Social Work

Field Placement Handbook

Master of Social Work (Graduate Entry)

Bachelor of Social Work

Revised July 2019
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1 Introduction

1.1 Purpose of Handbook

This Handbook has been prepared for the use of Flinders Social Work Field Educators and students. The purpose of the Handbook is to provide information about expectations, roles and responsibilities while a student is on placement and how to manage difficulties should they arise.

Students are required to read this Field Placement Handbook in conjunction with the relevant Topic Guide for the Master of Social Work or Bachelor of Social Work Field Education topics. For agencies wanting further information on MSW and BSW study programs click here.

A recommended text for both students and field staff is Cleak, H., & Wilson, Jill (2019), 'Making the most of field placement' (4th ed.), South Melbourne, Vic., Cengage Learning.

1.2 What is Field Education?

Field Education is often described as the heart, or ‘crucible’, of social work education.

The learning of good professional practice cannot be acquired through classroom teaching, skills training or fieldwork experience in isolation. It is important that each of these educational experiences informs and expands upon the other two.

The learning of practice skills is often incremental and takes time. It occurs through learning, doing and interaction, in both a classroom and an agency setting. The model for field education is one of adult learning, requiring students to be an active participant in successfully achieving the attributes expected of social work graduates.

Field placements offer students the opportunity to integrate theory and practice in real life situations by:

- Critically reflecting on the interface between learning in the classroom and in the field
- Developing a range of practice skills including, but not necessarily limited to: critical reflection, relational, policy, assessment, intervention, research and administrative.

1.3 Requirements for learning in Field Education

The Flinders University Field Education program operates in accordance with the Australian Social Work Education and Accreditation Standards 2012 (ASWEAS) 2012 V1.4 (Revised January 2015), with particular reference to Guideline 1.2: Guidance on Field Education programs. Students are required to complete a total of 1,000 hours of field education in order to graduate. They fulfil these requirements by undertaking two separate placements of 500 hours with at least one placement supervised by an onsite social worker. Students must undertake field placements in at least two different fields of practice and organisations, with different client groups, using different methods of social work practice and with a different field educator for each placement.
2 Roles and Responsibilities

2.1 Overview

There are several key participants in the placement process and each participant has distinct roles and responsibilities. Placement is a team process and each person is accountable to the other participants.
Work Integrated Learning (WIL) Staff

Key roles and responsibilities for each participant are outlined below.

2.2 Topic Coordinator

- Have overall responsibility for the topic and assessment
- Liaise with FEC/FELOs and students regarding student progress
- Manage student complaints
- Finalise student grades, including approval of credit hours.

2.3 Student

- Adhere to the Charter on Professional Conduct for Social Work Students
- Follow organisational policies and procedures
- Keep timesheets up to date and regularly signed by their Field Educator
- Take responsibility for their own learning and seek assistance as needed
- Prepare for supervision
- Provide feedback and discuss concerns with supervisor/s
- Prepare for and participate in assessment

2.4 Agency Field Educator (AFE)

- Provide appropriate accommodation, orientation and safe work practice training
- Develop a supervision contract and schedule with students
- Provide learning opportunities, allocate and supervise tasks
- Support the development of the Field Education Assessment Document (FEAD)
- Provide regular supervision and provide timely, constructive feedback
- Assist with the integration of theory into practice
- Contribute to student assessment
- Address issues as they arise and communicate with the EFE and FEC/FELO in a timely manner

If the AFE is not a qualified social worker, the University will provide an EFE to support this outcome through regular formal supervision in accordance with ASWEAS requirements.

2.5 External Field Educator (EFE)

- Support the development of the FEAD
- Negotiate attendance at the Early Placement meeting with the FEC/FELO and AFE
- Provide regular supervision
- Assist with the integration of theory into practice
- Identify issues as they arise and communicate with the AFE and FEC/FELO in a timely manner

2.6 Field Education Coordinator (FEC) / Field Education Liaison Officer (FELO)

- Ensure all information regarding placement arrangements is provided to the Field Educator/s and students
- Review and approve the FEAD to ensure it provides sufficient opportunities for learning and supervision
- Facilitate field education seminars
- Support and consult with EFE’s and AFE’s as required
- Provide support and link students to Health, Counselling and Disability Services as needed
- Chair mid placement and end of placement meetings and determine ratings
- Assess student work and verify completion of field requirements.
- Complete written reports in the event of a placement breakdown/termination
- Consult with Topic Coordinator about student progress, including initiating a Student Learning Contract for students deemed at risk.

