

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	FIELD PLACEMENT
Course ID:	CHSUG3006
Credit Points:	30.00
Prerequisite(s):	(BSWUG1001 or BUGEN3705 or CHSUG1001 or CHSUG1003) (At least 30 credit points from ANY subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090515

Description of the Course:

Field education provides an opportunity for the student to apply the academic content from other courses studied in a direct practice context. Students are assisted in learning the skills required for effective community and human services practice as field education provides experiences that allow the student to make the transition from "knowing what" to "knowing how". Students will complete 260 hours of supervised fieldwork practice in an approved human services agency. For most students, this field placement is the culmination of their course of study and the final preparation before entering the field. In this way, there is an expectation that during the course of fieldwork placement, students will attain a level of professional practice equivalent to that of a new worker in the field.

Grade Scheme: Ungraded (S, UN)

Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

Does Recognition of Prior Learning apply to this course? No

Placement Component: Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this course.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

On successful completion of the course the students are expected to be able to:

Knowledge:

- K1.** Analyse the context of welfare practice, including the role and function of the placement agency, and the staff within the agency.
- K2.** Integrate theory and appropriate research into practice in an agency context.
- K3.** Critically appraise different styles and modes of professional practice, including the role(s) and responsibilities of the welfare professional, and the specific knowledge and skills required for this setting.
- K4.** Acquire a strong knowledge of one particular field of practice.

Skills:

- S1.** Demonstrate a high level of written and oral communication skills.
- S2.** Apply assessment skills and identify and prioritise the issues to be addressed in working with individuals, groups, families or communities under supervision.
- S3.** Choose appropriate interventions (under supervision), including monitoring and evaluation of these interventions.
- S4.** Critically reflect on the developing professional identity.
- S5.** Keep appropriate records in accordance with agency policy and professional obligations.
- S6.** Identify and practise self-protective strategies when working in potentially dangerous or stress inducing situations

Application of knowledge and skills:

- A1.** Complete the practicum with a level of skills, knowledge and competence consistent with a newly qualified worker.
- A2.** Work collaboratively with other professionals, service providers and service consumers.

Course Content:

Topics may include:

- Placement expectations and responsibilities
- Professional supervision
- Use of learning contracts
- Reflective practice within the Human and Community Services context
- Trauma informed practice within the Human and Community Services context
- Working with challenging clients, developing self-care and self-protection strategies etc.
- Culturally competent practice within the Human and Community Services context
- Working in legal context: Working in Child protection and more broadly the human services context.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate](#)

[Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, S2, S4, A1	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, S3, S6	AT1, AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K3	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S5, A2	AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3, S2, A2	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S2, S3, A1, A2	Achieve the standards of practice expected at final year level in relation to the individual learning contract (must be completed by Final Placement Review)	Learning Contract: Field Education Learning Plan and Assessment Report	S/U
K3, S2, S3, S4, S5, S6, A1, A2	Critically reflect on the fieldwork placement experience	Fieldwork Journal	S/U
K1, K3, S1, A1, A2	Analyse the role and function of the agency in the wider service network, and the place of community and human service practice in its function	Presentation	S/U

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation

6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)