



**Faculty of Health**

# **Social Work Field Education Manual**

Bachelor of Social Work

Master of Social Work (Qualifying)





# Acknowledgement of Country

Charles Darwin University acknowledges and respects the many Australian First Nations traditional custodians of the lands upon which our campuses and centres are located.

We acknowledge and pay our respect to the Larrakia who are the traditional custodians of the lands upon which our Darwin, Casuarina, Waterfront and Palmerston campuses are located.

We acknowledge and pay our respect to the Arrernte who are the traditional custodians of the lands upon which our Alice Springs campus is located.

We acknowledge and pay our respect to the Jawoyn, Wardaman and Dagomon who are the traditional custodians of the lands upon which our Katherine campuses are located.

We acknowledge and pay our respect to the Gadigal who are the traditional custodians of the lands upon which our Sydney campus is located.

We acknowledge and pay our respect to the Turrbal and Yuggera who are the traditional custodians of the lands upon which our Brisbane centre is located.

We acknowledge and pay our respect to the Warumungu who are the traditional custodians of the lands upon which our Tennant Creek centre is located.

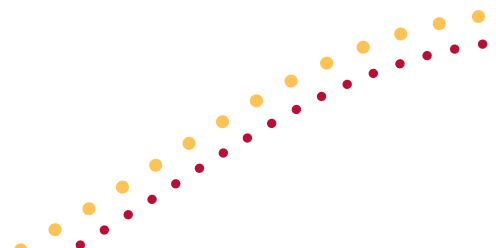
We acknowledge and pay our respect to the Yolngu who are the traditional custodians of the lands upon which our Nhulunbuy centre is located.

We also acknowledge and pay our respect to the Mirrar (Jabiru), the Kungarakana (Batchelor and Adelaide River), the Anindilyakwa (Groote Eylandt) and the Tiwi (Tiwi Islands) people.

We acknowledge Australian First Nations peoples' long tradition of sustaining their communities and environments over thousands of years. They are the first educators and first innovators.

They are the holders of knowledge that makes an important contribution to the improvement of our local, national and global communities.

We extend our respect to Elders - past, present and emerging - and to all First Nations people.





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All information contained in this guide is correct at the time of publication, but is subject to change as information is reviewed and updated throughout the year.

**When considering a course, we recommend checking the CDU website for the most up-to-date information.**



# Introduction

Welcome to social work field education at Charles Darwin University (CDU). Field education is a key component of the social work curriculum and offers a plethora of opportunities for students to integrate their classroom learning into the real-life experiences of the social work profession.

The meaningful partnerships that our university has with placement agencies is crucial to the success of our program. We build these working relationships on respect, collaboration and commitment to the student experience and development. We acknowledge and appreciate the contributions that are made by all those committed to educating our social work students.

As part of a social work degree, students must complete 1000 hours of field education. CDU manages this through two 500-hour placement units embedded into the degrees.

For some students the first Field Education placement is an initial exposure to working in the field and begins the formation of their social work identity, by integrating classroom knowledge into real world practice.

The second Field Education placement allows students to build on the learnings from their first placement and begin consolidating the theory and knowledge from their studies with real life practice experience. This is an exciting time for students as they emerge from their second placement having developed a unique practice framework and practical skills ready to graduate as a competent and capable social worker.

CDU is innovative in the delivery of the field education program and aims to provide students with experiences that are enjoyable, unique and challenging. Students will gain professional experience in a range of social work settings including, but not limited to, health, aged care, child and family welfare, mental health, community development, policy, and research. The field education units are linked to the current Australian Social Work Education and Accreditation Standards (ASWEAS).

We have two courses that utilise social work field education placements in our university, these include our four-year Bachelor of Social Work degree and our two-year Master of Social Work (Qualifying).



# List of Acronyms/Abbreviations

**AASW**

Australian Association of Social Workers

**ASWEAS**

Australian Social Work Education and Accreditation Standards

**BSW**

Bachelor of Social Work

**CDU**

Charles Darwin University

**FELO**

Field Education Liaison Officer

**MSWQ**

Master of Social Work (Qualifying)

**RPL**

Recognition for Prior Learning

# Our “Courses”



## Bachelor of Social Work

The Bachelor of Social Work is a professionally recognised four-year degree that prepares graduates to pursue a career as a social worker to enhance the wellbeing of individuals, groups and communities to address inequality and injustice. The course incorporates knowledge from social work, psychology, social policy, research and First

Nations Peoples' perspectives. The course incorporates two 500 hour field education placements and ensures students gain knowledge and practical skills required to work with individuals, families, groups and communities in a safe and inclusive way with those in crisis, or impacted by poverty and social disadvantage.

## Master of Social Work (Qualifying)

Master of Social Work (Qualifying) is a two-year, full-time course comprising of core units in social work and two, 500 hours of field placements. Core units include an introduction to social work contexts and critical approaches to practice; culturally responsive practice with families, individuals and groups; social work theory

and integrated methods; community development; advocacy, research; social policy and social change. Field placements are held in second semester each year and facilitate direct and indirect practice opportunities within a host organisation.

# Field Education Units and Learning Outcomes

## Field Education A

Students are expected to begin their social work practice development by exposure to and participation in social work practice in a field agency. Students will examine the integration of theory with practice, including critical applications of intervention frameworks, use of general social science knowledge and process analysis of micro skills. Emphasis will be placed on developing a beginning consciousness of the student's social work practice at three levels: self, agency and profession.

### Learning Outcomes (BSW) SWK230

1. Identify and apply the values, principles and guidelines of the Australian Association of Social Workers (AASW) Code of Ethics 2020 in practice.
2. Develop approaches to social work practice informed by knowledge in First Nation Peoples and cultural needs, particularly on country.
3. Engage in respectful, inclusive and effective communication with clients, service users and other stakeholders.
4. Reflect on how policy initiatives support fair and equitable access for people to social, health, economic, environmental and political resources.
5. Apply a culturally safe and intersectional lens when engaging with people who are from culturally and linguistically diverse identities and backgrounds.
6. Demonstrate professionalism through documenting and managing accurate time logs and relevant records in accordance with legislation, information privacy regulations and confidentiality policies.
7. Demonstrate the development of a personal practice framework informed by the integration of professional supervision, social work knowledge and theoretical approaches to practice.

### Learning Outcomes (MSWQ) SWK530

1. Identify and apply the values, principles and guidelines of the Australian Association of Social Workers (AASW) Code of Ethics 2020 in practice.
2. Demonstrate an understanding of First Nations Peoples cultural knowledge to guide approaches to social work practice particularly on country in Australia.
3. Engage in respectful, inclusive and effective communication with clients, service users and other stakeholders.
4. Critically reflect on how policy initiatives and approaches to practice support fair and equitable access for people to social, health, economic, environmental and political resources.
5. Critically apply a culturally safe and intersectional lens when engaging with people who are from culturally and linguistically diverse identities and backgrounds.
6. Document and manage accurate time logs and relevant records in accordance with legislation, information privacy regulations and confidentiality policies in a professional manner.
7. Develop a personal practice framework informed by the integration of professional supervision, social work knowledge and theoretical approaches to practice.



## Field Education B

Students will continue to integrate theory and practice demonstrating an increasing level of accountability, autonomy and initiative within the workplace. Students will further develop their professional social work identity within the agency and the implications of their role, together with a consideration of the political, social and economic factors which impinge on the agency.

