



Social Work Field Education Agency Field Supervision (AFS) Handbook

Flinders University

Contact allocated University Field Assessor as first point of contact
OR Email: swplacements@flinders.edu.au Phone: 08 8201 5410 and you will
be directed to the appropriate staff member.



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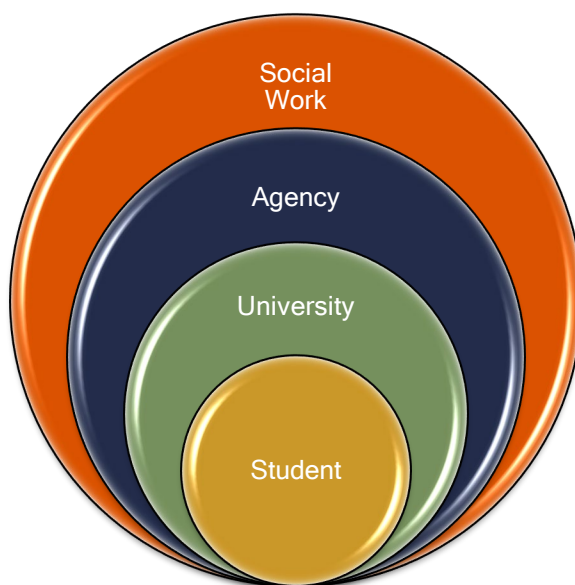
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INTRODUCTION

This handbook provides information about Field Education for Agency Supervisors undertaking 1:1 supervision of Flinders students on placement. This handbook will cover:

- the Field Education model,
- roles and responsibilities of key participants in Field Education,
- lines of communication,
- escalation processes and
- avenues for further support.

Field Education facilitates the integration of theory and practice by bringing together students, the University, Field Education Agencies and Field Supervisor(s) to work towards the shared goal of integrated social work knowledge, skills and values.



In a student-centred approach, this will provide students with critical opportunities for deep learning and reflection through the experience of professional practice in human service contexts. It also enables student performance to be assessed against the graduate attributes and developmental feedback provided. Active participation in professional supervision is a core practice standard for qualified social workers. Supervision is critical for ensuring accountability to the standards of the social work professional as well as - or within the context of - organisational policy and procedures.

Field Education requirements

The [AASW](#) requires that social work students undertake a minimum of 1,000 hours of placement across their degree.

Placement accreditation = 1,000 hours

2nd placement = 500 hours

1st placement = 500 hours

The full 1,000 hours must meet the following requirements:

- At least two placements will involve distinctly different practice learning experiences.
- At least 500 hours of placement experience must be taken in Australia.
- At least 500 hours in a direct practice role (e.g. through casework, counselling, clinical intervention, work with individuals, families, partnerships, communities, and groups).
- At least one placement with an onsite social work field supervisor.

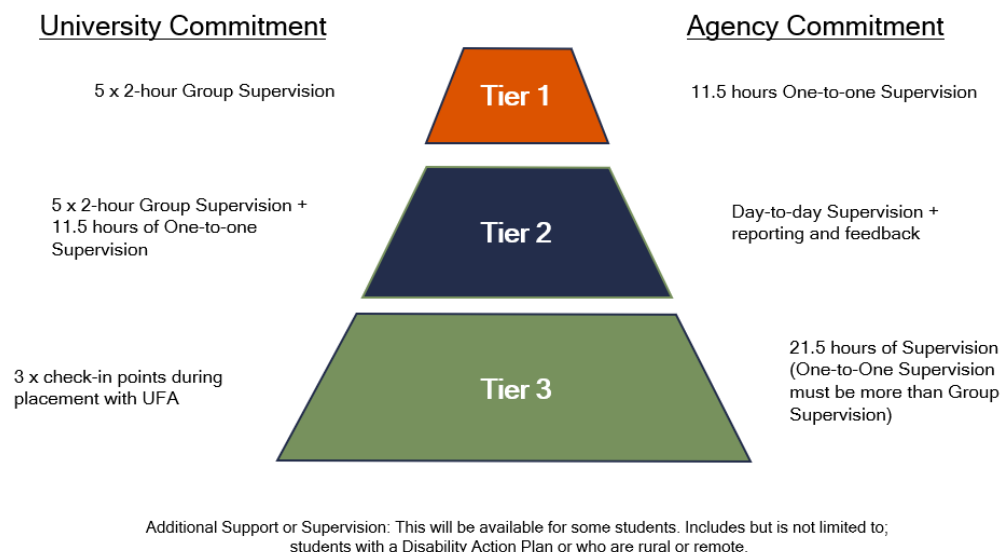
Work integrated learning

The University's [Work Integrated Learning Policy](#) and associated [Work Integrated Learning Procedures](#), provide the framework for Field Education in the social work programs. Thus, while social work Field Education must meet the accreditation requirements set and monitored by the [Australian Association of Social Workers \(AASW\)](#), they must also comply with the University's WIL Policy and Procedures.

FIELD EDUCATION MODEL

Flinders University Operates under a multi-tiered model of supervision. Tier One is for students with an onsite social work qualified Agency Field Supervisor while Tier Two will be for those who do not have a social work qualified Agency Field Supervisor, Tier Three is reserved for those students who are on placement with agencies where robust models of group and individual supervision takes place which meets all requirements or there is a partnership agreement between the Agency and Flinders University. Additional supervision or support will be available for students who require it including but not limited to students with a Disability Access Plan or who are rural and remote.

Irrespective of the tier a student is in, **all students** will have a University Field Assessor who will be responsible for the overarching assessment of the student's Field Education. The University Field Assessor is expected to attend an initial placement meeting with the student and the agency, a mid-placement assessment meeting and a final-placement assessment meeting. Students who are deemed to be at risk will have additional meetings where necessary after discussion with the Topic Coordinator.



