

MONASH UNIVERSITY

SOCIAL WORK

Supervised Professional Practice Manual



Social Justice Anti-Discrimination **Human Rights** Ethics
Gender **Empowerment** Professionalism **Opportunities**

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OVERVIEW OF PLACEMENT PROCESS

STAGE 1: PRE-PLACEMENT PROCESS

- Enrol in the appropriate Preparation for Supervised Professional Practice (SPP) unit for Semester 1 and SPP Placement unit for Semester 2 (make sure you enrol in both units at the start of Semester 1).
- Find the link to InPlace on the SPP unit Moodle. Use Monash log-in to access the profile page in InPlace.
- Complete a student InPlace profile – including details about whether you want to be considered for partnership agencies, rural hubs or overseas placements.
- Advise SPP Academic Director by email or in person about personal circumstances relevant to placement (e.g. disability or health issues, travel restrictions, or conflicts of interest) and meet with SPP Coordinator.
- Apply for Working with Children Check (WWCC) and National Police Check (NPC) and obtain driver's licence (if necessary). When received, upload copies to InPlace and mark as submitted in Moodle.
- Update immunisation and records. Submit evidence to InPlace.



STAGE 2: OFFER OF PLACEMENT

- Once stage 1 has been completed the allocation process can proceed. Allocation starts in March and continues through to September. Priority is given to June Block placements. The allocation process is outlined later in this document.
- On receipt of allocation email, attend a pre-placement meeting and take the following documents: resume, WWCC, National Police Check and Supervised Professional Practice - Proposed Placement and Consent Form.
- Upload the SPP – Proposed Placement and Consent form to InPlace once it has been signed.



STAGE 3: COMMENCEMENT OF PLACEMENT

- Complete the OH&S Induction Checklist and upload to InPlace.
- Meet with Social Work Educator and Agency Task Supervisor (if applicable) to establish placement goals and tasks and develop draft Learning Agreement and Assessment Report (LAAR).
- Confirm supervision arrangements with Social Work Educator.
- Submit draft LAAR to University Contact (Liaison) via email within the first 15 days.
- Finalise LAAR after receiving feedback from University Contact (Liaison) and Social Work Educator at around day 15 of placement.



STAGE 4: DURING AND MID-PLACEMENT

- Maintain a reflective journal, recording experiences and thoughts throughout placement.
- Meet regularly with Social Work Educator for supervision and ongoing review of LAAR – raise any concerns with Social Work Educator or University Contact (Liaison).
- Meet regularly with Agency Task Supervisor (if applicable).
- Complete mid-placement review section of the LAAR with Social Work Educator, including self-assessment and ratings. Send to University Contact (Liaison) prior to mid-placement review.
- Arrange mid-placement review with University Contact (Liaison) and Social Work Educator (day 30 - 40)
- Complete case study assessment, critical incident assessment and research outline assessment tasks (for MSW students only) and upload to Moodle by day 65.



STAGE 5: CONCLUSION OF PLACEMENT

- Complete final placement review section of LAAR with Social Work Educator, including self-assessment and ratings.
- Send to University Contact (Liaison) for signature (around day 65) – if delayed discuss with SPP coordinator in order to avoid delays in processing your final grade for this unit.
- Upload signed LAAR to Moodle (around day 70).
- Finalise placement tasks and ensure handover arrangements are completed.
- Ensure all assessment tasks have been uploaded to Moodle.

INTRODUCTION

The Department of Social Work at Monash University has a well-developed supervised professional practice (field education) program for students undertaking social work degrees. Supervised Professional Practice (SPP) is a structured educational program, which is divided into two separate units. In Semester one students complete a Planning for Supervised Professional Practice unit, which provides additional education about social work practice and developing an understanding of placement expectations. In Semester two students enrol in a Supervised Professional Practice Unit, which provides students with the opportunity to complete a minimum of 1,000 hours in at least two fields of practice. These hours must be completed within the normal working hours / days of the organisation hosting the placement. The placement is undertaken in a Human Service Organisation.

The purpose of SPP units is to enable students to apply their learning to a professional social work role. In doing so, students are expected to be able to conceptualise, discuss and explain their progress in developing a professional social work identity. Both the academic preparation units and the placement units provide students with an opportunity to reflect on and apply the social work theory that they learn at university to a practice environment.

About this manual

This manual provides information about the Supervised Professional Practice units at Monash University, including professional accreditation requirements and Monash University field placement guidelines and policies. It provides students, staff and agencies guidance in relation to pre-placement expectations as well as participation, learning and assessment whilst on placement. It is divided into the following 5 sections:

- PART 1: Supervised Professional Practice at Monash University
- PART 2: Planning for Supervised Professional Practice
- PART 3: Supervised Professional Practice Process and Requirements
- PART 4: Roles and Responsibilities

In order to minimise issues on placement, please make sure all parts of this manual are read and understood. Any compliance questions should be directed to fieldeducation@monash.au. For all other questions, please contact the SPP Course Coordinators (see Part 1 for contact details).

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PART 1

Supervised Professional Practice at Monash University



Social Justice Anti-Discrimination Human Rights Ethics
Gender Empowerment Professionalism Opportunities

Contact us

Course Coordinators

Course Coordinators at Monash University are responsible for assisting students enrolled in a particular degree. They assist with mapping out students' degrees, ensuring that students have undertaken prerequisites and updating and ensuring on-going AASW accreditation for the social work courses offered. Any questions relating to course progression or overall degree issues should be directed to the relevant Course Coordinator. Contact details and names are listed in Table 1.

Table 1 - Course Coordinators

BSW and double degrees	Dr Uschi Bay	uschi.bay@monash.edu
BHS	Dr Louise Oliaro	louise.oliaro@monash.edu
MSW and MSW(Q) On Campus	Dr Bernadette Saunders	bernadette.saunders@monash.edu
MSW and MSW(Q) Off Campus	Dr Deb Western	deb.western@monash.edu

Supervised Professional Practice (SPP) Academic Staff

Please note that while the contacts listed in this section are current as of Semester 1, 2017, staffing may change. If this occurs, students will be notified via an announcement on the relevant Moodle site and/or by email.

Academic Director

The Academic Director's roles and responsibilities include:

- overall monitoring of both the pre placement and placement units
- fulfilling the role of Chief Examiner for all units
- supporting the SPP Course Coordinators
- assessing all applications for Recognition of Prior Learning (RPL) for SPP
- ensuring compliance with professional accreditation standards
- liaising and developing links with the field
- conducting research relating to fields of practice, education and field education

Dr Louise Oliaro is the current Supervised Professional Practice Academic Director at Monash University. Her contact details are louise.oliaro@monash.edu or phone (03) 9903 4225. Her office is in Building C, room 4.10, Caulfield campus.

SPP Unit Coordinators

The SPP coordinators are responsible for:

- securing appropriate placements
- allocating students to placements
- training Social Work Educators and University Contacts (Liaisons)
- developing, teaching and providing student feedback on learning content in the pre- placement units
- assisting to resolve issues that arise during placement
- managing SPP Moodle sites

The SPP Unit Coordinators are listed in Table 2. They are all located in Building C, room 4.02, Caulfield campus.

Table 2 – Unit Coordinators

Unit Code	Contacts	Email address	Phone
SWK3080/SWK3180	Maura Bevilacqua	Maura.bevilacqua@monash.edu	9903 4933
SWK4060/SWK4560	Gerald Doyle	Gerald.doyle@monash.edu	9903 4932
SWM5003/SWM5103	Aida Horvath	Aida.horvath@monash.edu	9903 2548
SWM5008/SWM5108	Paul O’Neal	Paul.Oneal@monash.edu	9903 4933

Academic Skills Advisor

If a student requires additional support with their spoken or written language skills while on placement, a Department of Social Work Academic Skills Advisor is available. The type of assistance provided is customised to the students’ needs on placement. For example, it might focus on practising client intake and assessment skills, interacting with school-age children, working on reports, case notes and assignment drafts, developing a research project, or understanding cross-cultural differences in workplace communication. The Academic Skills Advisor can visit students on placement, so that they do not need to take time off to come to Caulfield campus. This could take the form of a one-off session or regular visits (e.g. once a week or fortnightly).

Dr Averil Grieve is the key contact for students prior to and whilst on placement. Her contact details are averil.grieve@monash.edu or phone (03) 9903 2803. Her office is in building C, room 4.32, Caulfield campus.