### Learning Outcomes (BSW) SWK470

1. Examine how the application of the Australian Association of Social Workers (AASW) Code of Ethics underpins decisions and actions in practice.
2. Critically reflect on personal approaches to social work practice informed by First Nations Peoples cultural knowledge, particularly on country.
3. Establish and maintain respectful, inclusive and effective communication with clients, service users, team members and other stakeholders.
4. Critically reflect on how policy initiatives and approaches to practice support fair and equitable access to social, health, economic, environmental and political resources.
5. Demonstrate how cultural safety and intersectionality are applied when engaging with people with culturally diverse identities.
6. Demonstrate a beginner practitioner level of professionalism by documenting and managing accurate time logs and relevant records in accordance with legislation, information privacy regulations and confidentiality policies.
7. Articulate a personal practice framework informed by the consolidation of professional supervision, social work knowledge and theoretical approaches in preparation for graduate entry to the workplace.

### Learning Outcomes (MSWQ) SWK631

1. Examine how the application of the Australian Association of Social Workers (AASW) Code of Ethics underpins decisions and actions in practice.
2. Critically reflect on personal approaches to social work practice informed by First Nations Peoples cultural knowledge, particularly on country.
3. Establish and maintain respectful, inclusive and effective communication with clients, service users, team members and other stakeholders.
4. Compare and contrast how policy initiatives and approaches to practice support fair and equitable access to social, health, economic, environmental and political resources.
5. Evaluate how cultural safety and intersectionality are applied when engaging with people with culturally diverse identities.
6. Document and manage accurate time logs and relevant records in accordance with legislation, information privacy regulations and confidentiality policies in a professional manner.
7. Articulate and justify a personal practice framework informed by the consolidation of professional supervision, social work knowledge and theoretical approaches in preparation for graduate entry to the workplace.

# Field Education Roles and Responsibilities

## Academic Lead Field Education

The role of the Academic Lead for field education is to oversee and manage the social work field education program. This includes:

- > developing, implementing, and evaluating field education policies and procedures, and
- > providing guidance and support to students, field educators, and other stakeholders involved in the field education program.

Specific responsibilities of the academic lead for field education include:

- > Leadership, research, and education innovation in field education
- > Developing and updating field education curriculum and learning objectives in alignment with academic goals and professional standards
- > Assessment of RPL, Advanced Standing and Work-Based Placement applications in accordance with the ASWEAS
- > Together with the Field Education Coordinator, identifying and securing field placement opportunities for students, in collaboration with community partners and agencies
- > Management of placement issues
- > Orienting and training students, field educators, and task supervisors on field education requirements, expectations, and guidelines
- > Participating in field education-related meetings, committees, and professional development activities to stay updated on best practices and emerging trends in field education
- > Collaborating with other academic leads, faculty members, and administrators to integrate field education experiences into the overall academic program

## Field Education Coordinator

The Field Education Coordinator carries responsibility for ensuring that all placements meet ASWEAS requirements for student learning outcomes. The role shares responsibility with the Academic Lead for the planning, development, coordination, administration, management and assessment of field education units. In some instances, one person may fulfill both roles.

Specific responsibilities of the Field Education Coordinator include:

- > Collaborating with agencies to develop appropriate learning opportunities for social work students
- > Coordination of the placement process for students, including matching students with field agencies based on their interests and learning objectives
- > Ensuring Field Educators and FELOs are appointed for all students in accordance with ASWEAS requirements
- > Providing oversight and support for FELOs in their role
- > Contribute to the learning and teaching that corresponds with a placement, including the integration seminars
- > Contribute to the induction and training of students, Field Educators, and Task Supervisors on field education requirements, expectations, and guidelines
- > Participating in field education-related meetings, committees, and professional development activities to stay updated on best practices and emerging trends in field education

## The Field Education Liaison Officer

A Field Education Liaison Officer (FELO) will be appointed for each placement. The role of the FELO is to represent the university in providing oversight and support for the student and Field Educator. Specifically, the role of the FELO is to:

- > Ensure that students' field placement experiences align with the social work program's curriculum and ASWEAS requirements
- > Meet at least twice with the student and Field Educator to assess the student's progress on placement, and provide additional support and visits as required.
- > When required, act as mediator and problem solver to address difficulties arising between the student and Field Educator
- > Ensure that the placement organisation is aware of and meeting its occupational health and safety responsibilities for students on field placement

- > Advocate for students' needs and interests within field agencies, alerting the Field Education Coordinator of issues that require the intervention of the university
- > Where a student's progress is unsatisfactory, ensure that remedial steps are negotiated that clarify the responsibilities of all parties, and notify students in writing that they may be at risk of failure

## Field Educator

Field Educators are social workers who meet the AASW requirements for professional social work membership and have at least two years' post-qualifying practice experience. The Field Educator takes responsibility for managing the placement and assisting the student in structuring a range of learning opportunities that will form the educational basis of the placement experience. The Field Educator has major responsibility for planning, guiding, monitoring and evaluating the student's learning in the agency and provides day-to-day and formal supervision of learning processes and tasks undertaken by a student during the field education placement. They will provide a minimum of 1.5 hours of formal, structured supervision of students for every 35 hours of placement, at least half of which is on a one-to-one basis.

When a student undertakes a placement in an agency where there is no qualified social worker, the university must appoint an External Field Educator. External Field Educators will meet the same requirements, have the same role responsibilities, level of oversight and support as those employed in agency-based positions

Specific responsibilities of the Field Educator include:

- > Managing the details of the student's placement learning and negotiating learning opportunities with other professionals in the placement setting
- > Obtaining feedback from other professionals working directly with the student
- > Guiding the student's learning experience, through direct observation, feedback and discussion
- > Assisting the student to critique their own performance, and to obtain and learn from feedback from service users and other stakeholders
- > Assessing and reporting the student's progress throughout the placement against Profession-Specific Graduate Attributes and bringing any concerns to the attention of the University in a timely manner
- > Assist the student in completing the placement reports
- > Making a recommendation of Pass or Fail to the University at the end of the placement

## Task Supervisor

In circumstances where an external Field Educator is appointed, the placement agency will provide an experienced staff member to act as Task Supervisor and provide day-to-day oversight of the student's practice learning.

Specific responsibilities of the Task Supervisor include:

- > Participating in the preparation, planning and oversight of the placement
- > Assigning tasks congruent with students' learning goals
- > Assisting in the development of and reviewing of the student's learning plan in consultation with the student and field educator
- > Providing direct oversight of the students daily activities
- > Orienting students to the agency and their learning tasks
- > Consulting with the field educator related to the student's progress
- > Assisting in the preparation of the mid and end of placement assessment
- > Participating in placement review meetings
- > Notifying the Field Educator when problems arise

# Training and Support for Field Educators/Organisations

CDU recognises the commitment that Field Educators and organisations give to assist in the facilitation of placements. Pre-placement information sessions aim to equip field educators/organisations with the knowledge required to take on a student. These are run prior to the semester, to allow an opportunity for organisations to consider if they have the resources to be able to facilitate an appropriate and educational placement. Additionally, there are further sessions available throughout the semester, allowing field educators and organisations an opportunity to feel supported and seek any assistance if required. Due to the distances in the Northern Territory and the fact CDU places students from all over Australia, these information sessions

are held both in person and online. Topics covered include, university requirements, assessment, learning strategies, supervision, and self-care.

Additionally, anyone taking on a student will be offered the opportunity to attend a two-hour pre-placement training/workshop to ensure readiness. An email and invitation will be sent out once confirmation of a placement has been received.

During the placement if an issue arises then the FELO should be contacted in the first instance, followed by the Field Education Coordinator.

