and levels of competence and confidence. Both student and Field Educator should therefore be able to determine the most appropriate tasks to enhance student learning on placement. Students should attempt to write an initial draft plan at the end of the first week and to have negotiated a final draft by the end of the second week. The Field Educator and student will then be in a good position to review together the content of the document before submission to the Placement Class Teacher at the end of the third week of

placement.

Purpose: The placement plan is a statement of the particular learning objectives for the placement. The plan also ensures that each party (the student, the Field Educator and the School) has an accurate understanding of roles and expectations, as well as responsibilities and lines of accountability. Each placement learning plan objectives will be framed around the eight components of social work practice of the AASW Practice Standards (2013) i.e., values and ethics; professionalism; culturally responsive and inclusive practice; knowledge for practice; applying knowledge to practice; communication and interpersonal skills; information recording and sharing; professional development and supervision. This overall framework for the learning process ensures that the placement is primarily a comprehensive social work educational experience and not just a list of tasks to be performed by the student. The plan is intended to be a working document and should be reviewed on a regular basis to ensure that it becomes the basis for monitoring and evaluating ongoing learning. It should be continuously referred to by student, Field Educator (and external social work supervisor if appropriate) in supervision sessions and in the ongoing assessment of the placement. It will be specifically discussed during the mid-placement liaison visit. Ultimately the learning plan is a working document that guides the process of learning in practice and is adjusted as learning goals are achieved and new areas of learning are identified throughout the placement period.

Developing a learning plan: A critical stage of learning in field education is the negotiation of the learning plan. It is important that both the student and Field Educator are actively involved in its development as this is also the beginning of the student/supervisor relationship and can be a starting point for discussions about how to work together productively and how to develop an understanding of each other's approach and expectations.
Useful questions for students to consider in the process of developing a learning plan are:
- What are my current learning needs in terms of social work knowledge, skills and values? Answering this question can be informed by reviewing prior campus and practice learning in relation to the eight components of social work practice of the AASW practice standards and the practice standards within each component (as per the learning expectations on pages 44–56. This is also the time to consider and review the learning goals stated in the preplacement form.
- What do I already know about these areas of practice and concepts and what do I still need to learn?
- How do I think these can be best achieved in relation to the learning opportunities in this placement context?
- What is my approach to practice? What are the values and attitudes that are important to me? How would I like this to be reflected in my professional practice?
- How do I best learn? It may be useful to think about both positive and negative learning experiences. What contributed to them being positive or negative? Was it related to the context? Did my role or the roles of others (including supervisors) affect my experience? Did my own or my supervisor's attitude and approach influence your learning?
- What do I expect of my supervisor (and my supervisor of me) in relation to time and availability, approach and methods of supervision, level of expertise? Do I want someone who both challenges and supports me and moves me beyond the task and into critical reflection and analysis? What are the implications of this?
- What do I bring to supervision? Given my educational and life experiences what do I have a sense of confidence or mastery over? What are the areas I need to strengthen? A guide to supervision in social work field education is a useful resource to assist with understanding the field education learning process (see the development of your learning plan on page 91)

Having considered these questions student and supervisors will together develop detail and specific learning goals that challenge the student to stretch and significantly develop their knowledge, values and skills. Supervisors will advise on levels of skill, knowledge and values required for placement tasks and on the suitable sequencing of learning over the period of the placement. The final learning plan will identify a minimum of eight learning goals, one for each of the eight components of social work of practice. Each goal will relate to a set of specific tasks that will assist

in achieving the goal. Each goal will also be connected to evidence for its achievement.

The Placement Class Teacher may request changes to the plan, which must be made before the next placement class. The amended plan must be signed and dated by both student and Field Educator. A signed copy of the plan will also be submitted as part of the student's field education portfolio, on the next business day after the completion of placement.

Content: The following information should be included in the placement learning plan:

1. Practical details of the placement, including name of student, Field Educator and external social work supervisor (if appropriate), agency address, length and dates of placement.

2. A concise description of the agency including the organisational structure and the social work role within the agency.

3. The student's specific learning goals for the placement. Each learning goal should be listed under a separate heading, concisely stating the learning that the student hopes to achieve. (For example, learning goal in 'applying knowledge to practice' might be: Identify the range of social work interventions offered within Agency "X" and articulate the purpose and desired outcomes of each one)

For each learning goal the following four areas should be addressed:
- The knowledge, skills and understandings that will be developed. These should be specific and measurable. (For example, for the above learning goal: Demonstrated knowledge about how to practise interventions (such as assessment, group work, community building); to provide clear and concise information about the interventions (to team members and to clients)
- Strategies for developing the knowledge, skills and understanding - a precise description of the tasks the student will undertake and educational resources the student will utilise to develop and demonstrate learning. (For example: Observe the work carried out by staff, students and volunteers in the agency; read material from Semester 1 regarding social work interventions; actively engage in the agency activities (name which ones); carry out an intervention-related task; complete an analysis of the intervention e.g. a community map or a 'Toga' (task oriented group assessment); present an intervention related talk to team members; discuss in detail with my Field Educator during a specific supervision session).
- Evidence to demonstrate that learning has been achieved. (For example: Feedback from my Field Educator, other team members and agency clients; completion of agreed tasks; discussion in supervision of the reading and my progress in this area; journal entries)
- A realistic timeframe for reviewing progress in relation to the various learning goals. (For example: Discuss reading week 5; journal entries weeks 7, 9, and 11;
set task completion in weeks 7, 11, 14; feedback and discussion with supervisor to be ongoing throughout placement).

