PROFESSIONAL PRACTICE

HANDBOOK / RECORD BOOK
HEHB01A

Course Name:

Student Name:

Student ID:

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Student Information

Student information	
Name	
Student ID	

Southern Cross Education Institute - Higher Education	
Course	
Course Coordinator	
Address	
Phone No.	
Mobile No.	
Email	

Host Employer – Professional Practice Venue	
Host Employer name	
Contact person	
Contact person title	
Address	
Phone No.	
Email	

Professional Practice dates	
Start date	
End date	

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Bachelor of Human and Community Services

The Bachelor of Human and Community Services will provide students with the knowledge and skills they need to make a significant impact on some of society's most vulnerable lives. They will learn the communication skills needed to relate to people of all ages and backgrounds to gain their trust and build rapport and the professional practice placement sill prove students with the experience of what the role is like within a practical environment.

Students undertake study in a well-balanced, rigorous and comprehensive range of subjects, assessments and professional placements that introduces them to sociology theory, psychology, counselling practice, public policy, ethics in community services, statistics and research, mental health assessments, cross-cultural communication, workplace leadership and management and many more.

Professional Practice Placements

These placements are an essential component of the BHCS program and are a prerequisite for ACWA professional membership and an aid to employment. Each 200-hour professional practice placement is undertaken for a minimum of two days per week during the second semester of each year (or at a later date depending upon availability).

Objectives of the professional practice placement component:

- To link and integrate coursework and theory with the demands and immediacy of the practical workplace / learning environment; to draw together the theoretical and more practical aspects of learning.

- To permit the student to develop personal skills and professional understandings in community and welfare contexts

- To provide students with the opportunity of working alongside experienced community and welfare professionals in a safe and supportive environment

- To enable students to satisfactorily complete the practical component of the course which will include a range of supporting tasks as outlined the assessments section of this handbook.

The evaluation of a student's performance on professional practice placements is an integral component of the overall assessment for the Bachelor of Human and Community Services. The purpose of this Professional Practice (PP) handbook and Record Book is to provide students, academic teaching staff and host organisation staff with performance criteria for a standard of professional performance that would be expected of a student at the completion of each Professional Practice placement. The performance criteria articulate to the expected knowledge, skills and attitudes required of students on professional placement and aligns to the Course Learning Outcomes, Subject Learning Outcomes and eight domains of practice described in the Australian Community Workers Association (ACWA) Guidelines for Practice.

Pre-Professional Practice Checklist

Before you attend Professional Practice, there are some important matters that you must complete. Please complete the checklist below and provide certified copies of all documents to the Bachelor of Human and Community Services Course Coordinator.

Item	Completed	
	Yes	No
Read the Student Professional Practice Handbook		
Read, sign and date the Confidentiality Undertaking on page 5		
Read, sign and date the Fitness for Professional Practice on page 6		
Read and sign the Student Code of Conduct		
Read, sign and date the Professional Practice Agreement		
Attend classes and completed the pre-Professional Practice skills task list		
Hold a current Working with Children's Check		
Hold a National Police Certificate (issue date within 6 months of commencing PP)		
Have a current SCEI-HE student identification card – to be worn at all times on PP		

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Professional Practice Declaration

I, (student full name)   Student ID

have completed all the listed requirements prior to commencing Professional Practice placement. I understand that the Professional Practice placement may be cancelled if I do not have all items completed and documents available at least two weeks prior to commencement of my Professional Practice.

I understand that I must take the original copies of documents with me on the first day of PP as the host organisation may request to sight them.

I declare that all the statements selected on this form are true to the best of my knowledge. I consent that the SCEI-HE, Bachelor of Human and Community Services Placement Coordinator may inform a host organisation of any condition that may potentially impact client safety.

Student signature_____   Dated

Professional Practice – Confidentiality Undertaking

I   (student full name) agree to protect confidential information which may be disclosed to me in relation to the Professional Practice and agree to the following conditions.

1. I understand that during my Professional Practice at
   (host organisation name), I may have access to confidential and private information for the purpose of carrying out my duties.
2. I accept the importance of confidentiality in the workplace and undertake to regard any information obtained from confidential documents, or orally, as strictly confidential. I will not discuss such information with, or mention to, anyone else except on an official work basis.
3. I understand that maintaining confidentiality is an essential part of my Professional Practice and that a breach of that condition may, if sufficiently serious, entitle
   (host organisation name) to suspend my Professional Practice immediately and/or initiate formal action.

