Placement Report

## About the Placement Report

This document is based on the template developed by the Combined Schools of Social Work (CSSW) in Victoria. It has been broadly standardised across all Universities based on the requirements and principles of the [Australian Social Work Education and Accreditation Standards (ASWEAS) (2012)](http://www.aasw.asn.au/document/item/3550), the [ASWEAS Guideline 1.2 for Field Education](http://www.aasw.asn.au/document/item/3553) and the [AASW Practice Standards (2013)](http://www.aasw.asn.au/document/item/4551). This document ensures that the Learning Areas and the broad learning goals are the same for each student no matter which school of social work they are from.

The Placement Report has the following four key components:

1. The **cover page**, which provides general details about the student, the placement agency, the student’s placement learning goals and the placement supervision arrangements.
2. The **Learning Areas** –a description of the nine core student Learning Areas, which have been derived from the [AASW Practice Standards (2013)](https://www.aasw.asn.au/document/item/4551).
3. The **Learning Plan** – where the student should document what tasks they will undertake relevant to each Learning Area and outline how and when they will demonstrate to their Field Educator that they have achieved the required learning outcomes. The Learning Plan is a working document and students and Field Educators should refer to it throughout placement to assess progress and identify any additional learning needs.
4. The **Mid- and Final Placement Report** – where the student and Social Work Field Educator review, comment on and then rate the student’s overall progress to date in achieving the required outcomes for the relevant Learning Area, using the rating guide provided on the next page.

## How to use the Placement Report

**Style guide and document uploads:**

Students and Field Educators should enter information directly into the relevant sections of this PDF / Word document. Completed documents should be uploaded by the student to their VU Collaborate assessment drop-box for ASW3205 Field Education 1 or ASW3206 Field Education 2. It is **strongly recommended** that any handwritten or draft versions of the Learning Plan, and the Mid- and Final Placement Reports Draft are retained by the student and the Field Educator until the unit result has been finalised. All documents uploaded to the VU Collaborate assessment drop-boxes must be typed – handwritten material will not be accepted.

**Step 1: Complete the Cover Page and Learning Plan** **(first 2-3 weeks of placement)**

Students should, together with their Field Educator and in consultation with a Task Supervisor (if applicable), develop a Learning  
Plan that identifies tasks and ways to assess performance against each of the nine broad learning areas. This involves a formal meeting between the student and Field Educator to:

* establish the placement goals and student tasks;
* complete the Placement Report cover page; and
* develop a draft Learning Plan (using this PDF / Word document).

Students are to email their draft Learning Plan to the University Liaison Person; 3 days prior to the first liaison visit.

Students are to finalise their Learning Plan, in consultation with the Field Educator and University Liaison Person, at the first liaison visit. Students should upload the Learning Plan to their VU Collaborate assessment dropbox (at around 105 hours / 15 days on placement).

All parties are to refer to the Learning Plan throughout the placement to assess student progress and identify any additional learning needs.

**Step 2: Complete the Mid-placement Report**

Field Educators should continually monitor and review student performance throughout the placement and provide feedback to the student as required. Issues of concern should be raised with students and the University Liaison Person as soon as possible.

Mid-way through a placement, students and Field Educator should meet to:

1. formally review the student’s performance and progress towards completing the tasks and meeting the learning outcomes in each of the nine Learning Areas; and
2. complete the Mid-placement Report, including comments and ratings (using the scale provided).

Where applicable, this should be done in consultation with the Task Supervisor.

The Mid-placement Report and the review process should identify student progress and/or areas in need of improvement/greater focus for second half of placement. Where a student is at risk of failing the placement, the University Liaison Person should be notified immediately and a very clear plan should be developed with the student to attempt to resolve the issues and achieve successful completion of the placement.

The Mid- placement Report requires both the student and the Field Educator to rate the student’s performance; and to comment on the rating and the student’s progress towards completing the tasks and meeting the learning outcomes in each of the nine Learning Areas, as set out in the student’s Learning Plan. Students and Field Educators are to complete the relevant sections of the Mid-placement Report and the student should upload the report to their VU Collaborate assessment dropbox, at least 3 days prior to scheduled mid-placement liaison contact (at around 250 hours / 36 days on placement).

**Step 3: Complete the Final Placement Report**

Towards the end of a placement, the student and Field Educator should meet to:

1. formally review the student’s performance and progress towards completing the tasks and meeting the learning outcomes in each of the nine Learning Areas; and
2. complete the Final Placement Report, including comments and ratings (using the scale provided).

