



Social Work Pre-Placement Information Session Semester 1 2024



WE ARE ON KAURNA LAND

Flinders University acknowledges the Traditional Owners and Custodians of the lands on which its campuses are located, these are the Traditional Lands of the Arrernte, Dagoman, First Nations of the South East, First Peoples of the River Murray & Mallee region, Jawoyn, Kurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Warumungu, Wardaman and Yolngu people. We honour their Elders past, present and emerging.

Today, over **400 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS** are enrolled in courses at Flinders University.



Social Work Pre-Placement Information Session

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In This Information Session

- Semester 1 2024 Pre-Placement Key Dates
- Nomination for Placement Survey
- InPlace Access
- Student Information for Placement
- Matching
- Compulsory Compliance Items
- Question Time

S1 2024 Key Pre-Placement Dates

Sep 26th – Nomination for Placement Survey Opens

Oct 8th – Nomination for Placement Survey Closes

Oct 27th – Student Information for Placement Deadline (Including WBP, INTERSTATE & RURAL nomination)

Nov 24th – Compulsory Compliance Deadline

Dec 8th – Work-based and Interstate Placement Application Deadline

Jan 15th – Placements begin to be released (to compliant students)*

Jan 15th – Placement interviews commence*

Feb 2nd – Additional compliance Deadline

Feb 12th – Placements Begin

Jun 23rd – Approximate Placement End Date

**Some early placement matches will occur during November/December because of agency requirements*

Nomination for Placement Survey

Opened on September 26th and closed on October 8th

Announced via email and on the CEPSW Work Integrated Learning FLO site

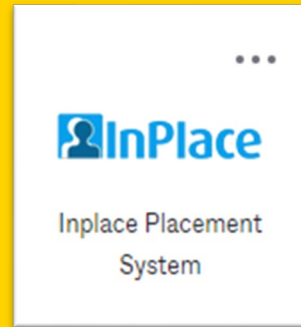
THE SURVEY IS NOT THE TOPIC ENROLMENT

Students who complete the survey and are eligible for placement will be considered for placements in S1 2024

InPlace

InPlace is the University's Placement Management System. Used to check compliance, match students to placements and manage placements.

Access via your Okta Dashboard:



Or access via inplace.flinders.edu.au

1. Click on your FAN in the top right of the screen once logged in
2. Select “My Details” from the menu
3. Scroll down to see Compliance Items and Student Information for Placement sections

Compulsory Compliance Items

November 24th is the Compulsory Compliance Deadline

Compulsory Compliance (all students):

- Nationally Co-ordinated Criminal History Check (NCCHC) (**unsupervised** contact with vulnerable groups)
- Fitness for placement disclosure declaration, Access Plan identification, Student Consent
- Intellectual Property Transfer and Counselling Video

South Australian Compliance

- DHS Working With Children Check
- DHS Aged Care Sector Screening
- Safe Environments Through Their Eye Training

Interstate Compliance

- Your State's Working With Children Equivalent
- State Based Mandatory Reporting Training

Additional Compliance Items

February 2nd is the Additional Compliance Deadline

You will be notified in your matching notification email **if** you are required to undertake any additional compliance.

- **National Hand Hygiene Institute:** Hand Hygiene for Clinical Health Care Workers – all aged care placements
- **Current season Influenza vaccination** – as requested by a placement agency
- **COVID-19 vaccination** (number of doses depends on agency) – as requested by a placement agency
- **RRHAN-EC training** – all school placements
- **SA Health requirements** – SA Health placements only
- **NDIS Worker Check** – as requested by a placement agency
- **Other compliance** – as requested by a placement agency

Student Information for Placement

Ensure your 'SEMESTER' address within the Student Management System is accurate.

Student Information for Placement helps the WIL Support Team allocate placements based on:

- Access to transport
- Previous education
- Work experience
- Placement areas of interests
- Application for WBP, Interstate or Rural placements
- **Any other extraordinary circumstances**

Areas of interest are only used as a guide and are not a guarantee of where your placement will be allocated

Placement Matching

Placement matching is a complicated process with many factors.