4. Supervision agreement and arrangements, including:
- time and location of supervision
- an agreement about the purposes and content of the supervision
- an agreement about what the student must do to prepare for supervision
- an agreement about what the Field Educator will do to prepare for supervision and
- alternative supervision options, for when the Field Educator is absent or additional tasks are undertaken.
If the student has an external social work supervisor, then supervision arrangements with both the Field Educator and social work supervisor should be stipulated.

5. The areas of personal and professional growth the student will develop during placement. These learning goals generally relate well to the area of education and professional development. (For example: Examine my own systems of beliefs and values and be prepared for them to be challenged in the placement; learn how to balance my personal values with those of the organisation; practise according to the ethics outlined in the AASW *Code of Ethics (2020)*).

6. The kind and content of recording to be undertaken by the student in the placement. This will include both official files and documentation required by the agency and the student's own personal record-keeping, such as journals and process-recording.

7. Requirements of the agency, including legal or security requirements.

8. Signatures and date. The plan is to be signed by both the student and the Field Educator. If the student has an external social work supervisor, then they should also sign the plan, as negotiations about their supervision sessions will be included in the plan.

Level of Detail Required in the Plan: The placement plan needs to be sufficiently detailed so that specific skills and knowledge can be evaluated. It is preferable to identify eight general learning goals and identify suitable objectives for each. The average learning plan is about 1500–2000 words. Learning goals should be performance-oriented and the plan should specify how the Field Educator will contribute to meeting the student's learning goals, for example:
- the Field Educator will identify tasks and allocate referrals which will allow the student to practice advocacy or
- the Field Educator will review tasks and provide feedback as soon as possible about the performance of specific tasks.

Submission Instructions: These will be provided to students via Canvas.

Changes to the Plan: The plan is a working document and should not be viewed as set in stone. Since it provides the basis for monitoring and evaluating ongoing learning, it should be reviewed on a regular basis to ensure that the learning goals and timeframes remain appropriate.

It may be necessary to revise these during the course of the placement. In this case, negotiated changes should be recorded. Such reflection, is a vital part of the learning process, helping students to better understand their own learning styles as well as realistically assess the demands of practice.

The Mid-Placement Liaison Visit

All students and Field Educators will be visited by a Faculty Liaison Visitor (usually the Placement Class Teacher) at least once during the placement. The Faculty Liaison Visitor will make contact with the Field Educator and external social work supervisor (if appropriate) by week 3 of the placement to negotiate a date for the mid-placement liaison visit.

Where possible, the placement liaison visit will take place at about the mid-point of the placement time. The student should have sufficient time on placement before the visit to become familiar with the agency and to be engaging with their placement tasks, but the visit must be held early enough to allow for the redirection of particular aspects of the placement, should this be required to optimise student learning.

Field Educators and social work supervisors (if appropriate) are welcome to contact the Faculty Liaison Visitor at any time, to discuss any concerns or to request an early visit.

Liaison visits to FE2 students on second placement should ideally occur between 6 June and 24 June, and to FE1/PL1 students on first placement ideally between 19 September and 14 October. Dates for PL2 liaison visits will be negotiated on a case by case basis.

The visit usually takes between an hour and an hour and a half and includes discussion of:
- the development and use of the plan
- the nature and outcomes of supervision sessions
- the monitoring of progress in terms of knowledge, skills, use of self, understanding of theory in practice and application of practice standards
- the identification of areas of strength and how to develop them further
- the identification of areas for development and discussion of ways to maximise such

development and

- the identification of learning to be achieved in the remainder of the placement.

Field Educators and social work supervisors (if appropriate) who are supervising more than one student may prefer for some parts of the visit discussion to include all the students at once. However, as each student's learning needs and development are unique, every student must be allocated time to discuss alone with the Field Educator and Liaison Visitor their individual experience of the placement.

Prior to the visit, the student, Field Educator and external social work supervisor (if relevant), should make time to discuss the matters which may arise in the visit and to highlight any particular issues. The visit is part of the ongoing evaluation process, of which such meetings between the student and Field Educator and external social work supervisor (if relevant) are an essential component.

At the end of the visit the Liaison Visitor will complete a written summary of the main issues raised including plans for the development of the student's learning goals for the second half of the placement. If significant learning issues have been raised, the Liaison Visitor may establish a time for a second site visit to further review the student's progress. This Liaison Visit Summary will be given to the student to co-sign, and then copies forwarded to the student, the Field Educator and the external social work supervisor (if relevant). The student should include the signed copy of this summary in their final portfolio.

After the visit, the student, Field Educator and external social work supervisor should meet to review the visit, record any resulting action.

The Mid-Placement Report

The mid-placement report is to be written by the student, following the placement liaison visit and further discussions with the Field Educator. The Field Educator (and external social work supervisor, if relevant) read, sign and date the report and add their comments. The student signs and dates the report once the comments by Field Educator (and external social work supervisor, if relevant) have been completed.