Student full name:

Student signature:

Dated:

In the presence of:

Placement Coordinator:

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Fitness for Professional Practice

You are required to ensure you are fit for Professional Practice – without physical or mental impairments which could affect your own safety or the safety of the public for whom you will be interacting with during your placement

FITNESS FOR PROFESSIONAL PRACTICE DECLARATION

I, (student full name)   Student ID

have read and understood the information on Fitness for Professional Practice requirements in the Student Professional Practice Handbook and the implications of these requirements for me as a student in the Bachelor of Human and Community Services course.

I am aware of and understand my obligation to report any physical, psychological or psychiatric condition that may affect my ability to undertake Professional Practice.

I declare, to the best of my knowledge, that I do not have any physical, psychological or psychiatric condition which would prevent me from participating in Professional Practice and meeting the inherent requirements of a Bachelor of Human and Community Services student.

Should I develop a physical, psychological or psychiatric condition, or should an existing condition change that may affect my ability to undertake or complete Professional Practice at any time after making this declaration, I will inform the Placement Coordinator at the earliest possible time.

I understand that I am required to provide documentation from a registered practitioner that states I am fit for practice, such as a medical clearance, if I have been previously unfit for practice but are now fit for practice to the Course Coordinator.

Student signature   Dated

General Information

Attendance Record

You will need to maintain an accurate record of your attendance whilst on Professional Practice. This record provides verification you have completed the required hours. The Host Mentor must sign the attendance record at the end of each shift. It is a requirement you attend 100% of the placement.

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Insurance

Insurance cover under the Policy applies to all those hazards to which a Covered Person is exposed whilst actually engaged in voluntary work or work experience placements including necessary direct travel to and from such voluntary work on behalf of the Policy holder. Provided always that the Policy shall only apply in respect of such work officially organised by and under the control of the Policy holder.

Assessment of students on professional placements

- Assessment in professional placements reflect the stated placement subject learning outcomes and is based on evidence supplied by the student, the host mentor, and the SCEI-HE Academic staff member, as appropriate.
- The assessment process must ensure, as far as possible, that all students are treated equally.
- Students receive ongoing feedback during the placement, provided by the host mentor and SCEI (Higher Education) Placement Coordinator.
- Prior to the completion of the professional placement, students will receive feedback from the host mentor and formal written evaluation by the SCEI (Higher Education) Placement Coordinator.
- Students will be given the opportunity to provide feedback on the professional placement experience outside the assessment process to inform quality improvement cycles

Practice Standards for Community Workers

As a Community Services student, The Australian Community Workers Association (ACWA) **'Code of Ethics',** and the ACWA **'Practice Standards** 'serve as guides for learning during professional placements. After your graduation, these documents will continue to inform professional practice as a Community Services professional. The code of ethics explains the requirements a professional working in the field should meet. The practice standards provide a practical guide to all community work practitioners with specific indicators of competency.

During placement the host mentor in conjunction with the SCEI (Higher Education) Academic Subject Coordinator will provide formal feedback relating to the **Code of Ethics and Practice Standards**. Prior to beginning placement, elements of the Code of Ethics will be demonstrated in a classroom setting. Students will undertake activities in class to confirm they are 'placement ready'.

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ACWA Community Work Practice Guidelines

The assessment and learning outcomes for professional practice placement are aligned with the ACWA Community Work Practice Guidelines and Code of Ethics, which set the benchmarks that graduates must demonstrate upon entry to professional practice and maintain throughout their professional careers.

The Practice Standards provide an overview of what constitutes responsible, professional practice and what clients, employers, other professionals and the public can expect of health and community services workers.

The ACWA Work Practice Guidelines stipulate the following eight standards in which community services students are to achieve capability:

Guideline 1 Ethical practice

Guideline 2 Provision of service and supports

Guideline 3 Confidentiality in the workplace

Guideline 4 The regulatory framework

Guideline 5 Diversity

Guideline 6 The workplace

Guideline 7 Professional development

Guideline 8 Professional standing

These practice standards inform the learning objectives and assessments undertaken during the professional practice placement. Students are advised to familiarise themselves with these practice standards in order to meet the learning outcomes of the placement.

