



UNSW | Arts and
THE UNIVERSITY OF NEW SOUTH WALES | Social Sciences

SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES
Social Work Program

BACHELOR OF SOCIAL WORK PROGRAM

School of Social Sciences
and International Studies

FIELD EDUCATION MANUAL

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This manual has been designed for students and agency based field educators of the Bachelor of Social Work Program, School of Social Sciences and International Studies, The University of New South Wales. It contains information about the two field education courses (field education placements) and policies pertaining to field education. It is intended to assist students and field educators in the planning and implementation of student learning.

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OBJECTIVES OF FIELD EDUCATION

Field education is an integral component of the Bachelor's Degree in Social Work. The field education strand is implemented as a joint endeavour of the Social Work Program and the field agencies offering students the opportunity to develop practice competence under qualified supervision in approved human service organisations. The two field education courses are Social Work Practice Third Year Placement, SOCW 3001 (12 units of credit) and Social Work Practice Fourth Year Placement, SOCW 4010 (24 units of credit).

The two compulsory courses in the field education strand are designed to:

1. Enhance understanding of the concepts, principles and techniques presented in the classroom through application in practice situations.
2. Develop ability to use knowledge, values and skills relevant to social work practice in a variety of problem solving tasks involving individuals, groups, organisations and communities.
3. Foster a sense of professional commitment to ethical and responsible practice behaviour.
4. Develop ability to access service and community networks, and formulate critical analyses of existing welfare arrangements.
5. Promote skill and commitment in influencing welfare/organisational policy on behalf of service users.
6. Facilitate awareness and respect for ethnic, cultural, sexual and age differences in interactions with client and service systems.
7. Develop a sense of professional identity.

Learning opportunities in the field education placements are designed to enable a candidate for the BSW Degree to:-

- Approach practice tasks in ways that reflect a spirit of inquiry, a grasp of theoretical ideas relevant to different needs/problems and their socio-political context, an ability to transfer to specific situations and settings applicable concepts and skills, and readiness to seek knowledge required to guide professional activity
- Act in accordance with social work values in different practice contexts
- Display continuing responsibility for analysing practice activity and professional development

- Reflect competence, responsibility and autonomy as a practitioner.

Students are expected to develop openness to the possibility of change in style of learning and mode of practice throughout the field education strand. For these reasons, the field education placements are not designed just to follow up individual student 'interests'.

Therefore field education placements aim to provide experience:-

- In a range of settings
- In using at least two practice methods ('direct,' ie casework; and 'indirect ' - ie community work, policy, organisational development or research)
- Which will reflect a range of practice and value issues addressed in the BSW program.

FIELD EDUCATION POLICY

It is the policy of the Field Education Courses:

1. To uphold the Australian Association of Social Workers minimum educational requirements.
These include:
 - a) A **minimum of 140 x 7 "working hour" days** of supervised instruction by a social worker, ie 980 hours.
 - b) Supervision by field educator **qualified for membership of the A.A.S.W., and with 2 years practice experience.**
 - c) Placements which cover both direct (ie casework, group work) and indirect practice methods of social work intervention (ie community work, research, policy).
 - d) Not normally placing students in agencies where they have been **in paid employment** or **given continuous voluntary service**, except under certain conditions (detailed later).
2. To expect all students to **begin placement at times and dates** specified.
3. That students **do not negotiate** their own placement. Students are encouraged to offer ideas of placement for the general pool.

4. To maintain a **formal record** of placement for each student. The file is confidential and restricted to staff associated with field education.
5. To **support** students, field educators and their agencies through seminars, liaison visits, workshops and additional consultation when necessary.
6. Where possible, to take into consideration specific needs of students (eg child care, physical disability) when making arrangements for placement.
7. Where possible, not to place students who are close friends or associates in the same placement.
8. Not to place students in agencies where the student has had **personal ties or experiences as a client or relative of a client, or has a significant prior relationship with a staff person** etc.
9. In most instances, to forward the Third Year Placement End of Placement Review document to the student's Fourth Year Placement agency based field educator.
10. To place students with **different colleagues and field educators** in each of their placements.
11. To provide **student participation in the planning of placements.**
12. To enable the Fourth Year Placement to be undertaken by some students in New South Wales **country areas** (Interstate placements are undertaken only in exceptional circumstances.) These arrangements will depend on Social Work Program resources at the time.

13. To provide for a limited number of overseas placements (for Fourth Year Placement) with institutions where the Social Work Program has reciprocal arrangements. These arrangements depend on the Social Work program's resources at the time.

THE FIELD EDUCATION PLACEMENT

A field placement involves a student being assigned to a field educator in a social welfare, health or community service agency for a particular period of time. In this time she/he will be expected to undertake work considered appropriate both by the agency and the university. The agency based field educator allocates and supervises the work undertaken by the student and provides a supportive environment in which the student can acquire the knowledge, skills and values appropriate to social work practice.

Placements are undertaken by students in the BSW program as separate courses with a pass/fail grading. The university provides performance assessment criteria (based on competencies formulated by the AASW) which prescribe what students are expected to learn and should be able to do in each placement. These assessment criteria are the basis for evaluation of each student's performance.

Prior to each Placement students will communicate with relevant university field education staff to plan and prepare for the Placement. These university staff are:

- **Chair, Field Education Committee**

Maintains the overall Integrity of the Field Education strand of the Bachelor of Social Work program. They also liaise with other universities as well as health and welfare organisations.

- **Placement Co-ordinator (Course Co-ordinator)**

Makes all academic decisions in relation to the overall development and co-ordination of the particular Placement course. This includes the awarding of the final grades for each student.