The mid-placement report includes:

1. Description of the main tasks on placement.
2. Knowledge being developed of the placement agency and field of practice.
3. Progress of learning plan, any changes made and how the learning plan is being used.
4. Examples of working towards the following:
   - professional behaviour
   - openness to learning
   - communication skills
   - personal/professional growth and change
   - reflection of self as a worker
   - ethical practice
   - teamwork
   - integrating theory and practice
5. Examples of making the most of supervision and any changes to supervision for the second half of placement.
6. Areas for focus of learning in the second half of placement.
7. Comments from Field Educators and External Social Worker Supervisor (if relevant).
8. Signatures (Student, Field Educator, External Social Worker (if relevant).

The average mid-placement report is about 1500 - 2000 words. Students are encouraged to write this report in a critically reflective style i.e., not in the format of the original learning plan.

Submission Instructions

These will be provided to students via Canvas.

The End of Placement Report

The end of placement report is a reflective statement about the student's readiness to proceed to the next stage of learning. The School's expectations of the level of skills and knowledge which students should demonstrate by the end of each placement are given on pages 44–56. In the last few weeks of placement, student and Field Educator should discuss these expectations and ways in which the student has demonstrated them on placement, and whether there are any expectations, which have yet to be met. In addition, student and Field Educator should discuss and document areas for future learning. This report is a reflection on the professional and personal growth achieved by the student during their placement.

The end of placement report includes:

1. emerging social work identity and strengths

2. transferrable skills and knowledge for future social work practice

3. examples of critical reflection and how it has changed/informed your practice

4. choose one or more social work theories or practice approaches and explain in detail how it has informed your practice, knowledge and professional identity on placement.

5. reflection on a placement experience where your values and assumptions were challenged.

6. Field Educator's comments, including a statement that the student has satisfactorily completed the required placement time, and a recommendation whether or not the student should pass the placement.

7. External social work supervisor's comments, if relevant.

The average end of placement report is about 1500–2000 words. Students are encouraged to write this report in a critically reflective style and to do this in this over the last two weeks of placement.

Submission Instructions

The report should be submitted via Turnitin as per the submission instructions provided in Canvas.

STUDENT FIELD EDUCATION PORTFOLIO

The School retains a field education portfolio for every student. This contains a signed copy of the learning plan, liaison visit report, mid-placement report, end of placement report, time sheet and any other relevant documents for each field education placement. These documents **must be signed** by both student and Field Educator (and external social work supervisor, if relevant). The Portfolio Checklist must be completed and attached to the front of the Portfolio when submitted. **Students are required to keep copies of all reports submitted.**

As with assessment requirements for all academic units of study, the fully completed portfolio must be submitted by the due date. Any requests for an extension to the submission date must be made to the Unit of Study Coordinator. Students who receive an extension and whose completed portfolio is submitted late may receive an Incomplete (IC) result for this Unit of Study. Failure to submit a complete portfolio will result in failing the unit of study.

Submission Instructions

The portfolio is due to be submitted one business day after the last day of placement. All documents in the portfolio must be collated into one document and saved as PDF file and uploaded to Canvas (Assignment Section).

An incomplete portfolio could delay progression to subsequent Units of Study.

Students are required to keep e-copies of all reports submitted.

TIMESHEET

The timesheet form can be found on the Unit of Study Canvas site. Hours worked on each day of placement must be recorded. Breaks, including lunch breaks, are not included in the total number of hours. Time sheets must be signed by both the Field Educator and the student.

Submission Instructions

A timesheet template is available on Canvas and should be used to record the hours worked each day on placement. (See for details of hours on placement).

The timesheet must be signed by the student and Field Educator and forms part of the Placement Portfolio.

The signed timesheet should be submitted as part of the portfolio and is therefore due one business day after the last day of placement.

STUDENTS IN DIFFICULTY OR AT RISK OF FAILING ON PLACEMENT

Students in difficulty are those who experience substantial problems that interfere with their learning on placement. These difficulties could include, but are not limited to:
- personal problems (health, emotional, financial etc.)
- conflict with the Field Educator
- difficulties in the agency or in completing required tasks
- dissatisfaction with assigned tasks
- unethical behaviours (breaching the AASW Code of Ethics (2020), the University Code of Conduct or the Agency's Code of Conduct)

In situations where students face any of these or any other concerns, **immediate action should be taken to ensure sufficient time is allowed for due process to be followed.**

In the first instance, concerns should be discussed by the student and the Field Educator. If it is not possible for the student and Field Educator to resolve the difficulties, the student and/or Field Educator should raise the matter with the student's class teacher.

Difficulties which are satisfactorily resolved through discussion between the student and Field Educator should be documented, raised at the mid-placement liaison visit (if the difficulties occur in the first half of the placement), and included in the placement reports.

A student who feels unable to raise their concerns with the Field Educator should consult their Placement Class Teacher.

A Field Educator who, after discussion with the student, is still concerned about the student's progress should immediately contact the student's class teacher or the Unit of Study Co-ordinator and put their concerns in writing.

Almost all difficulties can be resolved through consultation and discussion. In situations where difficulties cannot be immediately resolved through discussion between student and Field Educator, the Placement Class Teacher will visit the placement to identify and record the issues raised in the meeting.

If the difficulties can be resolved at this first visit, then the placement will proceed with the decisions clearly recorded and a copy placed on the student's file. The student's progress will continue to be monitored by the class teacher and Field Educator. If the difficulties cannot be resolved at this visit, the matter will be referred to the Unit of Study Coordinator.