Although different in title the FEC’s and FELO’s hold the same student responsibilities. The difference in title is because FEC’s carry additional pre-placement administrative responsibilities, for example placement matching, assessment of requests for placement variations, and contribute to curriculum review and development.

2.7 Manager, Field Education
- Manage placement development and quality
- Manage agency engagement & training
- Oversee field education policies and procedures
- Liaise with Field Education, professional and academic staff about at risk students
- Direct line management responsibility for Field Educations Coordinators, Field Education Liaison Officers and External Field Educators.

2.8 Work Integrated Learning Staff
- Respond to general enquiries from students and Field Education staff

Click here for a Directory of College and Social Work Field Education staff.

3 Day-to-Day Conduct on Placement

3.1 Take Responsibility and Show Initiative

Students must be proactive to get the most out of their placement. Refer to WIL Placement Website for helpful tips. A high degree of maturity and professionalism is required on the part of students on placement in order for:

- Students to advance their own learning in an adult learning environment
- Agencies to be able to maintain the integrity of their operations

Clients to be able to receive appropriate, professional services from students under supervision. As a result, students must review the below expectations and are required to adhere to them throughout the course of their placement.

3.2 Demonstrate Professionalism

Students on placement are required to conduct themselves in a professional manner and are expected to familiarise themselves and comply with the agency protocols, Flinders policy on Student Conduct and the Charter on Professional Conduct for Student Social Workers. This includes, but is not necessarily limited to, students:

- Undertaking orientation at the placement agency and familiarising themselves with the organisation’s policies and procedures
- Completing the agency’s Work Health & Safety training
- Adhering to the agency’s dress code
- Adhering to the agency’s policy on privacy, confidentiality and information sharing
- Conducting and maintaining appropriate interpersonal interactions and relationships with colleagues supervisors and clients
3.3 Attendance and Placement Hours

Placement Days

Placements are typically undertaken 4 days per week:

- Bachelor of Social Work: Tuesday - Friday
- Master of Social Work: Monday – Thursday

Timesheets

Students are required keep a time sheet and have it signed regularly by their Agency Field Educator (AFE). Students need to submit this at mid and end of placement to their Field Education Coordinator/Liaison Officer (FEC/FELO) for verification.

What Counts As Placement Hours

Students undertake a maximum of 37.5 hours per week and placement hours are 9.00am – 5.00pm with 30 minutes lunch break, except when negotiated with an AFE and FEC/FELO (e.g. to participate in weekend or after hours events and programs).

The following counts as part of placement hours:

- Thirty minutes a day on reflection and placement related assessments
- Attendance at required orientation workshops and Learning Circles
- All placement-related activities at the agency and other relevant organisations
- Attendance at field placement integration seminars (up to 14 hours)
- Active after-hours work approved by the AFE and FEC/FELO (e.g. activities at a weekend camp as part of placement).

The following activities do not count as part of placement hours:

- Lunch breaks
- Sick leave
- Travelling between placement and home
- Child Safe Environments training
- Activities related to other topics
- Time spent volunteering in other human service agencies
- Time spent on university studies and activities not directly related to field placement
- Passive hours (i.e. sleeping when on a school or other youth camp).
Sick Leave

Placement attendance needs to be continuous throughout the 500 hours. Students can take sick leave but if the duration and frequency of sick leave interrupts the continuity of placement learning students may be required to discontinue their placement and re-enrol in the next placement period. Refer to the WIL Placement website for more information about sick leave, Access Plans and medical fitness certificates.

Variation to Placement Attendance

Once placement has commenced any variation in attendance days must be negotiated with the FEC/FELO and AFE.

Working from Home

Placement hours must occur on-site at the placement agency under supervision. Students cannot work from home unless in exceptional circumstances - for example, students on a school placement undertaking a project during school holidays. Any time spent on placement related activities at home must be pre-approved by both AFE/s and FEC/FELO.