Supervised Professional Practice (SPP) Administration Staff

Manager of Partnerships and Clinical Placements

The Manager of Partnerships and Clinical Placements is responsible for:

- developing new placement partnerships for group placements in Melbourne, regional cities, interstate and internationally.
- supervising the clinical placement professional staff attached to each of the four allied health programs in the School of Primary and Allied Health Care, including social work.
- overseeing administrative placement systems and administrative procedures, tracking all compliance issues for students.
- managing placement budgets and the sourcing and appointment of external consultants to roles such as the University Contact (Liaison) and Social Work Supervisors.

Clinical Placement Assistants

The Clinical Placement Assistants assist students with Faculty requirements. Their role includes:

- maintaining the InPlace placement management system
- maintaining records of placement agency offers
- ensuring all administrative records and confirmations are kept current
- providing administrative support to the social work placement allocation team

- liaising with the Clinical Placement Compliance Officer in the School of Primary and Allied Health Care, who maintains records of students' immunisation documents, police and working with children checks, which have been uploaded to InPlace as required by the Faculty.

All administrative enquires should be emailed to fieldeducation@monash.au

Communication with Staff

Email

Email is the most efficient form of communicating with SPP staff, as all have research and other commitments that regularly take them away from the university and their offices. Even when on campus, staff may not be able to respond to student inquiries immediately. Email accounts are regularly accessed by staff even when they are absent, and staff will generally answer student queries as soon as possible. Academic staff aim to respond to any student inquiry within 3 working days of receipt.

Students must communicate from student e-mail accounts only. Staff are not permitted to respond to emails about placement arrangements or academic history that come from an unverified email source.

By phone:

Students can often leave a message and their calls will be returned as soon as it is practical.

In person:

All staff nominate times when they will be available for consultation in their offices. It is best to make an appointment to see a staff member. However, students may also drop in at the nominated consultation times. Staff preferences and consultation times can be found on the doors of each staff member or in your unit guides.

Key Dates for Supervised Professional Practice

Important dates for both placement preparation and allocation (pre-placement) and for required activities while on placement are listed in Table 3 and Table 4 below.

Table 3 – Pre-Placement: Important Dates

Activity	Date
Moodle sites for Pre-Placement units open	06/02/17
Students attend a pre-placement briefing session	Week 1 /Semester 1
Students apply for Working with Children Check (WWCC), National Police Check and review their immunisation requirements	End of February
Students receive their InPlace log in	End of February
Pre-placement academic units start	First hurdle to be completed by 31/03/17
Students complete InPlace profile, upload curriculum vitae (CV) and upload copies of their WWCC and National Police Check	31/03/17
Allocation process begins/ends	March - September
Students attend a pre-placement meeting	As soon as details of possible placement have been provided
SWK3180 & SWM5108 start date	Around 12 th June
SWK4056 & SWM5103 start date	Around 18 th September

Table 4 – During Placement: Important Dates

Activity	Date
Start of placement and orientation	Days 1 -7
Supervision arrangements discussed and confirmed	Days 1 - 14
Learning and Assessment Report (LAAR) is sent to the University Contact (Liaison)	Before day 15
Student contacts the University Contact (Liaison) to arrange the liaison visit.	Around day 20
Mid-Placement Review/Liaison visit. This review will involve the student, Social Work Educator and University Contact (liaison). If the student has a task supervisor, he/she will also attend the meeting. Student uploads Critical incident analysis to Moodle.	Should occur between day 30 to day 40
Student uploads Case Study and Critical Incident to Moodle. All documents relating to placement also need to be submitted electronically to the University Contact person. For final year MSW students the research proposal also needs to be submitted to Moodle	Day 65
Placement finishes	Day 70
All assessment tasks should be uploaded to Moodle. If a student has difficulty in obtaining the University Contact (Liaison)'s signature on all final assessment pieces, the SPP Coordinator can sign on their behalf.	No later than 5 days after placement completion

Principles Guiding Supervised Professional Practice

Faculty Guidelines for Supervised Professional Practice

The Faculty of Medicine, Nursing and Health Sciences Clinical/Fieldwork Placement Procedures and Behaviour Guidelines outline the general principles guiding supervised professional practice. These guidelines can be found at [Clinical/Fieldwork Placement Handbook](#).

AASW Australian Social Work Education and Accreditation Standards

The social work programs at Monash are AASW accredited and therefore meet [the AASW Australian Social Work Education and Accreditation Standards](#). As a leader in social work education, Monash University may set standards above the minimum requirements of the AASW.

Practice Standards for Social Workers

The AASW has developed practice standards which reflect the profession's commitment to innovative practice and ongoing professional development. During placement, these practice standards are reflected in the learning objectives of the Learning Agreement and Assessment Report (LAAR), which guides the Social Work Educator and student through the placement and final evaluation. Students and Social Work Educators should read through these practice standards in order to meet the students' learning outcomes. The Practice Standards can be found at: [Practice Standards](#).

The standards aim to provide:

- a guide to practice
- a measure of accountability for members
- a basis for the standardization of practice across Australia
- a basis for quality guarantee, expectations and accountability for clients, employers and other professionals
- a benchmark for the assessment of practice
- a guide for planning ongoing professional development

Insurance Coverage

Monash University has appropriate insurance coverage including Public Liability Insurance and Personal Accident Insurance which provides capital, medical and loss of income benefits for all currently enrolled Monash University students: [Insurance Coverage Information and Documents](#)

Use of Private Vehicles for Placement Activities

Monash University does not provide insurance for damage to private vehicles incurred in activities associated with placements. Students use their vehicles at their own risk. Monash University is not liable for damage to any vehicles while students are on placement. Students must clarify the conditions governing the use of a private vehicle during placement with the agency, e.g. when transporting clients or colleagues. It is the responsibility of each student to arrange adequate insurance protection for any damage arising from the use of their private vehicle.

For more information please see:

[Faculty of Medicine, Nursing and Health Sciences, Clinical/Fieldwork Placement Procedures and Behaviour Guidelines: Policy 7, pp. 23](#)

Risk Management

Students must be informed about and follow occupational health and safety guidelines when they are working in the placement organisation. For more information please see:

[Faculty of Medicine, Nursing and Health Sciences, Clinical/Fieldwork Placement Procedures and Behaviour Guidelines: Policy 7](#)

Ethical Responsibilities

Students and Social Work Educators must follow the [AASW Code of Ethics](#) during field placements. Social Work Educators should refer to category 5.5.1 of the [AASW Code of Ethics](#) (2010, p.35) to clarify their specific ethical responsibilities to students.

Confidentiality guidelines and policy are clearly outlined in the [Faculty of Medicine, Nursing and Health Sciences, Clinical/Fieldwork Placement Procedures and Behaviour Guidelines pp.4-6](#)

Representation whilst on Placement

All students are required to tell clients and other agency partners that they are social work students. Students are not permitted to introduce themselves as agency staff.

Supervised Professional Practice Learning Outcomes

The AASW has set nine clear learning areas that are used to guide the learning outcomes for students whilst on placement. Each learning area needs to be considered when developing the students' LAAR on 1st and 2nd year placements. These learning areas include:

- Awareness of contextually relevant ethics in accordance with the [AASW Code of Ethics](#).
- An understanding of the organisation's legal and political context within human services agencies.
- An understanding of the legislative and social policies which influence the different fields of practice, including knowledge of relevant legislative and policy frameworks.
- Communication and interpersonal skills.
- An 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 one's future career and the transition from university to professional practice.
- An ability to apply knowledge of assessment, intervention and referral skills to practice.
- An understanding of research as an integral part of social work practice and an ability to demonstrate knowledge and understanding of all types and stages of social research.
- An understanding of cultural diversity in order to work in a culturally responsive and inclusive way.

First Placement

SWM5103 and SWK3180 are the first Supervised Professional Practice units. It is expected that students will develop their understanding of the context of practice, identify relevant social work knowledge and practise their social work skills. In line with the above learning outcomes, these should be at least at a beginning level.

Final Placement

SWM5108 and SWK4560 are the final opportunities for Supervised Professional Practice before qualifying as Social Workers. The expectation is that students will refine, expand and consolidate the competency that they achieved in their first placement and that, by completion of final placement, they will be able to practise as independent, responsible and reflective social work practitioners.

Recognition of Prior Learning (RPL)

Students may be eligible for Recognition of Prior Learning (RPL) credit for the **first** field placement. Decisions will be governed by the AASW and ASWEAS guidelines for social work field education.

Please read [RPL Information & Instructions 2017](#) to determine your eligibility and to obtain detailed instructions.