PROCESS FOR FAILURE

When a student who is experiencing difficulty is at risk of not achieving a satisfactory standard, the Placement Class Teacher will arrange a meeting with the Unit of Study Coordinator, Field Educator and student to discuss the issues on placement. The content of this meeting will be recorded in a written report with clear objectives to be achieved by the student within a specified time (usually 2-3 weeks). This report will be written by the Unit of Study Coordinator and a copy of this report will be provided to all parties and the Field Education Manager.

To determine if satisfactory progress has been attained in the specified period, the Unit of Study Coordinator and the Director of Field Education will together meet with the student and the Field Educator. Both the Field Educator and the student will have an opportunity to separately discuss their perspective with the Unit of Study Coordinator and the Director of Field Education. All four parties will then meet together to discuss progression. Any of the following can be recommended:

- the student be referred to an appropriate service for assistance with the difficulty
- the student change placement as long as the sequence of units of studies is maintained
- the student continue in the placement
- the student be given additional learning goals with a defined period of time (usually 2-3 weeks) in which to meet the requirements of the placement.

The Unit of Study Coordinator will record in a written summary of this meeting and recommendations. A copy of this report will be provided to all parties and to the Field Education Managers.

A follow-up meeting will be arranged by the Unit of Study Co-ordinator to assess the student's performance against the identified learning goals. This meeting will be attended by the Unit of Study Co-ordinator and Director of Field Education. At this meeting the field educator/s will be asked to decide if the student has satisfied the requirements and therefore can continue or is not able to continue in the placement because they have failed to demonstrate satisfactory progress. If the latter is the case, the student will be required to attend a follow-up meeting with the Director of Field Education and another member of the Field Education Team to discuss the placement experience. At the conclusion of the meeting the student will be informed how their progression will be addressed (for example: offered another placement or informed they have failed). The Director of Field Education will be provided to the student with the decision in writing.

The Program Director of the Bachelor of Social Work or Master of Social Work (Qualifying) are also informed of any student who has failed placement and information of the outcome will be recorded by the Field Education Manager on the student field education record.

Notwithstanding these procedures, a student may be summarily withdrawn from a placement or failed if the student's performance or behaviour warrants those actions.

APPEALS

Students who fail a placement may appeal to the BSW or MSW(Q) Program Director on the grounds that:

- due process has not been followed; and
- there has been failure to examine all the evidence.

Such an appeal must be made in writing, giving full documentation substantiating the student's opinion that the decision is incorrect.

Please visit: https://www.sydney.edu.au/students/academic-appeals.htmlStudents who have failed are also advised to seek support and guidance from the Student Representative Council.

CRITICAL DATES FOR FE1/PL1 STUDENTS IN 2022

Field Educators	Pre-placement seminar for field educators	Thursday 4 August 2022
BSW Students **FE1 2022** SCWK3005 SCWK3010(Honours)	Compulsory Pre-placement seminar **for FE1 2022**	Wednesday 3 August 9am - 4 pm • Lecture 9-11 • Class session: 12 - 4 pm
	First day of placement for **FE 1 2022**	Tuesday 9 August 2022
	End date for placement for **FE1 2022**	Friday 18 November 2022
	Placement classes for **FE1 2022**	Monday 22 August 2022 (9-12) Monday 5 September 2022 (9-12) Monday 19 September 2022 (9-12) Monday 10 October 2022 (9-12) Monday 24 October 2022 (9-12) Monday 7 November 2022 (9-12)
	Mid placement visits for **FE1 2022**	19 September – 7 October 2022
MSW(Q) Students **PL1 2022** SCWK5004	Compulsory Pre-Placement Seminar for **PL1 2022**	Friday 12 August 2022 (2-5)
	First day of placement for **PL1 2022**	Monday 15 August 2022
	End date for placement for **PL1 2022**	25 November 2022
	Placement classes for **PL1 2022**	Friday 2 September 2022 (2-5) Friday 16 September 2022 (2-5) Friday 30 September 2022 (2-5) Friday 21 October 2022 (2-5) Friday 4 November 2022 (2-5) Friday 18 November 2022 (2-5)
	Mid placement visits for **PL1 2022**	26 September – 14 October 2022
All semester 2 placements must be completed by December 16 2022		

CRITICAL DATES FOR FE2/PL2 STUDENTS IN 2022

Field Educators	Pre-placement seminar for field educators	Thursday 7 April 2022
. **BSW Students** **FE2 2022** SCWK4005 & SCWK4006	Compulsory Pre-placement seminar for **FE2 2022**	Wednesday 6 April 2022 9am – 3pm • Lecture: 9-11 • Class session: 12 – 3pm
	First day of placement for **FE2 2022**	Monday 11 April 2022
	Earliest end date for placement for **FE2 2022**	Friday 12 August 2022
	Mid placement visits for **FE2 2022**	Between 6 -24 June 2022
	Placement classes for **FE2 2022**	Monday 2 May 2022 (9-12) Monday 23 May 2022 (9-12) Monday 6 June 2022 (9-12) Monday 20 June 2022 (9-12) Monday 11 July 2022 (9-12) Monday 25 July 2022 (9-12)
MSW(Q) Students **PL2 2022** SCWK5005	Compulsory Pre-placement seminar for **PL2 2022**	Friday 8 April 2022 1-4 pm
	First day of placement (unless otherwise negotiated) for **PL2 2022**	Monday 11 April 2022
	Placement workshops for **PL2 2022**	Friday 13th May 2022 1-4pm Friday 3 June 2022 1-4 pm Friday 1 July 2022 1-4 pm Friday 5 August 2022 1-4 pm Friday 23 September 2022 1-4 pm