The Practice Standards can be found at:

https://www.acwa.org.au/workers/ethics-and-standards/

Student's Responsibilities

You must maintain an accurate record of your attendance on Professional Practice and have the Host Mentor verify and document attendance on each shift.

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You are required to meet with the Placement Coordinator during Professional Practice in order for them to assess your application of appropriate workplace behaviour, skills, knowledge and learning. You will have a formal meeting mid-way through and upon completion of the Professional Practice placement.

You are required to return this completed Professional Practice record book to the Bachelor of Human and Community Services Course Coordinator within five (5) working days of completion of the Professional Practice.

Professional Practice Placement Evaluation and Assessment: Responsibilities

Professional Placement Coordinator Responsibilities

The Placement Coordinator is required to support student learning throughout the Placement. The Placement Coordinator is to evaluate and rate your performance using the assessment rating scale and conduct a formal review: midway through (formative assessment) and upon completion of the Professional Practice placement (summative assessment). The Placement Coordinator will collaborate with the Host Mentor to gather evidence on your performance and substantiate their feedback with specific examples. Together the Student and Placement Coordinator will meet, discuss and document strategies for improvement.

Host Mentor Responsibilities

The Host Mentor supports student learning throughout the Placement. The Host Mentor supports the students work on a day-to-day basis and to actively encourage the student to achieve their specific learning objectives. This includes assigning appropriate tasks to students for practice experience both in the agency and the wider community; direct, support and encourage students in undertaking these tasks. The Host Mentor takes responsibility for the general supervision and professional development of the student whilst on placement.

In conjunction with the SCEI (Higher Education) Placement Coordinator and based on the students' performance make recommendations to the Placement Coordinator for the students overall Professional Placement Rating.

Student Responsibilities

The student will actively participate in the professional placement learning process and work under the supervision of the host mentor. Students actively participate in the placement evaluation process with the SCEI-HE Placement Coordinator including completion of learning plans, attendance at formative and summative assessment meetings.

Professional Practice Assessment Rating Scale

In using the AUSTRALIAN COMMUNITY WORK PRACTICE GUIDELINES as an assessment tool the Bondy Scale has been used as a set of criteria to assess performance of each practice standard. Five levels are used: Independent (I), Supervised (S), Assisted (A), Marginal (M) and Dependent (D). Each level is defined by the description of characteristics in three areas: Professional standard, Quality of performance and Assistance required.

Scale	Professional Standard	Quality of Performance	Assistance Required
I – Independent	• Student always achieves appropriate, accurate and safe actions each time	• Proficient • Coordinated • Confident • Performs expediently within an appropriate timeframe • Initiates actions independently or in collaboration with professional staff • to deliver client service • Applies theory to practice	No prompts required
S – Supervised	• Student always achieves appropriate, accurate and safe actions each time	• Efficient • Coordinated • Confident • Performs appropriately within a reasonable timeframe • Initiates actions independently or in collaboration with professional staff to deliver client service • Applies theory to practice	Occasionally requires supportive verbal prompt
A – Assisted	• Student mostly achieves appropriate and accurate actions safely	• Lacks coordination at times • Confident in some aspects • Performs within delayed timeframe • Often expends excess energy • At times initiates actions independently or in collaboration with professional staff to deliver client service • Limited application of theory to practice	Frequently requires directives, verbal and occasional physical prompts

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M – Marginal	• Professional practice may be unsafe when alone • Rarely achieves appropriate and accurate actions unless supported	• Lacks coordination • Lacks confidence • Performs within prolonged time frame • Uses considerable excess energy • Rarely initiates actions • Inconsistently applies theory to practice or has a superficial knowledge base	Requires continuous verbal and frequent physical prompts
D - Dependent	• Professional practice is unsafe • Does not achieve appropriate and accurate actions unless constantly supported	• Uncoordinated • Very low level of confidence Performs within unduly prolonged time frame • Uses considerable excess energy Does not initiate actions unable to apply theory to practice	Requires continuous verbal and physical prompts

To successfully complete Professional Practice you must achieve the required levels as described below.

