Teach Me & I Will Learn
Developing an Integrated Framework for Field Education
1. Placement Context
2. Integrated Learning Framework
3. Engaging in a Facilitated Learning Environment
4. The Mapping Experience
5. Learning Excellence for Field Education & Students

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

Benjamin Franklin
Placement Context
2 The Integrated Learning Framework
ILF: AASW Practice Standards

1. Values & Ethics
2. Professionalism
3. Culturally Responsive & Inclusive Practice
4. Knowledge for Practice
5. Applying Knowledge to Practice
6. Communication & Interpersonal Skills
ILF: Professional Practice Framework

- Practice Skills
- Organisational Context
- Professional Identity
- Professional Knowledge
- Theory & Research
- Beliefs & Values
ILF: Learning Plan

Learning Plan Categories

1. Social Work in Context
2. Application of Interpersonal Skills
3. Assessment & Intervention of Needs
4. Values & Ethics
5. Organisational Process

Assessments
- Observation Setting Report
- Practice Reflections
- Process Recordings
- First year learning goals
ILF: Professional Supervision
ILF: Ethical Decision Making Framework
ILF: Reflective Practice Framework

1. Take a *step back* in order to prepare to reflect
2. *Step into* the reflective space
3. Commence the *assessment* process
4. *Externalise* what has occurred
5. *Deconstruct* the events that have occurred
6. Make an *evaluation* of what needs to occur
7. *Reconstruct* and prepare to plan and strategise
8. *Step into action*
ILF: Placement Phases

Phase 1
Orientation

Phase 2
Engagement

Phase 3
Consolidation & Termination

Orientation Phase
Weeks 1 - 5
ORGANISATIONAL EDUCATOR LED
- Placement orientation in context & environment

Phase 2
Engagement
EDUCATOR /STUDENT LED
- Participates in workplace activities, meetings, fully orientated to the work team

Phase 3
Consolidation & Termination
STUDENT LED EDUCATOR SUPPORT
- Professional identity developing or established - presenting as a professional

- Autonomous in role

- Student led discussion, professional & clinical skills developing and evident

- Observations conducted by others/assessing practice

- Preparing for termination of placement

- Professional Identity established or developed

- Student able to articulate what professional practice is within placement environment

- Professional Practice Framework developed

UNIVERSITY EDUCATOR LED
- Orientation to placement environment
- Development of Learning Agreement

UNIVERSITY SUPPORT EDUCATOR/STUDENT LED
- Supervision framework set up, Learning Agreement completed

- Developing Professional Practice Framework

- Developing Ethical Decision Making Framework

- Developing Reflective Practice Framework

- First Liaison contact
- Any issues identified and resolved

UNIVERSITY SUPPORT STUDENT LED/EDUCATOR LED
- Review Placement Education Manual and university requirements

- Link Learning Agreements to relevant professional body documents
ILF: Student / Graduate Attributes

• Willingness to learn
• Open to the experience
• Focussed on reflective practice
Engaging in a Facilitated Learning Environment
Integrated Framework in Action

Placement Phases Framework

Learning Plan
Integrated Framework in Action

Goals Mapped to Placement Assessments
1. Practice reflections
2. Observation Setting Report
3. Process Recordings

Placement Phases Framework

1st Year Placement Requirements

Learning Plan
Integrated Framework in Action

Goals Mapped to Placement Assessments
1. Practice reflections
2. Observation Setting Report
3. Process Recordings

Placement Phases Framework

Placement Assessments

1st Year Placement Requirements

AASW Practice Standards

Goals Mapped to AASW Practice Standards
1. Direct Practice
2. Service Management
3. Organisational Development and Systems Change
4. Policy
5. Research
6. Education and Professional Development

Learning Plan
Integrated Framework in Action

Goals Mapped to Placement Assessments
1. Practice reflections
2. Observation Setting Report
3. Process Recordings