Field Education Tiers

Tier One: Standard supervision model	
University Responsibilities	Agency Responsibilities
- Students are allocated to a group of 3 to 6 students for the duration of placement and provided a total of 5 supervision sessions (2-hours each) by the University Field Supervisor. Supervision will be standardised in terms of format, activities, and submissions. University Field Assessor will check-in with the agency and student at three points (initial placement meeting, mid-placement assessment meeting and final-placement assessment meeting) during the placement.	Agency Field Supervisors will be required to provide 11.5 hours of one-to-one formal Social Work supervision, oversee the work, assign tasks to the student, and engage in feedback via the supervision and feedback processes for Social Work Placements (see Appendix 1). Agency Field Supervisors will attend initial placement meeting and mid-placement assessment meeting.
Tier Two: Agency with no social work agency field supervisor	
- Same as Tier One plus 11.5 hours of one-to-one supervision with the University Field Supervisor (UFS). The UFS will attend the initial placement meeting and the mid-placement assessment meeting. University Field Assessor will check-in with the agency and student at 3 points (initial placement meeting, mid-placement assessment meeting and final-placement assessment meeting) during the placement.	The Agency Field Supervisor will oversee the work of the student on a day-to-day basis and engage in streamlined reporting and feedback.

Tier Three: Students on placement with an agency who provides group supervision or has a partnership agreement with Flinders University

University Responsibilities	Agency Responsibilities
• University Field Assessor will check-in with the agency and student at three points (initial placement meeting, mid-placement assessment meeting and final-placement assessment meeting) during the placement.	• To provide all 21.5 hours of supervision. Can be both group and one-to-one supervision or just one-to-one. The one-to-one supervision hours must exceed the Group Supervision hours.

Additional support supervision

University Responsibilities	Agency Responsibilities
• Additional support provided to students requiring additional support (e.g. regional and remote placements, on disability action plans). • With the approval of the Topic Coordinator, additional support may include 3 hours of one-to-one supervision from the University Field Supervisor who runs the student's Group Supervision Workshop.	• Same as Tier One, Two or Three (as per allocated Tier).

ROLES AND RESPONSIBILITIES

There are several key participants in the Field Education process, each of which has distinct roles and responsibilities detailed in Table 1.

Table 1: Field Education Roles and Responsibilities

Role	Responsibility
Agency Field Supervisor (AFS)	Qualified social worker employed by the agency who provides the student with formal supervision OR an agency staff member who is not a qualified social worker but has qualifications and experience in human services (e.g. a school counsellor, psychologist, lifestyle coordinator, youth worker, community development coordinator, etc.). The AFS will be onsite and have the most daily interaction with the student. They will oversee the students work, assign tasks and so on.
University Field Supervisor (UFS)	Qualified social worker that is a Flinders University employee responsible for both individual and group supervision of students. This includes: • Providing social work formal supervision • Supporting student learning and development • Providing guidance as necessary • Assisting in the resolution of any difficulties experienced • Assess student learning and progress towards topic learning outcomes (with the University Field Assessor) • Consulting with University Field Assessor when necessary, including in relation to student progress and other concerns.
University Field Assessor (UFA)	Qualified social worker that is a Flinders University employee responsible for attending an Initial Placement Meeting (IPM), student assessments and making academic judgements on student progression in the Field Education topic, which will occur throughout the duration of the placement (including mid-placement assessment meeting and final-placement assessment meeting).
Student	The University's expectations of students on placements are outlined in the Work Integrated Learning (WIL) Procedures. As a social work student on placement, it is also expected they: • Behave in accordance with the Flinders University Charter on Professional Conduct for Students (found in the Field Education topic FLO site) • Keep accurate, up to date timesheets

	• Take responsibility for their own learning and seek support as needed • Prepare for and engage in supervision sessions • Identify issues early and discuss concerns with the appropriate supervisor or Flinders staff member • Maintain client and agency privacy and confidentiality • Balance employment and placement.
Topic Coordinator (TC)	Each placement topic is overseen by a social work qualified Topic Coordinator who is responsible for managing and coordinating the topic, providing oversight of all aspects of the Field Education topic including assessment, achievement of learning outcomes and determinate of final grades. TCs are also required to withdraw a student from placement if required. The TC is also the point of contact in relation to the student and industry placement experience in relevant topic.
Course Coordinator (CC)	Social work qualified and is responsible for the oversight for their programs including Field Education, industry engagement related to course experience for all students in a given course (BSW/MSW), actively liaise with organisations to ensure positive industry engagement and generate new placement opportunities, RPL of individual students on behalf of the Teaching Program Director as per University Policy, and approval of work-based or interstate placements.
University Work Integrated Learning Team (WIL)	Oversees and manages operational aspects of placement, including compliance procedures and documentation, placement development and matching.
Senior Lecturer in Social Work Professional Practice	Oversees the Field Education students, staff, and agency relationships at a high level and is a core decision maker regarding matters such as student progress and fitness for placement.
Teaching Program Director (Level E)	Provides oversight of the social work teaching program and takes escalations from the Senior Lecturer in Social Work Professional Practice.

1:1 SUPERVISORY TASKS

During the student's Field Education, the 1:1 (Social Work qualified) supervisor (agency or Flinders appointed) will primarily have contact with the student and will include:

- Providing 11.5 hours of one-to-one supervision of the student
- Participation in a student's mid-placement assessment meeting
- Completing the ongoing feedback process throughout the placement ([see Appendix 1](#)).

If an Agency Field Supervisor (not Flinders staff) you will also:

- Participate in a student's initial placement meeting
- Oversee the student's work and assign tasks
- Providing onsite support to the student
- Sign off on student timesheets.

1:1 Supervision Sessions

At least 11.5 hours (approximately 11 x 1.25 hour sessions) of one-to-one supervision which encompasses education, support, and accountability for the student as detailed in the [AASW Practice Standards](#) and [Australian Social Work Education and Accreditation Standards \(ASWEAS\)](#).

One-to-one supervision is also an opportunity for:

- openness, reflection and self-reflection
- trying new things, modifying old habits
- feedback
- assisting students in developing professional competence (knowledge, skills and attitudes)
- facilitating personal and professional growth
- assisting students to make connections between practical work and theory
- role modelling.

1:1 supervisor should also complete ongoing feedback throughout the student's placement

[\(Appendix 1\)](#): Supervision and Feedback Processes for Social Work Placements details the procedures for providing ongoing supervisory feedback and explains how various roles contribute to the feedback process.