- **Independent, Supervised or Assisted**

Scale	Performance Standard
I – Independent	Expected behaviours and practices performed at an exceptional standard
S – Supervised	Expected behaviours and practices performed at a proficient standard
A – Assisted	Expected behaviours and practices performed at a satisfactory standard
M – Marginal	Expected behaviours and practices performed below an acceptable/satisfactory standard
D - Dependent	Expected behaviours and practices not performed

Professional Practice Assessment Rating Scale adapted from:

Bondy, K. (1983). Clinical evaluation of student performance: The effects of criterion accuracy and reliability. *Research in Nursing and Health, 7* (1)*, 25-33.*

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Professional Practice Meetings

To facilitate the assessment process, it is recommended that formal meetings take place between students and the Placement Coordinator. Meetings should be scheduled at midway through the Professional Practice (formative) and upon completion (summative) of Professional Practice. The meeting is to be held in private and free from disturbances. All meetings are to be recorded on the Record Sheets of this document.

Formative assessment meeting:

- The formative assessment meeting takes place mid-way through Professional Practice.

- The Placement Coordinator should ensure they have sufficient evidence e.g. specific examples of your level of performance. You will collaborate with your Host Mentor to document evidence on a daily basis during placement.

- Your progress toward attaining the performance standards is evaluated and rating is recorded in the ACWA Standards table of the Formative Assessment Meeting Record Sheet.

- If you are not progressing towards satisfactory completion (above M – Marginal or D – Dependent) in any standard, a review will be implemented. The purpose of a review is to ensure strategies are put into place to assist and support you to improve your placement performance and meet the requirements for the summative assessment.

- A record of the meeting is documented in the comments section of the Formative Assessment Meeting Record Sheet and signed and dated by both you and the Subject Coordinator.

Summative assessment meeting

- The summative assessment meeting takes place during the final two (2) days of the Professional Practice.

- A 100% attendance record is required.

- Your performance is evaluated by the Placement Coordinator and a rating is recorded in the ACWA Standards table of the Summative Assessment Meeting Record Sheet.

- The Placement Coordinator will be required to provide specific examples to substantiate the ratings and feedback.

- A record of the meeting is documented in the comments section of the Summative Assessment Meeting Record Sheet.

- The Placement Coordinator completes the summary of completion section of the Summative Assessment Meeting Record Sheet and signed and dated by both you and the Placement Coordinator.

- If you are deemed unsatisfactory upon completion of the placement, you will be deemed to have failed the Professional Practice component of the course.

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Professional Practice - Orientation

Instructions: The following orientation checklist is provided as a guide to assist you in becoming familiar with the policies, procedures, equipment and layout of the placement venue. Place a ✔ in the appropriate box to indicate when you have been oriented to each category. Use the notes space to record, as required, specific useful information relevant to each category. After you finish the form, please ask your supervisor to sign it and hand it to your placement coordinator.

Category	Notes

Personnel
I have been introduced to:
    Agency Manager
    Supervisor
    Host mentor	

Operational items/procedures
I have located/been advised of:
    Telephone Numbers
    Key numbers to leave the area
    Shift times
    practical placement routines	

Organisational policies and procedures
I have located and/or read:
    Policy and procedure manual
    Occupational health & safety policy
    Infection Control policies (COVID)
    Manual handling policies
    Incident reporting procedure
    Privacy and confidentiality policy	

Emergency procedures
I have been advised of:
    emergency evacuation procedures
    emergency telephone numbers/codes
    responsibilities in the event of an emergency
    procedure for personal threat/duress alarms
I have located:
    Fire exits
    Fire extinguishers / fire blankets
    Fire hose
    Break glass alarm/s
    Assembly points (evacuation)	

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Category	Notes
Facilities I have located: General layout of the workplace Staff tea room Staff lockers Staff toilets Client toilets	
Placement Supervision I have consulted with the Host Mentor to establish procedures for: • Identify the role in placement • Allocating my tasks/responsibilities • Supervising my performance • Monitoring/evaluating my performance • Debriefing sessions • Verifying timesheets on daily basis • Recording performance evidence • Conducting performance review meetings • Completing accompanying documentation	Your role in the organisation: Your daily task: Period of supervision:

Supervisor name

Supervisor signature   Date:

Placement Coordinator name

Placement Coordinator signature   Date:

Student name

Student signature   Date:

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Professional Practice Evaluations / Course Learning Outcomes

The ACWA Work Practice Guidelines stipulate the following eight standards in which community services students are to achieve capability:

Guideline 1 Ethical practice

Guideline 2 Provision of service and supports

Guideline 3 Confidentiality in the workplace

Guideline 4 The regulatory framework

Guideline 5 Diversity

Guideline 6 The workplace

Guideline 7 Professional development

Guideline 8 Professional standing

Course Learning Outcomes.