UNIVERSITY OF SYDNEY SOCIAL WORK FIELD EDUCATION/PRACTICE LEARNING EXPECTATIONS

The BSW and MSW(Q) promote principles of adult learning, encouraging students to recognise and to build upon the skills and knowledge they already have, and to develop their capabilities for acquiring further knowledge and skills while engaging with critical theory and critical thinking. Over the degree, students are expected to progressively take more responsibility for their learning, developing knowledge, skills and values for graduate level professional practice. Each program undertakes this process of learning within the frameworks of the Australian Social Work Education & Accreditation Standards (2020), the Australian Association of Social Work Practice Standards (2013) and the Australian Association of Social Work Code of Ethics (2020).

The field education learning expectations are based on the AASW Practice Standards (2013) (presented on pages 44–56 of this handbook). The learning expectations are designed to be developmental, reflecting each student's stage of professional practice knowledge, values and skill development. These are to be used as a guide for the creation of each student's individual field education learning plan according to the learning opportunities in the agency setting, the student's current level of knowledge, skills and values and the areas still to be developed.

LEVELS OF PERFORMANCE:

Level 1: Students demonstrate that they have been introduced to the standard and are aware of its meaning and importance.

Level 2: Students have explored the standard in depth, are able to apply critical analysis to the standard and how it is practised in the organisation OR Students demonstrate the ability to practise this standard under supervision.

Level 3: Students demonstrate the ability to practise this standard at new graduate level, including demonstrating the ability to engage in critically reflective practice.

TERMS: '**Client'** refers to individuals, groups, communities, organisations and societies, especially those who are neglected, vulnerable, disadvantaged or have exceptional need (AASW Code of Ethics (2020).

EXPECTATIONS TO BE ACHIEVED PRIOR TO FIRST PLACEMENT	EXPECTATIONS TO BE ACHIEVED PRIOR TO SECOND PLACEMENT
The combined courses in the semester prior to field education 1 are designed to prepare students for their first field placement. The knowledge and skills in these courses will contribute to students entering their first field placement performing at level 1 for most standards i.e. being able to demonstrate that they have been introduced to the contents of the standards and are aware of its meaning and importance. Before commencing first placement students are expected demonstrate their ability to meet following requirements: • have demonstrated an ability to work as a group member; • be able to express themselves coherently in written and spoken English; • be aware of their learning needs; • have demonstrated a willingness to use remedial educational assistance where needed; • have demonstrated an ability to understand other people's values, perceptions and world views as separate from their own; • have demonstrated an understanding of, and basic abilities in, human relationship skills; • have identified their own physical, mental, emotional and sexual responses as separate from the professional role; and • have demonstrated some understanding of professionalism and the nature of social work, including: - ethical concerns - a basic knowledge of a broad range of social work interventions - the relationship of social work with other disciplines - the political and social context of social work in Australia.	Drawing on the learning from all units of study taken to date as well as the learning from first placement, students must demonstrate the ability to meet the following requirements and to be performing a Level 2 (see page 45) for most standards before commencing second placement. • an ability to recognise their own learning processes and to articulate their learning needs; • a capacity to build on the 3rd year campus program and to process this learning in relation to the field education/practice learning experience; • an understanding of the application of the concepts of human rights and social justice in the current political context; • an ability to analyse and synthesise the links between theory, policy, practice and research; • an ability to undertake policy analysis and to articulate policy practice interdependence; • a growing depth of knowledge about social work processes and the evolving state of social work practice; • a growing range of professional writing skills including submission and report writing; • a knowledge of effective approaches to workplace relationships and workplace requirements; • an ability to use supervision; and • a growing competence in a broad range of social work practice skills

1. Values and ethics

Social workers demonstrate that the values of social work are integral to their practice, they uphold their ethical responsibilities and they act appropriately when faced with ethical problems, issues and dilemmas.

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
1.1 Practice in accordance with the *Code of Ethics* (2010)	a. Practices within a social justice and human rights framework.	2	3
	b. Facilitates people's empowerment and works to eliminate all violations of human rights.	1	2
	c. Identifies social systems and structures that preserve inequalities and injustices and advocates for change.	2	3
	d. Challenges policies and practices that are oppressive and fail to meet international standards of human rights, social inclusion and social development.	2	3
	e. Upholds ethical responsibilities to relevant others, to the social work profession and in the workplace.	2	3
1.2 Manage ethical dilemmas and issues arising in practice	a. Identifies and critically reflects on ethical dilemmas in accordance with the ethical responsibilities outlined in the Code.	2	3
	b. Raises the ethical issue/dilemma with relevant parties and attempts to seek a solution.	2	3
	c. Seeks supervision/consultation with manager/supervisor/relevant other when faced with an ethical dilemma.	2	3
	d. Reports to supervisor/manager or other appropriate person if they determine they are in a position which contravenes ethical principles outlined in the Code.	2	3
	e. Critically reflects on and examines personal and professional ethics and values that influence practice.	2	3

2. Professionalism

Social workers demonstrate active promotion and support of the social work profession, act with integrity and ensure accountability.