Areas of interest are only used as a guide and are **not** a guarantee of where your placement will be allocated.



Work-based Placements

What is it?

Placement in a place of employment. It may involve payment, or it may be unpaid. Work-based placements can be considered when there is a ***clear distinction*** between a student's employment role and their placement role.

To ensure this distinction and to avoid conflicts of interest, the [Australian Social Work Education and Accreditation Standards](#) state:

- **4.1.7** *Students in employment will not have a placement in their current work role or under their current supervisor.*

Students must also still meet regular placement requirements such as compulsory compliance and completing pre-requisite topics.

How do I apply?

Nominate on InPlace by 27th October in the Student Information Required for Placement section

Completed applications are due by 8th December.

Rural Placements

What is it?

Placement in a rural/remote area, outside the metropolitan Adelaide area.

International students can be restricted from undertaking rural/remote placement due to their Study Visa requirements. International students can undertake only one third of their topics online.

Subsidies?

- Domestic students can apply for accommodation and travel support via Rural and Remote Health SA.
- International students can apply for accommodation via Rural and Remote Health SA, where accommodation is \$150 per week.
- Both domestic and international can apply for the [Andrew Thyne Reid Scholarship](#), which can support 10 students a year by providing a scholarship of \$5,000 per recipient. The student must be undertaking placement in a rural venue.

How do I apply for Rural Placement?

Nominate on InPlace by 27th October.

Completed applications are due by 8th December.

What happens once you have been matched?

1. You will receive a Matching Notification email from the Flinders Social Work Placements team. Attached will be important documents including the *Pre-Placement Checklist* and the *Pre-Placement Calendar*.
2. Follow the instructions in the Matching Notification email to set up the placement interview. Some agencies prefer to contact the student.
3. Prepare thoroughly for the interview by using the Placement Interview Guide in the *Pre-Placement Checklist* document.
4. Attend the interview, make a great impression and be offered the placement.

Interview Preparation

It is essential that you **prepare thoroughly for your interview.**

Please refer to *Section 3 of your Pre-Placement Checklist* to prepare for your interview and use the Placement Interview Guide on FLO.

The interview is a two-way process - agency is determining if you are suitable for the placement, and you are discussing your learning goals and what *you* can offer to the agency.

To help you prepare, head to [CareerHub](#) via your Okta Dashboard to use resources on interview preparation.

Questions you may be asked.

- Why did you choose to study social work?
- What social work skills do you hope to learn during this placement?
- What skills do you bring to this placement?
- What do you know about our organisation?
- What do you consider are your strengths and weaknesses and what are you doing to address your weaknesses?

Tip: If you lack experience, think about what people skills or learnings can counter-balance insufficient experience.

Other Information

Special Placement Information on the [CEPSW WIL Support FLO Site](#)

- Rural Placement
- Work Based Placement
- Interstate Placement

Access Plans

- To be sent to your Placement Topic Coordinator and identified on InPlace
- You do not need to disclose your reason for having an Access Plan to the WIL team

Scholarships

- Detailed information online at students.flinders.edu.au/finances-and-admin/support/scholarships
- Consider applying for a rural scholarship

Questions



Nature of Social Work Placements

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and Indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

(IFSW – International Federation of Social Workers: Global definition, endorsed by AASW 2014)

What do you think Social Workers do?

“Social workers partner with people to address personal difficulties and structural barriers in their lives. They work with individuals, families, groups and communities.

Many social workers also work in non-people-facing roles, either as an employee or consultants in government or community organisations.”