## Placement Process

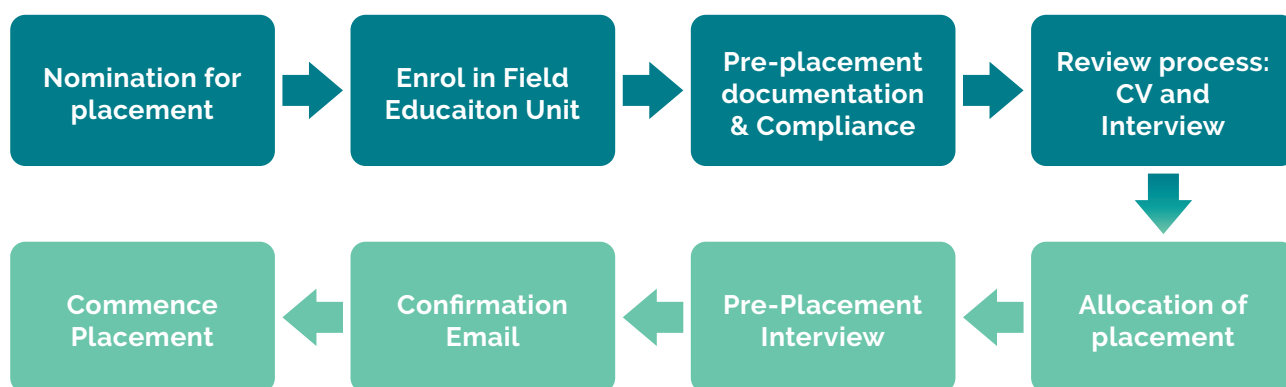
Several processes are involved in the organisation of placements. Administrative processes are managed by the Placement Office. Academic processes are managed by the Field Education Team. The Placement Office and the Field Education Team work together very closely to ensure students have a quality field education placement. Field education placements **must** be undertaken over two calendar years within the program of study. Students are expected arrange for this and plan accordingly.

### Bachelor of Social Work

Field Education A will take place in Semester 1 or Semester 2 of third year (or equivalent for part-time students) and Field Education B will take place in Semester 1 or Semester 2 of final year or fourth year of study (or equivalent).

### Master of Social Work (Qualifying)

Both placements take place in Semester 2.



## Nominations for Placement

Nomination for a placement is offered twice a year via a survey that is sent out by the placement team 6 months in advance of the placement semester. This information is accessed and collated by the Placement Office and will advise the student's preferred location and area of interest.

Students should be aware that placement is a substantial commitment requiring personal, family and financial adjustment and sacrifices. Staff will take individual circumstances into account wherever possible, however students should consider their life circumstances and readiness for this commitment.

You are able to make adjustments to your placement to accommodate any special requirements you have. In order to do this, please speak with the \*Access and Inclusion Team and then provide your Plan to the Field Education Coordinator to accommodate your needs.

### \*Access and Inclusion Plans

If students have an Access and Inclusion Plan, (developed with the support of the Access and Inclusion team) to assist in their study at CDU, they may develop a plan with specific requirements included for placement. It is the student's responsibility to discuss this with their field educator. If a student has specific requirements around their own cultural needs whilst on placement, this can be included in a plan with Access and Inclusion. It is the responsibility of the student to discuss this with their field educator.

## Enrol in Field Education Unit

Students must enroll for Field Education Units. Nomination for placement does not constitute an enrolment. Students must complete the pre-requisite units before they enroll in field education units, these include:

### Bachelor of Social Work

**SWK230** - Must have passed 1 unit in (SWK203)

**SWK470** - Must have passed 1 unit in (SWK302) AND  
Must have passed 1 unit in (SWK230, SWK330)

### Master of Social Work (Qualifying)

**SWK530** - Must have passed 2 units in (SWK521, SWK523)

**SWK631** - Must have passed 1 unit in (SWK530)

## Pre-placement documentation and compliance

Students wanting to undertake a placement must meet all the documentation requirements set by CDU. This ensures compliance with state/territory legislation and agency requirements. Once the student is allocated there may be further pre-placement documents specific to that organisation that need to be completed prior to placement

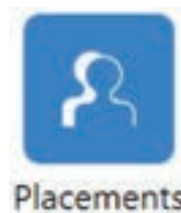
commencing. These will show under "shared documents" on InPlace or be provided via email. Students should not assume they meet the requirements. In some cases, documentation/evidence takes some months to organise and may expire during the course.

All mandatory documentation is to be submitted to InPlace. Placements will not be finalised unless the following documents are submitted to InPlace through the student Portal:

- > CDU Student Placement Agreement this can be obtained from Learnline.
- > National Police Check, valid for 12 months from date of issue. Students can apply for the National Police Check online.
- > State/territory specific criminal history checks and forms – e.g. the Ochre Card in the NT
- > Relevant health and immunisation checks

It is the student's responsibility to be aware of expiry dates of all pre- placement documents and update. If students fail to meet all pre-placement requirements, placements will be cancelled, and this can result in a Fail (F) grade.

You can access InPlace through the student Portal.



## Allocation and Acceptance of a Placement

Many resources are directed towards sourcing high quality placements for students, which are then allocated by the Placement Officer and Field Education Team. Placements are sought to meet the learning objectives of the unit of study and year level. Students are expected to attend the negotiated placement. If unable to attend an organised placement, the Placement Officer and Field Education Team must be informed, and the student must provide evidence why they have refused the placement. Non-acceptance of a placement (or failure to attend the placement) may result in a Fail grade for the unit.

Students are notified by email of the details of the agency, field educator and placement dates. This information can also be found in InPlace. Students are reminded they must ensure they regularly check their student email account and InPlace. Once a placement has been found, the student will be required to make an appointment with the Field Educator of the agency to meet and discuss the upcoming placement and engage in a selection process.

If a placement is not completed within the semester of enrolment, a Placement Ongoing (PO) grade can be awarded. This grade is applicable for two (2) admission periods to allow a placement opportunity to be sourced. If a placement opportunity is declined prior to the end of this time and a grade therefore not awarded by the faculty, the PO grade will automatically convert to a Fail (F) grade unless the Dean/Director approves in writing an extension of the PO grade. Extensions may be granted when the Placement Office is unable to secure a placement for the student.

Additional rules include:

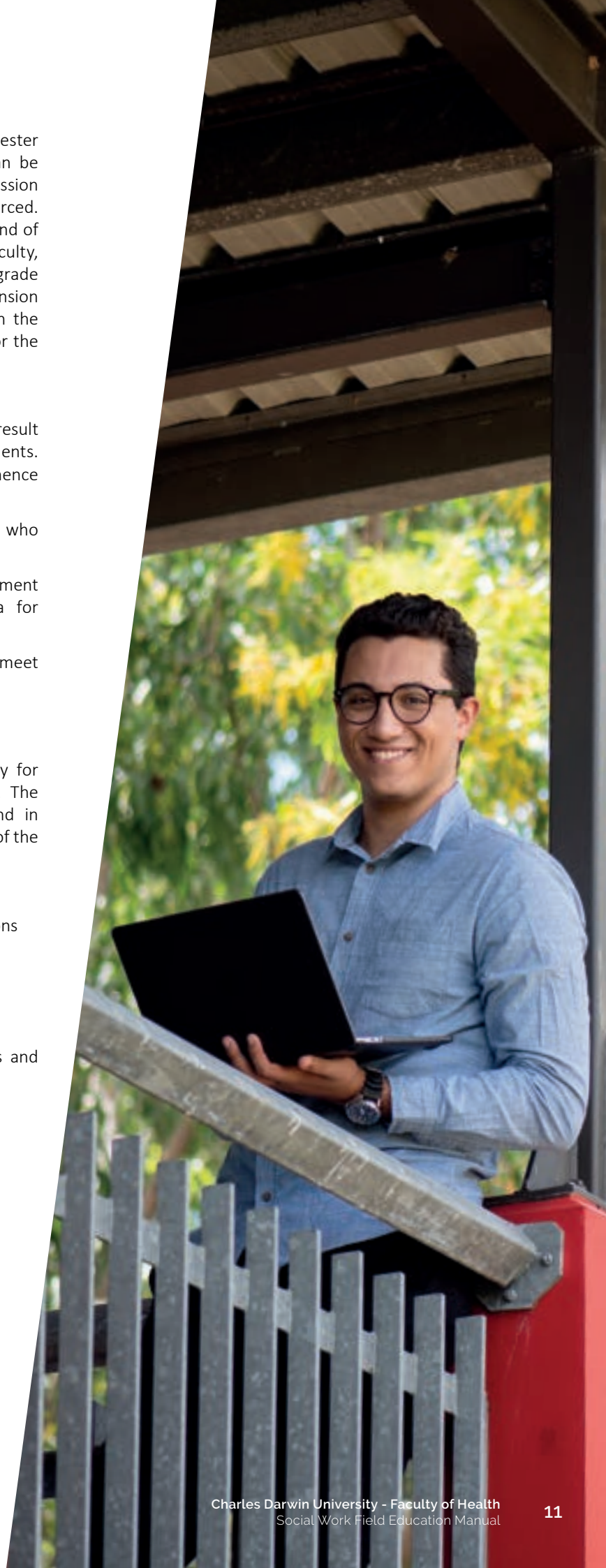
- > Any refusal of a negotiated placement is likely to result in protracted delays to secure further placements. This may jeopardise planned progression and hence extend the length of the course
- > CDU does not accept any liability for students who delay or refuse a placement
- > Failure to submit required pre-placement documentation does not meet the criteria for provision of a PO grade.
- > Refusal of a negotiated placement does not meet the criteria for a provision of a PO grade