RPL is assessed by the Academic Director of Field Education in the Department of Social Work. Applications must be sent directly to fieldeducation@monash.edu by 24th February 2017. They **must not** be sent to the School of Primary and Allied Health Care or FMNHS offices.

The application must include the following completed documents:

- [Faculty Credit Application Form](#)
- [Student Assessment for RPL Application Form](#)

- [Supervisor Assessment Form](#)
- Student CV from your InPlace profile

The evidence provided in the application must address as many of the learning goals for the first placement as possible. These are outlined in the learning areas identified in the Learning Agreement and Assessment Report (LAAR) for first placement. Students must also ensure that examples of practice experience in the self-assessment table of the RPL application form are provided. A couple of paragraphs is sufficient.

PART 2

Planning for Supervised Professional Practice



**Social Justice Anti-Discrimination Human Rights Ethics
Gender Empowerment Professionalism Opportunities**

Pre-placement Process

In order to successfully engage in, and make the most of, the learning opportunities whilst on placement, there are a range of skills and general placement information that students find helpful. The content for this section has been created in consultation with students, professionals in the field and university staff.

Pre-placement Units

All students will need to be enrolled in, and pass, the Preparation for Supervised Practice Unit (SWK3080, SWK4060, SWM5003 or SWM5008) in semester one. This unit is a hurdle requirement, so students cannot start a placement until these and other prerequisite units have been completed. This unit comprises of 6 hurdle tutorials, which cover a range of topics. They are taught via online and workshop formats (face-to-face for on-campus students and online for off-campus students). Each of these tutorials is available on Moodle and must be marked as completed before placement begins.

Table 5 – Outline of Hurdle Requirements for 2017

Topic	How delivered
Tutorial 1: Core Skills	Online
Tutorial 2: Core skills practice	Workshop
Submission of all required documents to InPlace <ul style="list-style-type: none"> • Fit2Work National Police Check • Working with Children's Check • Evidence of Immunisations (x 2) 	MUST BE SUBMITTED BY 31/03/17
Tutorial 3: ETHICAL practice	Online
Tutorial 4: Ethical practice experience	Workshop
Tutorial 5: Sector/Role Knowledge Skills	Online
Tutorial 6: Placement requirements	Workshop

Note: For off-campus students, the workshop requirements will need to be completed by the end of the set week.

InPlace Profiles, Preferences and Constraints

In order to assist with the allocation process, students are asked to complete a profile on the InPlace platform. This includes:

- **Demographic information:** It is important for students to list the address they will be living at during the placement as this is used to find a placement within reasonable distance of the student's residential address.
- **Reflection of learning goals for placement:** Students need to reflect on what areas of social work practice they need to further develop. This is also used to assist in the allocation process to optimise student learning while on placement.

- **Interest in partnership, rural or interstate placements:** Students should indicate whether they want to be considered for a partnership agency, rural hub or interstate placement.
- **Local agency contacts** (off campus students only): Off campus students must provide at least 2 contact names for agencies they have researched in their area for possible placement.

Allocation of Placements

Allocation Procedures

- Students must use their Monash log in to access the InPlace system via the link on Moodle
- Students need to complete their InPlace profile, upload their CVs and evidence of their applications for security checks by 31 March.
- Those students who have provided the above evidence and required documents will proceed to the first allocation round (March to September) for both placement blocks (Block 1 is from June-September; Block 2 is from September-December). Priority is initially given to Block 1 placements.
- Students being matched to major partner organisations are emailed their allocations first and provided with details for their pre-placement meeting.
- Students are matched according to their identified learning goals and geographic location.
- Only those students located in regional Victoria or Interstate will complete an additional section in InPlace, providing contact names, phone numbers and email addresses for local placement organisations. The student must ensure that the nominated agencies are willing to consider a student placement and receive follow up from Monash University.
- Please note that due to variations in location and other factors the allocation process is long and all students cannot be allocated simultaneously.
- Allocation emails are sent out to students from March to September. Students cannot refuse an allocation as outlined in the Faculty clinical placement policy.
- When provided with the allocation email, students are required to research the organisation and ensure they are familiar with its program services and the roles of a social worker in the organisation prior to the pre-placement meeting.
- University staff provide Social Work Educators or Agency representatives with information about the student's year level, CV and the setting of previous placements if relevant.
- If the organisation opts not to take on a student after a pre-placement meeting, the university will re-allocate the student to one further placement opportunity.
- Following a successful pre-placement meeting, students submit in person or by email the completed Proposed Placement and Consent Form signed by the Agency Task Supervisor or Social Work Educator and student (see Part 4 for a description of these roles). This must be returned to the Department of Social Work Field Education Office as soon as possible after the pre-placement meeting.
- On receipt of the signed offer, the Department of Social Work Field Education Office will appoint a University Contact (Liaison) and arrange social work supervision if necessary.
- When a University Contact (Liaison) is appointed, a confirmation email is sent to all individuals, including the Social Work Educator, the student and the University Contact (Liaison).
- Once a student receives a confirmation email, the placement is confirmed and can commence.

Additional Information for Regional and Interstate Students

Students located in regional Victoria and Interstate will be required to provide at least two contacts for local placement agencies they have researched via publicly available sources such as websites or agency documentation. The Department of Social Work Field Education Office will follow up on those contacts and discuss suitability. Under no circumstances can students arrange their own placements.

Location and Types of Placement

Social Work Fields of Practice

Monash has a variety of placement opportunities in Melbourne and interstate for individual and group placements. These cover a broad range of fields of practice for direct practice, research and community development. Placement agencies include health services/hospitals, mental/community health organisations, aged care, corrections, child protection, schools, legal services, migrant and refugee services, neighbourhood houses, family services and youth services. While students are not able to specify a field of practice, all placements offer quality learning. The focus should be on skills development and learning opportunities in line with the AASW learning areas outlined in the [AASW guidelines](#).

Agency Partnerships

Monash has a range of partnership agencies which offer regular placements to the social work department. Partnership agencies are defined as, those agencies offering multiple placements across a range of sites. These include government agencies, such as DHHS and Corrections; public health organisations such as Monash Health and local non-government organisations, including agencies such as the New Hope Foundation, Migrant Resource centres and ERHMA. These agencies may have additional student requirements therefore students must indicate on InPlace if they wish to be considered for a partnership agency. Specific allocation processes may apply as set by the partnership agency and will be discussed with students who had indicated a preference for a partnership agency.

Rural Placements

Along with a range of high quality regular placement providers in Melbourne we also have some partnerships in regional, rural and international locations with new settings being added each year. All are provided with qualified social work supervision.

This year these include the following:

Victorian Regional hubs

The first of these commenced last year in Warrnambool where students were allocated to local agencies and provided with subsidised high quality student accommodation. Additional group supervision is provided fortnightly to these students. Agency partners include the hospital and local family services agencies. We anticipate the addition of further supported placement hubs in East Gippsland and Mildura this year.

Interstate Department Rural Health partnerships

These partnerships provide access to placement opportunities in both Mt Isa in Queensland and Broken Hill in NSW. Local Department Rural Health coordinators allocate students locally to available hospital, family service agencies and schools. Affordable student accommodation is available in both locations and a high level of support is provided by Department staff to students relocating.

Overseas Placements

Together with Latrobe University we have partnerships with providers in Cambodia, Philippines and Fiji and the international partner coordinator allocates according to agency availability and requirements. Previous students have been allocated to orphanages and family support services in these locations. We are currently working on adding further locations for this year. International options are available to final year students only, who are not undertaking any other subjects during the placement period.

Students will be required to participate in an interview in person or via Skype and complete a preparation workshop before being approved.

The above options can be selected in InPlace after which a staff member will be in touch to discuss proceeding.

Work-based Placements

Placements undertaken at a student's place of work, or where he/she is a volunteer, must conform to the requirements outlined in [ASWEAS Guideline 1.2](#) (p.8). Supervised Professional Practice placements within a workplace must be significantly different from the student's usual employment within that agency. The focus of a placement is the student's education and development as a social worker. This requires that students have the opportunity and support to experiment, take risks, learn from experiences, reflect on and analyse their social work tasks. Assessment on placement focuses on the student's developing competence as a social worker, and this may differ from the agency requirements of an employed social worker. Difficulties can arise if a student is placed in a situation where there are conflicting role expectations (i.e. as both a placement student and employed worker) or conflicting assessment criteria. Thus, when organising a work-based placement, a clear delineation will be made between a student's placement and a student's workplace.