<https://www.aasw.asn.au/social-work/about-social-work/what-social-workers-do/>

“Social workers celebrate differences and the social work role itself is incredibly diverse. Social workers may support people through:

- **one-on-one counselling:** working directly with individuals
- **group work:** including health promotion groups, groups aimed at reducing social isolation, shared experiences groups (on topics such as managing addictions, bereavement or sexual assault) and age specific inclusivity groups such as older persons or adolescence groups
- **community development:** implementing programs focused on community wellbeing through targeted and enhanced engagement, for example health promotion activities or specific age cohort activities
- **advocacy:** including with, and on behalf of people experiencing family violence, housing stress, financial and legal issues
- **policy:** developing evidence-based policies to inform government legislation, social work practice and government/community services”

What is Field Education?

It enables students to **integrate classroom learning with professional practice** so that students notice and refine their ways of thinking, doing and being.

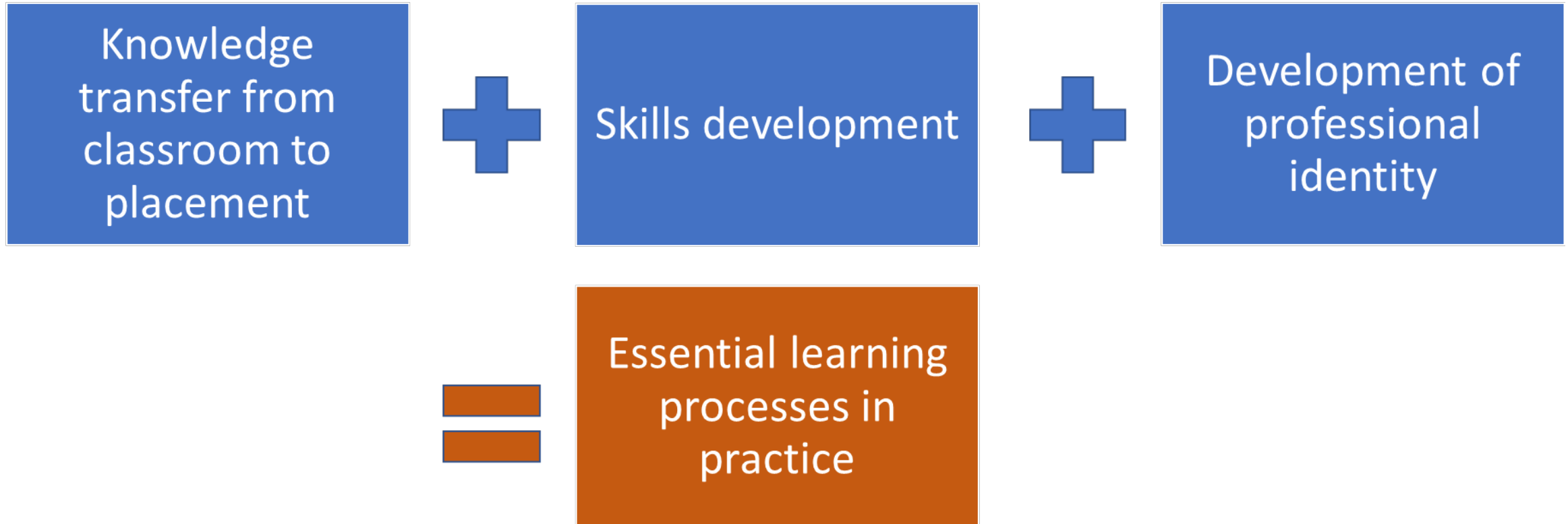
Field education **socialises students into the profession** through immersion in real practice contexts, while allowing a constructive and reciprocal learning space to develop.

Students make sense of what it means to be a social worker by developing their professional identity, integrity and practice frameworks.

(Australian Social Work Education and Accreditation Standards 2021)



Field Education



Topic Enrolment

- ALL **pre-requisite topics** must be successfully completed before students can begin a Field Education topic
- If you fail a pre-requisite topic, you will need to revise your study plan via Ask Flinders



Australian Social Work Education and Accreditation Requirements – ASWEAS, 2021



- Students will complete **1,000 hours** of professional practice learning involving no more than 3 placements.
- At least two placements will involve **distinctly different** practice learning experiences.
- No placement will be less than 250 hours.
- 500 hours of placement time will be undertaken in a **direct practice role** involving the application of professional interpersonal skills.
- Students will complete at least **one placement with an onsite social work** field educator.
- **Active involvement** of student in social work roles (not only observation)

What is “direct practice”?



