

Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: SOCIAL WORK FIELD EDUCATION 1

Course ID: MSWCF7106

Credit Points: 30.00

Prerequisite(s): (MSWPG7102)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 090501

Description of the Course:

Students will participate in 500 hours (minimum) Field Education placement which will facilitate the integration of theory, practice and research in a direct placement setting. Core learning related to Social Work values, ethics, the roles and responsibilities of Social Workers and agency specific knowledge will be developed. Students will begin to acquire the knowledge and skills required for professional practice as Social Workers in a direct practice setting and utilise appropriate intervention strategies under supervision. Integrative seminars will prepare students for placement, then assist and support students throughout their placement process providing opportunities for reflective practice, shared learning and mutual support.

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? Yes

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:
Knowledge:

- K1.** Demonstrate understanding of the context of Social Work practice – including the role and responsibilities of the Social Worker and the role and function of the agency within service network.
- K2.** Demonstrate understanding of the implications of current government policy, social, political, cultural and legal issues for service users and agencies in a practice setting.
- K3.** Identify and apply theories and practices relevant to service delivery in the placement agency context.
- K4.** Compare and contrast micro and macro approaches for addressing service user needs and issues outlining alternative approaches within the placement context.
- K5.** Develop an awareness of their own personal, cultural and political values, and demonstrate the ways these may impact on practice.
- K6.** Demonstrate knowledge of the principles of ethical practice, practice standards, professional code of ethics, social work values and its application to the placement context.
- K7.** Identify and apply knowledge of organizational policies and procedures in the placement setting

Skills:

- S1.** Demonstrate social work skills in engagement, assessment, planning interventions, referral and evaluation using a range of social work theories in a number of practice areas, including case work, community development, project development and research.
- S2.** Demonstrate skills by reflecting on personal/professional knowledge using reflective practice in supervision.
- S3.** Demonstrate effective interpersonal skills, including the use of a variety of culturally sensitive communication skills.
- S4.** Prepare professional written material as needed for placement activities in accordance with agency policy which may include emails, letters, assessments and reports.
- S5.** Demonstrate organizational skills, including time management, planning and ability to prioritize tasks.
- S6.** Work effectively in teams with multidisciplinary and multi-agency context.

Application of knowledge and skills:

- A1.** Utilize and apply reflective practice and critical reflection approaches during professional supervision.
- A2.** Demonstrate responsibility and commitment for self-directed professional learning and development, including identifying own professional strengths and areas for further development.
- A3.** Participate actively in the integration of social work theories into practice by engaging in skill development workshops, simulation activities and other exercises to develop and integrate their professional knowledge and skills as needed.

Course Content:

Integration Seminars will assist and support students throughout this process, and provide opportunities for

reflective practice, shared learning and mutual support.

Seminars may include:

1. Preparation for placement
 - a. Social work Inplace requirements
 - b. Applications for placements
 - c. Developing learning goals for placement
2. Identity and managing oneself as a professional
3. Values and Ethics in professional practice
4. Reflective practice and critical reflection as tools for professional learning
5. Professional documentation and communication
6. Assessment and planning with individuals, groups and communities
7. Trauma-informed approaches to practice
8. Motivational interviewing and working with service users

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K2, K4, K5, K6, S1, S2, S3, S4, S5	AT1, AT3, AT4
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	K4, K5, K6, K7, S1, S2, S3, S6, A2, A3	AT1, AT3, AT4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1, K2, K3, K4, K5, K6, K7, S1, S2, S3, S4, A1, A2	AT1, AT2, AT3, AT4, AT5
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	K2, K4, S1, S3, S5, A2, A3	AT1, AT2, AT5
FEDTASK 5 sustainable and Ethical Mindset	<p>Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K1, K2, K3, K4, K5, K6, S1, S2, S3, S5 , A2, A3	AT1, AT2, AT3, AT4, AT5

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K6, K7, S1, S2, S3, S4, S5, S6, A1, A3	Completion of weekly worksheets may include samples of placement work completed in the following areas: <ul style="list-style-type: none"> • Policy, Funding and Legal Context of Practice • Organization and Community Context • Use of knowledge in practice • Assessment and Intervention skills • Applying professional values and ethics • Effective interpersonal skills • Self-learning and critical reflection • Research • Culturally sensitive practice 	Placement Workbook/Portfolio	Hurdle
S1, S2, S3, K3, K4, A3	Analyze the role and function of the agency and its place within the wider community human services context	Presentation	Hurdle
K1-K6, S1-S6, A2	Develop specific learning goals as specified by the Australian Association of Social Workers Learning and Assessment Plan	Learning Contract	Hurdle
K1-K6, S4, S5, A1	Demonstrate the capacity for critical reflection by highlighting significant learning using reflective practice theories.	Critical Learning Document	Hurdle
	Successful completion of 500 hours Field Education placement	Hurdle	Hurdle

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](#)