- **Liaison Tutor (Liaison Visitor)**

Provides support and consultation to both student and field educator during the placement, reporting to the Placement Co-ordinator. She/he does the formal mid-placement visit to check on student progress and offers suggestions to enhance learning.

- **Professional Liaison Officer**

Liaises with both agency field educators and students in the negotiation of placements. The Professional Liaison Officer assists the Co-ordinator of each Placement in the administrative tasks involved.

- **Field Education Clerk**

Provides clerical assistance in the administration of the Placement.

Both students and agency field educators will be notified by mail of Placement arrangements. Students and field educators will be provided with detailed information pertaining to each Placement and are expected to familiarise themselves with this material and carry out required preparation for the Placement including attendance at compulsory seminars.

ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

A good field education placement rests on effective collaboration between students, field educators and the university.

The responsibilities of the university, students, field educators and agencies are as follows:

The University: Professional Liaison Officer

1. Arranges student placements in agencies and community groups.
2. Ensures, within the resources available, as wide a variety of placements as possible.
3. Consults agencies, field educators and students about educational and practice needs and standards in field placement.
4. Where necessary supports field educators in relation to their employing organisations and student social work practice.

5. Keeps organisations informed of Placement opportunities required and the policies and practices related to field placement; and where possible provides opportunities for agencies to discuss their role in the education and training of students.
6. Facilitates insurance cover.
7. Facilitates Department of Health Criminal Record Check requirements and Department of Health vaccination requirements.

The University: Placement Co-ordinator

1. Provides students with opportunities to clarify their learning goals, interests and special requirements prior to each Placement.
2. Sets the objectives for each placement.
3. Provides clear guidelines for the planning, management and evaluation of each Placement course.
4. Informs agency-based field educators of current Social Work Program content.
5. Arranges for liaison tutors to undertake liaison visits to agency-based field educators and students during Placement.
6. Provides consultation and support to students, agency-based field educators, and liaison tutors when requested during Placement.
7. Provides regular opportunities for training in supervision.
8. Awards the final pass/fail grade to students in each Placement.

The University: Liaison Tutor

1. Makes phone contact with student and field teacher in the first few weeks of placement;
2. Offers support and guidance to both student and agency field educator;
3. Undertakes the liaison visit to assess learning arrangements and student progress and make suggestions for enhancement of student learning;
4. Reads the mid placement Review document;
5. Identifies issues in the placement impacting on student learning;
6. Works with student and agency field educator in consultation with the placement co-ordinator to resolve any difficulties which may arise;
7. Provides feedback to placement co-ordinator and professional liaison officer on

placement arrangements.

Students

Before the placement students will:

1. Participate in pre-Placement planning arrangements as specified by the Placement Co-ordinator.
2. Ensure that course pre-requisites are completed;
3. Complete all required documentation eg student information form, criminal record check, prohibited employment declaration;
4. Formally disclose any disability which may affect the placement and for which they are seeking adjustments during the placement;
5. Make contact with the agency once they have been asked to do so;
6. Respond to communications from the university concerning the placement;
7. Complete enrolment in the course before commencing placement.

During the placement students will:

1. Conduct themselves in a manner appropriate for a student in a professional setting and in accordance with the University's code of conduct;
2. Advise the field educator and placement co-ordinator immediately of any concern regarding their safety or well-being during the placement;
3. Comply with all rules, regulations, policies and procedures of the placement agency, including dress code, punctuality and so on;
4. Maintain an appropriate level of confidentiality in relation to their placement experiences and any information gained;
5. Inform the agency field educator promptly of any absences;
6. Provide any required documentation relating to the absence.

In relation to their learning on placement students will:

1. Attend placement for the required number of days;
2. Attend university based seminars;
3. Demonstrate a commitment to learning by being actively involved in Placement activities and supervision;
4. Undertake tasks appropriate to the agency and the goals of the Placement
5. Prepare a learning contract in consultation with the agency field educator and course guidelines;

6. Inform university field education staff of any difficulties in the negotiation of the contract, fulfilment of expectations, or other aspects of the Placement;
7. Prepare for the liaison visit in consultation with the agency field educator
8. Participate in liaison visits;
9. Participate in the process of evaluation of their learning and the preparation of mid and end of placement assessment reviews;
10. Complete set written assignments;
11. Inform the Placement Co-ordinator if intending to withdraw from Placement.

Agency Field Educators

1. Participate in pre-placement planning, and orientation sessions for the Placement.
2. Identify suitable tasks for student's level of Placement and design an appropriate learning program in consultation with student/s.
3. Locate relevant educational experiences in the agency setting.
4. Provide the equivalent of at least one hour per week of formal (planned teaching time) supervision with each student under their supervision.
5. Inform university field education staff of any difficulties that may arise in the Placement.
6. Assess the student's performance in accordance with the Social Work program's procedures for Placement.
7. Provide ongoing feedback to the student.
8. Complete the contract (learning agreement), mid and end Placement reviews by the due dates.
9. Contribute to making liaison visits by the university as productive as possible.
10. Where possible attend seminars on supervision and field learning.
11. Notify and negotiate with the university as soon as possible if the field educator intends to be away during the Placement.
12. Discuss with university field education staff any proposed variation in Placement dates/arrangements.
13. Attend special meetings in instances of student appeal.

14. Be willing to provide opportunities for students with differing needs for educational support and supervision (eg students with disability).
15. Recommend a final grade to the Placement Course Coordinator.

Agencies

1. Recognise Placement teaching as an integral part of the field educator's workload.
2. Replace the field educator in the event of illness or inability to continue the Placement.
3. Offer space, facilities and travel costs for work undertaken by students in the Placement.
4. Advise students on Occupational Health and Safety Policies and Procedures currently in place in their agencies;
5. Provide affirmative action for students with disabilities and disadvantaged backgrounds.
6. Inform the University of any specific policies relevant to student Placement.

