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SOCW3013

Social Work Practice Level 3 Placement B

Term Two // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Phillipa Evans	p.evans@unsw.edu.au	Appointments available via request	115 Morven Brown Building	

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Social Work*

In this course you will apply the theoretical and skills based learning in a practice setting. You will be linked with a qualified social worker in a human services agency offering practice based learning, in accordance with the AASW Practice Standards. This learning experience is supported by social work supervision promoting critical reflection; it will guide you through a developmental process focusing on knowledge, skills and values relevant to the social work profession. Placement allocation is managed in consultation with you, so that it prioritises your learning goals and professional interests. Placements occur in diverse contexts of practice such as hospitals, state and federal government departments, and non-government community based organisations. Social work interventions may include policy, research, counselling, case work and community work. You will develop general social work skills, transferable to all social work contexts. The placement comprises 47 attendance days (327 hours) and is generally undertaken four days per week throughout from the start of Term 2 until the requisite hours and tasks are completed. The placement is accompanied by a series of Integration Seminars that support and complement your field based learning, with an emphasis on theory-practice integration, critical social work and critical reflection. This course is Part B of your first Field Education placement which started in Term 1 at the same agency with Social Work Practice Level 3 Placement A. At the end of this course grading is finalized for both courses.

Course Learning Outcomes

1. Develop problem solving strategies utilising social work knowledge to determine appropriate methods of intervention with individuals, couples, families, groups and/or communities.
2. Demonstrate sound commitment to social work values and ethics in practice through critical reflection in the placement.
3. Discuss their developing professional identity reflectively throughout the placement.
4. Apply collaborative practice principles in their relationships with all members of the organisational network.
5. Undertake systematic inquiry with and on behalf of individuals, couples, families, groups and/or communities.
6. Appraise their own practice and learning in order to recognise their own strengths, limitations and individual practice style.
7. Distinguish between personal and professional relationships and respond accordingly.
8. Apply communication skills appropriate to audience and situation
9. Reflect upon and articulate the impact of their values, experiences, and personality on others

Teaching Strategies

This is Part B of the Level 3 placement. Your learning in this course occurs in the field supported by Integration Seminars held every 2 weeks at the university during the placement period. Teaching strategies reflect your active role and need for reflection and include:

1. 23 attendance days (163 hours) at the allocated agency for Level 3 Placement
2. One hour per week supervision at the agency with the Field Educator (supervisor). This is structured according to an agenda prepared by you and based on issues from your journal, written analyses/reports on your work, with agenda items added by your Field Educator. At placements with no social work supervision on-site, students participate in an External Supervision Group held at the university fortnightly throughout the placement.
3. Your daily Diary and weekly Practice Journal which continue across Part A and Part B of the placement.
4. Your Final Placement Report developed in consultation with the Field Educator.
6. Integration Seminars at university during placement, where work will be set and time allocated for its completion. Teaching includes learning in the field on placement and attendance at Integration Seminars held every 2 weeks at the university during the placement period.

Assessment

Placements disrupted by COVID19

COVID 19 has had a significant impact on level 3 social work placements in 2020, requiring an individualised response to each student, providing opportunity to successfully complete placement. In keeping with the standards set by the AASW, student whose placements have been affect by COVID-19 have the opportunity to complete assessment tasks to assist in reaching 70 days. These tasks will enable you to further develop your practice knowledge and reflect upon the social work practice tasks you have been undertaking in your placement to date. They will include the following forms:

1. Reflection on cases
2. Writing of community / population profiles
3. Research activities
4. Policy analysis
5. Project work

If allocated alternate tasks, the work you produce will still be supported and marked by your Liaison Tutor as satisfactory or unsatisfactory and will replace the Final Placement Report as documentation of your learning. You may choose to share the work you produce with your placement organisation if you feel it could be of benefit to them.

Please contact the Course Convenor if your placement has been disrupted by COVID-19 to discuss the additional assessment tasks available for you to complete.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Placement Timesheet	5%	Not Applicable	4
Integration Seminar activities	20%	Not Applicable	2,3,4,6,7,8,9
Placement Diary and Journal	5%	Not Applicable	1,2,3,6,7,9
End of Placement Report	70%	Not Applicable	1,2,3,4,5,6,7,8,9

Assessment Details

Assessment 1: Placement Timesheet

Start date:

Details:

The Timesheet is a formal record of the placement hours that you completed over the semester. The minimum requirement for Part B of the placement is 23 days and 163 hours which the Timesheet should

accurately reflect. The Timesheet is verified by the Field Educator weekly.

All pieces of work in SOCW3013 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If the Timesheet is not determined by the Course Convenor to be of a satisfactory standard, you will have one opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Re-submission must be supported by the Course Convenor. Unless there are compelling grounds, you will not have the opportunity to resubmit where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory. The deadline for resubmission will be agreed upon by the Course Convenor, the Liaison Tutor and the Field Educator. The opportunity for re-submission will not have an effect on WAM as SOCW3013 is graded satisfactory/unsatisfactory only.

Assessment 2: Integration Seminar activities

Start date:

Details:

A range of interactive and written class activities receive verbal feedback in class from the tutor, and are rated overall satisfactory or unsatisfactory.

Assessment 3: Placement Diary and Journal

Start date:

Details:

The Placement Diary and Journal allows you to reflect on your daily activities and to map your development as a practitioner during the placement. Entries in the Diary and Journal are to be stored by yourself and may be viewed by the Field Educator and the Liaison Tutor for the purposes of teaching and learning.

All pieces of work in SOCW3013 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If the first submission of the assessment task is not determined by the Course coordinator to be of a satisfactory standard, you will have one opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Resubmission must be supported by the Course Convenor. Unless there are compelling grounds, you will not have the opportunity to resubmit where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory. The deadline for resubmission will be agreed upon by the Course Convenor, the Liaison Tutor and the Field Educator. The opportunity for resubmission will not have an effect on WAM as these courses are graded satisfactory/unsatisfactory only.

Assessment 4: End of Placement Report

Start date:

Details:

The End of Placement Report is completed using the specified template available on Moodle. When preparing the Final Placement Report, you should draft content and then discuss with their Field Educator in advance of the due date. In preparing this document, your earlier placement documentation should be referenced. The End of Placement Report should include both the content from the Mid-Placement Report as well as new information regarding progress made in the second half. If your learning goals and/or tasks are altered at the mid-placement point, the End of Placement Report should include a description of how they were subsequently achieved.

The Field Educator also drafts a section of the report which forms part of your feedback on placement progress. The End of Placement Report is reviewed by the Liaison Tutor within two weeks of submission. If determined to be of satisfactory quality a 'satisfactory' grade is entered in Moodle and brief comments are entered by the Tutor. If determined to be incomplete or unsatisfactory the grade is withheld and you will be contacted by the Liaison Tutor and requested to revise and resubmit.

The Course Convenor is the final arbiter on the grade.

Resources

Prescribed Resources

This course outline SOCW3013 should be read in conjunction with course outline SOCW3012 - Social Work Practice Level 3 Placement A

Cleak & Wilson (2019) Making the Most of Field Placement. Cengage: South Melbourne

Recommended Resources

Additional resources for students are available via leganto, the link provided on moodle.

Course Evaluation and Development

Student feedback is welcome throughout the Term. Students may email the WIL Unit or the course convenor. In addition, students are surveyed about their experience at the end of the placement and encouraged to complete the MyExperience link when available.

Previous student feedback has been utilised to develop course materials and content, and redevelop assessment tasks for 2020.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.