Graduates of this degree will have:

1. Explain concepts, policies, regulations, principles, and theories that underpin human and community services practice in Australia.

2. Exercise independent and collaborative judgement to address social, political and legal issues in human and community services practice.

3. Apply a broad range of knowledge and skills to facilitate effective outcomes and ensure ethical, professional practice across diverse practice contexts.

4. Employ appropriate professional and therapeutic communication methods to connect with diverse range of people and collaborate with colleagues.

5. Exhibit knowledge and skills in evaluation and planning to provide services that meet the needs of different individuals and communities.

6. Demonstrate ability to critically reflect on their own practice and act for self-improvement.

Professional Practice – Student Learning Objectives

At the commencement of the Professional Practice you are required to identify and record your learning objectives and strategies for how you will achieve these objectives. Your strategies should be discussed with the Host Mentor who will be supporting your development during placement and achieving the learning objectives. The Placement Coordinator will review and provide feedback of your strategies on day 1 of

Learning Objective	Strategies to achieve the learning objective

Professional Placement.

This process informs written assessment one: Student Learning Plan

Student Signature:

Placement Coordinator Signature:

Date:

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ACWA Standards

STANDARD 1: **Ethical practice**
A community work practitioner, in providing services to individuals and communities, should work in accordance with a code of ethics and in agreement with the principles of individual worth and the individual's right to social inclusion.

Indicators
To comply with the intent of this guideline a community work practitioner will be required to:

1.1. Apply the principles of social justice, equity, individual worth, human dignity, and self-determination in all day to day professional practice

1.2. Practice ethical behaviour in every situation in accordance with the Australian Community Workers Code of Ethics.

1.3. Seek advice when confronted with an ethical dilemma.

1.4. Challenge policies and practices that are unjust or fail to meet accepted community standards such as human and legal rights, social inclusion, and self-determination

1.5. Reflect on personal beliefs and values and identify those that might adversely impact on the rights of others.

1.6. Base relationships with service users or groups on the principles of respect and human dignity regardless of a service user's own attitudes or behaviour

1.7. Identify and appropriately address ethical issues, such as breaches of confidentiality, privacy, and professional boundaries that may occur when using online tools for service provision.

1.8. Use resources and public monies responsibly and for their specified purpose.

1.9. Use knowledge and skills for the benefit of the service user, the employing organisation, and the common good

The student is to provide at least a one paragraph example (for each standard) of how their practice met this standard

STANDARD 2: **Provision of service and supports**
A community work practitioner should base their professional practice on the theory of community work and the principle that individuals, families, groups and communities have a fundamental human right to access appropriate services and support.

Indicators
To comply with the intent of this guideline a community work practitioner will be required to:

2.1 Provide services that meet the needs of individuals and communities and facilitate their right to social inclusion or social justice

2.2 Encourage service users to actively provide feedback on the effectiveness or otherwise of services

2.3 Routinely advise service users of their right to complain and how to access the organisation's complaints policy

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2.4 Ensure they do not discriminate against or in any way disadvantage a service user who has made a complaint

2.5 Use appropriate research, planning and evaluation methodologies when providing community and human services

2.6 Facilitate effective outcomes by routinely monitoring, evaluating and improving upon services, programs, and projects.