SPECIAL GOVERNMENT PROCEDURES AND POLICIES

NATIONAL CRIMINAL RECORD CHECK REQUIREMENTS

Students are required to have in their possession a National Police Certificate (Criminal Record Check) prior to starting placement. As of June 2010 this process is initiated by the student and their local police station. If there are any concerns regarding the outcome of this check a risk management process is then initiated by NSW Department of Health, as it is a requirement of placement in a health facility. As the university has a duty of care to both agencies and members of the public, it is compulsory for all students to go through this process (including international students undertaking field placement in New South Wales). In addition the student signs a "Student Undertaking" that is kept on their university file stating that the student will inform the university of any changes to their criminal status.

Other government departments or agencies may require additional checks to be completed prior to placement. An example of this is the Working with Children's Check. **It is the responsibility of the agency to initiate this process on behalf of the student to be placed there.** If this is the case the student concerned will be informed of this. Any student who has concerns about this requirement is encouraged to consult with the Field Education Staff or Placement Co-ordinator.

VACCINATION AND INFECTION CONTROL

The Social Work program has a role in notifying students, who undertake placement in the NSW health system, of the mandatory **requirement to participate** in screening and vaccinations (as referred to in the Adult Vaccination Card) according to the NSW Health Department circular which can be accessed at **www.health.nsw.gov.au** . A large proportion of placements are in Department of Health settings eg Hospitals, Community Health Centres and other agencies/organisations which receive funding from NSW Health. Students **who do not participate** in the Screening and Vaccinations **will have limited opportunities** for their placement.

PRACTICE METHODS IN PLACEMENT

The following recommendations are made in light of the core professional interpersonal skills required of all students whatever method of practice they utilise in their future work. (It should be emphasised here that difficulties in performance on placement have tended to be noted where direct client work is involved).

- Each student should have experience in micro work ie with individual clients via casework, case management or counselling.
- Each student should have some experience in mezzo or macro work ie project work, community development, organisational development, research or policy.
- Where a student has not had sufficient exposure to work with individuals on their Third Year Placement the student will have a mixed Placement for their Fourth Year Placement ie micro work with individuals plus an indirect method of practice ie project.
- While all students get some experience of working in groups - meetings, teamwork - group work as a method of practice ie running an educational or therapeutic group is not a common placement experience for students. Where it does occur it often does not involve the student undertaking the planning for, and implementing of the whole group program. Therefore, if it is the student's only exposure to a direct practice placement, then they must have a small caseload alongside their group work experience. If the student has already undertaken casework on their Third Year Placement, prior to group work on their Fourth Year Placement, then this condition does not apply.

TIMING OF FIELD PLACEMENT

Social Work Practice Third Year Placement

Year 3, Semester 1

65 days (455 'working' hours) plus 2 days of integrative university based seminars prior to Semester 1. Placement commences with a six week full-time block prior to the start of Semester 1. During semester students attend placement 3 days per week and attend regular placement seminars at university on the other 2 days until the end of semester in early June.

After consultation about a student's particular interests and specific learning goals, the university matches the student to a human services agency. After visiting the agency the student is then allocated a Placement (following feedback from both the student and the agency; any special needs of students; their educational needs and taking account of AASW requirements) where they will undertake field-based learning under the supervision of a qualified field educator.

Placements occur in a range of settings and contexts, such as hospitals, state and federal government departments, local government, as well as non-government and community-based organisations. By the end of this field Placement, students are required to have demonstrated a beginning level of competence in an identified range of practice areas. Performance is monitored and assessed by the university, in consultation with the agency field educator and student.

In the event that insufficient numbers of qualified social workers are available to supervise students a small number of students may be placed in human service agencies under the day to day supervision of a person having qualifications other than social work. In this instance, supervision from a qualified social worker will be provided at the university.

Social Work Practice Fourth Year Placement

Year 4, Semester 2

75 days (525 'working' hours) plus 4 days of university-based integration and transition seminars. Students attend 5 days per week for 15 weeks.

Building on their Third Year Placement experience, students are placed in a different human services agency to develop additional skills and knowledge and further enhance those already mastered at a basic level. By the end of this Placement, students need to demonstrate satisfactory competence in the full range of required practice areas. The planning and allocation processes are similar to those used in the Third Year Placement.

By the end of the two placements, students should have experienced both 'direct' and 'indirect' methods of practice (refer to earlier descriptions of these methods).

EXTERNAL SUPERVISION GROUP

The External Supervision group runs weekly for two hours throughout the placement to provide intensive and constant support for social work students whose day to day supervisor is not a social worker (or whose qualifications are not yet recognised by the AASW) . While the facilitator is an accredited social worker, the small group operates on a peer support model using a strengths based approach so that students are able to consolidate their learning and deal with placement challenges in a supportive environment.

As all Third Year Placement students do the equivalent of one hour weekly placement classroom seminars alongside their field placement, the External Supervision Group students are able to count one of their weekly class hours as placement time. Each week a professional area of social work is explored including for example ethical practice, developing competent written skills for a variety of settings, linking critical social work theory to their own agency, and a range of professional issues. The External Supervision Group facilitator is in regular contact with the UNSW Placement Coordinator and the Professional Liaison Officer, as well as the relevant Liaison Tutor who is monitoring the student's progress at the Placement setting.

VARIATION OF PLACEMENT ARRANGEMENTS

Variation of Placement Dates

Field placements are integrated with the rest of the BSW program, in accordance with pre-requisite and co-requisite requirements detailed in the Social Work Undergraduate Handbook. Variations to the set pattern can therefore only be granted in exceptional circumstances. Students' requesting variations will be considered by the Placement Co-ordinator, in consultation with the Chair of Field Education, and at times with the Program Convenor. The following factors need to be considered by the Placement Co-ordinator in reaching a decision to approve a variation of Placement dates.