In summary, it is expected that student work-based placements will be undertaken in a different organisational context and fields of practice to a student's place of employment. This is to ensure that students are provided with a breadth of experience and to prevent conflicts of interest between employment and education roles. However, the Department of Social Work may waive this requirement for one placement, provided that the placement arrangements meet all of the other policies and principles set out in ASWEAS (2012) and Guideline 1.2. This is assessed by the SPP Coordinator in consultation with the SPP Academic Director and, when required, the Head of the Department of Social Work.

Pre-placement Requirements

There are a number of pre-placement requirements that must be met. If these requirements are not met, a student will not begin placement.

[*The Faculty of Medicine, Nursing and Health Sciences, Clinical/Fieldwork Placement Procedures and Behaviour Guidelines: Policy 1*](#) outlines student responsibilities prior to commencing placement. **Policy 2** of this document provides information about conditions preventing students from commencing a placement. It is the student's responsibility to read and note the requirements outlined in this document.

All students should familiarise themselves with the [Pre-Placement Requirements](#). Table 6 provides a summary of documents that may be required before placement can commence.

Table 6 – Pre-Placement Required Documents

Document	All Students	Cost	Process time
Fit2Work National Police Check	Yes	Yes – reduced fee available	10 working days from time the application is received
Working with Children Check	Yes	No	2 – 3 weeks from the time the application is received
Immunisations (and record thereof) x 2	Yes	Yes – unless provided by the agency	Varies – may take several weeks
Driver's Licence (optional)	No	Yes	Varies – may take several months

National Police Check

Students without current police checks must apply online via the Fit2Work website at the beginning of semester one and by end of March. Monash University sends a list of students currently enrolled in the SPP units to Fit2Work. On receipt of this Fit2Work sends an email to all enrolled students providing them with a link to the National Police Check application.

Note: National Police Checks (NPCs) are mandatory and need to be renewed each year.

Working with Children Check

To obtain a Working with Children Check (WWCC), the following procedure must be followed:

Step 1: Locate the online form and instructions for completing it from the Victorian Government WWCC website.

Step 2: Complete the online application form, as follows:

Type of application: Select the option to apply for a **'Volunteer Check'** (this is exempt from paying any fees).

Organisation details: Select **'yes'** that you do know which specific organisation(s) you will be doing volunteer child-related work for.

Insert **'Monash University'** as the organisation name.

In the postal address fields, type the following:

PO BOX 197, Caulfield East, VIC, 3145

For occupational work codes, select **'52 Educational - other institutions providing children's study or training programs'**.

Step 3: Print the application summary and receipt. Do not sign the application summary as your signature must be witnessed when you lodge the application.

Step 4: Prepare original identification documents (not photocopies) totalling 100 points or more (refer to the [Victoria Police website](#) for full details) to show to the counter operator at a participating Australia Post retail outlet.

Step 5: Organise to have a passport-size photograph taken according to the specific requirements on the website (e.g. at a chemist, post office).

Step 6: Take the completed application form, original identification documents and passport-size photograph to a participating Australia Post outlet and lodge the application. Once students have successfully lodged their application at Australia Post, their receipt will be stamped and returned to

them.

Step 7: Upload a copy of the WWCC card to InPlace.

Immunisations

It is a Faculty requirement that all students provide evidence of up-to-date immunisations. A full list of required vaccinations and information is available on the Faculty's [Immunisation and Risk Infection](#) page.

You will need to complete both [Form 1](#) and [Form 2](#). Evidence of up-to-date immunisation (Form 1) including influenza (Form 2) are Faculty requirements and must be loaded to InPlace before a placement can commence, regardless of the field of practice in which a students' placement occurs. If students have already been immunised in Australia prior to commencing studies in social work at Monash University, they may already have an immunisation record. If students can't locate their existing immunisation records, they can:

- ask their parent/guardian
- contact the local government shire or council where they attended secondary college; or
- contact the [Australian immunisation register](#) and request a copy of their infant vaccination records

If students still cannot find their immunisation documentation, they will need to be revaccinated for certain vaccines. Within this process, students may be required to undertake some blood tests. The charge for the blood test is around \$50.00.

Students are encouraged to contact their local GP or make an appointment at Monash Health Services to update any immunisations and to receive their influenza vaccination. Monash Health Services bulk bill visits, but students will need to pay for the vaccines. Monash Health Services is located on the ground level of Building B, Caulfield Campus (the corner of Sir John Monash Drive and Queens Avenue) and their contact number is (03) 9903 1177. Students can also [book appointments online](#).

Pre-Placement Meeting

The purpose of the pre-placement meeting is for the Social Work Educator or Agency Representative and the student to discuss learning goals and objectives. It provides an opportunity to discuss the learning opportunities that can be offered by the agency. Students and Social Work Educators should prepare themselves well for the meeting.

Before the pre-placement meeting, students are advised to:

- Find out about the agency and the community via the agency's website prior to the pre-placement meeting.
- Read the annual report of the agency prior to the pre-placement meeting.
- Reflect on their studies (e.g. theories of intervention) and how these can be applied to the role of a social worker in the agency.
- Reflect on their own skills base and how their own learning goals can be linked to the role of a social worker in the agency.
- Read the Learning Agreement and Assessment Report (LAAR) and prepare to discuss learning goals. For example what opportunities does the placement organisation offer for integration of theory into practice in each of the nine learning areas of the LAAR?
- Print out their CV that has been uploaded to InPlace and take it to the meeting
- Think about parking, travel time, or where the closest public transport stop is. Use [Google Maps](#) and the [PTV Journey Planner](#) so that you arrive at least 10 minutes early.

- Make a copy of the National Police Check and Working With Children Check to bring to the meeting.
- Ensure they have a printout of the Proposed Placement and Consent Form for discussion with the Social Work Educator or Agency Representative.

SPP – Proposed Placement and Consent Form

If it is agreed at the pre-placement meeting that the placement will commence, the Agency Representative or Social Work Educator is required to fill in the Proposed Placement and Consent Form at the end of the meeting so that the student can lodge the form with the university as soon as possible.

The completed Proposed Placement and Consent Form should be uploaded to InPlace or returned via the following email fielddeduction@monash.edu or in person to the Clinical Placement Assistant in the Department of Social Work Field Education Office as soon as the pre-placement meeting has occurred, in order to avoid any delay in starting the placement.

Once the Department of Social Work Field Education Office has received the signed Proposed Placement and Consent form, a University Contact (Liaison) and, if needed, an external Social Work Educator will be allocated by the Manager of Partnerships & Clinical Placements. Students can access these details on their InPlace profile. Once all the details have been finalised, the University Contact (Liaison), the student and the Social Work Educator will be emailed a formal **confirmation of placement** notice. Once this is received, placement can commence. Note - NO placement can begin until the confirmation email has been sent.

If it is agreed at the pre-placement meeting that the placement will **not proceed**, the Agency Representative or Social Work Educator is required to provide written or verbal feedback to the SPP Coordinator about the reasons for not proceeding with placement. The student should also inform their SPP Coordinator immediately so that the process of finding a new placement for the student can begin as soon as possible.

PART 3

Supervised Professional Practice Process and Requirements



**Social Justice Anti-Discrimination Human Rights Ethics
Gender Empowerment Professionalism Opportunities**

Overview of Supervised Professional Practice

The AASW and Monash University have set clear guidelines relating to all social work supervised professional practice (SPP) placements. This overview is written in accordance with these guidelines. The full documents are available at: [AASW Placement Guidelines](#) and [FMNHS Clinical/Fieldwork Placement Procedures and Behaviour Guidelines](#).

Table 7 provides summary of key placement information for students and agency staff. It is a brief guide only and does not provide complete information about the SPP program and placement requirements. It is essential to read and understand the contents of the entire Supervised Professional Practice Manual before commencing a placement.