Initial Placement Meeting (IPM)

Every student, regardless of tier, will organise and participate in an initial placement meeting. This should occur early in the student's placement (during the first 10-15 days) and it is a student's responsibility to plan the initial placement meeting with all of their relevant Field Supervisors.

- Tiers One and Two: Students organise and schedule an initial placement meeting with their Field Supervisor (agency (qualified), agency (unqualified), Flinders) and University Field Assessor.
 - **Preferred attendance for initial placement meeting:** Student, University Field Assessor, University Field Supervisor, Agency Field Supervisor.
 - **Minimum attendance for initial placement meeting:** Student, University Field Assessor, Agency Field supervisor.
- Tier Three: Students organise and schedule an initial placement meeting with their relevant Agency Field Supervisor (AFS) and University Field Assessor (UFA).

During this meeting the student will introduce themselves, ask questions about the placement and provider, ask about practicalities including site inductions and WHS policies, and discuss their assessments. Most importantly, the student will ask about the work itself and **negotiate the tasks they will be undertaking**. Discussion must be undertaken around planned learning opportunities that will be available to the student across their placement. It is important that these learning activities are developed collaboratively to ensure that what the student proposes is possible within the context of their placement. You must also discuss and negotiate what kinds of evidence will demonstrate the student has achieved their goals or completed these tasks in a satisfactory manner. Ensure that you establish expectations with students for their Group Supervision workshops and remind students that these workshops are **mandatory**. Determine how the student will attend these workshops whilst at the agency in regards to privacy, confidentiality and technology available (for example, access to WIFI).

The learning activities agreed upon with the student will then provide a guide to what the student will be doing during their placement and will ensure they meet the learning outcomes at the required level of competence. The students will map these proposed activities in a document called the Experiential Learning Map (see further details below) and will email a copy **no later than five placement days** after the Initial Placement Meeting to the Agency Field Supervisor and/or University Field Supervisor and the University Field Assessor.

Experiential Learning Map (ELM)

Experiential learning is the process of learning through experience and is more narrowly defined as ‘learning through doing.’ The first task students must commence as part of their placement is the Experiential Learning Map and it is **mandatory**. The template for the ELM is found on FLO or refer to [Appendix 2](#). Students should use the [AASW Practice Standards 2023](#) as a reference for what to include in their ELM. The map allows students to propose placement activities and articulate how the completion of these activities will contribute to meeting Field Education learning outcomes, but it is also a space to reflect and plan once learning is underway as part of the students’ Field Education assessments (both students’ mid-placement and end-of-placement assessments). The Experiential Learning Map is completed (and submitted) in stages as the student’s placement progresses. Students’ must complete and then submit the ELM on FLO (under ‘Assignments’ page, found in the left-hand menu on this site), and email a copy to their supervisors, **no later than 5 days after their initial placement meeting**. The ELM is not a graded document but will be referred to at future points of the students’ assessments. Students cannot progress placement until they have completed and uploaded their ELM. Detailed instructions are in the Experiential Learning Map (ELM) template are on FLO for students or refer to [Appendix 2](#). **Note: Students need to bring the ELM to their initial placement meeting so they can begin drafting their proposed activities straight into the document.**

Mid-Placement Assessment

The mid-placement assessment takes place between 200-250 hours of placement has been completed. The mid-placement assessment meeting is to review the students’ progress in relation to the learning outcomes and identify the focus for the second half of the placement.

As a supervisor you will have involvement in the student’s mid-placement review process. You will:

- Attend the student’s Mid-Placement Assessment meeting (conducted virtually).
- Provide the student and the University Field Assessor with verbal feedback during the meeting.

Note: Your previously provided feedback will be used as evidence in the student’s assessment, but you do not need to take any action for this to occur.

Final-Placement Assessment

The end-of-placement assessment meeting is to review the students' progress since mid-placement and to assess whether all assessment requirements have been met; that is, whether the student has achieved for each of the learning outcomes. The assessment will be in a one-to-one format between the student and the University Field Assessor (UFA). The end-of-placement assessment takes place after 500 hours of placement has been completed.

You do not need to attend the Final Placement Assessment meeting.

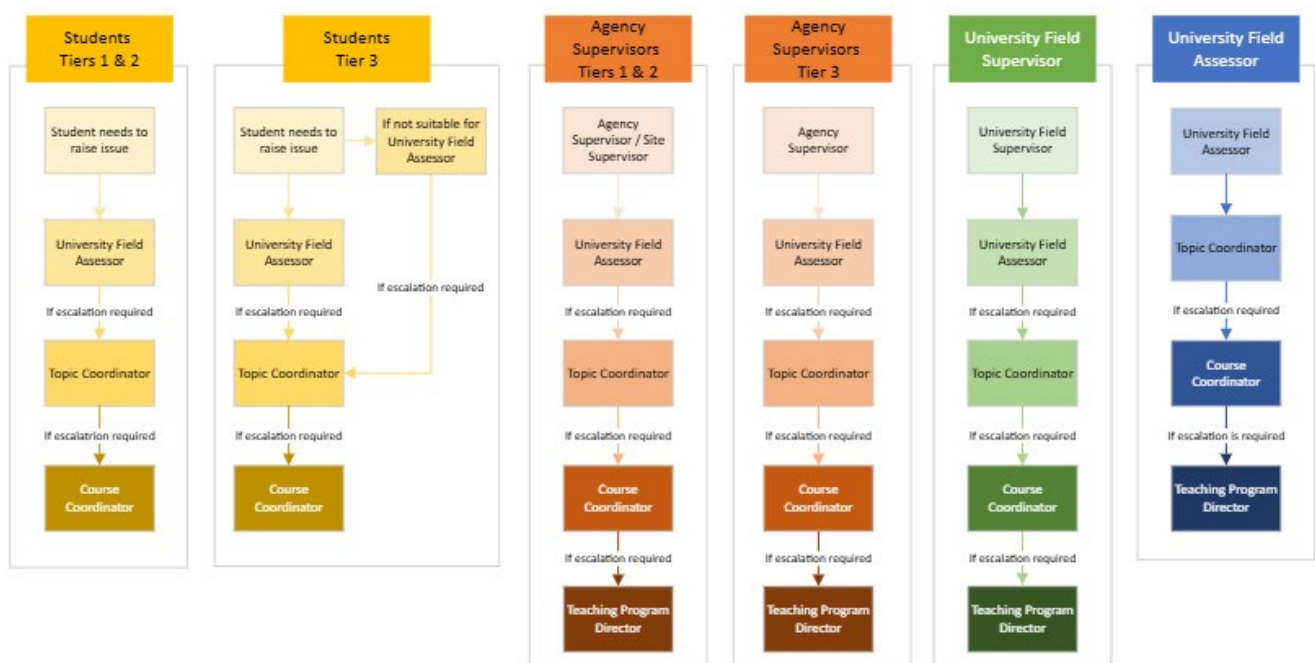
Note: Your previously provided feedback will be used as evidence in the student's assessment, but you do not need to take any action for this to occur.