- **Reason for request** - Are there truly exceptional circumstances that are outside the student's control? Are the circumstances ie illness/disability temporary or permanent? Are there alternatives available (eg deferring the Placement to a later date; renegotiating paid employment and other commitments)?
- **Implications for university requirements**- Will the variations have any impact on the student's ability to fulfil the requirements and rules of the university? For example, if placements are not finalised by the end of Semester 1, students will not be able to enrol in courses in Semester 2 that require SOCW3001 as a pre-requisite.
- **Resource implications** - How much extra work will this create for the agency Field educator (Supervisor), Professional Liaison Officer, and the Field Clerk? What resource implications or level of disruption might arise for the agency supervisor and agency in accommodation of a variation?
- **Variation? Would many other** students be able to make a similar case? If so, then the potential resource implications flowing from such a precedent, may result in refusal of the request.
- **Feasibility** - Is a suitable agency and supervision available? Is liaison support available? Is Placement documentation available? What are the implications for timetabling of other courses in which the student is enrolled?

- **Educational implications** - Is the educational integrity of the Placement jeopardised in any way? How would the student's broader educational program be affected? Will the student be sufficiently exposed to the agency's staff and activities? Will the student be able to demonstrate that they have been able to undertake and follow through on tasks?

- **Student Process for requesting a variation**

Students can request a variation by completing a "Request for Variation of Placement Dates" form and submitting it to the Placement Co-ordinator.

The Placement Co-ordinator's decision will be conveyed to the student in writing after all of the above have been considered.

- **Agency Initiated Variation in Placement Hours**

Where the agency has requested that the student start earlier or later than the required date, the student will be consulted before arrangements are finalised.

During the placement students can accrue limited 'overtime'. Any overtime must be taken in consultation with the agency field educator and the university. In order to maximise self care and student learning, time in lieu must be taken as soon as possible following its accumulation (one hour worked equals one hour time in lieu). The Placement **may not be completed more than one week early as student learning can be compromised.**

Illness and Student Attendance at Placement (Extensions of Time)

In some rare instances students may need to extend their placement to make up time lost due to illness or misadventure (the student will be expected to make up **all** of the days she/he was absent). However, there are limits on the ability of agencies and field educators to accommodate extensions. When an offer to take a student is made, it is on the understanding that the placement will finish on a particular date.

Agencies and their staff plan their service delivery responsibilities to their clientele on this basis. Therefore, whilst the university is sympathetic to students' circumstances, students should not assume that days can simply be 'added on' to the end of the placement.

Should an unforeseen situation arise, placement dates will need to be renegotiated with agency field educators as soon as practicable. If a student's absence is likely to be lengthy, this should be negotiated with the agency field educator and the UNSW Placement Co-ordinator.

Progression Rules

Students enrolling in each of the field education Placements are required to meet the prerequisites and co-requisites of these courses. The Progression rules outlining the relationship of field education courses and other Social Work Program courses are available in the Social Work Undergraduate Handbook. Queries on this matter are to be addressed to the Social Work Administrative Officer and the respective Placement Course Co-ordinators.

Withdrawal from Field Education Courses

Students who wish to withdraw from a Placement without penalty should do so in consultation with the Placement Co-ordinator. Application for withdrawal from Placement is made through the respective Co-ordinator and the Social Work Administrative Officer. Students must consider the implications of withdrawal from Placement on the rest of their program.

If a student intends to withdraw from a Placement then she/he is required to notify the Placement Co-ordinator as soon as possible and discuss the reasons for her/his withdrawal. If the Social Work Administrative Officer or the Professional Liaison Officer becomes aware of a student's intention to withdraw from a Placement they are also to notify the Placement Co-ordinator.

AGENCIES WITH INTERNAL APPLICATION PROCEDURES

Agencies with internal application procedures

An increasing number of agencies are requiring students to apply through internal agency procedures in order to undertake their placements there. These are sometimes referred to as internship programs or sometimes students are simply required to send in their resumes.

In these situations students will firstly have to be accepted by the agency. Upon acceptance a student can then request that this be considered their field placement. The university's decision as to whether this can be confirmed as a field placement will be determined by:

1. The agency can provide appropriate student learning tasks.
2. The agency can provide appropriate student supervision.
3. The agency can adhere to the university requirements for field placement assessment.
4. The students learning needs can be addressed by this agency.

If a student applies directly to an agency in this situation and the student is not successful in their application the student will then go back into the general pool for field placements.

PLACEMENT IN PLACES OF EMPLOYMENT

Placements are not usually undertaken in an agency or organisation in which the student is employed. However, exceptions can be made if the Social Work Program is satisfied that the educational goals of the Placement can be achieved in the workplace and that the role of the Social Work program in assessing the student's performance is not jeopardised. Normally workplace-based placement (WBP) can only work in the following circumstances:

- The student must be allocated tasks different from those they usually undertake
- The Placement must be supervised by a field educator (social worker) who is not the student's usual supervisor and for the most part the colleagues are not the student's usual work colleagues
- The physical location of the Placement should be different to the student's usual employment location.

Students interested in workplace-based field placement must seek approval from the Placement Co-ordinator several months in advance of the commencement date of the Placement.

Only one WBP (if it fits the above criteria) can be done in a student's BSW program.

CREDIT FOR WELFARE DEGREE PLACEMENT

Students who have completed a three year **welfare studies degree** may apply for credit for twenty-five per cent of the Third Year Placement, ie if the request is successful then 17 days credit will be given – in this instance the total days for Third Year Placement is therefore 51 days.