2.7 Retain currency in theory and practice to underpin all service provision

2.8 Advocate for service users and needed services.

2.9 Recognise the sometimes imbalance of power between themselves and service users and take care to not abuse that authority

The student is to provide at least a one paragraph example (for each standard) of how their practice met this standard

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STANDARD 3: Confidentiality in the workplace

A community work practitioner should understand and comply with all legislation and guidelines that provide for confidentiality and privacy of service users, colleagues, and employers.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

3.1 Be familiar with the relevant legislation and the organisational policies relating to confidentiality and privacy.

3.2 Inform service users as to who has access to his or her file and under what circumstances the information contained therein is or may be shared

3.3 Provide service users with access to their own files and make them aware of the process to record or amend any representation, notation or omission with which they disagree

3.4 Protect a service user's privacy through secure record keeping

3.5 Seek informed consent from service users before any confidential information is shared, unless required by law

3.6 Advocate for non-disclosure of confidential information where a practitioner believes that disclosure would adversely affect a service user

3.7 Provide privacy to service users who wish to discuss sensitive matters.

3.8 Destroy obsolete confidential information or records in a secure manner

3.9 Apply the principles of confidentiality to information that pertains to colleagues and employers.

3.10 Remind colleagues who disclose confidential information, of their obligation under the various legislation and policy requirements that govern the workplace.

The student is to provide at least a one paragraph example (for each standard) of how their practice met this standard

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STANDARD 4: **The regulatory framework**

A community work practitioner often works within complex organisational structures governed by legislation or statute. The practitioner must, therefore, understand the sometimes seemingly contradictory frameworks that impact either on service provision or the service users with whom they work.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

4.1 Comply with legislation and statutory provisions, for example, mandatory reporting, which affect professional practice.

4.2 Alert their employer of relevant legislation not observed by the organisation.

4.3 Deal with service-user information in accordance with the principles and requirements of legislation including that which governs privacy, confidentiality and freedom of information.

4.4 Work within the legal limitations around the right to confidentiality.

4.5 Inform service users about the legal limitations to their right to confidentiality and privacy.

4.6 Ensure information systems relating to service users, resources, programs and projects are in place, and kept in accordance with legislation and organisational policy and procedural requirements.

4.7 Ensure that the fundamental human rights of an individual are not impinged through the misuse of authority granted through law.

4.8 Understand which pieces of legislation govern organisational behaviours, for example, workplace health and safety, and inform the service user group wherever necessary

The student is to provide at least a one paragraph example (for each standard) of how their practice met this standard

STANDARD 5: **The regulatory framework**

A community work practitioner often works within complex organisational structures governed by legislation or statute. The practitioner must, therefore, understand the sometimes seemingly contradictory frameworks that impact either on service provision or the service users with whom they work.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

5.1 Respond appropriately to diversity in all its forms.

5.2 Acknowledge and promote the rights of culturally and other diverse groups.

5.3 Challenge organisational behaviours and services that discriminate on the basis of individual or group characteristics including ability, age, beliefs, economic, employment and housing status, ethnicity, faith, gender and gender identity, and sexuality.

5.4 Recognise personal values and bias and takes steps to safeguard against any adverse impact these might have on a service user to a service. Recognise and declare conflicts of interest

5.5 Gain information from relevant individuals and Indigenous and culturally diverse communities to ensure professional practice, policy, or service development is appropriate to community and service user needs.

5.6 Engage in individual and collaborative knowledge building to ensure professional practice with culturally or otherwise diverse or minority groups is appropriate and effective

5.7 Adapt communication means and methods to effectively connect with a diverse range of people

5.8 Use culturally appropriate verbal and non-verbal communication when engaging with individuals and community members

The student is to provide at least a one paragraph example (for each standard) of how their practice met this standard

STANDARD 6: The workplace

A community work practitioner rarely works alone and should treat their workplace with respect and take personal responsibility to ensure that it is a productive, safe and healthy environment within which they, service users, colleagues or residents can work or live.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

6.1 Understand and respects the nature and context of the workplace, which may also be the residence or home of service users

6.2 Continually develop and use knowledge and skills within the workplace for the benefit of service users, colleagues, and employers

6.3 Maintain professional boundaries with service users and colleagues.

6.4 Acknowledge and protect confidential, sensitive or commercially valuable workplace information and intellectual property

6.5 Treat colleagues with respect, honesty, and consideration.

6.6 Deal with conflict in a timely manner.

6.7 Report discriminatory, bullying or otherwise adverse behaviour by a colleague toward clients or another staff person.