LINES OF COMMUNICATION

A student's supervisor/s will be their first and most consistent point of contact throughout their placement. Please see the information below regarding lines of communication for issue escalation or withdrawal of placement.

Standard escalation process

If you have concerns that arise during a student's field education, your first point of contact is the University Field Assessor and if this is not appropriate, the Topic Coordinator. The Flinders staff member will then escalate your concern as appropriate, however the process normally follows as below:



Examples of concerns include:

- Significant interruptions to the student's placement including changed personal circumstances or health issues.
- Potential or actual confidentiality issues, ethical breaches, or issues of client safety.

Withdrawal of student from placement

The Topic Coordinator, in consultation with the Agency Field Supervisor, is required to withdraw a student from placement, either for a specific period and subject to conditions or for the remainder of the duration of the placement, in any of the following circumstances:

- There are reasonable grounds to suspect that the student poses a risk to the health, safety or wellbeing of themselves or others.
- The student is unable after due instruction and guidance, to perform satisfactorily without an inappropriate or unattainable degree of supervision.
- The student performs in a manner detrimental to the professional experience of other students.
- The student breaches the legal, ethical or professional codes of the placement agency or professional body (AASW).
- The student demonstrates negligence in the performance of an assigned duty.
- The placement agency is unable or unwilling to continue with the placement for the student.

DETAILED PLACEMENT MATTERS

Attendance

Group supervision and 1:1 supervision **are mandatory** (required to pass the topic and as [per AASW regulations](#)) and a student must receive a minimum 21.5 hours of supervision (no more than half can be group supervision). If a student is unable to attend 1:1 supervision, they need to renegotiate a time with their 1:1 Social Work Supervisor/Topic Coordinator. Students may **not** miss more than one supervisory session (group or individual) across the length of their placement. If a student is unable to attend a group supervision they need to **notify, and seek approval**, from the Topic Coordinator, who will explore alternatives.

Students are required to attend placement four days per week, which means approximately 18 weeks (4-5 months) to complete each 500-hour placement.

NB: Any variation in attendance days must be negotiated by the student with the Agency and permission sought from the Topic Coordinator.

Bachelor and Master of Social Work (GE) students have different availability to attend placement due to their study timetable:

- BSW students attend placement Tuesday to Friday
- MSW students attend placement Monday to Thursday.

Total daily attendance hours should not exceed 7.5 hours (e.g. 9:00am - 5:00pm with a 30-minute lunch break). Attendance outside of business hours (e.g. for the purpose of participating in specific events or programs) may be negotiated by the student with the Agency, ensuring the University Field Supervisor and Topic Coordinator are advised.

Every student, regardless of tier, will organise and participate in an initial placement meeting at the beginning of their placement. Every student, regardless of tier, will undertake supervision at regular intervals during their placement block.

Placement hours: What *can* be counted?

Activities that can be counted as placement hours for the student include:

- ✓ Up to 60 minutes a day on maintaining a reflective learning log and/or working on topic-related reflection and assessments. This is done within placement hours, onsite.
- ✓ Scheduled involve in agency/placement-related events and programs that occur outside of office hours.

Placement hours: What *cannot* be counted?

Activities that cannot be counted as placement hours for the student include:

- ✗ Attendance at required orientation workshops and other learning forums
- ✗ Lunch breaks
- ✗ Sick days
- ✗ Holiday leave
- ✗ Travel between home and placement
- ✗ Attendance at Child Safe Environments training
- ✗ Any activities related to non-field topics
- ✗ Time spent on university studies and activities that are not directly related to field placement
- ✗ Time spent volunteering in other human service agencies
- ✗ 'Passive' hours (e.g. sleeping when on a school camp).

Timesheets

Students are responsible for keeping an accurate, daily timesheet of their placement hours and keep a record of all timesheets submitted. Students are encouraged to set calendar reminders to ensure that timesheets are submitted on a weekly basis. The student must then have it checked and sighted weekly by their Agency Field Supervisor (AFS) and/or site supervisor (by either signing the sheet virtually or ask them to reply to the email confirming receipt and approval of the timesheet in writing). The student will also need to submit a copy of timesheets to the University Field Supervisor (UFS) and University Field Assessor (UFA) at the student's mid-placement meeting and to the University Field Assessor (UFA) at the end-of-placement meeting. An [Excel timesheet template](#) is available for students to download from FLO. Students should ensure that they save the Excel Timesheet somewhere they will not lose it and 'back it up' to the cloud as well as storing it in a personal device.

Sick leave

If a student is unable to attend placement due to illness or injury, they must inform their Agency Field Supervisor/site supervisor as soon as possible, and their University Field Supervisor. The student will need to follow the placement agency's policy with regards to provision of a medical certificate. If the student misses Flinders-run supervision (individual or group) they may also be required to provide a medical certificate and must organise replacement supervision hours.

Making up Supervision Hours

Where a student has missed any supervisory sessions, it is their responsibility to liaise and negotiate with their supervisor to ensure additional supervisory sessions are re-booked. It is a supervisor's responsibility to ensure a student receives the full 21.5 hours of supervision. Please note that group supervision and 1:1 supervision is **mandatory** (required to pass the topic and as per AASW regulations) and students must engage at a minimum, 21.5 hours of supervision (no more than half can be group supervision). Students may not miss more than one supervisory session (group or individual) across the length of their placement.

Fares and expenses

The student is responsible for all fares/expenses associated with getting to and from placement.

