



COURSE OUTLINE

SWK201 Human Services Placement 1

Course Coordinator: Rachel McCarthy (rmccarthy@usc.edu.au) **School:** School of Law and Society

2022 | Semester 1

USC Sunshine Coast
USC Moreton Bay
USC Fraser Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Human Services Field Education 1 provides the first opportunity for you to apply classroom-based learning to a human service practice context. It allows for human service values, theories, knowledge and skills to be integrated into practice in a safe, supported and supervised environment. It emphasises human service practice in an agency, demanding that you engage in what it means to work in an organisational context. It enables experience in human service methods, knowledge applied, and skills developed. Critical reflection on your practice and impact of organisational contexts will be emphasised.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus Pre-Placement Workshop - 7 Hours in the week before O Week	7hrs	Pre-semester/trimester/session	Once Only
Tutorial/Workshop 2 – On campus Workshop - 3 Hours in Semester Break Week	3hrs	Refer to Format	Once Only
Placement – Field placement - 250 Hours	250hrs	Orientation week	Once Only

1.3. Course Topics

Application of theory to practice in practice context
Ethical and professional practice in agency context
Critical reflection

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

24 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
<p>1 Develop, articulate, assess and evaluate learning goals in a professional practice setting using human services theory, skill, knowledge and values.</p>	Engaged	<ul style="list-style-type: none"> 1 - Values and ethics 1.2 - Manage ethical dilemmas and issues arising in practice 2 - Professionalism 2.2 - Behave in a professional manner and be accountable for all actions and decisions 3 - Culturally responsive and inclusive practice 3.1 - Work inclusively and respectfully with cultural difference and diversity 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 4 - Knowledge for practice 4.1 - Understand higher level systemic influences on people with respect to area of practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.1 - Assess and analyse needs to inform practice 5.2 - Work collaboratively 5.3 - Use a range of social work methods and techniques appropriate to the area of practice 5.4 - Apply critical and reflective thinking to practice 6 - Communication and interpersonal skills 6.1 - Communicate with a diverse range of people 6.2 - Communicate the details and nature of the service offered to people 6.3 - Work with others in a team environment 6.4 - Use information technology to communicate and provide services 7 - Information recording and sharing 7.1 - Record and manage information appropriately 7.2 - Keep and maintain information in accordance with ethical principles and relevant legislation 8 - Professional development and supervision 8.1 - Actively participate in professional supervision 8.2 - Engage in continuing professional development

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
<p>2 Demonstrate critical self-reflection on your own practice, values and beliefs and evaluation of human services practice and your understanding of ethical responsibilities</p>	Ethical	<p>1 - Values and ethics 1.2 - Manage ethical dilemmas and issues arising in practice 2.2 - Behave in a professional manner and be accountable for all actions and decisions 3.1 - Work inclusively and respectfully with cultural difference and diversity 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 4.1 - Understand higher level systemic influences on people with respect to area of practice 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.4 - Apply critical and reflective thinking to practice 6 - Communication and interpersonal skills 7 - Information recording and sharing 8 - Professional development and supervision 8.1 - Actively participate in professional supervision</p>
<p>3 Demonstrate integration of human services theory, knowledge and skills in a human services setting.</p>	Engaged	<p>4 - Knowledge for practice 4.1 - Understand higher level systemic influences on people with respect to area of practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5.4 - Apply critical and reflective thinking to practice 8 - Professional development and supervision</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
<p>4 Articulate understanding and integration of human services theory and skills in a human services setting, positive, respectful working relationships with clients, colleagues and community members, valuing of others with an understanding of and sensitivity towards cultural diversity, gender and disability, in a group supervision setting</p>	Engaged	2 - Professionalism 3 - Culturally responsive and inclusive practice 3.1 - Work inclusively and respectfully with cultural difference and diversity 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 5.2 - Work collaboratively 6 - Communication and interpersonal skills 6.1 - Communicate with a diverse range of people 6.2 - Communicate the details and nature of the service offered to people 8 - Professional development and supervision
<p>5 Successfully complete 250 hours of human services practice in a human services setting.</p>	Engaged	1 - Values and ethics 2 - Professionalism 3 - Culturally responsive and inclusive practice 4 - Knowledge for practice 5 - Applying knowledge to practice 6 - Communication and interpersonal skills 7 - Information recording and sharing 8 - Professional development and supervision
<p>6 Undertake professional practice in accordance with ACWA Field Placement Requirements & Code of Ethics.</p>	Ethical	1 - Values and ethics 1.1 - Practise in accordance with the AASW Code of Ethics 2 - Professionalism 2.2 - Behave in a professional manner and be accountable for all actions and decisions 3 - Culturally responsive and inclusive practice 4 - Knowledge for practice 5 - Applying knowledge to practice 6 - Communication and interpersonal skills 7 - Information recording and sharing 8 - Professional development and supervision