NEGOTIATION AND ALLOCATION OF PLACEMENT

Placements are negotiated by university field education staff, primarily the Professional Liaison Officer. Staff attempt to negotiate as wide a range of Placement opportunities as possible with agencies and field educators interested in participating in field education. They also assist field educators to decide on the most appropriate work and level of students suited to the placement offered.

Students who know of potential placements may notify the Professional Liaison Officer who will explore these opportunities. Although students may have a specific interest in a Placement identified by this process, the policy is to include all placements in the general pool of placements available to all students. In certain circumstances eg out of Sydney placements, negotiation will be carried out on an individual basis.

University staff in field education have the responsibility for allocating Placements. Placements are allocated on the basis of information from student information forms, student educational needs, and agency requirements.

Agencies with Internal application procedures

In order to undertake student placements, an increasing number of agencies are requiring students to apply by firstly undertaking internal agency procedures. These are sometimes referred to as 'internship' programs' or sometimes students are simply required to send in their resumes.

In these situations students will firstly have to undertake these internal procedures and then be accepted by the agency. Upon acceptance a student can then request that this be considered their field placement. The university's decision as to whether this can be confirmed as a field placement will be determined by the following:

1. The agency can provide appropriate student learning tasks.
2. The agency can provide appropriate student supervision.
3. The agency can adhere to the university requirements for field placement assessment.
4. The student's learning needs can be addressed by this agency.

If a student applies directly to an agency in this situation and the student is not successful in their application the student will then go back into the general pool for field placements.

SITUATIONS WHERE A PLACEMENT MAY NOT BE ALLOCATED TO A STUDENT OR A STUDENT MAY BE WITHDRAWN FROM AN AGENCY

The University acknowledges the rights of students as consumers of educational services. It also has responsibilities to the social work profession, the organisation offering the Placement, their clients, staff and others. Recognition of the rights of the student has to be balanced with the university's obligations to all parties involved. Where there is a conflict of interest in this regard it may be that obligations to another party will override the rights of the student as a consumer of education. **Therefore the Social Work program may decide not to allocate a student to Placement, or may withdraw a student from Placement** in the light of information which indicates that a student may be behaving unprofessionally, or may be acting inappropriately or there may be a risk of harm to any party. The University's policy on this is located on the Internet at:

http://www.secretariat.unsw.edu.au/acboard/approved_policy/placement_policy_internships.pdf

PLACEMENTS OUTSIDE SYDNEY

RURAL, REGIONAL AND INTERSTATE

Depending on resources of the Social Work Program students are permitted to undertake Fourth Year Placement in regional cities and rural areas of NSW. These placements are organised individually with field education staff. However it should be noted that a qualified social work field educator may be hard to locate.

Occasionally if students are going to move interstate to live a Placement may be arranged through a university in that state (however university staff are mindful that other states have a priority to locate placements for their own students). Students should alert the Course Co-ordinator or Professional Liaison Officer early in the semester preceding the Placement if they are considering undertaking a rural, regional or interstate Placement.

(Newcastle, Gosford, Blue Mountains and Wollongong are possible options for Third Year Placement).

OVERSEAS PLACEMENTS

Under special circumstances, students may apply to undertake their Fourth Year Placement through overseas institutions with which our Social Work program has formal agreements. Currently agreements exist with the Madras School of Social Work in India and the University of Stockholm, Sweden.

The UNSW International Office has advised that placements in other locations are not possible.

Students are not permitted to negotiate their own overseas placement.

Students can be considered for an Overseas Placement only if:

1. They have completed their previous Placement without any concerns in performance having been identified.
2. They have completed their previous Placement locally.
3. They have achieved academic grades that approximate a credit average in classroom based practice courses.
4. Staff have no concerns regarding students' ability to successfully undertake an Overseas Placement and to conduct themselves in a mature and professional manner.

Please Note: Students must bear the costs of travel, accommodation and other costs levied (such as supervision fees) by the host University and/or Placement agency and the UNSW International Office.

Students will be required to enrol in SOCW 4007 and pay the required fees for this course.

Procedure for Overseas Placements

Students must submit in writing their request to undertake an overseas Placement to the Overseas Placement Co-ordinator, by 1st October of the preceding year. Their request must include a rationale as to the educational benefits of undertaking a Placement overseas, their previous placement report Review document and an academic transcript. After consultation with the Overseas Placement Co-ordinator the student will be notified about the outcome of their application. When approval is received the student must contact the UNSW International Office by mid January to indicate their intention to undertake an Overseas Placement. This will entail completing documentation for the International Office and the payment of a fee to cover costs associated with visa arrangements and orientation.

In negotiating an Overseas Placement the student's learning needs and interests are communicated to the host university overseas and a Placement is negotiated based on the range of appropriate learning opportunities available through the host institution.

It should be noted that when undertaking an overseas Placement students are representing this university and therefore must be conscious of appropriate professional behaviour including awareness of cultural differences.

PLACEMENT SUPPORT

The Placement Co-ordinator is responsible for the overall organisation of placement and for ensuring university staff liaise with the students and field educators during placement. This liaison contact includes individual discussions, telephone contact, placement visits and seminars.

All placements are visited at least once (more if required by either party or both) by a Liaison Tutor. The purpose of a visit is to:

- Enhance communication between the university and the Placement
- Review learning in the Placement
- Explore ways of expanding and consolidating this learning
- Contribute to the ongoing assessment of the Placement
- Assist with difficulties arising in the Placement.

The **topics** commonly covered in visits are:

- The contract prepared by student and agency field educator
- Tasks in which the student has been involved
- The student's progress during the Placement
- The nature and structure of supervision
- The relationship between students, peers and agency staff
- Application of theory to Placement tasks
- Issues identified by the student/ agency field educator in relation to the Placement
- Feedback to the university on the Bachelor of Social Work Program and Field Education policy.