Professional writing assistance

Professional and academic writing assistance is available from the [Student Learning Support Service](#) available through FLO. Students' can also speak in-person with a Learning Advisor in one of the Student Learning Support Service [Learning Lounges](#) at the Bedford Park, Sturt or City Campuses or access online study support with [Studiosity](#) where they can chat online with a Learning Advisor or get feedback on their written work.

Incidents, accidents and insurance

If a student is injured or involved in an incident or accident while on placement, they should:

- Immediately report the incident/accident to the most appropriate person at the agency
- Seek appropriate first aid or medical advice if required
- Complete any relevant agency processes (e.g. completion of a form) with an appropriate staff member and comply with the agency's Work Health & Safety (WHS) Policies
- Complete a University accident/incident report via the [Flinsafe portal](#) within 24 hours of the incident

- Depending on the nature of the incident/accident, a University work, health and safety representative may contact the student and agency for follow up.

Students participating in University approved Work Integrated Learning placements are covered under various University policies which are relevant to the activity.

Balancing employment and placement

Students are expected to find ways of managing dual demands of placement and employment, while keeping themselves safe, healthy and capable of engaging with the learning opportunities presented. Behaviours such as sleeping at placement, arriving late or leaving early, not being prepared for supervision, leaving tasks incomplete, and so on, will inevitably put your placement at risk.

Mobile phones and social media

Students are required to follow the agencies policy related to expectations of staff. Whether or not a formal policy exists, the student should not use their mobile phone for personal calls (other than in an emergency), taking photos, accessing social media, etc. while on placement.

Reasonable adjustments

Students with disabilities are entitled to apply for reasonable adjustments to assessment and teaching methods. The Social Work program is committed to facilitating the integration of students with disabilities into the University community. Reasonable adjustments can be made for students with disabilities provided those adjustments do not compromise topic and ASWEAS requirements. Any adjustments will be communicated and negotiated by a member of Flinders staff.

Social Work Qualified Requirements

In order to provide formal social work supervision, the social work qualified Agency Field Supervisor (AFS) or University Field Supervisor (UFS) must be eligible for full membership of the [Australian Association of Social Workers \(AASW\)](#) and have at least two years of full-time post-qualifying practice experience.

A University Field Assessor (UFA) must be eligible for full membership of the [Australian Association of Social Workers \(AASW\)](#) and have at least five years full time equivalent post-qualifying practice experience.

The Flinders University Charter of Professional Conduct for Students

The Flinders University Charter on Professional Conduct for Student Social workers sets out the principles and standards of appropriate professional conduct for student social workers, both on and off-campus, throughout the course of their studies. It commits to, and is grounded in, the core social work values identified by the Australian Association of Social Work (AASW) in its [AASW Code of Ethics](#). Professional conduct, for the purpose of this Charter, is conceptualised in terms of three dimensions or domains:

1. Dealing with tasks/work (organisation and time management, effort and initiative, responsibility and accountability, information management)
2. Dealing with others (communication, privacy and confidentiality, respectful and ethical behaviour)
3. Dealing with oneself (reflective insight and self-management, supervision and feedback, competence).

It is important that students familiarise themselves and follow this charter whilst representing the profession, the University and themselves. The Charter on Professional Conduct for Student Social Workers is available in FLO, and it is recommended to students that they print a copy to keep on hand to refer to at placement.

AASW Practice Standards

The purpose of the [AASW Practice Standards](#) is to promote trust and confidence in the profession for the public and service users. The Practice Standards crystallise the core elements of practice for social workers and for those who use their services, including policymakers, employers, and other professionals working in related sectors. Students are encouraged to read and familiarise themselves with the document and print a copy to keep on hand to refer to at placement.

Australian Social Work Education and Accreditation Standards (ASWEAS)

The Australian Social Work Education and Accreditation Standards (ASWEAS) set the principles and graduate attributes for social work education in Australia. They are the criteria for the AASW accreditation of professional social work courses across the country. ASWEAS reiterates that Social Work is a practice-based profession which is supported by theory and research aimed at enhancing wellbeing and addressing life barriers. Students are encouraged to read and familiarise themselves with the document and print a copy to keep on hand to refer to at placement.

Reflective practice

Reflective practice is not just about what the student has been doing on placement but why they have been doing these activities on placement. It is important that students prioritise their reflective time to integrate their placement practice and theory to understand it in a social work context. The purpose of this is to develop the student's critical reflection and reflect upon their learning experiences, including events, interventions, interactions, meetings, supervision and other activities. It is a requirement of the students' placement that they undertake a minimum of 30 minutes of reflection daily and use a reflection tool at least 2-3 times per week. Reflective Practice forms part of the student's assessment and is mandatory. The purpose of this is to develop the student's critical reflection and for them to reflect upon their learning experiences, including events, interventions, meetings, supervision and other activities. Students are encouraged to have a discussion with their agency around what their reflective practice time will look like, and students can negotiate increasing their reflective practice from 30 mins to up to 60 mins per day if required. In FLO there are tools available to assist with reflective practice and a Reflective Practice Toolkit for Social Work Field Education for students which details further information.

FURTHER SUPPORT FOR STUDENTS

Students who actively work on their mental and physical wellbeing cope better with the challenges of study and do better academically. Flinders students have access to a range of services, programs and resources to help you manage your mental health and wellbeing and look after yourself.

Health & mental health support

The University provides a confidential health service to all currently enrolled students at its fully equipped and accredited Medical Centre at the Student Services Centre at Bedford Park campus. All eligible consultations are bulk billed. Appointments are typically face-to-face, but they also offer telehealth phone appointments. The health service provides emergency and routine medical care, as well as other services such as referrals. Students can [learn more here](#).

If a student requires studies mental health support Flinders provides a free and confidential Counselling Service that is available to current students. This counselling is short-term, and solution focused. Counselling appointments are conducted via phone, in-person or by video call depending on their needs. Students can [learn more here](#).

The University provides a free, confidential services for students who have a disability. A disability can be a medical condition, mental health condition, learning difficult or any disability that impacts on study. Carers of people who have a disability can also contact a disability advisor. [Learn more here](#).