## Pre-Placement Workshop

Prior to commencing a placement it is compulsory for all students to attend a pre-placement workshop. The workshop is made available to students to attend in person or online and is timetabled for the first week of the semester.

In this seminar the following topics are covered:

- > Overview of placement process and expectations
- > Importance of Integration seminar attendance
- > Defining social work practice
- > Transformational learning
- > Overview of Learnline site, Assessment Tasks and Readings
- > Learning Plan
- > AASW Practice Standards and Code of Ethics
- > PebblePAD



# Cultural Safety Modules

Prior to commencing placement all students must complete the Cultural Safety Modules which are available through your Learnline site. These form part of the basis of your Quiz which you must undertake in your first week of placement as part of assessment.

Module 1: Principles and Practice (Field Education A)

Module 2: Culturally Safe Healthcare in Practice (Field Education B)

If you received RPL for your first field education unit, you will be required to complete both modules in Field Ed B.

## Getting started

Students are 'linked' to their Field Educator in the host agency. Placements are expected to be fulfilling, reality based, and challenging learning experiences.

You can expect to feel a mix of emotions, particularly early on in the placement, but using reflection and support will help 'frame' these and make them manageable. However, if you have ongoing concerns discuss them with the Field Educator in your supervision sessions. The Field Education Coordinator is alert to student stress in placement and can assist as well. Student support is a primary focus for the Field Education Coordinator.

If you are experiencing a problem with your placement, alert your Field Educator and in turn the Field Education Coordinator sooner than later - before the problem compounds and impacts on your learning on placement.

Students are required to complete two field placements in a combination of government and non- government agencies, where possible, experiencing both direct and indirect practice. At least one of the placements will be in a direct practice agency, with an onsite social work field educator.



### Indirect Practice

Indirect practice includes, community development, policy work, administration, research, task focused group work or specific projects negotiated with field education staff

- > Conducting research on community needs and trends to inform policy development and program planning
- > Analysing data and conducting evaluations to measure the effectiveness of community programs and policies
- > Building relationships with community stakeholders, policymakers, and other organisations to advocate for policy change and program improvement
- > Developing and implementing community development initiatives to address social issues and improve quality of life for residents
- > Participating in advocacy and community development projects
- > Being involved with writing grant proposals and fundraising to secure funding for community programs and initiatives
- > Collaborating with other social service providers, government agencies, and community organizations to coordinate services and resources for residents

### Direct Practice

Direct practice involves the delivery of face-to-face interventions to service users. This can include individual counselling, group work, crisis intervention, case management, advocacy, and support services. The goal of direct practice is to help clients address and overcome challenges in their lives, improve their well-being, and achieve their goals.

# Assessment of Field Education

While students may feel anxious about their initial social work practice, assessment is an integral part of placement. Those who engage in professional social work practice are expected to demonstrate appropriate social work skills and knowledge, as well as the ability to work in an ethical and accountable manner.

Part of being accountable is being open to feedback and evaluation, by oneself and others. The field education assessment is a shared process between the Student, Field Educator, Task Supervisor and Field Education Coordinator; the final responsibility for allocating grades rests with the University and Field Education Coordinator determines the final grade (Pass Ungraded/Fail). However, the Field Educator makes a recommendation at the end of placement as to if the student is to pass or fail the unit.

A satisfactory standard must be achieved in each assessment for an overall Pass grade to be awarded. Students may be required to re-write unsatisfactory work or undertake additional work. Where references are used, standard citation conventions should be used.

## Frameworks for Assessment

Assessment of both placements is explicitly based on the AASW Code of Ethics (2020) and the nine AASW Profession-specific Graduate Attributes as listed in the ASWEAS (2021).

A learning Plan is used to set out learning opportunities against the AASW Practice Standards and should form the guide for the placement. This is developed on PebblePAD and a comprehensive guide is available on Learnline to assist students and field educators to become acquainted.

The Learning Plan is assessed using the Capability Scale, as seen below.

In **Field Education A** students are expected to achieve a rating of Beginning capability (2) by the end of placement.

In **Field Education B** Students are expected to achieve a rating of Capable (3) by the end of placement.



# Capability Rating Scale

## RATING SCALE

<b>0: Not Capable</b>	Performance not at the basic level expected of an emerging critically reflective and ethical practitioner. The student's practice is potentially 'unsafe', and/or of poor quality. Ability to articulate and apply theory to practice and emerging practice framework are underdeveloped.
<b>1: Limited capability</b>	Knowledge and skills demonstrated indicates a limited level of capability that reflects limited self-awareness and how this influences professional identity. Further work is needed to demonstrate a beginning level of skills in critical analysis and reflection and understanding of how theory integrates with practice. The student is able to articulate some elements of their emerging practice framework or has awareness about practice frameworks however there are gaps in the ability to demonstrate ethical or safe or accountable practice. Further work is needed to demonstrate beginning capability.
<b>2: Beginning Capability</b>	A sound level of knowledge and skill is demonstrated that includes ethical practice. The student demonstrates appropriate skills for effective practice within the specific context that includes sound communication and relationship skills. The student is beginning to work independently at times, but not always consistently. The student demonstrates some level of self-awareness and its influence on professional identity. The student demonstrates the ability to critically reflect on their practice and to integrate theory with practice, however, may still require additional support or guidance at times. The student has identified key elements of their emerging practice framework.
<b>3: Capable</b>	The knowledge and skill demonstrated are of a high standard. The student demonstrates an ability to work independently as appropriate to the context. This includes the ability to critically reflect and demonstrate appropriate self-awareness and its influence on professional identity. The student demonstrates the capacity to integrate theory with practice and is able to articulate an emerging practice framework. The student demonstrates social work ethical practice and confidence.
<b>4: Highly Capable</b>	Knowledge and skill demonstrated are of a very high standard. This includes the demonstration of an ability to practice independently with a high level of self-awareness and how it influences their professional identity, critical reflection and reflexivity. The student demonstrates a well-developed ability to integrate theory with practice and articulates a strong emerging practice framework. The student demonstrates safe, ethical and high-quality social work practice.