Table 7 – Key Placement Information Summary

Number of placements	<ul style="list-style-type: none"> At least two placements undertaken in different calendar years
Overall placement hours	<ul style="list-style-type: none"> Minimum total of 1,000 hours required to graduate
Duration of each placement	<ul style="list-style-type: none"> Monash University placements are 500 hours or 14 weeks
Placement attendance	<ul style="list-style-type: none"> Usually full-time (5 days per week), undertaken continuously except for public holidays No leave of any kind can be counted towards the required 500 hours Part-time placements (minimum of 2 days/week with at least 2 full-time weeks) can be undertaken if negotiated with the SPP coordinators
Timing of placements	<ul style="list-style-type: none"> 1st year Undergraduate Social Work students: Block 1 (June to September) 2nd year Undergraduate Social Work students: Block 2 (September to December) 1st year Masters of Social Work students: Block 2 (September to December) 2nd year Masters of Social Work students: Block 1 (June to September) Placements outside these set blocks can be negotiated but must start in second semester and be completed by March the following year
Placement location and type	<ul style="list-style-type: none"> The two placements must be in different fields of practice and with different organisations One placement must be a direct service placement One placement can be overseas (conditions apply) One placement can be work-based (conditions apply)
Key pre-placement requirements for students	<ul style="list-style-type: none"> Enrol in both the Pre-placement and Placement units If eligible, apply for Recognition of Prior Learning (RPL) for first placement Attend compulsory pre-placement briefings and workshops Complete student profile on Inplace Prepare CV and upload to Inplace Advise SPP Academic Director of any potential issues due to disability, health possible conflict of interest or other personal circumstances Obtain a Working with Children Check (WWCC) and Fit2 Work National Police Check and upload these to Inplace Ensure immunisations are up-to-date and evidence for this is uploaded to Inplace Prepare for, attend and participate in pre-placement interviews Complete and submit Proposed Placement and Consent Form
Conduct on placement	<ul style="list-style-type: none"> Students and Monash University staff must adhere to the policies and procedures in this manual Students and placement staff should adhere to the policies and procedures of the placement agency Social work students and agency professionals must comply with the AASW Code of Ethics and Practice Standards

	<ul style="list-style-type: none"> • Students and placement staff should raise any issues of concern in a timely and appropriate way (following the Monash University SPP guidelines) • Students should maintain a record of their placement tasks and must maintain an accurate record of placement hours through the use of a reflective journal
Placement supervision arrangements	<ul style="list-style-type: none"> • All students on placement are allocated a University Contact (Liaison) who is either a member of the Monash University Department of Social Work staff or an appropriately qualified social worker contracted by the University • Students are also allocated an agency-based Social Work Educator or an External Social Work Educator and an agency-based Task Supervisor • All Social Work Educators are qualified social workers with a minimum of two years' post-qualifying practice experience • An external Social Work Educator is generally permitted for one placement only • Supervision must take place between the student and Social Work Educator for no less than 3 hours a fortnight
Learning and assessment	<ul style="list-style-type: none"> • Completion of the Pre-Placement Units • Attendance and participation in field placement, including active involvement in the development and completion of placement tasks • Completion of the Learning and Assessment Report (LAAR) during placement with appropriate self-assessment and supervisor's ratings • Completion of a Case Study • Completion of a Critical incident • Completion of Research Summary (MSW students only)

Timing and Duration of Monash Placements

Placements are taken in the second part of the year, at the end of semester one and during semester two. Each is for a minimum of 500 hours. Placements may be undertaken full or part-time, depending on their enrolment type. If students want to undertake a part-time placement, they must be enrolled in the course part-time or be studying off campus. Placement days may vary from five days per week to a minimum of two days per week. Placements that are two days per week must include at least two full-time (five consecutive days) periods, unless the SPP Academic Director (in consultation) determines that extenuating circumstances apply.

Over a 12-month period, there are two social work placement blocks at Monash University:

SWK3180 and SWM5018

June to September (Block 1)

SWK4560 and SWM5103

September to December (Block 2)

These block times are a guide only. In some instances, student placements might commence either before or after these periods, but they must occur during the time the student is enrolled in the SPP placement unit. If a student starts placement later and is, therefore, still on placement when other academic units commence, they are encouraged to speak to the coordinator of those units to apply for special consideration in relation to both attendance and assessment due dates.

Absences during Placement

Whilst we understand that students may get sick, have carer responsibilities or an unforeseen emergency whilst on placement, hours lost must be made up in negotiation with the agency providing the placement. Up to 3 days sick leave with a medical certificate is allowable without contacting the University Contact (Liaison). However, these days may need to be made up at the agency's discretion. A longer period of sick leave must be discussed with the University Contact (Liaison) as the placement may need to be recommenced at a later date. If extended sick leave is required and/or illness causes the placement to end prior to the required number of hours being completed, students may need to commence a new placement. This will need to be discussed with the SPP Academic Director. If a student needs to be absent or take leave from a placement for any other reason, this must also be discussed with the **SPP Academic Director** as soon as possible, prior to taking the leave.

Students in placement settings where a break in agency opening days might occur must negotiate project tasks to be undertaken during the break. This must be noted in the Learning Agreement (LAAR).

In summary a student must:

- Advise their Social Work Educator and University Contact (Liaison) of any days they are unable to attend placement due to illness, carer's leave or an unforeseen emergency.
- Make up the hours lost either during the normal working day (e.g. working longer than 7.36 hours in a day) or by adding additional days at the end of their placement to ensure completion of 500 hours.

Working within Agency Policy

All students are expected to adhere to the working conditions of the agency in which they are placed and to work the normal agency hours. Hours of work and time-in-lieu are negotiable within agency regulations, but the total number of hours worked for each supervised professional practice placement must equal those required by the course (500 hours). Students must also complete and sign the Supervised Professional Practice - Proposed Placement and Consent Form when accepting the placement offer, thereby committing in writing that they will follow agency guidelines.

Social Work Supervision

During a field placement, students are supervised by a qualified social worker who is eligible for AASW membership and has practised social work for a minimum of two years. This person is referred to as a 'Social Work Educator' and is responsible for the educational guidance of the student on placement and for the quality of service provided to clients. The Social Work Educator should observe the student's practice when the focus of a placement is on direct practice. Where possible, the Social Work Educator should also observe the student's involvement in team and interdisciplinary meetings. The Social Work Educator cannot be someone who has a prior or existing close personal relationship with the student.

Professional social work supervision is intended to provide a forum for interactive discussion, mutual feedback, reflection and learning. The AASW requires that professional social work supervision is provided to a student for no less than 1.5 hours for every 35 hours (5 days) of placement or 3 hours per fortnight. In general, this equates to one supervision session each fortnight if a student is attending a placement three or four days per week.

External Social Work Supervision

In instances where the agency does not employ qualified social workers, an external Social Work Educator is appointed by the University. In these instances, the Manager of Partnerships and Clinical Placements will negotiate with the placement agency to provide a suitably qualified Agency Task Supervisor. This person is responsible for supervising the student's day-to-day learning in conjunction with the external Social Work Educator. This arrangement is generally permitted for one placement only, except under the 'exceptional circumstances' that apply to work-based placements.

External social work supervision occurs fortnightly at Monash University. This typically occurs in 3-hour group sessions every two weeks. Students are also offered 45 minutes of individual supervision once a month, usually occurring after the group session to minimise time away from placement. In addition to off-site supervision, the Social Work Educator is also expected to observe the student on placement at least 3 times during the 14 weeks of placement. Reflection on the observation and a formal one-on-one session should also occur after each observation. The external Social Work Educator should also maintain regular contact with the University Contact (Liaison).

Ongoing supervision arrangements on placement are monitored by the University Contact (Liaison) to ensure that they continue to meet AASW guidelines.

University Contact (Liaison)

Each student on placement is overseen by an allocated University Contact (Liaison). A University Contact (Liaison) is either a staff member of the Monash Department of Social Work or an experienced social worker who is contracted by the University. Their role is to be a link between the University and the placement. University Contacts (Liaisons) monitor placement arrangements and offer support to both students and their Social Work Supervisors. They clarify educational issues; monitor placement arrangements and student progress; mediate any difficulties; and assist in solving minor issues. If possible, the University Contact (Liaison) should contact the student prior to placement commencing and then maintain fortnightly contact. Roughly mid-way through the placement, the student should arrange a mid-placement meeting with the University Contact (Liaison), their Social Work Educator and Agency Task Supervisor (if applicable).

Assessment Requirements

The following is an overview of all assessment tasks required from students on placement. These assessment tasks need to be uploaded to the SPP Placement Unit Moodle site in order to successfully pass the unit. Students submit all assessment documents to the Moodle site following consultation with their Social Work Educator and University Contact (Liaison). Clear instructions about each assessment and submission of assessments can be found in the Unit guide on the Moodle site. It is the responsibility of the student to ensure that assessment documents are completed and submitted on time. For any issues associated with assessment, students must contact the University Contact (Liaison).

As the assessment requirements relate to the work being undertaken by the student on placement, it is expected that time will be made available during the placement for students to complete these requirements. This time should be negotiated with the Social Work Educator during supervision.