- Interventions with and on behalf of individuals, families, groups and communities aimed at achieving the most effective outcomes for their health, wellbeing
- Focus on application of **interpersonal skills**
- Includes group work, community development, advocacy, project work with service users
- Does **NOT** have to include case management, work with individuals, counselling

Placement supervision requirements

- All students on placement receive supervision from a social work Field Educator who has a minimum of 2 years full-time equivalent post-qualifying direct practice experience
- Social work Field Educators can be onsite or external
- Students who have an external social work Field Educator will also have an agency task supervisor
- **1.5 hours of formal supervision required for every 35 hours** of placement (21.5 hours in total)
- Maximum of 50% of social work supervision can be done in groups

Placement Timeline

First 100 hours

- Agency orientation
- Supervision schedule established
- Learning Plan developed

100 to 250 hours

- Student works on learning plans and activities
- Mid placement review
- Identification of additional learning tasks

260 – 500 hours

- Student implements new tasks, where relevant
- Expansion and consolidation of learning
- End of placement assessment

Roles and Responsibilities: Student

- Follow organisational policies & procedures
- Act professionally
- Take responsibility for own learning
- Prepare for supervision
- Provide feedback & discuss concerns with supervisor
- Prepare for and participate in assessment



Roles & Responsibilities: Field Educator

- Provide appropriate accommodation, orientation, safe work practice training and learning opportunities
- Assign appropriate learning activities
- Support the development of a Learning Plan
- Provide regular supervision
- Assist with integration of theory into practice
- Contribute to student assessment
- Discuss problems with the University Field Education Liaison person (FEL) if they arise
- Provide written feedback for mid and end of placement assessment



Roles and Responsibilities: External Field Educator (if relevant)



- Provide regular formal supervision in accordance with AASW requirements (1.5 hours for every 35 hours on placement = 21.5 hours over 500 hour placement)
- Liaise with the Agency Field Educator
- Assist with integration of coursework theory into practice
- Assist with ethical decision making
- Contribute to the assessment of the social work aspects of the student's performance
- Discuss placement issues with the University Field Education Liaison (FEL) if they arise

Roles and Responsibilities: Field Education Liaison

- Ensure Field Educators have relevant information and documents
- Facilitate theory-practice integration seminars at university
- Respond and assist in resolving issues and concerns
- Take primary responsibility for the student's assessment in collaboration with Field Educators
- Liaise with Agency and/or External Field Educators and the relevant Topic Coordinator
- Chair mid and end of placement meetings
- Review students' mid and end of placement evidence documents
- Liaise with Topic Coordinator



Roles and Responsibilities: Topic Coordinator

- Academic leadership and oversight of all aspects of the field education topic including assessment and achievement of learning outcomes
- Oversee student progress towards topic outcomes, working closely with University Field Education Liaison (FEL)
- Guidance and decision-making as required when there are issues with student progress (e.g. Student Learning Contract, breach of agency policy or AASW Code of Ethics, placement termination) – more complex issues escalated to Academic Coordinator: Field Education
- Determination of final grades



Placement Practicalities: Attendance & Hours

- Attendance usually 4 days a week, must be consistent
- Students are required to keep a timesheet and have it checked and signed regularly (fortnightly) by their Agency Field Educator (AFE).
- Some students receive approval for a variation in their placement attendance, e.g. due to a University Access Plan
- Placement attendance cannot be changed without approval of AFE & FEL
- Students cannot work from home except in exceptional circumstances where approval has been given, e.g. COVID
- Placement hours include: all placement related activities, attendance at topic lectures and field placement activities (up to 14 hours), active after-hours work (e.g. attendance at a weekend camp as part of placement)
- Students allocate **one hour** per day for reflection and to work on placement-related assignments
- Students can take sick leave, but placement hours must be made up