## Assessment Tasks

Each course and unit has specific assessment tasks, this is just an overview

Assessment	Details
<b>Online Quiz</b>	<p>You MUST complete the online Quiz before you go out on placement.</p> <p>The 10 questions will demonstrate your knowledge and readiness to go out on placement.</p> <p>In preparation for the Quiz you MUST:</p> <ol style="list-style-type: none"> <li>1. Complete the Cultural Safety Module available online through Learnline</li> <li>2. Read and understand the AASW Code of Ethics (2020)</li> </ol>
<b>Timesheet/ Reading List</b>	<p>Students are to keep a time log on PebblePAD.</p> <p>This should contain a record of:</p> <ul style="list-style-type: none"> <li>&gt; days, hours, and breaks taken</li> <li>&gt; brief notes on activities undertaken (e.g. meeting, interview, supervision, library research, agency visit etc.)</li> <li>&gt; finishing time</li> <li>&gt; any time off</li> <li>&gt; sick days</li> <li>&gt; other relevant details</li> </ul> <p>A daily time log is a confidential document, and should not contain client names.</p> <p>Attendance at Integration Seminars and placement meetings are also assessable and are compulsory.</p> <p>You are also advised to keep a record of any readings you read during placement to assist your learning and to use with future units. This is not an assessed component and you don't need to submit this.</p>
<b>Learning Plan/Reports</b>	<p>You are required to complete all of these components on PebblePAD</p> <p>The development of a student learning plan occurs at the beginning of placement. This plan is developed collaboratively by the student and their Field Educator(s).</p> <p>The plan will:</p> <ul style="list-style-type: none"> <li>&gt; provide a framework and focus for the placement;</li> <li>&gt; encourage students to take responsibility for their own learning;</li> <li>&gt; provide a framework for the assessment of the student's learning</li> </ul> <p>The Learning Plan has embedded activities that form part of the overall assessment of the students work. Students are also expected to form their own additional learning opportunities based on what is available to them in their agency,</p> <p>The plan assists to facilitate student/supervisor interaction, clarifies conditions of learning, delineates roles and tasks, identifies learning opportunities, and provides a means for assessing progress on an ongoing basis. It also gives the student experience of working to a contract and gives some insight to the usefulness of contracts for their own practice.</p> <p>The plan should be negotiated, documented and signed by the student and their Field Educator(s) at approximately 105 hours of completed placement time, and prior to being posted on Learnline. The plan will be discussed at the first placement meeting, and the Field Education Liaison Person may make suggestions for fine-tuning. The learning plan should be viewed as a "work in progress" and can be revised as the need arises. It will be reviewed at the mid and final placement meetings.</p> <p>The Contract is an agreement that is part of the Learning Plan that sets out the supervision arrangements.</p> <p>The reports are completed at both Mid-Placement and End of placement and are written by the student and Field Educator.</p>

Assessment	Details
<b>Reflection/s</b>	<p>Students are encouraged to keep a reflective journal throughout placement. You can write and reflect on any experience you might find surprising, interesting, challenging, confusing, rewarding or exciting on placement. The journal can assist you to connect theory and practice, considering personal and professional ethics and values, and will assist you in developing your critical reflection skills.</p> <p>You are not expected to share your journal with your supervisor but can use your reflections to prepare for supervision conversations.</p> <p>Both Field Education Units A &amp; B have assessment pieces around reflection and these will be required to be uploaded to Learnline in accordance with each relevant assessment task.</p>
<b>Mid-Placement</b>	<p>The purpose of a mid-placement meeting is two- fold: firstly, to trigger in depth reflective thinking about the students developing competencies as a social worker and secondly for the Field Education Liaison Officer to make a preliminary assessment of your learning in the placement.</p> <p>The meeting occurs approximately half-way through the placement, the student will organise and set up the dates for the meeting with their Field educator and FELO, and external supervisor (if relevant).</p> <p>One week prior to the meeting the student will prepare and submit their written, power point or video recorded presentation on Learnline.</p> <p>The basis of this assessment will be to ensure the student understands the context of the organization they are working in, the service users and provides a space for the student to talk about the experiences they have had in the first half of the placement.</p>
<b>End of Placement</b>	<p>The final placement meeting will focus on the latter part of the placement, reviewing your overall progress (particularly in relation to any problem issues identified at the mid-placement visit) and concluding the placement.</p> <p>The meeting occurs in the last week of placement, the student will organise and set up the dates for the meeting with their Field educator and FELO, and external supervisor (if relevant).</p> <p>One week prior to the meeting the student will prepare and submit their Written, power point or video recorded presentation on Learnline.</p> <p>The importance of developing a Practice Framework is recognized as a crucial element to Field Education and therefore makes up an assessment for both Field Education Units. This is presented/ discussed in the final placement meeting and is assessed once uploaded to Learnline.</p> <p>The purpose of the final placement meeting is to make a final assessment of the student's learning in the placement;</p> <ul style="list-style-type: none"> <li>&gt; review your learning in relation to your own learning goals (as specified in the Learning plan) and the objectives of the fieldwork unit</li> <li>&gt; discuss any other issues relevant to your learning or the placement;</li> <li>&gt; finalise the placement</li> </ul>

# Placement Meetings

## Initial Placement Meeting

The purpose of the initial meeting is to review the Learning Plan and opportunities that have been developed by the student, Field Educator and Task Supervisor (if relevant). This meeting should occur before 105 hours and include the FELO. This provides an opportunity for any issues to be addressed and rectified in a timely manner.

## Mid-Placement Meeting

The purpose of a mid-placement meeting is two-fold: firstly, to trigger in depth reflective thinking about the developing competencies as a social worker and secondly for a preliminary assessment of the learning in the placement. The meeting occurs approximately half-way through the placement, the student will organise and set up the dates for the meeting with their Field educator, FELO, and task supervisor (if relevant).

## Final Placement Meeting

The final placement meeting will focus on the latter part of the placement, reviewing the overall progress (particularly in relation to any problems/ issues identified at the mid-placement visit) and concluding the placement. The meeting occurs in the last week of placement, the student will organise and set up the dates for the meeting with their Field educator, FELO, and task supervisor (if relevant). One week prior to the meeting the student will prepare and submit their Written, power point or video recorded presentation.

# Integration Seminars

Students enrolled in Field Education will participate in theory-practice integration seminars whilst on placement. These seminars allow for participation through Learnline and face-to-face for Darwin based students. These seminars are part of placement hours and provide reflective learning based on shared experiences.

Participation in these seminars is a requirement of Field Education A and Field Education B and are compulsory to attend.

These times and dates are timetabled and also available on the Learnline site.

# Student Support

On-going support is provided to both the student and the Field Educator/agency(s) by the Field Education Coordinator throughout the placement. If a student or Field Educator is having issues or is struggling, it is crucial that the University is made aware. Please contact the Field Education Coordinator to advise.

## CDU Support Services

CDU offers a range of support services for students and these can all be accessed through the website: <https://www.cdu.edu.au/current-students/life-health-wellbeing>

If a student is experiencing distress on placement and needs to urgently speak with someone, they can contact:

- > CDU 24/7 Wellbeing Support Line 1300 933 393 and SMS 0488 884 144
- > Lifeline 13 11 14
- > Mental Health Crisis Line 1800 011 511
- > Beyond Blue Support Service 1300 224 636

# Supervision on Placement

## Learning needs and stages of placement

The learning needs of the student are likely to vary depending on the stage of the placement, from beginning, to middle to end. Field Educators will provide opportunities for learning and provide feedback as appropriate to the agency and the needs of the student.