Balancing Employment and Placement

Many students need to work while undertaking their placement. Students are responsible for balancing the dual demands of placement and employment. Placements may be at risk if a student is not able to maintain engagement in learning due to work commitments (e.g. falling asleep on placement, arriving late and leaving early, not being prepared for supervision, not completing required tasks in a reasonable timeframe and so on).

3.4 Managing Health and Wellbeing

Students are responsible for taking appropriate actions to manage their health and welfare on placement. In all instances the agency’s policies and procedures on Work Health & Safety (WH&S) should be followed. For information about University health and wellbeing support services refer to the WIL Placement Website

3.5 Injuries, Accidents or Incidents

If students are injured or involved in an incident or accident while on placement they should report the event immediately. Students are required to:
- Immediately report the accident/incident to the most appropriate person at the agency.
- Seek appropriate first aid or medical advice if required.
- Complete the agency’s report form with the appropriate staff member.
- Complete a University accident/incident report via the FlinSafe website within 24 hours of the incident:
  - In FlinSafe click on the Report an Incident link.
  - Enter all required details of the injury, incident or accident.
  - Enter the topic coordinator's name in the 'Topic Coordinator/Supervisor' field. This will ensure they are advised of the incident.

Depending on the nature of the event, a University work, health and safety representative will contact the student for follow up.

If you are injured or involved in an incident or accident while on placement you should report the event immediately.
3.6 Fares and Expenses

Students are responsible for their own fares/expenses in getting to and from their field placement.

Agreed expenses arising from activities allocated to a student on placement, including fees to attend a seminar or conference, and fares for home visiting or petrol expenses are usually provided by the agency.

Most agencies will have a policy allowing students to use agency vehicles for client and agency work related learning tasks. Where this is not possible, a student may be required to use their own vehicle. If the placement agency does not have a formal policy on expenses, the student should consult their FEC/FELO before agreeing to carry out the activity.

3.7 Confidentiality

Confidentiality is core to the social work profession. Students should exercise great caution before releasing any information obtained directly or indirectly about the people, projects or agency business connected with their placement, whether it relates to specific cases or to policy matters.

In particular, any information related to users of the agency’s services must be presumed confidential unless stated otherwise. Students should never discuss clients using identifying information at home, on line or in the classroom. If in doubt about the confidentiality of material, students should seek advice from their AFE.

When completing Field Education assessments all client information must be de-identified.

See the AASW Code of Ethics (2010)

3.8 Completing Assignments on Placement

The AASW Field Education guidelines allow for students to work on field education assignments while on placement. Students can allocate a total of thirty minutes per day for reflection and topic related assessment.

Students should negotiate with their Agency Field Educator at the commencement of placement how they will manage this time. If students are struggling to negotiate time to work on placement assignments, they should contact their FEC/FELO.

3.9 Use of Social Media

Students are strongly advised to exercise caution in the use of any social media about their placement or while on placement. This includes:

- Not using mobile phones for personal calls on placement
- Not disclosing private or confidential information of either the agency or clients on social media sites such as Facebook, etc.
- Not taking photographs for personal use during placement
- Using the agency’s internet for professional use only.

It is recommended that students familiarise themselves with the agency’s policies and procedures as well as the AASW Ethics and Practice Guidelines for Social Media.
4 Supervision

4.1 Purpose of Supervision

Supervision serves many purposes, including:

- Creating an environment for growth and development
- Identifying professional strengths, successes and ongoing training/development needs
- Providing a forum for continuous professional reflection – use of theories, models and contemplation of emerging professional practice framework and professional identity
- Keeping in touch with core values and beliefs
- Normalising emotive responses to stressful or difficult situations
- Reducing the likelihood of stress build-up and burn-out.

4.2 Supervision Requirements

The AASW requires that students are supervised by qualified social workers with at least two years full time direct practice experience. Students must receive a minimum of 1½ hours of supervision for every 35 hours of placement.

Students will receive professional social work supervision from either an onsite social work Agency Field Educator (AFE) or an External Field Educator (EFE) where an agency cannot allocate a social work supervisor.

