

Menu for Placement Specific Learning Tasks

The *Task Menus* provide **suggestions only** and can be adapted to individual placement circumstances. Students are encouraged to include their own (measurable) learning tasks within the *Placement Specific Learning Plan* table. While some of the 7 broader learning areas may be more applicable to particular placement contexts, students are strongly encouraged to list at least one or two tasks for all 7 goals. You may need to think more broadly about the various types of associated learning and how this can be demonstrated.

Task Menu suggestions for First Placement

Tasks Menu 1 – Values/Ethics: possible options to select from or add your own to complete the above table:
1. Undertake 'values-audit' – (half-page point-form description of values utilised & demonstrated within practice setting).
2. Undertake audit of key AASW Ethical principles identified in agency policies/ documentation.
3. Use diary/journal/ log for self reflection about assumptions and values and their impact on practice – for basis of discussion in FE supervision.
4. Identify differences in multi-disciplinary roles i.e. social worker vs other human service workers and where Social Work "fits" in this broader realm.

Tasks Menu 2 – Organisational Context: Possible options to select from, adapt, or add your own to complete the above table:
1. Identify and list key organisational procedures/documentation related to risk management.
2. Draw eco-map of key related services.
3. Undertake an analysis of 'client feedback' systems (identify evaluation/feedback forms, termination interviews etc)
4. Analyse how 'informal power' is expressed and managed within the agency (discuss with FE).

Tasks Menu 3 – Use of Knowledge in Practice: Possible options to select from, adapt, or add your own to complete the above table:
1. Identify and describe the key theories that underpin common professional practices seen within the practice setting.
2. Undertake a 'theory-audit' related to a specific case identifying as many theories as you can that relate to this case – informing both assessment and intervention.
3. In supervision, present theoretical-frameworks section of <i>Organisational Analysis</i> Assessment.
4. To become more informed about a particular theory that I am less familiar with and articulate its relevance within the placement practice context.

Tasks Menu 4 – SW Processes, Skills & Relationships: Possible options to select from, adapt, or add your own to complete the above table:
1. Complete and submit agency referral documentation (provide written evidence).
2. Develop a case plan with identified tasks and desired outcomes.
3. Keep diary of key events and tasks undertaken.
4. Provide a case-presentation (to team or within supervision).
5. Provide written summary or minutes from an agency meeting.
6. Actively participate in the work setting and agency team (attend team meetings, present information, propose agenda items).

Tasks Menu 5 – Self-Learning & Professional Development: Options to select from, adapt, or add your own to complete the above table:

1. Undertake placement-specific skills stock-take and review this at mid and final points of placement.
2. Keep a journal recording tasks/events with personal reflections/reactions on use of self.
3. Develop ongoing learning-plan for next placement.
4. Completion of 'Social self awareness exercise' (pp156-159 in Fook J, 1993, *Radical Casework: A Theory of Practice*, Allen & Unwin)
5. Collate evidence of proactiveness within supervision – preparation undertaken, agendas prepared, constructive feedback responded to etc.
6. List self-care strategies for self-care and identify how the personal affects the professional realm.
7. Use diary/journal/ log for self reflection about personal feelings and reactions to placement experiences – for basis of discussion in FE supervision.
8. Complete a *Significant Learning Experience* analysis of an incident on placement – present to Supervisor(s).
9. Completion of – 'Assessing your Preferred Learning Strategies' (pp19-22 in Cleak H & Wilson J, 2007 *Making the Most of Field Placement*, Thomson)

Tasks Menu 6 – Research: Options to select from, adapt, or add your own to complete the above table:

1. Identify and summarise current literature relating to placement (client groups, problem foci, intervention methods).
2. Develop a proposal for a research or evaluation project documenting parameters, hypotheses, questions, outcome measures, tools.
3. Draft three potential research questions that relevant to this agency and/or client group.
4. Complete a literature review relating to one of these research questions.