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Completed 96 units in Program AR372 or AR303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS273

5.4. Specific assumed prior knowledge and skills (where applicable)

To enable enrolment in SWK201, you are required to have completed courses that have covered the process of human services skills and theories underpinning the human services framework; theoretical frameworks used to understand people in social contexts; the theoretical underpinning of group work in a Human Services setting; critical postmodernism and working with families; and the ethics and professional practice issues and legal and administrative requirements for Human Services practice.

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Feedback on process will be delivered at key points in the placement experience. Early feedback on the design of the student learning agreement assessment will be provided in the liaison meeting in the first 3- 4 weeks of placement. Mid placement review, by supervisor and student will provide early feedback on student performance at the mid-way point of placement or 125 hours.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Code of Conduct	Individual	1 online quiz completed prior to pre-placement and commencing placement. Professional conduct assessable over duration of placement.	Refer to Format	To be Negotiated
All	2	Activity Participation	Individual	10 hours, comprising of: 7 hours of pre-placement modules and/or learning tasks, completed prior to commencing field placement. 3 hours of Narrative Integration completed during mid-semester break week.	Refer to Format	To be Negotiated

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	3	Written Piece	Individual	Completed over duration of placement: Learning Plan due week 3. Mid-placement Learning Plan due at 125 hours. Final Learning Plan at end of placement.	Refer to Format	SONIA
All	4	Case Study	Individual	1000 words	Refer to Format	SONIA
All	5	Placement performance	Individual	A minimum of 250 hours undertaken in a field placement setting.	Refer to Format	SONIA

All - Assessment Task 1: Code of Conduct

GOAL:	To undertake professional practice while on placement in accordance with the professional body's/bodies' Code of Ethics, together with agency's code of conduct and the student code of conduct at the University of the Sunshine Coast.													
PRODUCT:	Code of Conduct													
FORMAT:	<p>Pre-placement code of conduct: Online quiz must be completed prior to pre-placement workshop. Students must complete mandatory Code of Conduct module before attempting the quiz. Quiz and module will be available on CANVAS.</p> <p>Professional Conduct: Professional conduct is assessed by all stakeholders: the student, external supervisor (where applicable), agency supervisor(s) and USC liaison officer. Professional conduct is formally reviewed at three junctures: Liaison Visit, Mid-placement and Final Placement meeting. However, it is assessable throughout the placement and consultations can be called to review incidences/performance at any time.</p> <p>USC placement breakdown procedure will be implemented where appropriate. Please refer to field education manual for placement breakdown process.</p>													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Behaviour that is in accordance with the professional association's code of ethics.</td> <td>2 6</td> </tr> <tr> <td>2</td> <td>Behaviour that is in accordance with the placement agency code of conduct.</td> <td>2 4</td> </tr> <tr> <td>3</td> <td>Behaviour that is in accordance with the USC Student Code of Conduct.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Behaviour that is in accordance with the professional association's code of ethics.	2 6	2	Behaviour that is in accordance with the placement agency code of conduct.	2 4	3	Behaviour that is in accordance with the USC Student Code of Conduct.	2	
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3	Behaviour that is in accordance with the USC Student Code of Conduct.	2												

All - Assessment Task 2: Engagement in University-Based Structured Learning

GOAL:	To adequately prepare students to undertake learning and professional development activities in a field placement organisation. To provide structured learning activities focused on integrating theory and practice in accordance with the professional body's practice standards and accreditation requirements.		
PRODUCT:	Activity Participation		
FORMAT:	<p>Pre-Placement Workshop: Compulsory attendance at and participation in the pre-placement workshop. The workshop includes structured learning activities that prepare students for undertaking field placement learning in a social work / human services professional context. Students cannot commence their field placements until the pre-placement workshop requirements are completed.</p> <p>Integration Workshop: Compulsory attendance at and active participation in the mid-semester integration workshop. The workshop includes structured learning activities designed to integrate theory and knowledge with practice whilst developing students' reflective practice skills.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Critical reflection on placement experience.	1 2 3 4
	2	Transfer, adapt and apply knowledge and skills in diverse contexts.	3 4
	3	Demonstrate an understanding of the organisational context of practice and the application and reflection of theory and frameworks within the placement context.	3 4