Placement Phases Framework

Placement Assessments

1st Year Placement Requirements

PASE Supervision Model

AASW Practice Standards

Goals Mapped to AASW Practice Standards
1. Direct Practice
2. Service Management
3. Organisational Development and Systems Change
4. Policy
5. Research
6. Education and Professional Development

Learning Plan
Integrated Framework in Action

**Goals Mapped to Placement Assessments**
1. Practice reflections
2. Observation Setting Report
3. Process Recordings

**Placement Phases Framework**

**1st Year Placement Requirements**

**AASW Practice Standards**

**Placement Professional Development**

**PASE Supervision Model**

**Field Education Placement Phases**

- **Orientation Phase** Weeks 1-5
- **Engagement Phase** Weeks 6-10
- **Consolidation & Termination Phase** Weeks 11-15+

- **Organisational Field Educator/Student Led**
  - Professional identity development or established, demonstrating an understanding of the role and responsibilities of a professional social worker.
  - Knowledge of the practice setting, placement environment, and workplace and external stakeholders.

- **University Support Field Educator/Student Led**
  - Supervision framework outlined, implementation plan completed, planning in place.

- **Professional Practice Framework**
  - Developing professional practice framework.

- **Professional Practice Framework Developing (First Placement), Professional Practice Framework Established (Final Placement)**
  - Professional practice framework established, professional practice framework in place.

**Goals Mapped to AASW Practice Standards**
1. Direct Practice
2. Service Management
3. Organisational Development and Systems Change
4. Policy
5. Research
6. Education and Professional Development
4 The Mapping Experience
Integrated Field Placement Framework – Learning Plan
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Tasks and Methods to achieve the objectives</th>
<th>Evidence &amp; Evaluations</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore &amp; analyse how client needs are met through the theoretical and practice framework of the placement agency. (E/P)</td>
<td>Demonstrate an understanding of the purpose of social work within the placement organization.</td>
<td>Observation Setting Report</td>
<td>Submitting and review of report</td>
<td>By end of placement</td>
</tr>
<tr>
<td>To critically reflect on and explore how social work practice fits within the placement context. How social work knowledge, skills and resources are used to manage clients needs, organisational goals and community expectations within the Child Protection System. (E/P)</td>
<td>Develop an awareness of the professional role of a social worker including: compliance with organization codes of conduct, rules, policies and protocols, completing assigned tasks and reporting to a field supervisor.</td>
<td>Placement Project: Child Safety Submission, Professional Practice Framework, Supervision Model</td>
<td>Submitting and review of submission</td>
<td>By end of placement</td>
</tr>
<tr>
<td>To gain knowledge and understanding of the Child Protection and wider political/policy systems that supports children in out of home care. (E)</td>
<td>Demonstrate a commitment to the administrative requirements of the role of a professional social worker: e.g. plan and manage workloads, keep records and write reports as required, locate and access relevant resources, utilize time management skills.</td>
<td>Visit Residentials with the view to observing and working with Team Leaders, Residential Support Workers and Young People in care.</td>
<td>Attendance through professional supervision and outcomes from reflections.</td>
<td>By end of placement</td>
</tr>
<tr>
<td>To explore and understand how social work practice fits within the child protection framework and with particular reference to Licensing. (E/A)</td>
<td>Identify my own developing approach to social work practice.</td>
<td></td>
<td>Feedback from internal Supervisor and Team Leaders</td>
<td>By end of placement</td>
</tr>
<tr>
<td>To understand and explore the role that research plays in the placement context as it relates to social work practice, the Child Protection system, and the wider political environment. As well as how this research then informs greater understanding of clients needs, organisational goals and social policy. (P/E)</td>
<td></td>
<td></td>
<td></td>
<td>Ongoing throughout placement (Engagement/Consolidation Phase)</td>
</tr>
<tr>
<td>Develop an understanding of my Professional Practice Framework and its relationship to social work practice and self in context. (E)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal achieved
Work in Progress
Needs attention
Mapping in Action