Assessment One: Learning Agreement and Assessment Report (LAAR)

Monash University has adopted the Common Assessment Tool developed by the Combined Schools of Social Work. Monash University refers to this as the Learning Agreement and Assessment Report (LAAR). This report incorporates the learning agreement, which guides the student and the Social Work Educator through the placement and documents mid and final assessments.

A draft copy of the LAAR should be sent to the University Contact (Liaison) for comments at around day 15. As the LAAR is a working document, any changes should be noted and raised with the University Contact (Liaison) at the mid-placement meeting. Prior to this meeting, the student, the Social Work Educator and, where applicable, the Agency Task Supervisor should complete the set review and rating based on the 9 core learning areas in the LAAR.

During the last week of placement, the student and Social Work Educator need to complete the final assessment, including comments and ratings. To pass SPP Placement 1 (first placement) students must reach a level of '*beginning capability*' (2) across all 9 areas by the end of the placement. To pass SPP Placement 2 (second placement) students must reach a level of '*capability*' (3) across all 9 areas by the end of the placement. When comments and ratings are entered into the LAAR at mid placement and at the completion of placement, they must be signed by the Social Work Educator, student and University Contact (Liaison). If difficulties arise with this process, students should contact their relevant SPP Coordinators. A fully completed LAAR needs to be uploaded to the Moodle site around day 65. Failure to do this will result in a fail grade for the SPP unit.

Assessment Two: Critical Incident Analysis

What is a "critical incident"?

A critical incident is an event which the student believes was crucial to, or had a significant effect upon, his/her learning or practice as a student social worker. It may mark a turning point or change in the way he/she would normally think or act. A critical incident, however, does not need to be a major incident. In most cases, it refers to a moment of insight during placement where the student has experienced significant learning that is critical to his/her development as a social worker.

The critical incident analysis is a piece of work that is sufficiently comprehensive to enable observations and an analysis of the incident.

Critical incidents may include any of the following:

- a piece of social work practice that went particularly well
- a piece of work that the student found particularly difficult
- a piece of work where the student made and recognised a mistake
- a piece of work where the student's understanding of social work was challenged
- a piece of work where there was conflict, hostility or aggression

The critical incident can relate to:

- direct practice with an individual, couple, family or group at any stage of work
- work with peers or colleagues
- community work and/or inter-organisational and intra-organisational practice
- work with staff/volunteers from other agencies
- multi-disciplinary team meetings
- observed incidents

Use of critical thinking

The assessment should clearly show use of **critical thinking**. This involves the challenging of underlying beliefs, values, assumptions and behaviour. Asking 'how' and 'why' questions encourage awareness of assumptions and beliefs. The steps in critical thinking are as follows:

- An event or a sequence of events (e.g. a difficult home visit, death of a patient) precipitates a search for meaning. The feelings that accompany the event should be noted, together with a description of the occurrence.
- An appraisal of the event or problem that has presented as challenging or contradictory is prepared.
- An exploration of alternative ways of thinking, reading or doing things gives rise to new concepts - or even a new 'world view'.
- New ideas are then integrated into the student's repertoire.

Issues to be addressed in writing a critical incident analysis

Working on a critical incident analysis involves significant reflection on what we do when taking action as professional social workers. This reflection relates to our beliefs and values and how these impact on and are reflected in our actions. This reflection is essential to the development of professional judgement and competent practice. The reflection involved in analysing critical learning incidents requires a level of objectivity about oneself and the impact of actions that is not necessarily automatic or easy to develop. What the student notices, and **how he/she reflects on it**, is determined by his/her view of the world, which has been affected by such things as cultural background, gender, beliefs, values and life experiences. In writing a critical incident analysis, the students need to address the issue that is within their own experience, remembering that there are probably areas that are hidden or invisible to them at their current level of professional awareness.

What this means is that students have to be prepared to ask themselves questions so that they can use critical incident analysis as a mechanism to gain insight into their current level of professional awareness and to broaden their analysis. For example,

- Why do I view the situation like this?
- What assumptions have I made about the client/problem/situation?
- How else could I interpret the situation?
- What other action could I have taken that may have been more helpful?

The achievement of this broadened awareness requires significant levels of objectivity and openness to viewing situations differently. It may also require reflection upon the possible need to change one's own behaviour.

Another issue to be addressed in producing a critical incident analysis is the same as with all other written documents concerning clients: Confidentiality must be maintained by omitting or changing all identifying information.

Advantages

- Critical learning analyses are highly effective mechanisms for examining and reflecting on one's own beliefs and actions, and how they impact on an individual's performance as a developing social worker.
- Critical incident analysis can be used in relation to a wide range of learning goals.
- Critical incident analysis provides students with an opportunity to consider the factors which

underpin their own actions, within the context of their learning. While it may be personally demanding, undertaking this activity as a student means that the student has the support of their supervisor and university staff while learning.

Disadvantages

Compiling a critical incident analysis can be demanding and somewhat uncomfortable if the focus is on a piece of practice that was not as positive as the student, client or supervisor would have liked it to be. In this way, it can test the students' abilities to appraise themselves honestly and to maintain a flexible, non-defensive stance.

Sections to be included in the assessment task

1. **Introduction:** A **brief** description of the incident (e.g. the agency, what happened and who was involved) and the student's reactions (e.g. concerns and feelings, demanding elements)

2. **Body:** Detailed explanation of what the incident taught the student about:
 - a. social work as a profession? (e.g. How were social work values, roles, ethics reflected or not reflected in the incident?)
 - b. the skills of social work practice? (e.g. Which social work skills were essential?, Which ones did/didn't the student have?)
 - c. the application of social work practice theory? (e.g. Which theories were applied? Which theories should/could have been applied? How successful were they?)

3. **Conclusion:** How has the experience changed the student's thinking and practice?

Critical incident submission requirements

Word Limit: 1000 words
Academic References: minimum of 4

Students e-mail the assessment to the University Contact (Liaison) for feedback at around day 35. It is uploaded to Moodle once permission to do so has been granted by the University Contact (Liaison). If a student is concerned about a delay in this process, they should contact their SPP Coordinator.

Assessment Three: Case Study

Students will select an assessment area appropriate to their placement type. In instances where placements include more than one type of service delivery students are encouraged to pick a case study that will add to their learning and assist them in meeting identified goals.

Options & Definitions

Option 1 – Direct Service placement is a placement which involves a student being involved with client-facing work. Students should select this option if their placement primarily involves direct contact with clients.

Option 2 – A research/project placement is one in which the primary focus is research or project work – some project/policy placements will involve a limited amount of client contact or other types of work.

Option 3 - A policy placement is one in which the primary focus is research or policy review or policy development work – some policy placements will involve a limited amount of client contact or other types of work.

Option 4 – This option is relevant to those students undertaking community development placements. Community development placements are defined as those undertaken in agencies which are involved in community-based initiatives and collective action aimed at generating solutions to common social problems, and in which the students are primarily involved in community development work.

Option 1 (Direct Service Placement)

The aim of this exercise is to provide students with experience of examining a case in detail, familiarising themselves with the social work process, examining the rationale for these processes, and allowing students to apply their learning in a practice setting. Students may become involved with a case at any point in the process and for varying lengths of time – i.e. initial phase of assessment and planning only or final reviews and exit planning. The assignment should reflect the span and nature of the student involvement, detailing, whilst demonstrating an understating of all process/stages of client engagement/planning. Students can discuss the stages of the process they did not have involvement with in a hypothetical way.

Suggested Assignment Structure (guide only)

Students are expected to adhere to this format as closely as is possible. However, it is understood that there will be some variation depending on the assignment topic

Section 1 – Background Information

The Agency

Description of the agency – including classification i.e. statutory, voluntary or NGO; organisational structure; primary function; catchment area, demographic base;

Student Role with Agency

Provide a brief description of team/department you have been allocated to and outline of role its anti-oppressive and equal opportunities policies; the team in which the student is placed,

Service User/Client Details

Name - anonymised

Age & Date of Birth

Address – suburb only

Section 2 – Details of Referral

Reasons for referral – include brief history of client's involvement with, human services agencies, including statutory Social Work services

Client's current circumstances – such as basic family details, housing status, health, financial, legal status [only where relevant to the case]

Section 3 - Assessment of Case

Assessment

Provide details of the assessment process – i.e. was the assessment carried out by an intake worker, over the telephone or in-person, was it structured or informal

Discuss the theoretical approach to the assessment

Summarise the outcome and recommendations of the assessment,

Briefly discuss the planning process

Intervention

Summarise the aims and rationale of intervention - include any factors impacting on intervention, such as agency resources, funding, and legal impediments

Outline intervention to date - duration of the case and frequency of contact – explaining rationale, theoretical aspects assumptions

Review

Outline agency review process – frequency, logistics, structure

Summarise latest review outcomes – if relevant, include any modification of original aims, a methods of intervention, with rationale

Exit Planning

Discuss exit planning process [if relevant] – follow up referrals etc.