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
2.1 Represent the social work profession with integrity and professionalism.	a. Promotes the social work profession by contributing to social work activities and knowledge development through research, evaluation, education, consultation and presentation.	1	2
	b. Articulates the values, processes and outcomes of social work and how they apply to different practice contexts.	2	3
	c. Models and promotes social work values, responsibilities and objectives in professional practice and consistently acts in a principled and accountable manner.	2	3
2.2 Behave in a professional manner and be accountable for all actions and decisions.	a. Acknowledges that social work positions carry power and uses authority responsibly to prioritise people's own expressed interests, as far as possible.	2	3
	b. Provides opportunities and encourages people to evaluate social work services and ensure people are aware of organisational and professional complaints mechanisms.	2	3
	c. Maintains appropriate professional/personal boundaries.	2	3
	d. Recognises and declares conflicts of interest when they arise.	2	3
	e. Maintains confidentiality and understands the legal limits to confidentiality.	2	3
	f. Recognises when personal factors or issues impact on professional practice and seeks support.	2	3
	g. Justifies all decisions, recommendations and actions and recognises limits to knowledge, skills and practice competence.	2	3
	h. Seeks support and information or refers people when professional capabilities are exceeded.	2	3

3. Culturally responsive and inclusive practice

Social workers have adequate understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way.

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
3.1 Work respectfully and inclusively with cultural difference and diversity.	a. Demonstrates knowledge of diversity between and within different cultures including ethnicity, disability, economic status, age, sexuality, gender and transgender, faiths and beliefs.	2	3
	b. Proactively and respectfully promotes the rights of culturally diverse and minority groups in society.	2	3
	c. Demonstrates understanding of the complexity of cultural identities and how this impacts on practice.	2	3
	d. Creatively adapts and modifies practice in order to work effectively and inclusively with people who have different and diverse cultural identities, values, affiliations, beliefs and customs.	2	3
	e. Engages in continuing professional development, supervision, cultural supervision and critical reflection; consults with relevant community members and professionals; and engages in collaborative learning and research to enhance knowledge and practice in working with culturally different and diverse groups.	1	2
	f. Critically reflects on own personal values, cultures and beliefs and how these impact on interactions with people, community members and colleagues; and on organisational policies and practices; and seeks supervision or consultation as appropriate.	2	3
	g. Recognises and appropriately challenges discriminatory and oppressive practice and policies with respect to culturally diverse people; at a local, national and global level, as appropriate and where possible.	2	3

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
3.2 Respect, strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures.	a. Acknowledges, identifies and builds on the strengths, capacities and contributions that Aboriginal and Torres Strait Islander peoples make to society.	2	3
	b. Demonstrates awareness of the diversity among, and differences between, Aboriginal and Torres Strait Islander cultures throughout Australia.	2	3
	c. Demonstrates knowledge and understanding of Aboriginal and Torres Strait Islander cultures, protocols and practices in a local context.	2	3
	d. Acknowledges and understands the historical and continuing disadvantage and oppression of Aboriginal and Torres Strait Islander peoples and the impact this has on practice.	2	3
	e. Works collaboratively with Aboriginal and Torres Strait Islander peoples in order to develop and provide culturally responsive practice.	1	2
	f. Engages in continuing professional development, consults with relevant community members and professionals and engages in collaborative learning and research to enhance knowledge and practice in working with Aboriginal and Torres Strait Islander peoples.	1	2

4. Knowledge for practice

Social workers have and obtain the knowledge required for effective practice.

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
4.1 Understand higher level systemic influences on people with respect to area of practice.	a. Demonstrates understanding of social work practice within a global and environmental context.	2	3
	b. Critically analyses the structure of society with respect to power and disadvantage including the influence of gender, age, ability, sexuality,ethnicity and economic disadvantage.	2	3
	c. Demonstrates awareness of social, political, legal, cultural and organisational contexts and systems and how they impact on people.	2	3
	d. Demonstrates understanding and awareness of policy, including organisational policy, relevant to practice context and how this impacts on people.	2	3
	e. Demonstrates understanding and awareness of changes in society, demography and culture and how this impacts on the social work profession and people.	2	3
	f. Demonstrates understanding of relevant legislation governing practice and the legal frameworks which inform and mandate practice.	2	3
	g. Critically analyses policies, systems and structures that contravene social work values and do not prioritise the interests of people, groups, communities and wider society and works for change.	2	3
	h. Identifies policies that will promote and prioritise social work values and the interests of people and understands the mechanisms to influence policy change.	2	3
4.2 Understand and articulate social work and other relevant theories and concepts.	a. Demonstrates a critical understanding of specific social work theories underpinning social work practice at all levels.	2	3
	b. Articulates and uses knowledge from other relevant subject areas such as law, sociology, anthropology, politics, economics, history, social theory, psychology, humanities and philosophy.	2	3
	c. Demonstrates understanding of theories of systems, human behaviour and development, personality development and life cycle stages.	2	3