4.3 Negotiating Supervision

The establishment of a supervision contract early in the placement journey provides a number of benefits to Field Educators and students alike. The Social Care Institute for Excellence has summarised the values of establishing a supervision contract, including:

- Clarifying roles and responsibilities and the purpose of supervision
- Establishing the boundaries of the supervisory relationship, including confidentiality, its limitations within a Field Education context and communication pathways with others who may have some responsibilities for the student’s work
- Providing a forum for establishing from the start the possibility that good supervision will challenge the supervisee; that it may not always be comfortable and that at times there may be disagreements
- Exploring how feedback will be delivered in a manner optimum for the student’s learning
- Exploring the assessment component of the Field Educator role and other University requirements.

Click here for the EPSW Supervision Contract and Supervision Record templates (under the Resources for students heading) which are mandatory for MSW students.

4.4 Preparing for Supervision

To get the most out of supervision both students and Field Educators should be prepared. While the supervision contract sets the overall structure of arrangements and responsibilities, and details how the agenda will be set and communicated, the quality and benefit of sessions relies on active engagement and preparation. Students are required to keep a record of their supervision sessions and the record template provided above contains prompts for each session to assist with preparation, along with space to record items discussed and any action or follow up required. You will find further hints and tips for making the most of supervision in Appendix A: Student Assessment Responsibilities & Tips.
4.5 Giving and Receiving Feedback

A valuable contribution to a person’s learning is through constructive comments. Feedback is very important whilst on field placement. It is important that the feedback is given and received in a helpful manner. It is the student’s responsibility to ensure they receive feedback about their work through formal and/or informal interaction and supervision. The feedback can be verbal and/or in writing. One thing to be clear about is that constructive feedback, whilst can be hard to hear, it is not necessarily bullying. If at any time a student feels that this is the case, they should speak to their and Field Education Coordinator/Liaison Officer (FEC/FELO) and seek clarification.

Giving feedback

Helpful feedback should:

- Be realistic – comments must be within scope of the student being able to act on it.
- Be specific – comments should be on concrete observable behaviour or situations. Sufficient information should be provided to the student, examples should be used.
- Be sensitive to the goals of the student learning – comments should be linked to the student’s intentions. A different perspective can be offered if it is helpful.
- Be timely – comments should be timed appropriately for effectiveness.
- Be descriptive – the comments should be descriptive and not evaluative and should not have emotions attached to them.
- Be consciously non-judgemental – personal views can be offered without being authoritative. Value-laden statements should be avoided.
- Not be compared to others – each person’s work should be treated as their own and not compared to anyone else’s on site.
- Be diligent – comments must be made after having a full understanding of the situation.
- Be direct – what is said is what is meant. Avoid abstract language.
- Be positive – what is appreciated should be expressed.
- Be aware – clarity as to why the feedback given is important. Avoid having other agendas in the process.

Receiving feedback

In asking for feedback, students should be open to different perspectives to their own.

As a receiver a student should:

- Be explicit – make it very clear about the kind of feedback they are looking for.
- Be attentive – concentrate on what is being said, what the person wants the student to know.
- Be aware – the student should notice their own reactions, cognitively and emotionally. There will be a difference in perspectives. Stand back and look at the bigger picture.
- Be silent – refrain from making a response. Listen without being distracted by needing to explain, as this can be done later once everything has been heard.
5 Assessment

5.1 Assessment Components

In addition to completing the 500 placement hours, students must also successfully complete several assessment tasks. Students need to consult the MSW and BSW Field Education Topic Guides for detailed information on assessment requirements.

The Field Education Assessment Document (FEAD) is completed by all students and records a student’s Learning Plan, Mid Placement and End of Placement reports. The FEAD is a ‘living’ document and guides and frames student learning and assessment across the placement. The Learning Plan may require ongoing re-drafting with input and feedback from Agency Field Educator (AFE), External Field Educator (EFE) and Field Education Coordinator/Liaison Officer (FEC/FELO).

Click here for the Student Guide to Completing the Field Education Assessment Document.