All - Assessment Task 3: Learning Plan

GOAL:	To assess student's performance on placement. The learning goals in the plan need to focus on the domains specified in assessment template.
PRODUCT:	Written Piece
FORMAT:	<p>Learning Plan: The Learning Plan formalises the placement process and the goals and aims to be achieved. This document is uploaded in SONIA, and discussed in a meeting with student, supervisor(s) and liaison officer.</p> <p>Mid-placement: The student and their supervisor(s) jointly review the placement thus far, and determine progress, strengths, and areas for development. Areas of concern can be identified and plans to address them implemented. This document is uploaded in SONIA.</p> <p>Final Learning Plan: The student and their supervisor(s) evaluate the student's overall performance on placement. This document is uploaded in SONIA, and discussed in a meeting with student, supervisor(s) and liaison officer.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate beginning competency in applying and articulating the knowledge and skills required for ethical practice. 2 3 6
	2	Demonstrate beginning competency in the application and articulation of professionalism. 1 2 6
	3	Demonstrate beginning competency in the understanding and application of knowledge and skills to ensure cultural responsive and inclusive practice. 4
	4	Demonstrate beginning competency in the application of theory and methods in practice. 3 4
	5	Demonstrate beginning competency in understanding and application of professional communication and interpersonal skills, values and knowledge in practice. 4 6
	6	Demonstrate beginning competency in the skills and commitment to Information recording and sharing that align to professional and organisational standards and produces. 2 6
	7	Demonstrate beginning competency in a commitment to professional development and supervision. 1 2 6

All - Assessment Task 4: Process Recording

GOAL:	To position yourself as a Human Services Worker (potentially within the agency or utilising a life experience) within a scenario and integrate your theoretical understandings, practice skills and knowledge informing your professional practice.	
PRODUCT:	Case Study	
FORMAT:	<p>Reflecting on your practice scenario, critic your knowledge, skills and theoretical understanding on the impacting factors. The areas that should be covered include: your observations on the interaction and understanding of the power dynamics; Critical reflection on your significant learning experiences in relation to your knowledge, skills and values; how social work theory informed your understanding of practice; and identify your future learning goals. To develop your process recording, you will need to refer to previous courses in which such reflection has been expected, and also to read relevant material provided.</p> <p>There is a template for the process recording available on Sonia.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate an understanding of the organisational context of practice and the application and reflection of theories and frameworks within the context of your work in the agency. 3 4
	2	Provide evidence of critical reflection and skills and knowledge developed during the fieldwork placement. 1 2
	3	Clearly presented process recording which will be organised and logically ordered 2
	4	Use of correct grammar, punctuation, spelling and clear quality of expression. 4

All - Assessment Task 5: Placement-Based Evaluation and Record of Attendance

GOAL:	To undertake 250 hours of professional field practice in a human services context and in accordance with the practice standards of the accrediting body/bodies.	
PRODUCT:	Placement performance	
FORMAT:	<p>Record of Attendance: Students must keep a record of their attendance at field placement, using an Hours Verification Sheet available on SONIA. This is to be regularly signed off by the nominated placement field educator or a suitable delegate. A minimum 250 hours of field placement must be completed. Students must submit their record of attendance to Sonia, at the conclusion of placement.</p> <p>Placement-Based Evaluation: A mid-placement report is completed by both the student and field educator/s at the half-way point of placement. The mid-placement report is contained within the Student Learning Plan document. This evaluation is formative, as it provides feedback and clarifies how the student is progressing at the halfway point of placement, in relation to the relevant professional practice standards, individual learning goals and agency specific work and tasks. The Learning Plan with completed mid-evaluation document is submitted to SONIA after 125 hours of placement.</p> <p>A final-placement report is completed by both the student and field educator/s at the conclusion of placement. The final-placement report is contained within the Student Learning Plan document along with the mid-placement report. Students self-reflect on their strengths and achievements during placement as well as areas for future learning. Field Educators also provide specific feedback on the student's practice and learning across the entire placement. Students are evaluated against 8 specific areas of professional practice and are required to reach a competent standard for each of these practice areas, which include:</p> <ul style="list-style-type: none"> • Value and Ethics • Professionalism • Cultural responsive and inclusive practice • Knowledge of practice • Applying knowledge to practice • Communication and interpersonal skills • Information recording and sharing • Professional development and supervision 	
CRITERIA:	No.	Learning Outcome assessed
	1	Completion of the required 250 hours 5
	2	Demonstration of a collaborative approach with your supervisor(s) regarding the development of the learning agreement. 1 6
	3	Demonstrated linkage between appropriate theories and knowledge with your tasks while on placement. 1 3
	4	Articulation of evidence required to demonstrate achievements. 1 2
	5	Professionalism 6

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au