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
4.3 Understand the role of research and evaluation in obtaining and generating new knowledge for practice.	a. Proactively seeks out new knowledge relevant to practice context.	2	3
	b. Proposes innovative research to develop new policies, practices and approaches for the social work profession.	1	2
	c. Has appropriate knowledge of research methodologies, the limits to these and how to implement findings in practice.	2	3
	d. Works collaboratively with fellow social workers and others from various different fields and organisations in conducting research and generating new knowledge.	1	2
	e. Distinguishes and evaluates various sources of knowledge including practice evidence; practice experience; personal and community knowledge and experience; research evidence; organisational and policy knowledge; and legal and ethical knowledge to help inform practice and decision making.	2	3
	f. Disseminates research knowledge as appropriate e.g. seminars, conferences, publications, peer/group supervision.	2	3
4.4 Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice.	a. Develops and articulates a practice framework that draws on contemporary theory, knowledge, methods and professional values.	2	3
	b. Appropriately and critically identifies and describes the model or approach used in practice and its theoretical and conceptual underpinnings.	2	3
	c. Identifies, describes, appraises and applies current research evidence, methodology and approaches to practice area.	2	3
	d. Understands the principles, framework and relevant legislation of the practice area, and selects practice approach accordingly.	2	3

5. Applying knowledge to practice

Social workers demonstrate the skills required to implement knowledge into practice.

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
5.1 Conduct an assessment and analysis of needs to inform the service being offered.	a. Undertakes an effective and holistic assessment by gathering relevant information appropriate to the person/organisation and practice context.	2	3
	b. Assesses nature and level of risk to people, if any, and incorporates into the overall assessment as appropriate.	2	3
	c. Analyses this information along with knowledge and theory in specific practice area to inform practice.	2	3
5.2 Work collaboratively with relevant people.	a. Facilitates and enables people to make an assessment of their own needs where appropriate.	2	3
	b. Supports people to decide what service/s they want, to assist in meeting needs, taking into account any limitations to their capability, their voluntary/involuntary status and the choices available.	2	3
	c. Works with other agencies, teams and across jurisdictions both at a practice and policy level.	2	3
	d. When appropriate, develops a service plan that outlines what is being offered, objectives/goals and planned outcomes and evaluates and reviews the plan routinely.	2	3
5.3 Use a range of specific social work methods and techniques appropriate to area of practice.	a. Selects an appropriate method of practice relevant to practice context to address and meet the needs, goals and preferences of individuals, families, groups and communities , taking into account best available research evidence for field of practice.	2	3
	b. Demonstrates competence and skill in the chosen method/s or technique/s.	2	3
	c. Challenges systemic and policy injustices and recommends/develops new policies using methods such as: i. Social action ii. Advocacy iii. Research and evaluation	1	2
	d. Demonstrates skills, when undertaking research, in; literature review; proposal development;	2	3

	writing; undertaking ethics applications; data collection, analysis and dissemination; and evaluation.		
5.4 Apply critical and reflective thinking to practice	a. Critically reflects on and evaluates practice with a particular focus on principles of self-determination, empowerment, inclusion, equality, human rights and social justice.	2	3
	b. Critically reflects on the role of social worker paying particular attention to power imbalances, professional boundaries, use of authority in statutory positions and work with people who are using services involuntarily.	2	3
	c. Critically reflects on and conducts evaluation of practice at an individual, program, organisational or policy level.	2	3
	d. Critically reflects on the broader organisational, societal and political context of practice.	2	3

6. Communication and interpersonal skills

Social workers demonstrate skills required to communicate and work effectively with others.

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
6.1 Effectively communicate with a diverse range of people.	a. Uses appropriate verbal and non-verbal communication with individuals, community members, colleagues and relevant others.	2	3
	b. Adapts communication form and style to effectively communicate with a diverse range of people.	2	3
	c. Uses conflict management, mediation and negotiation skills when appropriate to achieve the best outcomes.	2	3
6.2 Effectively communicate the details and nature of the service offered to people.	a. Engages and includes people in decision making processes that affect them as far as possible including those using services involuntarily.	2	3
	b. Informs people of policies and procedures of the service being offered.	2	3
6.3 Effectively work with others in a team environment.	a. Contributes discipline specific social work values, principles and practice to team activities.	2	3
	b. Relates to social work and other colleagues with respect, integrity and courtesy.	2	3
	c. Cooperates and collaborates with other disciplines when undertaking practice to improve service provision.	2	3
	d. Proactively and respectfully seeks to resolve conflict with colleagues.	2	3
6.4 Use information technology to communicate and provide services as appropriate.	a. Demonstrates skill in the use of information technology relevant to practice area.	2	3
	b. Identifies the benefits of communicating and providing services in an online environment and in what circumstances it is appropriate to use such means.	1	2
	c. Identifies ethical considerations with respect to using online communication and social media for service provision including confidentiality, privacy and professional boundaries and addresses these appropriately.	2	3

7. Information recording and sharing

Social workers are accountable and responsible for the information they collect and keep in the course of their work.

