Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	SOCIAL WORK FIELD EDUCATION 2
Course ID:	MSWCF7208
Credit Points:	30.00
Prerequisite(s):	(MSWCF7106)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090501

Description of the Course:

Students will participate in a 500-hour (minimum) indirect Field Education placement involving critical engagement with an issue of social concern at a macro-level and facilitating advanced integration of theory, practice and research. Students will extend their knowledge and skills required for professional practice as Social Workers at an advanced level. This will enable them to critically evaluate and apply appropriate intervention strategies. Students will be expected to advance their knowledge and apply social work values, ethics, roles and responsibilities and reflect on their growing professional identity.

Integrative seminars will assist and support students throughout this process, and provide 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?   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:

Knowledge:

K1. Critically analyse the nature and impact of social work within organizational, local, national and international contexts.

K2. Critique the social, political, cultural and legal issues impacting a specific population of service users.

K3. Critically appraise a range of theoretical frameworks and consider how these can be applied in intervention strategies for individuals, families, groups and communities with complex needs.

K4. Investigate and analyse the structural and social inequalities that exist in a particular field of practice leading to a critical understanding of strategies to address these.

K5. Critically engage in reflective practice and reflection in action, including examination of personal and professional values that influence practice.

K6. Identify ethical dilemmas arising from your own positioning as a beginning practitioner engaging with a vulnerable population group. Formulate solutions to address the ethical dilemmas making reference to the professional code of ethics, social work values and practice standards.

K7. Demonstrate the capacity to work with increasing autonomy and professional responsibility.

Skills:

S1. Evaluate and implement interventions using a range of social work theories that addresses the complex needs of individual families and groups.

S2. Design, implement and evaluate interventions in diverse areas of practice including community development, project management, evaluation and research.

S3. Demonstrate advanced skills in effective interpersonal communication, including the use of a variety of culturally sensitive communication skills.

S4. Prepare high-quality professional written material as required and in accordance with agency policy, which may include emails, letters, assessments, and reports.

S5. Create and maintain effective working relationships within multidisciplinary and multi-agency contexts.

S6. Demonstrate advance level organizational skills to work autonomously and as a member of a team in managing multiple and complex tasks, including time management, planning and ability to prioritize tasks.

S7. Effectively utilize reflective practice and critical reflection in supervision to gain the confidence and competence required of an early career social worker.

Application of knowledge and skills:

A1. Participate in professional supervision applying reflective practice and critical reflection approaches to enhance knowledge and skills in practice and demonstrate professional accountability.

A2. Demonstrate responsibility and commitment for self-directed professional learning hand development, including identifying own professional strengths and areas for further development.

A3. Participate actively 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.

Topics may include:
- Critically evaluating practice approaches
- Managing complex ethical dilemmas
- Project design, management and evaluation.
- Working with complexity and ambiguity.
- Cross cultural practice and working with Aboriginal and Torres Strait Islander communities

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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: • 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, S7	AT1, AT3, AT4, AT5
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • 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, S7, 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	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: • 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, S7, A1, A2	AT1, AT2, AT3, AT4, AT5
FEDTASK 4 Digital Literacy	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: • 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	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: • 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-K7, S1-S7, A1, A3	Completion of weekly worksheets may include samples of placement work completed in the following areas: • Clear identification of a macro-level issue of social concern • A clear profile of the individual(s) or population group impacted by the issue of social concern • Examining Policy, Funding and Legal Contexts relevant to the issue of social concern • Examining how social work organizations and communities respond to the issue of concern • Identifying theories and knowledge that can be applied to effectively address the issue of social concern • Reflecting on appropriate assessment and intervention skills • Applying professional values and ethics • Effective interpersonal skills • Self-learning and critical reflection • Reflecting on research as social work intervention • Engaging in culturally sensitive practice	Placement Workbook/Portfolio	Hurdle
K1, K2, K3, K4, K7, S1, S2, S3, S4, A2, A3	A detailed presentation accompanied by PowerPoint slides outlining: the macro-level issue of social concern investigated; the population group impacted by this issue, an examination of relevant political, funding and legal contexts; social work (or social services) responses to the issue of concern; theories and models that are (or can be) applied to address the issue; ongoing (and possible) assessments and interventions; a discussion of personal values and ethical considerations vis-à-vis the issue of concern, a discussion of the process of undertaking the project and consideration of research as a tool for social intervention.	Presentation	Hurdle
K5, K6, S4, S7, A3	Identify an ethical dilemma and formulate a solution using ethical theories, principles and professional codes of ethics.	Case Study Analysis	Hurdle
K1-K7, S1-S7, A2	Develop specific learning goals as specified by the Australian Association of Social Workers Learning and Assessment Plan	Learning Contract	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](#)