Tasks Menu 7 – Social Policy: Possible options to select from, adapt, or add your own to complete the above table:

1. Complete *Organisational-Analysis* noting social policy related aspects.
2. Write a mock 'Letter to the Editor' about a social issue of concern to your agency/client group/field of practice.
3. Undertake a Literature Review on a placement-related social policy issue.
4. Provide a written summary of current social & professional issues in this field of practice
5. Identify and list legislation relevant within this field of practice.
6. Undertake and write-up a policy analysis on an issue related to placement setting.

Tasks Menu suggestions for Final Placement

Tasks Menu 1 – Values & Ethics: Possible options to select from or add your own to complete the above table:

1. Provide case-presentation (in supervision or team-meeting etc) on power-related issues.
2. Written reflection about an ethical issue that has emerged during placement.
3. Written reflection about how AASW Code of Ethics is integrated into practice at that agency.

Tasks Menu 2 – Organisational Context: Possible options to select from, adapt, or add your own to complete the above table:

1. Undertake an analysis of 'risk management' issues within placement or for a specific client/case (identify keys issues in point form)
2. Write a mock press-release highlighting a current social issue impacting on, or being addressed, by the agency/organisation.
3. Identify and list legislation relevant to the organisational context and field of practice.
4. Written summary of current social/professional issues in this field – (half-page dot points).

Tasks Menu 3 – Use of Knowledge in Practice: Possible options to select from, adapt, or add your own to complete the above table:

1. Undertake a case-study analysis identifying issues relating to disadvantage and/or power for the client and/or social worker and/or agency.
2. Describe at least two theoretical frameworks that inform an assessment of a case or other professional activity.
3. Describe my knowledge of a particular field of practice (e.g. family violence) and how this has been used to intervene in a case or other activity.

Tasks Menu 4 – Processes, Skills & Relationships: Possible options to select from, adapt, or add your own to complete the above table:

1. Plan, conduct and evaluate interviews with individuals/families (observed by Field Educator).
2. Plan, develop and evaluate a group work intervention (presented to Field Educator).
3. Undertake a facilitation or co-facilitation role in a group work session.
4. Prepare, complete and submit agency specific assessment and/or intervention documentation.
5. Develop and demonstrate an understanding of social work practice and role within the agency setting (presentation to supervisor or at team meeting).

Tasks Menu 5 – Self-Learning & Professional Development: Options to select from, adapt, or add your own to complete the above table:

1. Undertake placement-specific skills stock-take and critically review skills development at mid and final points of placement.
2. Develop ongoing learning-plan for beginning employment and include this in a mock job application letter.
3. Completion of 'Social self awareness exercise' (pp156-159 in Fook J, 1993, *Radical Casework: A Theory of Practice*, Allen & Unwin)
4. Collate evidence of proactiveness within supervision – preparation undertaken, agendas prepared, constructive feedback responded to etc
5. List self-care strategies for self-care and identify how the personal affects the professional realm.
6. Completion of – 'Assessing your Preferred Learning Strategies' (pp19-22 in Cleak H & Wilson J, 2007 *Making the Most of Field Placement*, Thomson)
7. Use diary/journal/ log for self reflection about openness to views of others and respect for different opinions and approaches – for basis of discussion in FE supervision.



Tasks Menu 6 – Research: Options to select from, adapt, or add your own to complete the above table:
1. Identify and summarise current literature relating to placement (client groups, problem foci, intervention methods).
2. Develop a proposal for a research or evaluation project documenting parameters, hypotheses, questions, outcome measures, tools.
3. Create project work-plan including timelines and required resources.
4. Draft three potential research questions that relevant to this agency and/or client group.
5. Undertake background Literature Review for placement specific research/evaluation project (or designated part thereof).
6. Establish and coordinate a research project reference group.
7. Complete Ethics Application (or relevant part thereof).
8. Successfully recruit participants for project.
9. Collect and record data for project.
10. Appropriately analyse data collected (quantitative and/or qualitative).
11. Write project reports (draft & final versions).
12. Develop dissemination plan for project results/findings/recommendations.
13. Disseminate project results.

Tasks Menu 7 – Social policy: Possible options to select from, adapt, or add your own to complete the above table:
1. Develop a set of recommendations based on a piece of policy analysis.
2. Undertake a Literature Review on a placement-related social policy issue
3. Identify key steps in developing and implementing an advocacy/social action plan