**Process**
- Recording
  - Journal of teaching in Social Work

**Reflection Template**
- Reflection: on action in action for action

**Theory**
- Relevant article mapped

**Identify Key themes**

**My Reflections on Content (TFA)**

**Impact upon professional identity?**

**Implications for Social Work Practice**
(map against)

**Reflection: on action in action for action**
- Concrete Experience
- Reflective Observation
- Abstract Conceptualisation
- Active Experimentation

**Reflection:**
- Template
  - Concrete Experience
  - Reflective Observation
  - Abstract Conceptualisation
  - Active Experimentation

**Concrete Experience**

**Reflective Observation**

**Abstract Conceptualisation**

**Active Experimentation**

**Identify Key themes**

**My Reflections on Content (TFA)**

**Impact upon professional identity?**

**Implications for Social Work Practice**
(map against)
What is the purpose of the Process Recording?

- Having read the article that you provided me (Raymond Fox PhD & Irene A. Gutheil DSW (2000): Process Recording, Journal of Teaching in Social Work, 20:1-2, 39-55), it is my understanding the Process Recording provides two opportunities:
  - It gives me the opportunity to effectively "conceptualize and evaluate" my practice in context.
  - It creates an opportunity for the person evaluating me, in this case Team Leader Chloe, to provide specific feedback around my approach to the situation, how I interacted with the YP and to provide feedback on things I could improve on or consider for the next process recording.
- In completing my process recording the aim is to be “introspective, analytical and interpretive”.
- Looking at what the Process Recording is meant to facilitate, having done my first Process Recording I feel my experience has definitely made me more aware of:
  - The importance of “carefully listening to and concentrating on each interaction” – this is definitely something which needs developing over time and something I only scratched the surface of this time.
  - To aid in “promoting organized and disciplined thinking” – again I only scratched the surface here. I would agree that the process of completing the process recording that you are able to see more easily places where you could have approached things differently and to be conscious of what is informing my approach. I definitely need to be more organized and disciplined in my thinking during the interaction.

What social work practice skills do we use in the process recording process?

- Micro communication skills such as:
  - Rapport building, setting context, duty of care and confidentiality
  - Attending skills: eye contact, body positioning, head movements, mirroring, tone of voice, silence, furthering responses, minimal encouragements.
  - Reflecting, questioning, interpreting, challenging, summarizing, exploring options, information giving.
  - How to end an interaction.
- Interpersonal skills
- Reflection
- Communication
- Problem solving / Collaboration
- Report writing skills

How does it fit with social work practice?

- The process itself is good social work practice because it meets the AASW practice standards around evidence-based approaches. The Process Recording itself is from a "scientific stance" as it gathers data through the conversation log process which can be used to identify areas for growth, these are then measured against performance in future Process Recordings. (AASW practice standards 6 and 5)
- It is also reflective practice and social work values of professional integrity (AASW code of ethics 3.3, 5.1.5 +c, 5.5.1 are+fgh+hi=r+k, 5.6 b)
- Helps hone report writing skills
- Helps link theory to practice

What social work practice role did Chloe play in this?

- TL Chloe played the role of supervisor, educator and teacher. For her the Process Recording was used to guide learning and was a tool for learning.
Learning Excellence for Field Education & Students
Learning Excellence for Field Education
Learning Excellence for Students

**My Placement Project**

**YCSS Nutritional Program**

Psycho-educational program to encourage young people to be involved in their own health and well-being choices and need.

---

**The 15-week program is outlined as followed:**

**Beginners Program: Fun With Food Groups**

- **Weeks 1-7**
  - Week 1: The Food Pyramid
  - Week 2: The Grains Food Group
  - Week 3: The Fruit Food Group
  - Week 4: The Vegetable Food Group
  - Week 5: The Dairy Food Group
  - Week 6: The Protein Food Group
  - Week 7: Creating Balanced Meals with MyPlate

**Advanced Program: Nutrition Smarts**

- **Weeks 8-15**
  - Week 8: Balanced Daily Meals
  - Week 9: Eat Smart to Play Hard
  - Week 10: Sometimes Foods & Smart Snacks
  - Week 11: How to be a Food Label Detective
  - Week 12: Getting to grips with Nutrients
  - Week 13: The Essentials on Food Hygiene
  - Week 14: Kitchen Safety & Cooking Master Class
  - Week 15: Program Review & Graduation Celebration
My Professional Practice Framework

Theory & Research

Beliefs & Values

Professional Identity

Professional Knowledge

Practice Skills

Organisational Context

Theory & Research

“It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts.”