To make visits as productive as possible, agency field educators and students are expected **to refer to the section in the Course Outline on the structure and preparation required for the visit**. Agency field educators or students may **request an early visit** or consultation to discuss any matter arising from the Placement.

A brief report of topics discussed and courses of action recommended is written at the end of each visit and signed by all parties.

Issues of Self Care

During Placement students sometimes find that issues arise for them either within the Placement (eg stress experienced as a result of the behaviour of agency staff and/or clients) or outside the Placement (eg health/family /personal issues etc). These issues can affect not only a student's ability to perform during the Placement but also can have an impact on a student's overall wellbeing.

The Bachelor of Social Work Program, and particularly those university staff involved in the Field Education program, are very concerned that students are aware of the need to take care of themselves in the above situations. Also acknowledged is the need for students to get the required support to address any of these concerns. Therefore if a student becomes aware of a situation that is causing them stress then they should initially seek support from the relevant Co-ordinator of the Placement or their Liaison Tutor. **In the event of any incident or concern regarding their safety or well-being students should contact agency and university staff immediately.**

ASSESSMENT IN PLACEMENT

Assessment is ongoing in the Placement. A formal assessment of the student's performance is made both at the mid and end points of the Placement. If problems with performance are identified at the mid point, plans for addressing them are developed. The final grade "satisfactory /unsatisfactory" (pass /fail) is determined by the Placement Co-ordinator (ie Course Examiner) on completion of the Placement, based on whether Placement performance criteria have been met. In reaching their decision, the Placement Co-ordinator consults fully with the student concerned, the agency field educator and the liaison tutor. As with all other courses, Placement results are

reviewed by the School Assessment Committee before being transmitted to the University administration.

Placement Reviews for Assessment Purposes

In all placements agency **field educators and students** are asked to provide written mid and end-of-Placement **Reviews** on each student's performance. These Reviews are prepared by the student and agency field educator, with reference to the Learning Contract, the Assessment Criteria in the 'Field Education Placement Review – for Assessment Purposes' document, and the Objectives provided in the Course Outline. Each completed 'Placement Review –for Assessment Purposes' document includes a recommended grade by the agency field educator of the student's performance and whether it is 'Satisfactory' or not. These Reviews, therefore, have a major bearing on the final result in the Placement. A written record is also kept by university staff of liaison visits made to the placement.

It is expected that the mid and end Reviews will be **written after discussion between the student and agency field educator**. If the student disagrees with the field educator's comments they can state this in their comments and if necessary also write a separate Review document.

For the Fourth Year Placement a copy of the student's previous end of Third Year Placement Review is usually forwarded to the next agency field educator to assist in setting Placement goals and negotiating learning contracts. If a student has a concern about the forwarding of the end of placement Review to the next Placement, this should be discussed with the Placement Co-ordinator.

If a student has failed a placement, the review document will not be forwarded to the next agency until the new field educator and student have become acquainted with one another.

All such Review documents are expected to be returned to the Social Work program after the Placement is completed.

The Review is a confidential written communication between the agency field educator, the student and the University. The Review is read only by university staff involved in the current and subsequent Placement. It is not to be used as a Placement or job reference.

The final assessment of a student's performance in placement may follow three paths:

1. A student's performance may be assessed to be 'satisfactory' (pass).
2. A student may be given a 'deferred' result and be required to undertake an extended Placement. This decision is implemented when the student has made progress but there is uncertainty about the adequacy of performance in a specific area(s). The extension of the Placement is regarded as 'supplementary' work to resolve doubt about the student's performance, or to provide consolidation of recent learning.
3. If the student's performance is assessed as 'unsatisfactory' (fail) then the student is required to repeat the Placement in a different Agency where performance is assessed anew.

It is expected that any problems or concerns that arise in the Placement will be addressed as early as possible. If difficulties cannot be resolved on the Placement students and agency field educators are expected to contact university field education staff.

Social Work Placement Appeals and Grievance Structure

When a student is awarded a fail/unsatisfactory grade by the Course Co-ordinator they are:

1. In the first instance invited to discuss this grade with the Course Co-ordinator.
2. Informed of their right to appeal the grade and are informed of the grievance procedure.

If a student wishes to lodge an appeal regarding their grade they must do so in writing to the Bachelor of Social Work Program's Chair of the Field Education Committee specifying the grounds on which the appeal is being made. A copy of this document will be forwarded to the Course Co-ordinator. The Chair of the Field Education Committee will arrange and facilitate a meeting with the student (and a support person if desired), the Bachelor of Social Work Program Convenor, the

Agency Field Educator (supervisor), the Liaison Tutor, and the Placement Co-ordinator to review the grounds provided by the student.

The Bachelor of Social Work Program's Convenor will then make a decision to either uphold the grade or change the grade.

Minutes of the appeal meeting will be forwarded to the Head of the School of Social Sciences and International Studies. If the student still has a grievance the student has the right to take this grievance to the Head of School who will advise on the grievance procedure from that point.

INTELLECTUAL PROPERTY AND CONFIDENTIALITY

The intellectual property of all work done by the student during the Placement remains with the placement organisation. If an agency field educator has concerns about this matter, the student may be asked to sign a non-disclosure form or confidentiality agreement. The University advice to students is that such a document creates rights and responsibilities and that the student should consider seeking legal advice before signing. The liaison tutor who will be assessing the student's work can be asked to sign a non-disclosure form if this is thought necessary.

INSURANCE COVER FOR STUDENTS ON PLACEMENT

- I. An insurance policy has been taken out by the University of New South Wales to cover all **enrolled** students for personal accident. This policy operates 24 hours per day, 365 days per year and covers students for:-
 - travel to and from Placement
 - death or permanent disablement from injury
 - temporary disablement.