Placement hours: What can't be counted

- Lunch breaks
- Sick days
- Holiday leave
- Travel between home and placement
- Pre-placement compliance activities, e.g. attendance at Child Safe Environments training
- Time spent on university studies and activities that are not directly related to field placement, e.g. working on assignments not related to FE topic
- Time spent volunteering in other human service agencies
- 'Passive' hours (e.g. sleeping when on a school camp)

Student self-care and managing placement demands



- Students have range of obligations, including earning an income
- Up to students to manage dual obligations
- Work must not get in the way of placement e.g. sleeping at placement, arriving late and leaving early, not being prepared for supervision, leaving tasks incomplete
- Not managing puts placement at risk
- Ensure you create a self care plan and follow it!

Recognition of Prior Learning (RPL) – Are you eligible?

- If you have considerable prior experience working in human service agencies you may be eligible to apply for RPL, i.e. credit for the **first placement** in MSW or BSW
- **ASWEAS requirements:**
 - *Currency* - you must have worked in a health or welfare setting for a minimum of three (3) full-time equivalent years, the final year of which must be within the last three (3) years (i.e. of date of application).
 - *Relevance* - you must demonstrate a workload similar to tasks carried out by social workers including direct practice in assessment and risk assessment, counselling, case work and case management and community work. Requires copies of the relevant job and position specifications and reference from a qualified social worker
- RPL application in **2 stages** via [Ask Flinders](#)
- **Deadlines:** You can apply for RPL at any time, but due dates are set if you intend to go on placement in the following semester. Stage 1 applications are due the end of week 5 of semester and stage 2 applications are due by the end of week 10 of semester
- Applications assessed by Field Education academic staff
- A student who is approved for RPL must undertake a final placement in an organisation that provides onsite supervision by a qualified social worker

Access Plans

- If you have a disability/medical/mental health condition, or care for someone with a disability or medical condition, you may be eligible for a University Access Plan

<https://students.flinders.edu.au/support/hcd/disability/faqs>

- An Access Plan can include **adjustments that you need** for your placement – to be discussed confidentially with your Topic Coordinator
- Email copy of your Access Plan to your **Topic Coordinator**
- You DO NOT need to disclose why you have an Access Plan
- Your Topic Coordinator only provides information to the WIL team regarding what adjustments you need on placement, not your disability/condition

Where are students placed?

Field placements occur in a variety of **geographic locations**:

- Metropolitan Adelaide and outlying areas
- Rural/remote South Australia and interstate

Field placements are hosted by a **range of organisations in a range of settings**:

- Government and non-government organisations
- Some organisations only host final placement students (e.g. correctional services, hospitals, most mental health services, most child protection services)
- Examples of placement settings - community centres, disability services, schools, health services, residential aged care, services for homeless people, domestic violence, refugees

Formal partnerships – SA Health, Department for Child Protection, Baptist Care SA, Women's Safety Services SA, Sonder, Centacare, Life Without Barriers, Junction Australia, Community Centres SA, Southern Cross Care, Neami National