The following may act as a rough guide to the stages of placement:

**Beginning stage:** Students will need to orient themselves to the agency and develop relationships with the Field Educator and other agency staff. The general tasks should be to begin understanding the practice context of the placement and to develop the learning plan.

**Middle stage:** The student should be actively engaged in tasks and activities, which will contribute to the achievement of goals specified in the learning contract. Supervision and feedback are an important part of this stage. A preliminary evaluation of progress will take place towards the latter part of this stage, in the form of the mid-placement liaison visit.

**End stage:** The student should be working towards termination and closure of the placement, in terms of tasks (e.g. winding up contact with service users and other professional contacts, preparing for "hand over" of work, final report writing) and getting ready for final assessment of progress.

As the placement ends any unfinished work will be discussed with the field educator. This can be a time of emotional intensity and there may be some issues that may require decision making. Planning for the completion of placement should commence before the last fortnight.

There is the expectation that the student will demonstrate professional self- management in cooperation with the Field Educator throughout their placement.

**Placement should not be used by students as a time to complete their University assignments.** While it is appropriate that some time in placement be allocated to thinking about and completing the required assessments for field education (e.g. learning contract and reflections), discuss with Field Educator when this can happen.

## The Process of Supervision

Each supervisory relationship will be different. This relationship will depend on the agency context, the nature of the placement and the personal approaches of the people involved. The following is offered as a guide for students to understand and maximise supervision.

The supervisory process is commonly described as having three main functions: the educative function, the supportive function and the management/administrative function.

These three functions frequently overlap and form the basis of the supervision.

**The Educative Function** should help students learn from their practice, identify the principles that underpin practice and to enable its praxis with material taught at CDU. The aims of educative supervision are: to promote professional competence, to develop the 'on the job' skills and understanding; to assess and develop the student's abilities and to offer feedback on student performance.

**The Supportive Function** of supervision involves the Field Educator helping the student to maintain or enhance their sense of self. It is a sensitive mix of offering reassurance and encouragement to students, validating them as people and new practitioners. The supportive process is one in which the Field Educator acknowledges and responds to: The student's emotional needs and levels of stress experienced so far as these relate to their role as a student; guides the student to understand the processes of learning on placement, validating responses, feelings, and helping to problem solve, addresses the importance of self-care, integrating the experience into the context of their professional development.

**The supportive function of supervision should not be confused with personal therapy or counselling.** Supportive supervision takes place in the context of the student's learning goals for the placement. If the Field Educator considers that the student has personal difficulties, which are blocking or negating the learning process and they are unable to resolve these difficulties together, it is directed that contact is **immediately** made with Field Education Coordinator so that a suitable strategy can be developed to identify and resolve the issues.

**The Management/Administrative Function.** Field Educators are accountable to the agency in which they work. It is therefore their responsibility to ensure that the student's learning process is consistent with the philosophy and policies of the agency. Field Educators are responsible for directing and assessing the student's work and ensuring that the legal, safety, professional and ethical responsibilities are covered. In context Field Educators assist students to: gain access to information and resources which inform them about agency policies; understand and use correct procedures within the agency; improve the quality of their work; self- manage an appropriate amount of work.

The above three functions are rarely carried out in isolation: for example, debriefing a student after an event is both educational and supportive.

### Common dangers in supervision are:

- > Concentrating on case management rather than incorporating a developmental and reflective learning focus
- > Being too supportive to the point where supervision resembles therapy
- > Losing professionalism in the relationship thereby and drifting into a close friendship

- > Field Educator may fear giving the student direct feedback when they fall short of the required competencies
- > Burn out for both or either
- > Failing to inform other staff of the student's role and/or protecting the student from the potentially hidden overload often generated by a busy agency environment

## Confidentiality

Confidentiality is an important ethical issue whilst on placement. Students are required to articulate and document some of the content and processes of their practice learning whilst on placement. At all times the confidentiality of service users (clients) must be observed. Any written or spoken assessments should not include names and/or details of service users. Students should also apply the same principles of confidentiality and privacy when writing or talking about learning, which has arisen from contact with placement supervisors, other workers and/or agencies.

The Field Education Coordinator will read and observe assessment exercises and observes strictly the principles of confidentiality and privacy in relation to the contents.

Apply the professional practice of protecting the confidentiality and trust of all client information given to you. This is in line with the ethical principle of 'do no harm.' This also means that if any risk becomes apparent of client self-harm, or potential harm to other persons or property, the issue **must** be brought to the attention of your Field Educator/or appropriate staff member. The same applies to any concern the student may have in relation to family violence or child abuse/neglect where mandatory reporting provisions apply.

Be aware of agency guidelines/policy and legislation relevant to your State/Territory in relation to confidentiality.

## Placement at risk

(See Appendix for Flow chart)

The Field Education Coordinator should be reasonably assured of a student's ability to conduct themselves in a respectful and courteous manner that will at least do no harm to the placement agency. If the Field Education Coordinator has reasonable grounds to doubt a student's ability or willingness to comply with these minimum standards, the student may not be able to undertake a field education placement until the issues have been addressed and resolved to the satisfaction of CDU.

The initial placement liaison meeting will include discussion of procedures, should any concerns about student progress and potential risk of failure be raised. This will be documented in the student Learning Plan and Contract.

If concerns become apparent a student's conduct whilst on placement and remain uncorrected, the following procedure will apply:

1. Where concerns about a student's progress on placement are raised by the Field Educator/supervisor to the Liaison/Field Education Coordinator, these will be clearly identified and

discussed with the student. A meeting is held with the student, field educator and FEC to discuss the concerns in detail. The meeting will also include discussion about how the student can address changes to pass the placement.

2. Concerns will be documented and a remedial plan will be developed with the student and Field Educator/supervisor. This may require a student to spend extra time on placement or undertake additional assessment tasks. A final signed copy of the plan/strategy will be sent to all parties by the Field Education Coordinator.
3. Feedback will be given to the student to inform them of progress and they will be promptly notified if/when they are no longer considered to be "at risk" of placement failure.

# Placement Failure

The University (through the Field Education Academic Lead) retains the right to allocate the final placement grade. A student must demonstrate the achievement of a satisfactory standard in relation to the objectives of the field education unit, their personal learning goals (as specified in their Learning plan), and all required assessment exercises and processes to be awarded a passing grade.

A student who has been identified as "at risk" of placement failure, who does not make satisfactory progress in addressing the identified issues according to their agreed remedial plan, will receive a Fail Grade for the unit.

If a student fails a Field Education placement, the student has the right to appeal this decision. Firstly, a panel will convene to investigate the decision to award a Fail Grade

and a meeting will be facilitated by an independent CDU staff member (this could be the Social Work Course Coordinator) with the student, the Field Education Coordinator, Field Education Liaison and support person, nominated by the student (such as Access and Equity staff member). The panel will hear information and decide an appeal with regard to the CDU principles for Addressing Student Grievances and the following CDU Policies:

- > *Academic Assessment and Moderation Policy*
- > *Student - Academic Grievance Procedures*

If the student is not satisfied by the outcome, they are able to progress the appeal or complaint formally through the CDU Complaints Management process.

# Recognition of Prior Learning (RPL)

In line with the Australian Social Work Education and Accreditation Standards (ASWEAS) 2021 Guideline on Recognition of Prior Learning, Articulation and Credit Transfer, CDU will give consideration to recognising a student's prior work experience in a setting deemed appropriate as a field education setting required for a first placement. This will go towards part or all of the first field placement (Field Education A). RPL recognises and values the experience that students have gained in the human services and health sector while still maintaining the integrity and importance of field education as a vital part of social work training.

Students must submit a portfolio of evidence that demonstrates they have met the Learning Outcomes for

Field Education A and provide evidence they have met the Australian Association of Social Workers (AASW) Practice Standards (2023) to the level expected by a student who has completed their first placement.