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
7.1 Record and manage information appropriately.	a. Informs people of social work records and the purpose for which a record is made.	2	3
	b. Informs people of who will/may have access to their record and why.	2	3
	c. Advises people of how to access their records.	2	3
	d. Writes information in an accurate, objective and contemporaneous manner, acknowledging the basis of any subjective opinions.	2	3
7.2 Keep and maintain information in accordance with ethical principles and relevant legislation.	a. Keeps information in accordance with ethical principles including confidentiality, informed consent and accountability.	2	3
	b. Stores records securely including electronic and paper records.	2	3
	c. Understands relevant legislation with respect to record keeping in area of practice.	2	3
	d. Stores adult records for seven years following last contact (in the absence of relevant legislation).	N/A	N/A
	e. Stores child records until the day the child would turn 25 years of age (in the absence of relevant legislation).	N/A	N/A

8. Professional development and supervision

Social workers demonstrate commitment to ongoing learning through continuing professional development and supervision.

STANDARD	INDICATORS	LEVEL FE1/PL1	LEVEL FE2/PL2
8.1 Actively participate in professional supervision.	a. Understands the role, purpose and function of supervision and the importance of seeking supervision from an appropriately trained and qualified supervisor.	2	3
	b. Ensures active engagement in appropriate supervisory processes, including cultural supervision where necessary.	2	3
	c. Actively seeks opportunities for feedback, mentoring, support and constructive criticism from senior social workers/colleagues in order to continuously improve practice.	2	3
	d. Demonstrates the ability to engage in critical reflective practice in supervision and in practice, including examination of personal and professional values that influence practice.	2	3
8.2 Engage in continuing professional development as outlined in the AASW continuing professional development requirements.	a. Develops implements and regularly reviews a professional development plan.	N/A	N/A
	b. Identifies learning needs and seeks out opportunities to address these needs through training, consultation, supervision and support.	N/A	N/A
	c. Keeps abreast of new research, evidence and developments in specific field of practice and ensures knowledge and skills are up to date.	N/A	N/A
	d. Takes opportunities to work with researchers to generate new knowledge and evidence.	N/A	N/A
8.3 Contribute to education and professional development of others where appropriate	a. Provides supervision to students, co-workers, and staff as appropriate and in line with ethical values and responsibilities as outlined in the Code.	N/A	N/A
	b. Ensures education and training are provided in a manner consistent with ethical values and responsibilities as outlined in the Code.	N/A	N/A
	c. Is appropriately experienced and qualified to provide supervision, education or training.	N/A	N/A
	d. Promotes and shares new social work research and knowledge.	N/A	N/A

SUGGESTED READINGS

All texts and articles can be access through the Univeristy of Sydney Library. Field Educators can ask students to provide copies or alternatively contact Director of Field Education (margaret.spencer@sydney.edu.au)

Textbooks

Chenoweth, L., & McAuliffe, D. (2017). *The road to social work & human service practice* (Fifth edition. ed.). Cengage Australia.

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TO WHOM IT MAY CONCERN

INSURANCE FOR STUDENTS ON WORK EXPERIENCE/PLACEMENT

Stated below are the insurance details which currently cover students of the University of Sydney whilst on work experience/placement. These policies apply to:

a) activities that are a course requirement or are sanctioned by the Dean of the Faculty, authorised officer for the Faculty, or Head of School concerned, and:

b) students who are not employees or workers of the organisation they are placed with for the purposes of or Workers compensation legislation.

INSURED:	**THE UNIVERSITY OF SYDNEY**
Policy:	
	Public Liability Insurance
Insurers:	LLOYD'S SYNDICATES & OTHERS
Sum Insured:	In excess of $10 Million
Policy No:	CSINT2002441
Period:	31.10.2021 to 31.10.2022
Policy:	**Professional Indemnity**
Insurers:	Vero
Sums Insured:	In excess of $10 million (per claim)
Policy No:	LPP012483456
Period:	31.10.2021 to 31.10.2022
Policy:	**Personal Accident**

The University has in place personal accident cover for students whilst on authorised Work Experience/Course related activities and who are not employees or workers for the purposes of the Workers' Compensation legislation.

Subject to the terms, conditions, limitations and exclusions contained in the relevant policy wording this policy provides the following benefits:

- Death & Capital benefits
- Weekly benefits
- Non Medicare medical expenses

Please note that this is a summary only. All insurance cover referred to in this advice is subject to the terms, conditions, limitations and exclusions contained in the relevant policy wording.

Report a hazard, incident or injury

Hazards, incidents and injuries associated with University activities must be reported to the relevant supervisor as soon as reasonably possible regardless of who is involved or where it occurred.

If our activities have impacted the safety of our people or the broader community, the relevant managers need to know about it and take preventative action.

Report an incident or injury

An incident is a discrete, one-off occurrence that has or could have an adverse impact on people. This includes incidents resulting in injury or illness and 'near miss incidents' where there was potential for injury.

Incident and injury process

If you or one of your fellow students is injured or involved in a near miss incident:

1. Report the incident to your onsite Field Educator as soon as reasonably possible, (e.g., immediately following any first aid or emergency medical attention).

2. Formally record the incident with the University within 24 hours. This is to be done by calling the Manager of Field Education on **9351 6897** or emailing fieldeducation.manager@sydney.edu.au where it will be logged into Riskware.

The Manager of Field Education will be prompted to investigate the incident and plan action to prevent the re-occurrence of similar incidents. If the actual consequences of the incident are serious or there were serious potential consequences, the Safety Health and Wellbeing team may also be involved in the investigation process.

If you are injured, one of the Staff Health Support team members may contact you to check if you are okay and offer any necessary support.