Summary and Conclusion

Describe and reflect on outcomes of client engagement

Reflection on your own practice – learning, development, skills used

Option 2 – Summary of Research Project

The Agency

Description of the agency – including classification i.e. statutory, voluntary or NGO; organisational structure; primary function; catchment area, demographic base;

Student Role with Agency

Provide a brief description of team/department you have been allocated to and outline of role

Outline of Project

Present an executive summary of your Research. This can include but is not limited to the following

- Purpose of research, project or evaluation
- Background
- Methodology
- Findings
- Summary of findings and discussion
- Conclusions or recommendations

OR

- Overview
- Student's role in Project
- Objective
- Target Group – demographic info
- Methodology
- Timescale
- Deliverables

Dissemination of Findings

How will you disseminate the findings of the research?

Option 3 - Outline of Policy Project

The Agency

Description of the agency – including classification i.e. statutory, voluntary or NGO; organisational structure; primary function; catchment area, demographic base;

Student Role with Agency

Provide a brief description of team/department you have been allocated to and your role

Outline of Policy Project

- Background to policy project
- Description of policy work undertaken
- Principles/theories/ethics employed
- Impact of this policy will be

Policy Brief Format

- Summary – including project background and rationale
- Introduction – describe policy project undertaken
- Approach and Results - including relevant principles/theories/ethics
- Conclusion – including intended impact, limitations
- Implications and Recommendations

Option 4 - Outline of Community Development Project

Community Organisation Background

Description of organisation - including the context in which it operates, target group, structure

Function

Describe the community you are working with and of the connection between individual problems, public issues and structural disadvantage.

Community Development Project

Provide an outline of the community development project you are undertaking – rationale, structure, aims, theoretical approach, and ethical issues

Summary

Students discuss the case study with the Social Work Educator. The Social Work Educator signs the front of the case study (to acknowledge no breach of confidentiality). The signed assessment is sent to the University Contact (Liaison) for approval before it is then uploaded to around day 60. If students are concerned about a delay in this process, they contact their SPP Coordinator.

**Assessment Four: Practice Research Project and Report
(for Final Year MSW Students Only)**

This assessment relates directly to 'Learning area 8: Research' in the LAAR. Therefore goals in this section of the LAAR may be addressed by this assessment.

Learning Task

The student aims to complete a practice research project of relevance to the placement organisation. He/she consults with the Social Work Supervisor about what information might be useful for the organisation and should take the opportunity to talk to workers about ideas they have about research but never have time to do. This is an opportunity for the student to make an important contribution to the placement organisation.

Possible research questions for the project might be.

- What are the features of the services' client base? (e.g. look at demographic data)
- How many times do people come to the service? (e.g. look at client stats)
- Where do our referrals come from? (e.g. look at agency stats)
- Are our staff meetings effective? (e.g. get some feedback from staff)
- What do other service's community think of them? (e.g. ask workers if they have evaluations or feedback from consumers)
- What are the training needs of staff? (e.g. survey staff)
- What is the latest international literature about a particular intervention? (e.g. do a search for systematic reviews)
- How effective are groups for older people? Younger people? Children? (e.g. What does the

literature say? Have groups in the agency been evaluated? Could you design an evaluation for a program?)

- What are the pathways into the service? (e.g. What do workers know about this? What are the challenges they see in accessing the service? Which groups in the community are missing out? How have other agencies found solutions?)
- How effective is agency promotional material? Does the agency need a new way of advertising its services?

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Time commitment

One placement day per week may be spent on this project. It is better to space the project over the duration of the placement because good research needs sufficient time. The Social Work Supervisor or Agency Task Supervisor must be aware of the time the student will be spending on the project and that this is a requirement for the SPP Placement Unit.

Students can use the following format to prepare their final research report

Your name:

Name of agency:

Title of research project:

1. **Negotiation with agency:** state how the project was negotiated with the Social Work Supervisor.
2. **Research question:** state the research question
3. **Method:** describe the method or methods used in the project, including how participants were recruited

4. **Data collection:** say where the data came from e.g. agency stats, client records, worker interviews, literature, government statistical data bases such as ABS, AIHW etc.
5. **Findings:** what was discovered?
6. **Reflection:** What did the student learn about undertaking practice research? What worked well? How should things be done differently next time?
7. **References:** Reference all works cited in the report
8. Signature and date of document completion

Submission Requirements

Word Limit: 1000 words

Academic References: minimum of 4

Students e-mail the assessment to the University Contact (Liaison) for approval at around day 65. If a student is concerned about a delay in this process, they should contact their SPP Coordinator.

PART 4

Roles & Responsibilities



Social Justice **Anti-Discrimination** **Human Rights** **Ethics**
Gender Empowerment **Professionalism** **Opportunities**

Important Roles in Supervised Professional Practice

The following sections of this manual refer to responsibilities and should be read with reference to the Faculty of Medicine, Nursing and Health Sciences [Faculty Clinical Placement Procedures & Behaviour Guidelines: School/Department and Supervisor Responsibilities](#).

Supervised Professional Practice (SPP) Academic Director

The Academic Director's roles and responsibilities include:

- the overall delivery of both the pre-placement and placement units
- Chief Examiner for all units
- supporting the SPP Coordinators
- assessing all applications for Recognition of Prior Learning (RPL) for SPP
- ensuring compliance with professional accreditation standards

Supervised Professional Practice (SPP) Coordinators

The SPP coordinators are responsible for:

- securing appropriate placements
- allocating students to placements
- sourcing and training Social Work Educators and University Contacts (Liaisons)
- developing, teaching and providing student feedback on learning content in the pre-placement units
- assisting to resolve issues that arise on placement
- performing Social Work Educator and/or University contact (Liaison) roles
- managing SPP Moodle sites

Academic Skills Staff

If a student requires additional support with their spoken or written language skills while on placement, they should contact the Department of Social Work Academic Skills Advisor. The type of assistance provided is customised to the students' needs on placement. For example, it might focus on practising client intake and assessment skills, interacting with school-age children, working on reports, case notes and assignment drafts, developing a research project, or understanding cross-cultural differences in workplace communication. The Academic Skills Advisor can visit students on placement, so that they do not need to take time off to come to Caulfield. This could take the form of a one-off session or regular visits (e.g. once a week or fortnightly).

Students

The Department of Social Work emphasises the students' responsibility for their learning while on placement and the students' responsibility to work within agency requirements. The responsibilities of students are clearly outlined in the [Faculty of Medicine, Nursing, and Health Sciences Clinical/Fieldwork Placement Procedures and Behaviour Guidelines: Policy 1 - Policy 7](#)

Student responsibilities are to:

- Arrange a National Police Check, Working with Children Check and compulsory immunisations. Non-compliance will result in placement arrangements being put on hold or cancelled. The Department of Social Work is not permitted to allow students to commence unless Faculty requirements are met. Guidelines available from the [Faculty website](#).

- Calculate due dates for their assessments, put them in their diaries and advise their Social Work Educator, Agency Task Supervisor (if applicable) and their University Contact (Liaison) of these dates.
- Familiarise themselves with the requirements of the placement organisation in relation to the performance of their student duties at the beginning of the placement.
- Incorporate these requirements, duties and tasks into the Learning Agreement and Assessment Report (LAAR), complete all assessment requirements and ensure assessments are sent to the University Contact (Liaison) by the due date for feedback. When given approval, students must upload the assessment documentation to the Moodle site.
- Initiate and facilitate opportunities for their own learning and professional development during the placement.
- Be available for formal supervision meetings with their Social Work Educator and/or Agency Task Supervisor and produce assessments and other material for critical consideration and discussion.
- Be available for evaluation meetings or teleconferences with the Social Work Educator and University Contact (Liaison), and prepare material for these as required.
- Organise the mid-placement review meeting.
- Demonstrate professional behaviours in accordance with the [AASW Code of Ethics](#) and the Code of Conduct for Social Work Field Education.
- Demonstrate a professional attitude when working with clients, agency staff, referring agencies, and university social work staff.