5.2 Assessment Process

A key aspect of the assessment process are the mid placement and end of placement assessment meetings. The purpose of these meetings is to:

- Assess student performance and progress
- Provide clear feedback and reinforce expectations and requirements
- Maximise, enhance and deepen student learning from practice
- Explore further opportunities for student learning
- Monitor and resolve any issues arising in the placement

These meetings are a collaborative process involving the student, AFE/EFE and FEC/FELO. At the mid placement meeting, all parties meet to review the student’s progress on the activities identified in the FEAD and the Learning Outcomes in order to provide constructive feedback on performance and opportunities for further learning and development. At this meeting a student’s FEAD feedback, written assignments and seminar participation will be taken into account.

The end of placement meeting involves the student and the FEC/FELO where the students’ progress in the second half of the placement is evaluated.

Students are expected to be able to articulate and outline their learning and development of knowledge and skills against the practice standards during these meetings.

5.3 Student Responsibilities

Key assessment related responsibilities and milestones are:

Before 100 hours

- Review Handbook and Topic Guide
- Develop supervision agreement and engage in supervision
- Complete agency orientation
- Submit FEAD Learning Plan.

Before 250 hours

- Submit assignments
- Schedule and prepare for mid-placement meeting
- Submit mid placement FEAD, coordinating comments from student, AFE/EFE, 5 days before meeting
Before 500 hours

☐ Submit assignments
☐ Schedule end placement meeting
☐ Submit end of placement FEAD with comments from student, AFE/EFE 5 days before meeting
☐ Ensure that completed time sheets are signed

Students are responsible for uploading the completed FEAD components (e.g. Learning Plan, Mid and End of Placement report) on FLO.

A more detailed schedule, complete with hints and tips can be found in Appendix A.

6 Resolving Challenging Situations

6.1 Managing Difficulties on Placement

It is important that all concerns are responded to in a timely manner and principles of transparency and due process apply. Where possible, placement difficulties will be addressed in accordance with Managing Difficulties on Placement guidelines to ensure the placement continues and the student has the opportunity to demonstrate competence and pass their placement.

It is important to note that some issues may also be dealt with through an agency’s policies, grievance and complaint processes (e.g. harassment and discrimination, breach of confidentiality or privacy) and be considered within broader University Work Integrated Learning policies and guidelines and the Charter on Professional Conduct for Social Work Students.

6.2 Harassment and Discrimination

Flinders takes any form of discrimination, bullying of harassment seriously. For more information on policies and statements concerning diversity and inclusiveness (e.g. cultural diversity, disability, bullying) and racism click here

Student grievances against agency staff on these matters should be dealt with through the agency’s policies and processes. Students should immediately inform their Agency Field Educator and Field Education Coordinator/Liaison Officer for guidance and support if they are experiencing discrimination or harassment. If the grievance is with a student’s AFE they should contact their FEC/FELO for guidance.

Student grievances against University staff are managed in accordance with University’s Student Complaints policy.

6.3 Sexual Harassment

The University prohibits sexual harassment under its Sexual Harassment Policy. Sexual harassment is also prohibited under both Federal and State anti-discrimination legislation. This Policy does not automatically cover members of the University community undertaking work placements in other organisations. In the event that sexual harassment occurs under these circumstances, the University will act as far as possible to protect the complainant, and will work jointly with the other organisation to investigate the complaint and take such precautions as are possible to prevent further incidents.
6.4 Student Learning Contracts

A Student Learning Contract (SLC) maybe developed when a student’s learning is not progressing as expected. Putting in place a SLC is a supportive process aimed at early identification of student learning issues, and development of steps to enable students to progress in areas of concern. Development of a SLC will be overseen by the FEC/FELO in discussion with the student and their Field Educator(s). Topic Coordinators will be advised when a SLC is developed.

Most students who have a SLC successfully complete their placement. However if satisfactory progress cannot be made, a student’s placement may be terminated. More information about the SLC process is outlined in the Managing Difficulties on Placement guidelines.

6.5 Placement Terminations and Failures

Placements may be terminated early due to a variety of circumstances:

- Student withdrawal due to personal circumstances such as illness, family emergency, etc.
- Change in agency circumstances
- Student performance concerns, such as professional conduct, negligence, etc.