The different elements of the portfolio are aligned with the learning activities and assessments students undertake within Field Education A. The RPL portfolio is not just about describing a student's work history but must also demonstrate capacity for critical reflection and understanding of how social work core principles, values and ethics relate to their practice and personal awareness of their development as a social worker. As such, the AASW Practice Standards (2023) and AASW Code of Ethics (2020) must be used as the basis for the portfolio.

# Work-based Placements

CDU may allow a work-based placement for one placement only provided that:

- > The student is allocated tasks and experiences that are different from those usually undertaken, preferably located away from their usual workplace
- > The student has a Field Educator who is a social worker and is not their usual supervisor
- > During the placement, the student has a reduced and protected workload

## To apply for RPL or Work-Based Placement

A student should contact the Academic Lead for Field Education to discuss their suitability and to receive further instructions.

Email: [FieldEducation.SW@cdu.edu.au](mailto:FieldEducation.SW@cdu.edu.au)

# Field Education Polices

## Student Conduct

It is expected that students will abide by the AASW Code of Ethics and CDU Code of Conduct always during placement. Violation of the **AASW Code of Ethics** or CDU Code of Conduct can be grounds for a student not being able to enrol in a field education unit or failing. It is the student's responsibility to have fully acquainted themselves with the current AASW Code of Ethics, prior to commencing placement. In addition, it is expected that students will conform to all **agency standards** during their placement. It is the joint responsibility of the student and their Field Educator to ensure that the student is fully aware of all relevant agency policies and procedures (both formal and informal) in relation to required standards of conduct.

## Disclosure of Student Status

Most agencies require that students clearly identify themselves, to service users and others, as students. This is an important ethical issue in that service users (and others) should be allowed to make an informed choice about whether to deal with a student, or not. Many people feel quite relaxed with students and are more than willing to assist in their professional development; however, their right to choose is important. It is mandatory that students indicate their student status when signing letters or other documents (e.g. case notes, reports).

## Dress Standards and Presentation

It is expected that students will dress professionally like other workers in the agency. The Northern Territory is considered more "casual" than other parts of Australia regarding work dress. However, the agency, location and client group will affect how you dress.

It is important that students are aware of being appropriately dressed when working with different cultural groups. When visiting remote Aboriginal communities for example, it may be appropriate for female students to wear long skirts and shirts and avoid singlet tops. Dressing to attend court may also be different to dressing for a home visit. Students should check first with their Field Educator(s) about dress codes.

Your professional dress code should also enhance safety and be appropriate for working in a social work environment. For example: a higher heel may be suitable in some environments but not others – occupational health and safety is also a responsibility.

If a field educator or student is concerned about dress standards or presentation the matter should be discussed together in the first instance.

## Hours of Work and Absences

Students are expected to work during the same hours as other agency workers and to be on placement during standard agency hours. Students should give priority to their placement and fit other responsibilities around their placement.

If the agency requires any placement activities to be undertaken outside normal working hours, these hours should be counted towards the total required for the placement. However, students are not encouraged to take a flexi-time approach to their placement, or to accrue overtime.

Significant variations to the placement schedule (e.g. due to illness etc.) must be approved by the Field Educator(s) and the Field Education Coordinator. It is expected that students report first to their field educator if late or unwell.

If the student needs to take time off from placement (e.g. to attend a dental appointment etc.), this must be negotiated with their Field Educator(s). Any time missed must be made up and reflected in the time log.

Students are entitled to all public holidays observed by the agency during their time on placement, however this time must be made up.

A medical certificate may be required to account for absences due to illness.

## Travel and other Placement-Related Expenses

Travel and other expenses related to getting to and from placement is the student's responsibility. Travel and other expenses incurred in the process of undertaking placement activities which are under the auspice of the Agency should be discussed with the Field Educator and addressed in accordance with the agency's usual policies and procedures. It is expected that a student will not be required to cover costs, which would usually be the responsibility of the agency (e.g. travel costs incurred when attending meetings or visits related to placement tasks).

## Driving

Driving of agency vehicles is NOT permitted by students who are undertaking. It is not recommended that students drive their own vehicle for any agency business, and students must NEVER transport an agency client in their own vehicle, as the client could potentially sue the student if an accident occurred. The Placement Office can be contacted with any queries about these issues via [FoH\\_Placements@cdu.edu.au](mailto:FoH_Placements@cdu.edu.au)

## Insurance Matters

**Personal accident and public liability coverage:** Students undertaking placement are undertaking work experience, for insurance purposes. The University carries personal accident and public liability coverage, which extends to cover the legal liability of students whilst engaged on University sponsored or authorised activities. This includes work experience activities, provided that the student is not engaged as a paid employee and does not receive remuneration. The fact that students undertake work experience in an agency does not alter their status. Students are for all intents and purposes members of the public and have the same rights and obligations as members of the public. If the students can prove that the agency was responsible for an accident, then the agency would have a liability to the student.

The AASW's Professional Indemnity and Public Liability Policy will also cover students who are financial Associate Members of the AASW. For enquiries regarding coverage under the AASW Policy, please contact the AASW National Office.

## Occupational Health & Safety

As part of placement orientation, agency health and safety policies and procedures should be made available to the student. Students should familiarise themselves with all policies and procedures and discuss any concerns with their Field Educator. Students should be provided with any specific instruction or training in relation to occupational health and safety at the earliest opportunity. A student's personal health and safety should be considered paramount.

## Ethics approval for Students undertaking research on placement

The University has an ethics policy regarding any research conducted by CDU staff or students. The policy aims to ensure that any research undertaken is ethical in terms of the nature of the research, the ethical issues arising from the research and the research methods involved. The ethical policy aims to give primary consideration to the interests of research subjects/participants.

Students who have negotiated to undertake research in relation to their own studies whilst on placement are required to apply for ethics approval and must receive ethics clearance before commencing their research. Please discuss the procedure for ethics applications with the FEC. This requirement does not apply to research projects undertaken as a placement activity on behalf of the placement agency; however, students are required to comply with all placement agency internal ethical procedures and principles.

## Confidentiality and Learning

In line with the AASW Code of Ethics, students are always expected to observe strict confidentiality in relation to an agency's client matters and any other sensitive matters, even when involved in processes which relate primarily to the student's own learning. Pseudonyms should always be used, and it may also be necessary to disguise or remove other potentially identifying information. This should particularly be observed in relation to discussing placement issues with other students and/or CDU staff, in or out of academic classes. Students should also apply the same principles of confidentiality when discussing Field Educators, other workers and/or their placement agency or other agencies.

Students should be constantly vigilant about potential breaches of confidentiality, remember that **confidentiality is a full-time exercise**. Student written work, which refers to placement experiences, will only be read by the FEC for assessment purposes, and they in turn observe principles of confidentiality in relation to the contents.

## Responsibility for learning

Students are self-directed adult learners who are largely responsible for their own learning processes, and this includes acting to ensure that any placement difficulties are resolved quickly and do not escalate. Any issues/concerns should be first raised with Educators(s) or Field Education Coordinator. Students are expected to professionally self-manage and maintain a good level of liaison with all parties concerned.

The Field Education Coordinator has an administrative responsibility to ensure that students are provided with good opportunities to achieve their learning goals in a placement. The Field Education Coordinator will endeavour to enhance the learning experience during the joint meetings and discussion with the student. Students should contact the Field Education Coordinator if they feel there are learning shortfalls in a placement.