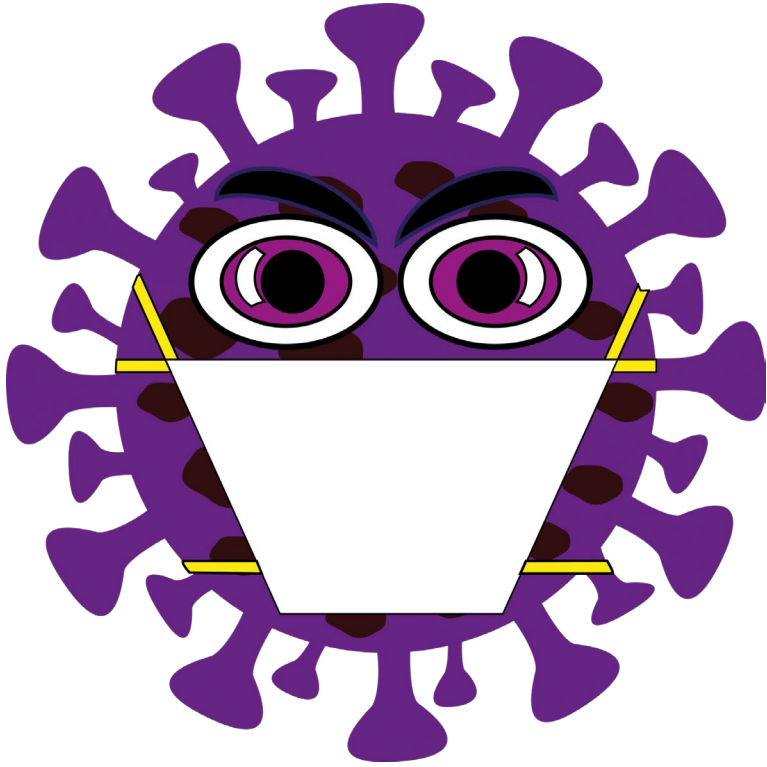


Placement attendance/timeline

- Flinders students expected to undertake placement **4 days per week**
- Most placements approximately **7 – 7.5 hours per day**
- Placement attendance must be **continuous** – no breaks except sick leave or class intensives
- Placements take approximately **17 – 18 weeks @ 4 days per weeks** – could be longer depending on the number of public holidays, class intensives or sick leave - finish late November/early December
- In **exceptional circumstances**, students may apply to undertake placement less than 4 days/week. Examples of exceptional circumstances include part-time enrolment, work and carer responsibilities
- Note **3 days per week = 22 weeks** – finish late December/January
- Minimum attendance **2 days per week (14 hours)** – only for students who have an **Access Plan** – takes approx. 34 weeks, finish late February/March



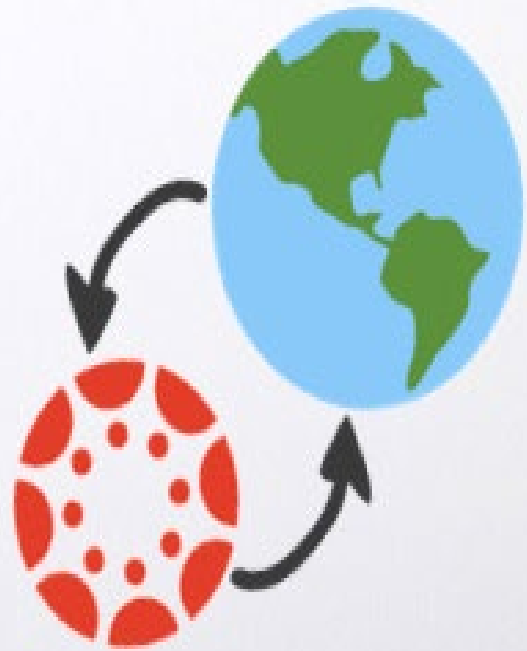
Impact of COVID-19 pandemic on placements



- All placement organisations have their own COVID management plan, some of which have additional compliance requirements (e.g. residential aged care)
- If there are COVID outbreaks, placements may be suspended. There may be a period when a placement is continued at home. This depends on the organisation in which you are located.

Field Education Topic Assessment

- **Non-Graded** Assessment for Field Education topics, i.e. Pass/Fail
- ALL of the following required to pass:
 - Completion of **500 hours** of field placement (documented and verified)
 - Participation in integration seminars (online or on campus)
 - Completion of a **Learning Plan** and other written assignments
 - **Weekly reflection** on learning
 - **Mid and end of placement assessment**
 - Performance at **required level** in ALL learning outcomes
- Further information at beginning of placement - *Statement of Assessment Methods* and *Topic Information Booklet*, etc.



Authentic Assessments

Questions