Should a student need to withdraw from the placement due to personal circumstances, they should notify their FEC/FELO as soon as possible.

Should a student withdraw from placement, have their placement terminated or fail placement, the FEC/FELO will meet with the student to discuss the issues and next steps, including the student’s rights and responsibilities.

Students who withdraw from placement, have their placement terminated, are at risk of failing placement or have failed placement may be referred to Health, Counselling and Disability Services for support. In these circumstances, the student’s FEC/FELO will:

- Discuss the reason for their recommendation for the referral to Health, Counselling and Disability Services with the student
- Obtain student consent to complete the referral to Health, Counselling and Disability Services
- Send an email or make a phone call to Health, Counselling and Disability Service with the student’s name, Student ID and reasons for referral

Students who receive support from Health, Counselling and Disability Services will determine, in consultation with Health, Counselling and Disability staff, what information – if any – is relevant and may need to be shared with Field Education staff to support their attendance and engagement in their placement.

6.6 Credit Hours for Incomplete Placements

Generally if a student’s placement is terminated they will be required to re-enrol in the next placement period, or a study period approved in their study plan.

In certain exceptional circumstances, students who have their placement terminated may be eligible for consideration for credit hours to be counted towards their next placement. Consult the Assessing Credit Hours for Incomplete Placements policy and procedure for more information.
6.7 Further Placement Attempts

Prior to being permitted to undertake another placement, students who have withdrawn from placement, have experienced a placement termination or failed a placement may be required to undertake some or all of the following:

- A meeting with a Field Education Coordinator and/or the relevant placement Topic Coordinator and/or the Manager of Field Education to discuss the circumstances of the previous placement withdrawal / termination / failure and identify strategies, resources or supports to avoid a recurrence in the next placement
- Provide a medical certificate confirming fitness to undertake placement
- See a University Disability Advisor for an Access Plan
- Referral to the Fitness for Placement procedure
7 Appendix