If a student sustains an injury on Placement they should contact the Professional Liaison Officer as soon as possible.

2. The University has appropriate insurance cover whereby organisations, the **enrolled** student and University are indemnified in the event that a student during the course of a Placement becomes legally liable for injury caused by a negligent act to any person or damage to property related to the Placement (other than property damage arising from the use of a motor vehicle).

This policy relates to the following:-

- **claims made against an agency by clients in relation to error in handling cases**
- **accidental loss or damage of property while on Placement.**

A letter of indemnity will be included with the Placement material sent to agency field educators prior to the commencement of the Placement. **If a Placement is commenced early or extended beyond the prescribed finishing date the Placement organisation will have to apply to the Field Education Clerk for a variation of insurance coverage.**

OCCUPATIONAL HEALTH AND SAFETY

The University has a responsibility to safeguard the health, safety and welfare of its students for the duration of their placement. Agencies offering placement are required to advise students on Occupational Health and Safety Policies and Procedures currently in place in their agencies. On the back of the Placement offer form agencies are asked to indicate Occupational Health and Safety policies and procedures that are in place in their agency to safeguard the health, safety and welfare of students and to undertake to ensure that students are made aware of these.

In the event of any incident or concern regarding their safety or well-being students should contact agency and university staff immediately.

TRANSPORT AND TRAVEL TO PLACEMENT

Students will be expected to travel to places which are relatively distant from campus and their residences in order to benefit from a range of Placement experiences. The student's learning goals and Placement experience will take priority over the distance of Placement.

The cost of travel to and from Placement is to be met by students. Travel and sundry items of expenditure connected with the completion of Placement tasks are expected to be borne by the agency. Students need to check early in the Placement whether the agency is willing to meet these costs.

OTHER UNIVERSITY ASSISTANCE

Students are able to access information from the Policy and Procedure Handbook and the website which can be found at <http://www.arts.unsw.edu.au/socialwork> and in the University Handbook <http://www.student.unsw.edu.au/handbook/>

The university provides information for students regarding **issues of equity** and student's rights at university. Those **students who have a disability** that requires some adjustment to their learning environment are encouraged to discuss their **Diversity Unit** (Ph:- 02 9385 4734). Information is available at the Equity and Diversity Unit's website

<http://www.studentequity.unsw.edu.au/content/default.cfm?ss=0>

Early notification is essential to enable any necessary adjustments to be made.

The **UNSW Counselling and Psychological Services Unit** (Ph:- 02 9385 5418) provides a free and confidential counselling service in relation to personal difficulties.

www.counselling.unsw.edu.au/. The Counselling Unit is located in the Quadrangle Building, East Wing, on the 2nd Floor.

- The University has a **Learning and Communication Skills** Centre (phone:- 9385 3394); www.lc.unsw.edu.au/) which provides individual and group tuition for essay writing, and

exam anxiety and assistance with a range of other learning opportunities. It is located inside the main entrance to the library (library level 2 Room 231)

- **Indigenous students** are encouraged to link up with the Aboriginal Education program (phone:- 9385 3805) <http://www.nuragili.unsw.edu.au>
- Other relevant websites include Anti-Racism Policy at www.gs.unsw.edu.au/policy/archives/antiracismpolicy1.0.pdf
- The UNSW Code of Conduct can be found at www.policy.unsw.edu.au/policy/code_of_conduct.pdf
- Information on relevant **Occupational Health and Safety policies** and expectations can be found at http://www.ohs.unsw.edu.au/ohs_riskmanagement/index.html
- **The Non-discriminatory Presentation and Practice can be found at:**
www.secretariat.unsw.edu.au/.../040_Non-discriminatory_Presentation_and_Practice.pdf

THE 'SINJA KUSLJIC' CERTIFICATE OF MERIT IN FIELD EDUCATION IN SOCIAL WORK

This Certificate was established in 2010 following the death of Sinja, who was a third year social work student. Sinja died shortly after completing her Third Year Placement course. For those who taught her and for her student peers the loss of Sinja was profound because of the personal characteristics that she displayed including her enthusiasm and dedication to her study and to her placement. They believed that Sinja would have made a significant contribution to social work in the broader community if she had gone on to practice. Sinja's example had been so inspiring that it seemed appropriate to establish a lasting commemoration of her in the form of a Certificate of Merit. This is to be awarded on a yearly basis, to a Third Year Placement student, who like Sinja, demonstrated the personal characteristics of professionalism, a passion for social work and social justice issues, determination, and strength.

CERTIFICATE OF SUPERVISION GRADUATES

Congratulations to the following Practitioners who have completed the *Certificate of Student Supervision in Field Education in Social Work*.

2009

Anastasia Anastasiou

Toni McMahon

Paul Joseph Anderson

Biljana Milosevic

Natalie Ang

Dallas Nolan

Jet JC Aserios

Etheon W. Parkes

Julia Burke

Natasha Parodi

Alejandra Orietta Camps

Isabella Jacqueline Ponder

Scott Crehan

Jade Marie Rodrigues

Helen Alleyne Dawson

Emma Louise Sexton

Swapna Deshmukh

Gay Margaret Shanahan

Jale Dilek

Adele Sheridan-Magro

Pip Ditzell

Lo-Shu Wen

Lisa Fawkner

Marlene Martinez Gilbert

Emma Hair

Robyn (Bobbi) Henao Urr eg o

Jae McCarron

2007

Nancy Anviah
Ruth Puja Brunner
Sarah Carlton
Robyn Joy Clucas
Roslyn Crowe-Mai
Jennifer Helen Drayton
Amalin Elmohamad
Angelique Fernandes
Carolyn M. Fettes
Paula Adriana Galarza
Rocio Lizbeth Garcia
Rosa Yaneth Garcia-Gamez
Jakki Gescheit
Vicky Giakoumidis
Angela Jane Grayling
Lisa Green
Mary Haiek
Belinda Hocking
Melina Isgro-Rarp
John William Jones
Sarah Joy
Emmanuel Kassiotis
Stacey Roma Kennon
Sofia Mazeed
Greer McGee
Bharati Mehta
Jackie Meyer
Grace Micali
Jo-Anne Pogorelsky
Jennie Pratt
Nidhi Sharma
Dafna Stern
Theresa Tasende
Geral Wallwork
Helen Xiros