Academic and learning support

[The Student Learning Support Service](#) (SLSS) provides one-to-one study support online or in-person, workshops to help students develop academic skills. The SLSS also runs two 'Learning Lounges', drop-in supported study spaces located in the Bedford Park campus library and the city campus.

Success and wellbeing support

The [Student Success and Wellbeing Advisors](#) (SSWAs) offer personalised support and information to assist students in navigating life at Flinders, including placement experiences. They help students get studies on track, identify and reach goals, understand and build strengths, and navigate the university system.

International student support

International students seeking support may find it helpful to contact someone in the [International Student Services](#) team.

Aboriginal and Torres Strait Islander student support

Aboriginal and Torres Strait Islander students can seek further support from the [Yungkurinthe team](#).

Oasis Flinders University

[Oasis](#) on the Bedford Park Campus is a Student Community Wellbeing Centre focused on supporting the physical, emotional, social and spiritual needs of students, so they can achieve academic and success.

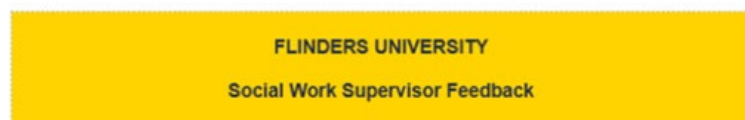
GLOSSARY

AASW	Australian Association of Social Workers. The professional representative body of social workers in Australia, and the accrediting body for all Australian social work courses.
AASW Code of Ethics 2020	Principles and responsibilities that characterise the social work profession.
AASW Practice Standards 2023	Social work standards presented in the AASW Practice Standards.
AFS	Agency Field Supervisor
Agency/Host	An organisation that provides a practical experience for students for the purposes of enhancing their work readiness.
ASWEAS	Australian Social Work Education and Accreditation Standards
BSW	Bachelor of Social Work
ELM	Experiential Learning Map
FE	Field Education
FLO	FLO is the Flinders Learning Online platform and is an invaluable source for students with course content, information about assessments, assessment submission portals, helpful documents and guides that can be found on each placement's respective FLO site.
InPlace	A software system that is used by the college placement areas to check a student's compliance, match students to placement and management of placements. Students use InPlace to upload all of their compliance related documents and complete essential student declarations.
IPM	Initial Placement Meeting
MSW (GE)	Master of Social Work, Graduate Entry
NCCHC	National Coordinated Criminal History Check
RPL	Recognition of Prior Learning
TC	Topic Coordinator
UFA	University Field Assessor
UFS	University Field Supervisor
WIL	Work Integrated Learning swplacements@flinders.edu.au
WWCC	Working with Children Check

APPENDIX 1 – SUPERVISION AND FEEDBACK PROCESSES FOR SOCIAL WORK PLACEMENTS

Ongoing Supervisory Feedback

- Supervisors providing social work supervision **must give ongoing feedback** throughout the student's placement
- The university will email a feedback link:
 - This email will be sent **six times** across the **500-hour placement** (largely in line with when supervision should be occurring)
 - The link will resemble the example provided by Flinders University (see below image).
- Feedback is transparent:
 - Students can access supervisory feedback
 - Feedback includes:
 - Areas of strength
 - Areas of development to guide learning during placement.



Dear #RespondentGivenName#

This is a notification that the social work supervisor feedback response is now open for the following:

Student Name	Campaign Title	Response Link
#AssessedStudent#	#CampaignTitle#	Go to Response Page...

Please endeavour to complete your section as soon as possible.

You are able to select 'save as draft' and return to the feedback form later, via this link.

Once you have completed the feedback, please click on the submit button.

Once the Final placement report has been submitted, you cannot go back and edit the report.

Kind regards,

Work Integrated Learning Support Team
College of Education, Psychology and Social Work

Click on this link to
go to the feedback
form

Role of Agency Supervisors (Not providing Social Work Supervision)

- Agency supervisors who support the placement but **do not** provide social work supervision (e.g. when a University Field Supervisor is allocated) will be contacted by the University Supervisor throughout the duration of the placement.
- Purpose of contact is to:
 - Discuss student progress
 - Provide feedback aligned with learning outcomes and learning stages
 - Ensure the student is on track to meet placement requirements.

Observational Checklist

- Agency Supervisors will complete an **Observational Checklist** 4 times throughout the placement
 - Used to provide feedback for student assessment
 - Completed before Mid-Placement Assessment Meeting and End-of-Placement Assessment Meeting.
- This is a planned learning and teaching activity.

Initial Placement Meeting

- Further details will be provided during Initial Placement Meeting (IPM)
- Meeting participants:
 - Agency Field Supervisor/Agency Supervisor
 - Student
 - University Field Assessor (UFA)
 - University Field Supervisor (UFS).

APPENDIX 2 – EXPERIENTIAL LEARNING MAP (ELM)



Experiential Learning Map Part of Field Education Assessment JUNE 2026

Student details:

Name: Click or tap here to enter text.

ID: Click or tap here to enter text.

Email: Click or tap here to enter text.

Contact number: Click or tap here to enter text.

Course: Click or tap here to enter text.

First placement: Choose an item.

Final placement: Choose an item.

Placement details:

Semester: Click or tap here to enter text.

Year: Click or tap here to enter text.

Agency name: Click or tap here to enter text.

Address: Click or tap here to enter text.

Commencement date: Click or tap to enter a date.

Mid-placement Review date: Click or tap to enter a date.

Hours completed at Mid-Placement: Click or tap here to enter text.

Completion date: Click or tap to enter a date.

Hours completed at End of Placement: Click or tap here to enter text.

Agency Field Supervisor(s) (AFS) details:

Name: Click or tap here to enter text.

Email: Click or tap here to enter text.

Please complete the following:
I have sighted and observed practice that the student has spoken to in their Experiential Learning Map (ELM) for Mid Placement
Supervisor Name:
Date:
Please provide a brief overview of the student's practice:
Click or tap here to enter text.

University Field Supervisor (UFS) (if applicable) details:

Name: Click or tap here to enter text.

Email: Click or tap here to enter text.

University Field Assessor (UFA) details:

Name: Click or tap here to enter text.

Email: Click or tap here to enter text.