Where applicable, this should be done in consultation with the Task Supervisor.

The Final Placement Report requires both the student and the Field Educator to rate the student’s performance; and to comment on the rating and the student’s progress towards completing the tasks and meeting the learning outcomes in each of the nine Learning Areas, as set out in the student’s Learning Plan. Students and Field Educators are to complete the relevant sections of the Final Placement Report and the student should upload the report to their VU Collaborate assessment dropbox, at least 3 days prior to scheduled final placement liaison contact (around 420 hours / 60 days on placement).

The University Liaison Person will also provide a report to the University, which contains a record of their liaison contacts; and a summary of and feedback about the placement. Students or Field Educators with questions or concerns about the Placement Report should refer to the [VU Social Work Field Education Manual](https://www.vu.edu.au/sites/default/files/social-work-field-manual.pdf) or contact their allocated University Liaison Person for further assistance.

## Assessment guidelines for field placements

In order to ensure a transparent and fair assessment process, it is important that the required standards for passing the placement have been clearly articulated from the outset. A rating guide (see below) has been developed to assist students and Field Educators to assess the student’s performance in each of the nine Learning Areas. The guide indicates the minimum standards expected of students for successful completion of a field placement for Field Education 1 or 2. It provides a numeric rating scale of 0 – 4 with corresponding written descriptors against each level on the scale to assist in assessing student performance.

The Mid- and Final Placement Reports require both the student and the Field Educator to rate the student’s performance; and to comment on the rating and the student’s progress towards completing the tasks and meeting the learning outcomes in each of the nine Learning Areas, as set out in the student’s Learning Plan. The rating guide and scale must be used for the ratings section of these reports. The Field Educator may consult with other relevant placement staff to review a student’s progress and complete the Mid- and Final Placement Report. The relevant Task Supervisor (where applicable) must be consulted and may also comment on a student’s performance. However, a Task Supervisor may not rate the student’s performance. Ratings are the responsibility of the student (self-assessment) and the qualified social work Field Educator only. The University Liaison Person will also provide a report to the University, which contains a record of their liaison contacts; and a summary of and feedback about the placement. Students or Field Educators with questions or concerns about the assessment process should refer to the [VU Social Work Field Education Manual](https://www.vu.edu.au/sites/default/files/social-work-field-manual.pdf) or contact their allocated University Liaison Person.

### Rating Guide

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| Rating | Level | Descriptors |
| Not capable | 0 | Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning. |
| Some capability | 1 | Working towards a basic capability, more needed. |
| Beginning capability | 2 | Performance at beginning level expected. Requirements understood. Practice capable under close guidance and supervision. Limited adaptability. |
| Capable | 3 | Performance at level expected of newly qualifying practitioner. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/others’ practice. |
| Highly capable | 4 | Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices. |
| Unable to Be Assessed  [mid-placement only] | U/A | The work has either not been undertaken, or the supervisor has not had an opportunity to assess competence in this level |

### Evidence for assessment

It is important that both students and Field Educators are clear about what evidence they are using to support their judgement about a student’s performance on placement. Any issues or concerns about the student’s performance should be raised in a timely way between the Field Educator, the student and the University Liaison Person. A record of these discussions and any remedial action, including changes to the student’s Learning Plan, should be maintained. Students are responsible for maintaining an accurate record of their placement hours, attendance and tasks. The University will consider all material submitted by the student, Field Educator, and University Liaison Person and make the final decision about a student’s grade for Field Education 1 and 2.

### Assessment for Field Education 1

To pass **Field Education 1** (first placement), students must reach a level of at least **beginning capability (2)** for all nine areas by the end of the placement. This means that to pass a student, Field Educators should be confident to answer ‘yes’ to the following question:

Is this student showing **beginning** **capability** in each of the nine learning areas?

To help answer the above question, Field Educators may find it useful when reviewing the student’s performance, to pose as questions the following relevant rating guide descriptors for ‘beginning capability’ (2):

* Does the student understand what is required of them?
* Can the student practice under close guidance and supervision?
* Is the student able to adapt, albeit to a limited extent, to changing circumstances, needs or priorities in the workplace?

The University will consider all material submitted by the student, Field Educator, and University Liaison Person and make the final decision about a student’s grade for Field Education 1.

