



Matching student learning to Service provision



Overview

- *Win:Win - why have a student
- *Medicine in Context - partnership
- *Other types of student - trial and error



Win: Win - why have a student

- * Surveys - communication skills
- * Profiles - social skills
- * Accounts - financial skills

9.5 First and Final Placement Expectations

These documents address the context of Western Sydney University BSW placements and have been prepared in conjunction with the AASW (2013) Practice Standards for Social Workers which are articulated in terms of Components of Practice and Areas of Practice: Work with Individuals, Work with Families, Work with Groups, Work with Communities, Social Policy Practice, Research and Evaluation, Management, Leadership and Administration and Education and Training.

FIRST PLACEMENT EXPECTATIONS

1. Student as Learner

By the middle of placement, the student is able to:

- * formulate specific learning goals for placement
- * identify tasks that she/he can complete in order to achieve these goals
- * take initiative in seeking supervision

By the end of placement, the student is able to:

- * try out new behaviours and skills
- * demonstrate an awareness of her/his emotional and cognitive responses to placement experiences
- * (as a result of reflecting on placement experiences), she/he can identify personal strengths and areas for further development
- * demonstrate an awareness of how her/his values, beliefs and behaviour influences her/his performance and social welfare practice in the placement agency

2. Student's use of interpersonal and communication skills

By the end of the placement, the student is able to:

- * relate to a wide range of people
- * establish appropriate and effective working relationships with workers, volunteers & service users
- * develop a range of interpersonal skills which have some basis in both theories of interpersonal communication and helping (e.g. Carl Rogers, Gerard Egan and others) and an appropriate value base e.g. use active listening skills, communicate honestly, utilise empathy and be non-judgemental
- * consider interactions between herself/himself and others and demonstrate a growing capacity to describe what is happening
- * accurately and clearly record some observations, interventions or other placement experiences
- * communicate effectively and clearly by telephone

3. Student's ability to organise own work and function within the agency

The student is able to:

- * take instructions from the Field Educator
- * seek clarification on issues relating to tasks
- * attend work punctually and account for time in relation to placement tasks

By the end of placement, the student is able to:

- * demonstrate increasing initiative in completing placement tasks while still using the Field Educator for direction where necessary
- * answer the phone, take referrals and write up brief notes of activities and experiences
- * practice and develop written skills appropriate to the setting e.g. reports, letters, case files, meeting minutes etc.
- * describe the agency's role and structure (e.g. aims, service, delivery, management, administration, finances etc.)
- * demonstrate some capacity to utilise his/her knowledge of the agency in order to complete placement tasks
- * demonstrate an improving capacity to anticipate agency tasks while on placement
- * search and identify welfare services within the region in which she/he is working
- * make professional contacts and relationships with other organisations with which the agency networks

* recognises ways that social welfare is meeting service user, provider and community goals (within the context of the placement agency)

4. Student's General Professional Skills

By the end of the placement, the student is able to:

- * consciously apply social work principles as evidenced by:
 - * understanding and applying the principle of confidentiality where appropriate
 - * understand and apply the principle of professional accountability
 - * demonstrate a non-judgemental approach to working with clients by not working in a sexist, racist or ageist manner
- * understanding and applying the principle of client self-determination when working with service users
- * demonstrate a purposeful approach to clients and workers by:
 - * using needs identification skills relevant to placement tasks
 - * identifying and integrating relevant resources, services and a knowledge base that can be used to complete placement tasks
- * formulate an appropriate action plan in relation to placement tasks
- * implement limited intervention tasks while on placement with the assistance of the Field Educator
- * demonstrate a growing understanding of cultural, gender and social issues that relate to the agency's target group

5. Use of Theory in Practice


By the end of the placement the student is able to:

- * consciously using some knowledge from their reading and the university course in undertaking and analysing practice situations
- * explain the nature of challenge and/or inequality experienced by particular service user groups from a number of different perspectives
- * identify the broader context of practice - social, professional and political issues which impinge on practice
- * access and consider a range of different theoretical approaches to a given problem or social issue
- * reflect upon the appropriateness of theories used in practice

6. Use of Self in Social Work Role

By the end of placement the student is able to:


- * identify how she/he is using self in interaction
- * show an awareness of what aspects of self are enhancing / hampering effectiveness
- * seek feedback on how self is appearing to others - Field Educators, peers, etc.
- * identify own feelings in interactions
- * establish effective purposeful relationships with a range of individuals and groups; e.g. colleagues, secretarial staff, communities / service user groups, authority figures, other people relevant to practice
- * be an effective member of an interdisciplinary or other team
- * be aware of impact of one's own and others' sexual preference, ethnicity, and class in practice and show some ability to deal with these
- * respect different values and backgrounds of people with whom they are working
- * be aware of conflict of values and interests
- * consistent quality of concern towards clients
- * is aware of own emotional state and how these affect practice



Welcome to
Myrtle Cottage

Myrtle Cottage

A review and discussion by Chloe Walters



Statement of Purpose

"The purpose of Myrtle Cottage Group Inc is to assist frail aged and younger people with disabilities, people with dementia and their carers, who are at risk of premature or inappropriate institutionalisation, to remain in their own homes."

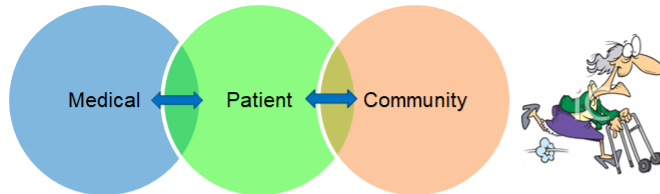
Mission Statement

"To provide excellence in the care and support of client members through programs that challenge and enhance their quality of life within the community."

Medicine in Context - partnership

- * A program from Western Sydney University School of Medicine
- * Year 3 medical students learn about GWS community and community-based services
- * Combination of placements in community organisations and GP clinics (3+1 or 2+2 days)
- * <https://www.youtube.com/watch?v=ztQ0-RXXMQ4>

Medicine in Context - partnership



LEARNING OUTCOMES

This 5 week placement in a Community Organisation aims to achieve:

- An understanding of how various social determinants of health contribute to the health outcomes of an individual attending Myrtle Cottage e.g. social connectedness
- An understanding of what types of services Myrtle Cottage provides to enhance the wellbeing of individual and the community e.g. volunteers and members¹
- An understanding of professional behavior in a community setting e.g. curtesy
- An understanding of the issues and barriers facing people who are frail aged, younger people with disabilities and people with dementia e.g. social isolation
- An opportunity to develop communication skills with staff, volunteers, clients and carers e.g. listening and clarifying
- An evaluation report of programs and supports offered at Myrtle Cottage identifying strengths and areas for improvement e.g. shows understanding of Myrtle Cottage
- An appreciation of the value of medical and personal records in health care e.g. privacy issues

In order to achieve these aims Myrtle Cottage has developed a project that will be undertaken by individual medical students. The students will be assisting Myrtle Cottage to review the individual programs and make any recommendation for future improvement. When making suggestions consider the:

- Political agenda e.g. funding changes
- Target group e.g. financial disadvantages, reason for using the service
- Staff e.g. how the team works internally and externally
- Area the service provides programs e.g. area covered, travel times and other available



(Butterfly design) [[Pick the date]]

ATTENDANCE AND ABSENCE

Students are expected to attend Myrtle Cottage as per the Placement Allocation Roster. Sign in is required in the Visitors Book² for evacuation procedures³ and to verify attendance for signing the MiC Placement Attendance Form.

Placement Allocation Roster will outline your supervisors name, the project subject, times and hours completed. When students work more than 5 hours they are initiated to a 30 minute break this can be taken all at one time or in 15 minute blocks and is allocated around the program and member's needs. The hours work does not include the 30 minute break.

Student Placement					
Education facility	University	TAFE	School		
Course title	Medicine in Context				
Students Name					
Supervisors Name	Julie Renshaw				
Project	DT Outing Consultation				
Date	Day	Program	Hours		Attended
			Program	Worked	
	Mon	Volunteer Induction and DT program	10.30-4	5	
	Tues	DT Program and evaluation	8.30-4	7	

Time off for extracurricular activities to be approved by the MiC team.

Students are expected to ring the office if they are unable to attend with an explanation. The office has an after-hours answering machine to leave messages include your name. Don't



Other types of student - trial and error

*TAFE

- *Certificate 2 Hospitality
- *Certificate 3 Individual Support
- *Certificate 4 Mental Health
- *Certificate 3 or 4 Ageing
- *Certificate 4 Community Services
- *Diploma of Community Services



Other types of student - trial and error

- *University
 - *Counselling
 - *Health Service Management
 - *Social Work
 - *Medicine in Context

*Phone: 02 9426 3100

*Email: info@myrtlecottage.org.au

*Website: www.myrtlecottage.org.au

*Contact us...