Brief description of placement:

Describe the focus of this placement.

Click or tap here to enter text.

Supervision arrangements:

Detail whether you are in Flinders-run or agency-run supervision, and the context (group/individual).

Click or tap here to enter text.

Agreed reasonable adjustments (if relevant):

To be negotiated between the student, agency and university for students who have a University Access Plan related to a disability or medical condition and/or significant caring responsibilities.

Click or tap here to enter text.

I attended my Initial Placement Meeting and negotiated learning activities with my supervisor/s ☐

I have been provided with the Agency's WHS, Equal Opportunity and Sexual Harassment policies and undergone an induction/training program ☐

Completing this document

The Experiential Learning Map aims to assist students to propose placement activities including how the completion of these activities will contribute to meeting learning outcomes and graduate attributes at the required level of competence. It is also a space to reflect and plan once learning activities are underway as part of Field Education assessment (both Mid-Placement Review and End-of-Placement Assessment).

Pre-and during-Initial Placement Meeting

- Before you organise and attend your Initial Placement Meeting, please familiarise yourself with the Experiential Learning Map (the entirety of this document).
- Start to think about your learning goals for placement and potential learning activities you will be involved in – start drafting these into the first section of the document. Some examples of activities are in the appendix of this document.
- Bring this document to your Initial Placement Meeting.
- During the Initial Placement Meeting you and your supervisor(s) will collaboratively plan learning activities to ensure any proposed activities will assist you in meeting learning outcomes. Again, we recommend drafting *in this document* to make completion simpler afterwards.

Post-Initial Placement Meeting

- After the Initial Placement meeting, finalise and complete your learning activities and goals.
- You do not need to complete any other section of this document at this stage.
- Submit this document to FLO and email it to your supervisor(s) **no later than 5 placement days** after your Initial Placement Meeting.
- Review this document regularly and drafting commentary weekly into the learning map, in each of the practice standards, in readiness for Mid Placement.

Pre-Mid-Placement Review

- Before your Mid-Placement Review Meeting you must complete the tables labelled 'Student summary comments on progress – pre-mid-placement review' which ask you to reflect on how you are progressing with your learning activities and how these relate to the practice standards.
- Submit the updated version of this document to FLO and email it to your onsite supervisor(s) **no later than 5 placement days** prior to your Mid-Placement Review Meeting.

Post-Mid-Placement Review

- After you receive your feedback from the Mid-Placement Review you must complete the table labelled 'Experiential Learning Map Part 2 – post-Mid-Placement Review' which ask you to acknowledge and plan for your focus areas based on the feedback you gained in the Mid-Placement Review process.
- Again, regularly review the document and draft commentary in readiness for the end of placement meeting.

Pre-End-of-Placement Assessment

- Before your End-of-Placement Assessment you must complete the tables labelled 'Student summary comments on progress – pre-final-placement review' which ask you to reflect on how you are progressing with your learning activities related to that practice standard.
- Submit the updated (and final) version of this document **no later than 5 placement days (or weekdays if placement is complete)** prior to your End-of-Placement Assessment presentation.

LEARNING GOALS:

Think about what you want to achieve on placement and decide on 3 personal learning goals for the placement (i.e. is it a particular skill you want to develop or particular knowledge you want to focus on etc).

- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.

Now think about the types of learning activities that you might be involved in that might help you to achieve your goals – think broadly about activities that will last the duration of your placement.

LEARNING ACTIVITIES:

- Think about what activities you might be involved in within your placement (a minimum of 10 but can include more).
- Discuss with your Agency Field Supervisor about what activities this placement is able to provide you with (scope of practice).
- Draft these learning activities and discuss it at the initial placement meeting with your Onsite Supervisor, University Field Supervisor (if have one) and your University Field Assessor.
- These activities can be modified, with agreement between student, Field Supervisors and University Field Assessor, throughout the placement
- See [Appendix 1](#) for Examples of activities of learning.

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.
5. Click or tap here to enter text.
6. Click or tap here to enter text.
7. Click or tap here to enter text.
8. Click or tap here to enter text.
9. Click or tap here to enter text.
10. Click or tap here to enter text.

1. AASW Code of Ethics.

Learning activities should enable students to demonstrate how they can:

- conduct themselves according to the values, principles and guidelines of the AASW Code of Ethics 2020 (PS 1)
- have a clear sense of accountability for their actions and accept responsibility for the decisions they make and their professional actions (PS 1.1)
- recognise and take responsibility for what is within their power, control or management (PS 1.2)
- can articulate the ethics underpinning their approach to decisions and actions (PS 1.4)
- are willing and able to seek advice from supervisors or senior colleagues on ethical issues (PS 1.5).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted to FLO no later than 5 placement days prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – Post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement:

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

*To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.*

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

2. Working alongside Aboriginal and Torres Strait Islander peoples.

Learning activities should enable students to demonstrate how they can:

- practice in partnership with Aboriginal and Torres Strait Islander peoples to support their priorities and aspirations (PS 2)
- are aware of the diversity among, and differences between, Aboriginal and Torres Strait Islander cultures throughout Australia (PS 2.1)
- respect the knowledge and lived experiences of Aboriginal and Torres Strait Islander peoples, and privilege their voices (PS 2.2)
- can recognise and draw upon the cultural knowledge, experience, and wisdom provided by Aboriginal and Torres Strait Islander peoples to guide approaches to practice (PS 2.3)
- adopt appropriate cultural and communication protocols (PS 2.4).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted **no later than 5 placement days** prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

*To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.*

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

3. Human rights and social justice.

Learning activities should enable students to demonstrate how they can:

- advocate for human rights and practice in ways that aim to achieve access, equity, participation and legal protection for all (PS 3)
- ensure that the rights of the people they work with are promoted, protected, and upheld (PS 3.1)
- support action to enable people to live a life free of abuse, neglect, exploitation and violence (PS 3.3)
- promote public policy initiatives aimed at eliminating structural and systemic inequities experienced by people (PS 3.6).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted **no later than 5 placement days** prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – Post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement:

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

4. Culture, identity and intersectionality.

Learning activities should enable students to demonstrate how they can:

- conduct their approach to practice respectfully and inclusively with regard to culture and diversity (PS 4)
- apply an intersectional lens in their approach to complexities around culture and diversity (PS 4.1)
- respectfully engage with people who have culturally diverse identities (PS 4.2)
- adapt and modify their practice on the basis of a critical awareness of how their personal values, cultures and beliefs impact on their interactions with people (PS 4.3).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted **no later than 5 placement days** prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – Post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement:

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

*To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.*

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

5. Critical thinking in practice.

Learning activities should enable students to demonstrate how they can:

- practice within a professional knowledge framework informed by a critical understanding of contemporary social work theory and research (PS 5)
- work from a clearly articulated framework for reflective practice (PS 5.1)
- contribute their critical perspectives in interactions with other professions in a positive and constructive manner (PS 5.4)
- practice within the limits of their professional scope, knowledge and skills and, where necessary, direct people to alternative sources of professional advice (PS 5.5).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted **no later than 5 placement days** prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – Post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement:

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

*To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.*

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

6. Exercising professional judgement.

Social workers make professional decisions on the basis of a holistic assessment of the needs, strengths, goals and preferences of people.

Learning activities should enable students to demonstrate how they can:

- make professional decisions on the basis of a holistic assessment of the needs, strengths, goals and preferences of people (PS 6)
- recognise, and use responsibly, the power and authority they have when exercising professional judgement affecting people (PS 6.1)
- critically assess the quality and veracity of all relevant information to support their decisions (PS 6.3)
- make decisions aimed primarily at achieving the best possible outcomes for people (PS 6.4)
- assess the nature and level of risk to people and incorporate that into the overall assessment (PS 6.5)
- make assessments and decide courses of action informed and guided by the lived experience, wishes and preferences of service users to the fullest extent possible (PS 6.6)
- consult with other professional practitioners who are contributing to the wellbeing of the people they serve or work with (PS 6.8).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted no later than 5 placement days prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – Post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement:

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

7. Professional Identity.

Learning activities should enable students to demonstrate how they can:

- actively contribute to strengthening and promoting the identity and standing of the profession (PS 7)
- articulate and promote the unique scope and contribution of social work to the people they serve, including within interdisciplinary settings (PS 7.2)
- treat colleagues and all who contribute to the wellbeing of service users with courtesy and demonstrate respect for their individual expertise (PS 7.3).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted **no later than 5 placement days** prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – Post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement:

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

*To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.*

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

8. Professional Supervision.

Learning activities should enable students to demonstrate how they can:

- actively participate in professional supervision to build and strengthen their practice (PS 8)
- undertake formal supervision, relevant to their area of practice, by an appropriately trained, senior social work qualified supervisor (PS 8.1)
- maintain a record of supervision for the duration of the supervisory relationship (PS 8.2)
- use supervision to examine and critically reflect upon their personal and professional values and the implications for practice (PS 8.5)
- use supervision to demonstrate integration of professional knowledge and theoretical approaches to practice. (PS 8.6).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted **no later than 5 placement days** prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – Post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement:

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

*To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.*

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

9. Professional Growth.

Learning activities should enable students to demonstrate how they can:

- monitor, evaluate and review their skills, knowledge and expertise (PS 9)
- identify their current and future professional learning needs (PS 9.3)
- be active learners, open to new and emerging knowledge, research and evidence informing their practice (PS 9.5).

Student summary comments on progress – Pre-Mid-Placement Review

To be submitted no later than 5 placement days prior to Mid-Placement Review.

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Experiential Learning Map Part 2 – Post-Mid-Placement Review

Complete this section based on the feedback in your graded rubric.

Focus areas for the remainder of placement:

Click or tap here to enter text.

Student summary comments on progress – Pre-End-of-Placement meeting

*To be submitted **no later than 5 placement days** (or weekdays if placement is complete) prior to your End-of-Placement meeting.*

Questions	Reflection (please use specific examples wherever possible and consider not only what you have done but <i>why</i>)
What learning have I taken from these activities and what am I doing well?	Click or tap here to enter text.
What are my areas for development?	Click or tap here to enter text.

Appendix 1: Examples of activities of learning could include, but are not limited to:

- Complete a values audit and refer to it within daily reflections to see how my values and conscious or unconscious biases impact and influence my interactions, decision making and practice.
- Identify and reflect upon any systemic and structural barriers to First Nations people accessing the service in daily reflections, meeting with cultural advisors, an agency audit etc.
- Explore own cultural identity, through completing a cultural identity map, and how these impact and influence interactions with others.
- Identify key organisational policies and practices related to service provision and critique their ability to promote inclusion and equitable access.
- Research theories and contemporary knowledges of Social Work that are relevant to the placement context.
- Use agency tools, proformas or templates to complete assessments and interventions with individuals, groups and/ or communities.
- Use an ethical decision-making tool when faced with an ethical dilemma and reflect upon the influences on the decision made.
- Explore, reflect upon and define what the role and purpose of Social Work is within the agency context. Articulate the core evidence base and theories that inform this definition
- Undertake assessments and interventions relating to the placement context, initially by observing, but with a relative degree of autonomy by the end of placement
- Attend relevant professional development opportunities and complete a reflection on the new learning and how it applies to my Social Work practice.
- Develop my own professional practice framework and incorporate how this placement has influenced my developing social work skills, knowledge and safe and ethical practice.
- Use a process recording to document my responses to two different interactions so I can reflect on assumptions and biases that I might be using in these.
- To plan and co facilitate group workshops with clients/ service users.
- Undertake file audits and develop relevant assessments and/ or case notes from these.
- Participate in regular staff meetings, develop skills in chairing, minute taking and voicing my developing professional decision making and clinical judgement.
- Attend multidisciplinary meetings to gain an understanding of the role and purpose of social work – reflect on the role and function of social work and how it might have similarities to other allied health professionals, but also what its distinct difference is.
- Identify and undertake a literature review of a current social or economic policy or practice, that is relevant to the placement context.
- Undertake an assessment of your learning style and use as a standing agenda item in supervision to reflect on how this shapes and influences on how you receive and process information, how you could challenge your preferred style to look at alternate ways of learning, being, knowing and doing.