### Assessment for Field Education 2

To pass **Field Education 2** (final placement) students must reach a level of at least **capability (3)** across all nine areas by the end of the placement. This means that to pass a student, Field Educators should be confident to answer ‘yes’ to the following question:

Is this student **capable** in each of the nine learning areas?

To help answer the above question, Field Educators may find it useful when reviewing the student’s performance, to pose as questions the following relevant rating guide descriptors for ‘capable’ (3):

* Is the student’s performance at a level expected of a newly qualifying practitioner?
* Does the student integrate the requirements into practice?
* Can the student perform independently?
* Does the student demonstrate adaptability and critical appreciation of their own practice and that of others?

The University will consider all material submitted by the student, Field Educator, and University Liaison Person and make the final decision about a student’s grade for Field Education 2.

Placement Report

# COVER PAGE

|  |  |
| --- | --- |
| Student name: |  |
| Bachelor of Social Work Unit of Study: | Field Education 1 or 2 (delete one) |
| Name and address of agency: |  |
| Field Educator (qualified SW): |  |
| Task Supervisor (if any): |  |
| University Liaison Person: |  |
| Commencement date: |  |
| Estimated completion date: |  |
| Full-time / Part-time (delete one) | (List number of days per week) |

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| Description of organisation or program focus |
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| Summary of student’s learning goals for this placement |
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| Summary of mechanisms for critical reflection and supervision that will support reflective practice and learning (e.g. formal supervision; peer/group supervision; practice forums etc.) |
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# LEARNING AREA 1: VALUES AND ETHICS

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| **Awareness of contextually relevant ethics in accordance with the AASW Code of Ethics** |
| * 1. Demonstrates that the values of social work are integral to their practice, upholds ethical responsibilities and acts appropriately when faced with ethical problems, issues and dilemmas   2. Practices in accordance with the [AASW Code of Ethics (2010)](https://www.aasw.asn.au/document/item/1201), including commitment to core social work values of respect for persons, social justice and professional integrity.   3. Critically reflects on and examines personal and professional ethics and values that influence practice   4. Identifies ethical dilemmas and seeks supervision/consultation in accordance with the ethical responsibilities outlined in the AASW Code of Ethics (2010)   5. Identifies social systems, structures, policies and procedures that preserve inequalities and injustices and advocates for change   6. Maintains an open and respectful perspective towards the values and opinions of others   7. Demonstrates an understanding of social work as a profession and how it differs from other related professions   8. Demonstrates an ability to recognise diversity taking account of individual, family, group and community differences |

## Student’s Learning Plan

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| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 1 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
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## Mid- and Final Placement Reports

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| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 1. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 1** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 1** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |

# LEARNING AREA 2: ORGANISATIONAL AND COMMUNITY CONTEXT

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| **An understanding of the organisation’s legal and political context within the human services field** |
| * 1. Demonstrates an understanding of the organisation, its structures and processes, and its role in the community   2. Provides opportunities and encourages people to evaluate social work services and ensure people are aware of organisational and professional complaints mechanisms   3. Critically reflects on the accessibility of services provided by the organisation to diverse groups   4. Demonstrates awareness of social, political, legal, cultural contexts and systems and how they impact on people in the practice setting   5. Demonstrates an understanding of the policies and legislation relating to data storage, recording, information sharing with professionals and clients within the boundaries of confidentiality   6. Demonstrates an understanding of the service system in which the organisation is located and coordinate and liaise when necessary with other service providers in collaboration with the client/service user   7. Critically reflects on the broader organisational, societal and political context with in the practice setting   8. Demonstrates an awareness of and adherence to the organisational policies and procedures relating to workplace health and safety, risk management, and duty of care obligations to service users. This includes awareness of Human Rights and other legal obligations. |

## Student’s Learning Plan

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| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 2 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
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## Mid- and Final Placement Reports

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| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 2. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 2** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 2** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |

# LEARNING AREA 3: POLICY

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| **An understanding of the legislation and social policies that influence the field of practice** |
| * 1. Demonstrates understanding of relevant legislation governing practice and the legal frameworks which inform and mandate practice   2. Demonstrates an understanding of current debates, social issues and/or politics which impact on the field of practice   3. Identify policies and practices that are oppressive and fail to meet international standards of human rights, social inclusion and social development   4. Critically analyses the structure of society with respect to power and disadvantage including the influence of gender, age, ability, sexuality, ethnicity and economic disadvantage   5. Critically analyses policies, systems and structures that do not align with social work values and do not prioritise the interests of people, groups, communities and wider society and works for change   6. Challenges systemic and policy injustices and recommends/develops new policies using methods such as: social action; advocacy; and research and evaluation |