2005

Bedford, Tammy	Jackie Parsons
Beston, Danielle	Cherryl Paulus
Kim Bonnici	Lara Perrett
Kerryn Brooks	Daniella Pfeiffer
Alexandra Burgess	Richard Prunty
Sekai Burgess	Heather Redman
Nicole Burke	Andrea Small
Gail Chandler	Debbie Szorenyi
Annete Cowan	Siesi Jessie Tangilapa
Debbie Cumpstone	Antonina Trovato
Simone Czech	Karen Vidal
Juliana De Bellis	Anne Walsh
Jackie Dettmann	Kristy Walsh
Francis Duffy	Jo Wigan
Leola Farnell	Sony Robson
Jackie Francis	
Jane French	
Debbie Hand	
Matt Heyburgh	
Amy Ho	
Tanya Katalinic	
Christina Macarounas	
Sony Muller	
Susana Ng	
Matt O'Neill	

2003

Rachel Andrikidis	Annette Jones
Kathryn Allen	Katrina Knight
Leo Barreto	Philippa Lam
Carolyn Begg	Kate Lenthen
Elena Bellinato	Laura McBlain
Theodora Bikou	Heather McGillivray
Jennifer Brain	Suzanne Mouwen
Lee Bratel	Pamela E.K. Nance
Melissa Leigh Byrnes	Suzi Pagan
Teresa Callaghan	Betty Patsalis
Roxana Castro	Karen Podmore
Claudine Lisette Coleman	Ayman Qasem
Angela Cotroneo	Fabiola Rafael
Jacqui Cousins	Katie Rowell
Marcia Cunningham	Saly Simpson
Joanne Deanne	Caitlin Stewart
Jenny Deighton Shapcott	Lynette Tadros
Sandra De Marchi	Ngan Cheung Bridget Tam
Patrick Dunn	Dylan Thompsett
Melveta Ellwood	Chris Zisopoulos
Pamela Mary Evans	
Tali Foreman	
Robyn Frame	
Karen Anne Gabriel	
Monika Hammerle	
Nicole Hair	
Rachael Hanning	
Baringa Head	

2001

Jennifer Sandbrook

Janice Jones

Lorraine Merheb

Sylvia Karan

Carmel Darcey

Christine Wearing

Patricia Reid

Sarah Morgan

Dianne Hudson

Brenda Lennox

Karen Doherty

Joanna Iliopoulos

Su-Lyn Lee

Julie Robinson

Gizell Hanna

Kate Daley

Janet Urquhart

Christine Raisin

Angela Lancuba

Amanda Fossey

Siobhan Langford

Lisa Shanahan

Keith Godfrey

Diane Turner

Lesley Brown

Elizabeth Ann McCabe

Will Roden

Patsy Pynn

Lydia Trifunov

Mary Anne Murphy

Edward Reid

Michael Synnot

Michelo Harris

Julie Robinson

Amanda Fossey

Lisa Shanahan

Tania Chahoud

Christene Cole

1999

Selma Deverimol

Janet Keller

Elena-Betti Gosarevski

Yvonne Dewar

Sophia Haramis

Cheryl Webster

Colleen Haughey

Vicki Ruhfus

Therese King

Teresa Wai Kwan Simpson

Kenny Kai Lai Yuen

Makare Costello

Elizabeth Colebrook

Bernadette Sweeney

Loreto Bartos

Marnie Elizabeth Coghlan

Margery Clark

Maria Hole

Belinda Cooley

Stephan Heike

Bruna Johnson

Heather Aldis

P eg gy Yeomans

Kathryn Crow

Catherine Tulinsky

Janine Hornby

Catherine Taylor

Brett Haddon

Marion M. Williams

John Stanley

Marian Booler

Venus Kazantsis

Dianne Maree Atkins

Patricia Bacik

Juliette Hannon

Lucy Naughton

1998

Alexander, Robyn
Anang, Abdul Wahab
Anderson, Marie
Boerma, Bernard
Burriel, Kristen
Byrne, Richard
Decent, Raema
Devoti, Eda
Dounias, Antonia
Eyland, Paul Julian Peter
Fisher, Danielle
Jackson, Julie
Lewis, Stacey Jane
Maloney, Katherine
Nair, Janice
Naivasha, Philippa
Oxenbury, Karen
Viera, Mario
Worledge, Victoria

1997

Anantharaman, Zareena
Bando, Naomi
Beat, Louise
Brooks, Linda
Consandine, Selena Elizabeth
Cox, Elizabeth
Crowe, Julia Ivy
Desai, Neeta M
Gonzalez, Carmen
Greaves, Stan
Horsley, Karyn
Kaehler, Maike
Kennedy, Jill C
Lewandowski, Richard Thomas
Lupish, Marina
Martello, Louise
Murphy, Christine
Normoyle, Joan M
Pagano, Connie
Polivis, Naomi
Pool, Jane
Robb, Vanessa
Stalker, Lisa
Tracey, Carolyn Theresa
Tripet, Lynne
Vrazalica, Syliva
White, Julie
Woltring, Beatrice