7.1 Appendix A: Student Assessment Responsibilities and Tips

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<th>Milestone</th>
<th>Student Responsibilities</th>
<th>Hints and tips</th>
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<tr>
<td>BEFORE 100 HOURS</td>
<td>Review FEAD, Student Handbook and relevant Topic Guide including topic assessment tasks</td>
<td>These documents can be found in your Introductory Email from FEC/FELO and on Topic FLO site.</td>
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<td>Bookmark Field Education resources electronically or print for ready reference.</td>
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<td>Engage in agency orientation and induction activities</td>
<td>Check with AFE for agency orientation.</td>
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<td>Develop supervision agreement and schedule with AFE and/or EFE</td>
<td>Refer to supervision templates on FLO and document agreement in FEAD.</td>
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<td>Develop draft FEAD Learning Plan in consultation with AFE (and where relevant EFE)</td>
<td>Clarify learning opportunities and placement tasks/activities with AFE.</td>
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<td>The Learning Plan may require ongoing re-drafting with input and feedback from FEC/FELO and AFE/EFE</td>
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<td>Submit FEAD Learning Plan to FEC/FELO for review and feedback</td>
<td>Negotiate ahead of time with FEC/FELO re submission of Learning Plan should additional time be required</td>
</tr>
<tr>
<td></td>
<td>Where scheduled, participate in Early Placement Visit with FEC/FELO, AFE (and EFE where allocated)</td>
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<tr>
<td></td>
<td>Take responsibility for scheduling the date for Mid-Placement Assessment Meeting early with FEC/FELO, AFE (and EFE where relevant)</td>
<td>Send outlook meeting request to confirm date, time and location for Mid-Placement Assessment Meeting</td>
</tr>
<tr>
<td></td>
<td>Engage in supervision and reflection</td>
<td>Prepare for supervision sessions – review key texts as detailed in Topic Guide. Cleak and Wilson is recommended for all placement students:</td>
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<tr>
<td></td>
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<td>Record questions and keep notes across each placement day to inform supervisory discussions</td>
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<td>Commence journaling (practice reflections) – refer to requirements in Topic Guide</td>
</tr>
<tr>
<td>Milestone</td>
<td>Student Responsibilities</td>
<td>Hints and tips</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>BEFORE 250 HOURS</strong></td>
<td>Check Field Education Topic FLO site and SWFEP2019S1 FLO site regularly for announcements and updates</td>
<td>Keep supervision minutes and take responsibility for actioning any outcomes</td>
</tr>
<tr>
<td></td>
<td>Ensure ongoing supervision dates and times are scheduled regularly with AFE (and EFE where relevant)</td>
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<td></td>
<td>Ensure timesheets are signed routinely by AFE</td>
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<tr>
<td></td>
<td>Review progress regularly in line with FEAD Learning Plan</td>
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<tr>
<td></td>
<td>Start documenting progress and evidence in line with FEAD Learning Plan</td>
<td>Consider keeping a portfolio of work to evidence progress towards required competency levels outlined in FEAD – this could include de-identified case notes, project proposals, practice reflections, supervision minutes, training certificates etc.</td>
</tr>
<tr>
<td></td>
<td>Complete student summary comments on progress in FEAD (mid-placement)</td>
<td>Ensure student summary comments reflect the activities and evidence documented in Learning Plan – provide details and examples</td>
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<td></td>
<td>Coordinate input from AFE (and EFE where relevant) into FEAD</td>
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<tr>
<td></td>
<td>Complete other assessment tasks as identified in Topic Guide</td>
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<tr>
<td></td>
<td>Submit assessment tasks by due dates identified in Topic Guide</td>
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<td></td>
<td>Submit FEAD to FEC/FELO with completed mid placement comments one week prior to Mid-Placement Assessment Meeting</td>
<td></td>
</tr>
<tr>
<td><strong>APPROX 250 HOURS</strong></td>
<td>Prepare for Mid-Placement Assessment Meeting</td>
<td>Not all students will have their Mid-Placement Assessment Meetings at 250 hours. Some will be earlier and others later to accommodate agency needs and staff availability</td>
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<td>(dates will vary)</td>
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<td>Student is responsible for articulating and outlining their learning using examples against the practice standards for assessment during Assessment Meeting – be prepared</td>
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<td></td>
<td>Participate in Mid-Placement Assessment Meeting</td>
<td>Prepare portfolio of evidence</td>
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<td></td>
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<td>Where portfolio of evidence developed, share with FEC/FELO and AFE/EFE as appropriate during Assessment Meeting</td>
</tr>
</tbody>
</table>

**Hints and tips**

- Keep supervision minutes and take responsibility for actioning any outcomes.
- Consider keeping a portfolio of work to evidence progress towards required competency levels outlined in FEAD – this could include de-identified case notes, project proposals, practice reflections, supervision minutes, training certificates etc.
- Ensure student summary comments reflect the activities and evidence documented in Learning Plan – provide details and examples.
- Provide details and examples.
### Appendix A: Continued

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Student Responsibilities</th>
<th>Hints and tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE 500 HOURS</strong></td>
<td>Ensure continued commitment to supervision with AFE (and EFE where relevant)</td>
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<tr>
<td></td>
<td>Review feedback and competency ratings with AFE (and EFE where relevant) following receipt of FEAD from FEC/FELO after Mid-Placement Assessment Meeting</td>
<td>Pay attention to any review date/s and tasks identified in FEAD Mid-Placement Report and liaise with FEC/FELO re evidencing progress</td>
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<td></td>
<td>Develop plan with AFE (and EFE where relevant) to address any further learning required</td>
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<td>Continue documenting progress and evidence in FEAD</td>
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<td></td>
<td>Take responsibility for scheduling the date for End of Placement Assessment Meeting with FEC/FELO</td>
<td>End of Placement Assessment Meeting occurs once 500 hours of placement are completed</td>
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<tr>
<td></td>
<td>Complete student summary comments on progress in FEAD (End of Placement Assessment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinate input from AFE (and EFE where relevant) into FEAD</td>
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<td>Complete other assessment tasks as identified in Topic Guide</td>
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<tr>
<td></td>
<td>Submit assessment tasks by due dates identified in Topic Guide</td>
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<tr>
<td></td>
<td>Submit FEAD to FEC/FELO with completed end of placement comments one week prior to End of Placement Assessment Meeting.</td>
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<td></td>
<td>Submit completed signed timesheets</td>
<td>Ensure timesheets are accurate, available and signed by AFE</td>
</tr>
<tr>
<td><strong>END OF PLACEMENT MEETING</strong></td>
<td>Attend and participate in End of Placement Assessment Meeting</td>
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</table>
7.2 Appendix B: Flinders Policies and Guidelines Relating to Field Education