## Student’s Learning Plan

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| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 3 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
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## Mid- and Final Placement Reports

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| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 3. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 3** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 3** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |

# LEARNING AREA 4: USE OF KNOWLEDGE IN PRACTICE

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| **An understanding of theories and methods relevant to practice and an ability to reflect critically upon their use and application** |
| * 1. Demonstrates a critical understanding of specific social work theories underpinning social work practice at all levels   2. Articulates and uses knowledge from other relevant subject areas such as law, sociology, anthropology, politics, economics, history, social theory, psychology, humanities and philosophy   3. Able to articulate and apply social work explanatory and practice theories within the practice setting |

## Student’s Learning Plan

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| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 4 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
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## Mid- and Final Placement Reports

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| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 4. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 4** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 4** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |

# LEARNING AREA 5: EFFECTIVE INTERPERSONAL AND COMMUNICATION SKILLS

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| **Demonstrates skills required to communicate and work effectively with others** |
| * 1. Demonstrates effective communication with a diverse range of people through:   + clear and effective verbal and non-verbal interpersonal and communication skills with individuals, community members, colleagues, and relevant others   + the ability to adapt communication form and style to effectively communicate with a diverse range of people in different contexts   + the ability to use conflict management, mediation, advocacy and negotiation skills respectfully   1. Demonstrates effectively working with others in a team/group environment by:   + working collaboratively and respectfully within a team, and the capacity to promote social work values and principles within team/group activities   + participating in team processes and assuming a variety of formal roles that may include group co-facilitation, co-chairing of meetings, formal minute taking   1. Demonstrates skills in information recording, sharing, and use of information technology through:      + the ability to record and manage information in accordance with organisational and ethical requirements      + the ability to communicate professionally in written form to a variety of audiences, in an accurate, concise, factual and objective manner, acknowledging the basis of any subjective opinions      + an understanding of the ethical considerations with respect to using online communication and social media for service provision including confidentiality, privacy and professional boundaries |

## Student’s Learning Plan

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| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 5 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
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## Mid- and Final Placement Reports

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| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 5. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 5** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 5** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |

# LEARNING AREA 6: SELF-LEARNING AND CRITICAL REFLECTION

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| **The ability to take responsibility for one’s own learning and development, and to perform at a level of competence appropriate to a beginning social work practitioner, including the skills to manage the transition from university to professional practice** |
| * 1. Demonstrates appropriate responsibility, accountability, reliability and initiative within the work setting   2. Demonstrates the ability to participate proactively in negotiating and developing the supervisory relationship   3. Demonstrates commitment and initiative in arranging social work supervisory sessions   4. Demonstrates a willingness to take appropriate risks, identify personal feelings and experiences and expose this practice to the scrutiny of the supervisor   5. Demonstrates the ability to engage in reflection on practice in supervision and in practice including examination of personal and professional values that influence practice   6. Demonstrates the capacity to work with increasing autonomy and professional responsibility   7. Demonstrates an ability to locate and discuss emerging practice issues and relate these to current literature   8. Identify areas for learning & development & recognise the importance of future professional development as a social worker   9. Demonstrates a capacity to share personal and professional knowledge and experience appropriately |

## Student’s Learning Plan

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| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 6 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
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## Mid- and Final Placement Reports

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| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 6. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 6** | |
| Student’s comments on progress: | |
|  | |
| Social Work Field Educator’s comments on student’s progress: | |
|  | |
| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 6** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |

# LEARNING AREA 7: ASSESSMENT AND INTERVENTION SKILLS

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| **Applying knowledge of assessment, intervention and referral skills to practice** |
| * 1. Demonstrate analysis and assessment of needs to inform the service being offered through: * the ability to undertake multidimensional assessments in a collaborative manner with individuals, families, groups and communities across a diverse range of circumstances * the ability to identify and assess protective and risk factors, and integrate these into an assessment formulation   1. Demonstrates the use of a range of specific social work intervention and referral methods collaboratively and appropriately to the area of practice through: * evidence-informed practice when working to address the needs and goals of individuals, families, groups and communities * an understanding of how empowering and non-oppressive practice methods can both challenge systemic and policy injustices and enact change using methods such as social action, advocacy, and research and evaluation * the ability to work collaboratively with other agencies, teams and across jurisdictions at a practice and/or policy level * the ability to develop intervention plans that outline collaborative goals, planned outcomes, and mechanisms of review * the ability to implement intervention plans, engaging in activities such as facilitation, referral, mediation, negotiation, advocacy, counselling, education and skills transference, collaborative service co-ordination, crisis intervention and working with interpreters and service users’ significant others |