Arthur Conan Doyle, Sherlock Holmes

- MI,
- trauma and attachment,
- supervision,
- critical reflection,
- strengths communication,
- ethical decision making,
- positive behaviour support management
Beliefs & Values

“Your beliefs become your thoughts, Your thoughts become your words, Your words become your actions, Your actions become your habits, Your habits become your values, Your values become your destiny.”

Mahatma Gandhi

- Understanding of cultural awareness,
- Honesty, respect and transparency,
- Social justice,
- To open to the clients experiences,
- Non-judgemental,
- Be where the client is at, not driven by self and understand self as a professional in the context,
- Collaborative in approach,
- Energetic, calm, collected, thoughtful, moderated, self-regulated
- Hold a professional opinion
My Professional Practice Framework

Professional Identity

“Your visions will become clear only when you can look into your own heart. Who looks outside, dreams; who looks inside, awakes.”

C.G. Jung

- My intentional language framework
- How I talk to others, how I interact
- My micro communications
- Non verbals
- Choice around approach, models, theories
- The SW being conscious in the context
- Behaviour, conduct
- Beliefs values
- Org context
- Professional experience
- Being a member of the Association
- Apply the Code of Ethics
- Apply the Professional Practice Standards
- Interactions with others, way that relationships are conducted
- What we wear, how we present
- Attitude – i.e. cooperative, collaborative
- Energy
- Values that you are able to live as a professional and person
- Transferrable skills to others role in your life
“Learn from yesterday, live for today, hope for tomorrow. The important thing is to not stop questioning.” Albert Einstein

- Understanding of MI framework and readiness for change,
- How to ensure communication is strengths based.
- Knowledge around trauma and attachment, professional practice supervision, ethical decision making and ethical excellence, reflective practice, positive support behaviour management, child protection system, legislation, out of home residential care, trauma sensitive practice, interagency collaboration, role of the PEAK agencies.
- Knowledge around the role of TL within a residential setting, the role of social work practice in this setting, role of RSW
My Professional Practice Framework

Practice Skills

“Lead by example. Practice what you preach or don’t preach at all. Walk the talk! People watch what you do more than they listen to what you say. Inspire, challenge and encourage people to their best, by doing YOUR best. And when someone else is doing a great job, tell them that you’re proud of them. Encourage them. Take the time to recognize their effort.” Marc (marcandangel.com)

- Communication & Nonverbal Skills
- Historical Career Experience
- Assessment
- Interviewing Skills
- Building Rapport
- Engaging Clients
- Collaborative Approaches
- Analyse
- Synthesising Information
- Evaluation
- Case Management
- Critical Reflection
- Listening
- Providing Feedback
“People will typically be more enthusiastic where they feel a sense of belonging and see themselves as part of a community than they will in a workplace in which each person is left to his own devices” — Alfie Kohn, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A’S, Praise and Other Bribes*

- Role definition, the context in which policy achieves its goals, its professional practice framework, org ethical decision making framework, structure, and relationship to the political environment, culture and energy, relationships with other key stakeholders.

- Individual and collective culture.
Spent a day with Tracey’s Uni students discussing SW policy

Tracey conducts AMOVITA training in Tasmania

Spent time at YCSS residentialls interacting with staff and young people

YCSS Team
Donna, Ann Marie & Claire

The Bigger Man Award

Presented To

Young Person

For walking away from a tough situation and not retaliating

“You are the man for the job!”

Signed:
Date: April 2013

Tracey conducts AMOVITA training in Tasmania

Spent a day with Tracey’s Uni students discussing SW policy
Thank you

For more information about the Integrated Framework for Field Education
info@amovita.com.au