Flinders University Work-Integrated Learning (WIL) Placement Policy

This policy sets out responsibilities to ensure that placement arrangements meet the relevant educational requirements and have proper regard for students’ health and safety. The WIL Administrative Procedures provides direction on:

- The responsibilities of the College in relation to its own staffing and the conditions provided by placement agencies
- Advice and support to be given to students
- Work Health and Safety Guidelines for student placements
- Mandatory reporting requirements
- Student Fitness for Placement
- Withdrawal of students from placement.

Student Health and Welfare

For information on Disability Action Plans, mental health, financial support, injuries, accident and incidents, illness of placement, exceptional circumstances and pregnancy and placement click here.

Social Work Discipline, Managing Difficulties on Placement

This procedure is established pursuant to the University’s Administrative Procedures for Student Work-Integrated Learning Placements and aligns with principles of the Student Policy Guide. The purpose of the guideline is to support students and Agency Field Educators resolve difficulties on placement. Where possible students are encouraged to raise their concerns with the person who is responsible for the matter or decision. If they are unable to resolve the issue directly with the person concerned, or are uncomfortable doing so, they should discuss the issue with their Field Education Coordinator/Liaison Officer. If the matter concerns a student’s FEC/FELO they can contact the Topic Coordinator or Manager of Field Education.

Social Work Discipline, Fitness for Placement Procedure

This procedure is established pursuant to the University’s Administrative Procedures for Student Work-Integrated Learning Placements. The purpose of this procedure is:

- To protect the public, students, placement providers and the reputation of the University
- To establish responsibilities in respect to student fitness for placement
- To provide a framework for the management of issues or concerns regarding a student's fitness for placement.

Social Work Discipline, Access Plan Guidelines for Field Education Placements

The purpose is provide information about Social Work Field Education requirements in order to assist in developing Access Plans for Student Social Workers undertaking placements. When students are requested to obtain a medical clearance during their placement these guidelines can be given to their doctor or treating professional.

Social Work Discipline, Assessing Credit Hours for Incomplete Placements

To purpose is provide a framework for the assessment of credit hours when a student’s placement is terminated. The goal is to ensure that assessment of credit hours is consistent and transparent, and that students are informed of any consideration of credit hours in a timely manner. Granting of credit hours will only be considered in exceptional circumstances.
Insurance for placement

Except where they are in paid employment, students undertaking placements are covered by the University’s insurance policy as follows:

- Professional indemnity – for a breach of professional duty and/or the execution of professional activities by reason of act, error or omission
- Public liability – for negligence by the student resulting in injury and/or property damage
- Personal accident – for students who have an accident while on placement, which prevents them from earning their usual form of income. Limited hospital and medical expenses and permanent disablement and accidental death benefits also apply

Details are available on request from the Insurance Officer, Financial Services Division, Flinders University.

Where the placement involves paid employment, students are covered by the employee insurance applicable in the workplace concerned.

In respect of injury and/or damage to themselves or passengers arising from the use of their own vehicles whilst engaged in field practice, students are advised to have adequate Comprehensive Motor Vehicle insurance on their own vehicle. The circumstances under which a student may have access to transport provided by the host organisation are defined by the agency’s policies and procedures, including insurance policies.

7.3 Appendix C: Australian Association of Social Workers links

In accordance with these policies behaviours that may result in harm to other students, professionals and/or clients and or inappropriate conduct including unsafe, illegal, unprofessional or unethical practice may result in students being withdrawn from field education, receiving a fail grade for the placement topics.

Australian Association of Social Workers: Practice Standards
The Australian Social Work Education and Accreditation Standards (ASWEAS) set out the principles, standards and graduate attributes for social work education in Australia. The standards are used as the criteria for the accreditation of a professional social work course with the Australian Association of Social Workers (AASW).