## Student’s Learning Plan

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| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 7 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
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## Mid- and Final Placement Reports

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| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 7. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 7** | |
| Student’s comments on progress: | |
|  | |
| Social Work Field Educator’s comments on student’s progress: | |
|  | |
| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 7** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
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| Student self-rating: | Social Work Field Educator rating: |

# LEARNING AREA 8: RESEARCH

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| **Recognition of research as an integral part of social work practice; demonstrating knowledge and understanding of different types of social research** |
| * 1. Demonstrates an understanding of how research knowledge informs practice - through locating and critically analysing current literature, research, and practice knowledge relevant to the placement setting   2. Demonstrates an ability to contribute to organization-based research   3. Able to identify researchable topics/issues relevant to the practice setting, including the ability to suggest appropriate research methodologies and ways of disseminating and utilizing the research findings   4. Demonstrates an ability to seek out and establish collaborative partnerships (networks) with others working in the field or related fields, in order to obtain relevant information |

## Student’s Learning Plan

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| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 8 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
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## Mid- and Final Placement Reports

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| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 8. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 8** | |
| Student’s comments on progress: | |
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| Social Work Field Educator’s comments on student’s progress: | |
|  | |
| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 8** | |
| Student’s comments on progress: | |
|  | |
| Social Work Field Educator’s comments on student’s progress: | |
|  | |
| Student self-rating: | Social Work Field Educator rating: |

# LEARNING AREA 9: CULTURALLY SENSITIVE PRACTICE

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| **Develop understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way** |
| * 1. Critically reflects on own subjectivity, personal values, social locations, cultures/racial identifications and beliefs and how these impact on interactions with service users, supervisors, community members and colleagues; and on organisational policies and practices   2. Demonstrates knowledge of diversity between and within different cultures including ethnicity, disability, economic status, age, sexuality, gender and transgender, faiths and beliefs   3. Uses critically reflective practice including service user and peer feedback, and supervision, to guard against own racial complicities and prejudices, remaining open to hearing the stories and information provided by people from culturally diverse backgrounds   4. As an Indigenous or non-Indigenous student, demonstrate awareness and understanding of the specific context of Aboriginal and Torres Strait Islander peoples by:   + demonstrating knowledge and developing understandings of Aboriginal and Torres Strait Islander cultures, protocols and practices in a local context through respectful exploration and examination of current and historical information regarding the local Aboriginal and Torres Strait Islander populations   + demonstrating an understanding of the historical and continuing dispossession, disadvantage, racism and oppressions experienced by Aboriginal and Torres Strait Islander peoples and the impact this has on current social work practice |

## Student’s Learning Plan

|  |  |
| --- | --- |
| Instructions for students: In the first column, please document **what** tasks you will undertake that are relevant to this Learning Area. In the second column, outline **how** and **when** you will demonstrate to your Field Educator that you have achieved the required learning outcomes through each of these tasks (minimum 3 tasks). | |
| Tasks for Learning Area 9 | How and when will you demonstrate your knowledge/skill to your Field Educator? |
|  |  |
|  |  |
|  |  |

## Mid- and Final Placement Reports

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| --- | --- |
| Instructions for students and Field Educators: Please review together the student’s overall progress to date in achieving the required outcomes for Learning Area 8. Then, in the relevant sections, please comment on and the rate the student’s progress, using the rating guide provided. | |
| **Mid-placement Report for Learning Area 9** | |
| Student’s comments on progress: | |
|  | |
| Social Work Field Educator’s comments on student’s progress: | |
|  | |
| Student self-rating: | Social Work Field Educator rating: |
| **Final Report for Learning Area 9** | |
| Student’s comments on progress: | |
|  | |
| Social Work Field Educator’s comments on student’s progress: | |
|  | |
| Student self-rating: | Social Work Field Educator rating: |