Examples of when a student could contact the Field Education Coordinator:

- > If a student is not getting adequate supervision, after repeatedly requesting it;
- > If a student is only being given work of a clerical nature;
- > If a student is being harassed, or feels that they are in danger;
- > If a student discovers that they are having an extreme personal reaction or traumatic experience arising from either the content or processes of the placement;
- > If there are significant interpersonal difficulties occurring between a student and other people involved in the placement which cannot be resolved;
- > If unethical or illegal practices are common occurrences in a placement.

## Academic/practice difficulties and students "at risk" of placement failure

Concerns about a student's academic ability/knowledge/skills and/or social work practice ability/knowledge/skills are significant and should be addressed as quickly as possible. The student, Field Educator(s), and the Field Education Coordinator may raise concerns. If considered warranted by the Field Education Coordinator, a student may be notified that they are "at risk" of placement failure. This should occur as soon as possible after such a risk becomes evident to the Field Education Coordinator.

Issues of concern should be clearly identified and documented. The student should play an active part in developing a written plan/strategy for addressing issues of concern. Goals, tasks to be undertaken, required outcomes; parties to be involved, timeframes, evaluation mechanisms and consequences of non-achievement or unsatisfactory achievement of goals/outcomes should be clearly specified in writing.

A student may be required to spend extra time on placement or undertake additional assessment tasks. A signed copy of the plan/strategy should be forwarded to the Field Education Coordinator. A student should be promptly notified if/when they are no longer considered to be "at risk" of placement failure.

The Field Educator and the Field Education Coordinator will maintain close liaison if a student is identified as at risk of failure.

## Interpersonal Difficulties

Working in teams and with people of different approaches is a core part of social work practice. Sometimes interpersonal difficulties arise, and this has the potential to undermine the morale, confidence, and motivation on placement of students. Students may be tempted to think they will put up with this due to feelings of relative powerlessness and vulnerability. However, this can result in an escalation of the problem, which can have implications for the student's performance on placement, as well for the agency generally.

It is recommended that attempts be made to resolve any interpersonal difficulties directly with the person concerned in a responsible, mature and constructive manner, as soon as possible (at times a supervisor/mentor's role is to also challenge you). If initial attempts at resolving the difficulties are not successful, the student should consult an appropriate person (e.g. their Field Educator in relation to other agency workers; their Field Education Coordinator in relation to their supervisor(s)). Such a consultation should focus on exploring options for resolving or dealing with the situation.

## Personal Difficulties

Although students are expected to give priority to their field education placement, it is not unusual for students to be juggling many other responsibilities whilst undertaking placement (e.g. part-time employment, dependents, relationships, academic work). Students should focus on maintaining a balance between the pressures and difficulties that can arise in their personal life and the obligations from their placement. If the demands of a student's personal circumstances impact on their ability to undertake placement, the student, their Field Educator(s) and their Field Education Coordinator may meet to assess the continuing placement. All parties should be engaged in developing a plan for enabling the student to continue with the placement, which may involve changes (e.g. to the daily hours of placement). The Field Education Coordinator has the responsibility for making a final determination as to whether the placement should continue.

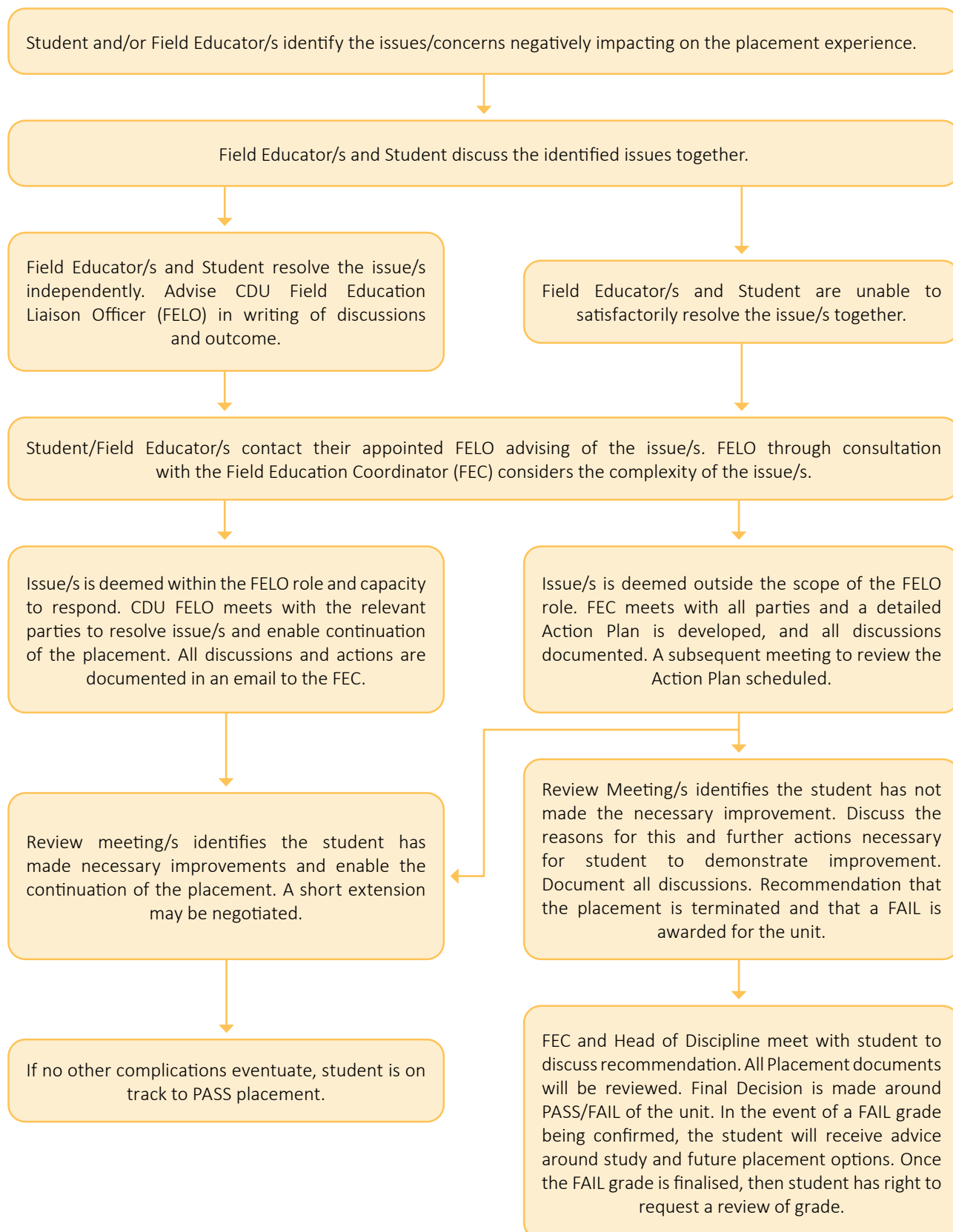
## Repeat Placements

In the event of a student failing a field education unit, University policy allows students to repeat the unit. A student who fails will be able to repeat the placement, but not at the same agency. The relationship between the student and Field Educator may be strained, especially if there has been a difference of opinion over the grading of the placement.

Attempts will be made by the Field Education Coordinator to place the student in an agency and with a Field Educator who can assist the student to overcome the identified practice difficulties they are facing.

# Appendix

## Procedural Flow Chart





Student Central

Freecall: 1800 061 963

E: [study@cdu.edu.au](mailto:study@cdu.edu.au)

*You make CDU*



**[cdu.edu.au](https://cdu.edu.au)**

All information contained in this guide is correct at the time of publication, but is subject to change as information is reviewed and updated throughout the year. When considering a course, we recommend checking the CDU website for the most up-to-date information.

Published June 2024. UniPrint 79572

CRICOS Provider No. 00300K RTO Provider No. 0373. TEQSA Provider ID PRV12069.