Social Work Educators

The Social Work Educator can be a confusing role to understand for students if their placement agency does not have a Social Worker on site. If an agency has a Social Worker on site, a Social Work Educator and an Agency Task Supervisor are usually the same person taking on the dual roles (outlined below). If the agency does not have a Social Worker on site, the student will have an Agency Task Supervisor and a Social Work Educator appointed by the Department of Social Work Field Education Office. In this instance, social work supervision usually occurs off-site.

The Social Work Educator is a person:

- With a minimum of a Bachelor of Social Work degree
- With a minimum of two years practice experience
- Who is eligible for full membership of the AASW

The Social Work Educator is essentially responsible for helping to provide a link between theories of social work practice and 'real life' practice. The Social Work Educator helps students to reflect critically upon what they have done using a praxis-oriented approach. The Social Work Educator provides a minimum of 1.5 hours of supervision per student (including formal and informal supervision) for each 5 days of placement. This may be provided individually or in groups.

The key roles of the Social Work Educator are to:

- Link social work theory with practice
- Discuss critical learning incidents related to social work practice
- Encourage and facilitate critical reflection
- Develop familiarity with the [AASW Code of Ethics](#)

- Encourage the student's developing understanding of, and adherence to, [AASW Practice Standards](#)
- Identify students at risk of not successfully completing the placement
- Ensure self-care strategies for the student are implemented throughout the placement
(NB: It is expected that students will contact the University student counselling service or other community services for assistance when issues of a personal nature arise while on placement)

Agency Representative

In some large organisations a particular staff member is allocated the role of coordinating student placements. This person is the first point of contact for students allocated to these agencies. In some instances they will attend the pre-placement meeting and sign the offer of placement and consent form. The Agency Representative will then allocate an onsite Social Work Educator, which may occur after a student has commenced their placement.

Agency Task Supervisor

The Agency Task Supervisor provides general guidance on tasks for the student (including formal and informal supervision). This may be provided individually or in groups when more than one student is placed at that agency.

The Agency Task Supervisor is a person who:

- may or may NOT be a qualified social worker
- has a clear understanding of the structure of their agency and where social work students fit within that structure
- has a general understanding of the role of social work students and the value social work students bring to organizations

The key roles of the Agency Task Supervisor are to:

- Ensure that social work students understand the requirements of the agency in relation to working hours, standard of dress, methods of recording data, filing and confidentiality
- Help social work students to understand the organisational purpose, structure, functions, and obligations of the agency
- Assist social work students to develop their learning goals for each of the 9 learning areas of the Learning Agreement and Assessment Report (LAAR)
- Allocate tasks to social work students which are appropriate and in-line with the learning goals specified in the LAAR
- Keep a written record of student attendance and have this initialled by both the Agency Task Supervisor and the student
- Keep a written record of supervision and have this initialled by both the Agency Task Supervisor and the student
- Have input into students' assessment tasks (where appropriate) and/or provide feedback when requested to do so
- Have knowledge of the student's practice experience as this will form the basis of evaluation towards the middle and end of the placement
- Assess the student's learning in each of the 9 learning areas of the LAAR
- Be available for the mid-placement review meeting with the student and the University Contact (Liaison)

University Contact (Liaison)

The University Contact (Liaison) provides the 'connection' between the student, the Agency Task Supervisor, the Social Work Educator, and Monash University. The University Contact (Liaison) supports and guides both the student and the Agency Task Supervisor and is the first point of contact if any issues arise on placement or if information is required from the University.

The University Contact (Liaison) is a person:

- With a minimum of a Bachelor of Social Work degree
- With a minimum of four years practice experience
- Who is eligible for full membership of the AASW

The University Contact (Liaison) will make fortnightly contact with the agency and student either by phone or email. They will attend a mid-placement review. At the end of a students' placement they will provide the Unit Coordinators with a written summary of the mid-placement review and all contact made with both the student and agency throughout the placement.

The key roles of the University Contact (Liaison) are to :

- Communicate the policies and objectives of the Monash University Department of Social Work to Agency Task Supervisors/ Social Work Educators
- Liaise with Agency Task Supervisors/ Social Work Educators and students during placement
- Provide support to the Agency Task Supervisor/ Social Work Educators and student and assist in resolving any difficulties which may arise during the placement
- Facilitate the learning process occurring during placement, including the monitoring of the LAAR
- Review all assessment documentation prior to giving permission to upload to Moodle
- Be involved with the assessment of the student's performance in conjunction with the student and Agency Task Supervisor/ Social Work Educators
- Following the mid-placement review, advise the Monash University Department of Social Work of students at risk of not successfully completing the placement.

Difficulties on Placement

Difficulties Experienced On Placement

Given the nature of social work education, it is important that the student and Agency Task Supervisor/Social Work Educator think about how they will handle any difficulties which may arise on placement.

These may be difficulties which arise from any of the following:

- Learning difficulties on the part of the student
- Differences in the way each individual approaches supervision
- Difficulties in the agency which impact on the Agency Task Supervisor, Social Work Educator and/or student
- Unexpected crises or periods of minimal activity in the agency
- Personal difficulties between the Agency Task Supervisor/Social Work Educator and student

Protocol for Resolving Issues

In all circumstances, a discussion about the issue must first occur between the student and Agency Task Supervisor/Social Work Educator. If the issue requires clarification from the university about university procedures, the University Contact (Liaison) should be contacted to assist. The University Contact (Liaison) should also be contacted if the problem is not easily resolved. If the issue is still not resolved, the University Contact (Liaison) will then involve the SPP Coordinators.

Circumstances in Which a Placement Is Terminated

Please read the Faculty of Medicine, Nursing and Health Sciences, Clinical/Fieldwork Placement Procedures and Behaviour Guidelines Policy 5: [Conditions Preventing Students from Continuing Placement](#)

The student must **not** withdraw him or herself from the placement without written approval from the SPP Academic Director. If the student withdraws him/herself, it will constitute a failure of the Supervised Professional Practice Placement unit.

Termination is considered if the Social Work Educator and the University Contact (Liaison) believe that the student has consistently performed at an unsatisfactory level and when there appears to be no other resolution to the problem.

If the Social Work Educator and/or student become too ill or have a personal crisis, it may mean the placement is unable to be continued. If it is the Social Work Educator who becomes ill, the placement will be terminated only if there are no other possible suitable supervisory arrangements.

What Happens to a Student who is Withdrawn from Placement?

When a placement is terminated, SPP Academic Director will discuss future placement options with the student. In some cases, credit for placement days attended can be granted.

In principle, termination of a placement will mean that a student must undertake another placement in full. Under certain circumstances beyond the student's control, for example, serious illness of the student or Social Work Educator or Agency Supervisor, alternative arrangements for completion of the placement may be made. Written consent is required from the SPP Academic Director.

Determining Pass or Fail for Supervised Professional Practice

Monash University regulations state the Department of Social Work, through its Head and Examination Board, is responsible for determining whether a student has achieved a pass in supervised professional practice (or field placement). Assessing the student's performance during placement is conducted through the Examination Board, which consists of the:

- SPP Academic Director
- Course Coordinator
- University Contact (Liaison)
- Social Work Supervisor / Agency Task Supervisor

The Examination Board also considers reports (which are required to be lodged within 2 weeks of a placement termination) from:

- the student
- the Social Work Educator
- the University Contact (Liaison)

The Social Work Educator report must include an assessment rating for student performance according to the learning areas outlined in the LAAR.

The Examination Board will then decide whether the student will be provided with another opportunity to undertake an alternative placement in that year or recommend a fail grade for placement. In the event of a failed placement, the student is required to enrol again in the unit the following year to undertake another placement.

Receiving a Fail and the Appeals/Complaints Process

When a student receives a fail for their supervised professional practice placement, they have the right to appeal to the Faculty of Medicine, Nursing and Health Sciences.

The procedure is as follows:

- The student should attempt to resolve any complaints in an informal manner through discussion with the SPP Academic Director, the Department of Social Work Head of Department, a member of the University Counselling Services, or any officer of the Monash University Student Union (e.g. Education/Student Rights Officer)
- When a complaint is not resolved informally, it may be referred by the student in writing to the Dean of the Faculty of Medicine, Nursing and Health Sciences, who will then convene a Faculty Student Grievance Committee to investigate the complaint
- If the student is dissatisfied with the decision of the Faculty Grievance Committee, he/she can then appeal to a Grievance Appeal Panel, which re-hears the matter
- Further details of Student Grievance Policies can be found on the [Monash University website](#).