6.8 Recognise and act upon individual responsibility for workplace health and safety.

6.9 Understand and implement organisational policy and procedures.

6.10 Take up any areas of concern, either regarding policies, service provision or workplace behaviours with the appropriate supervisor, manager or employer

The student is to provide at least a one paragraph example (for each standard) of how their practice met this standard

STANDARD 7: Professional Development

The education of a community work practitioner does not cease upon graduation. It is incumbent on the community worker to undertake relevant professional development throughout their career to ensure their knowledge remains current and informs their everyday practice

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

7.1 Identify skill and knowledge gaps and remedy through training, supervision or other means.

7.2 Seek appropriate professional support, mentoring or advice to address personal and professional limitations.

7.3 Critically analyse the profession, human service agencies and organisations, and social institutions in all aspects of the community work role.

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7.4 Acknowledge personal responsibility and accountability for actions, decisions and professional development.

7.5 Increase new knowledge and information about the profession, the sector or areas of practice through active engagement with research and enquiry.

7.6 Keep abreast of current research, models of practice, and theory.

7.7 Supervise students, staff and volunteers in an ethical manner and from an appropriately qualified knowledge base.

7.8 Share information and knowledge with colleagues

The student is to provide at least a one paragraph example (for each standard) of how their practice met this standard

---

STANDARD 8: Professional standing

Community work practitioners not only represent the interests of service users and employers but are also representatives of the community work profession. Community workers should therefore, practice with integrity and not engage in any behaviour that brings the profession or other practitioners into disrepute.

Indicators

To comply with the intent of this guideline a community work practitioner will be required to:

8.1 Know, understand and work within the ethical norms of the profession.

8.2 Maintain appropriate professional and personal boundaries with service users and colleagues

8.3 Seek support and guidance when personal issues are affecting professional conduct or practice

8.4 Recognise and redress inadequate knowledge and experience through professional development, training, support, or supervision

8.5 Promptly addresses the inappropriate, unethical or illegal behaviour of a colleague through suitable means.

8.6 Exhibit awareness of social, political, legal, cultural and organisational contexts and systems, and how they might impact on the community work profession

8.7 Acknowledge and support the right of service users, carers, members of the public and colleagues to make a complaint against the unethical, unprofessional, or inept practice of a community work practitioner

8.8 Demonstrate an understanding of relevant legislation and legal frameworks which specify responsibilities towards clients, colleagues, employers or community members in the workplace

8.9 Promote, take pride in, and advance the profession of community work

8.10 Recognise that private behaviour should not have an adverse impact on professional practice or the profession.

The student is to provide at least a one paragraph example (for each standard) of how their practice met this standard

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Please complete the ACWA Professional Practice completion form located at the end of this handbook.

Professional Practice – Assessment of Performance

There is a holistic approach to assessment that is framed by ACWA Standards of Practice and Code of Ethics. The aim of the assessment is to:

(1) Evaluate the extent to which the student's performance meets the expected standards

(2) Encourage student reflection on Professional Placement

(3) Facilitate communication between the student and the Placement Coordinator to provide meaningful and structured feedback on placement performance and learning outcomes.

There are two assessment styles: formative and summative assessment

Formative Assessment

Formative assessment is designed to provide you with feedback about your progress but does not contribute toward the final assessment outcome. The purpose of formative assessment is to improve your learning by providing information on your practice performance (strengths and areas for improvement) and strategies to facilitate improvement.

Summative Assessment

Summative assessment takes place at the end of the Professional Practice and is designed to provide a final outcome of your level of performance and provide evidence for meeting the Professional Practice requirements of the course. It focuses on your holistic performance and the extent to which you have met each criteria and learning objective of the Professional Practice.

Formative Assessment Meeting Record Sheet

To be completed in collaboration with the Subject Coordinator, Host Mentor and the student at the half way point of the Professional Practice. Progression towards achievement of the learning objectives are discussed and recorded.

ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 1: Ethical Practice					
Apply the principles of social justice, equity, individual worth, human dignity, and self-determination in all day to day professional practice.					
Practice ethical behaviour in every situation in accordance with the Australian Community Workers Code of Ethics.					
Seek advice when confronted with an ethical dilemma.					
Challenge policies and practices that are unjust or fail to meet accepted community standards such as human and legal rights, social inclusion, and self-determination.					
Reflect on personal beliefs and values and identify those that might adversely impact on the rights of others.					
Base relationships with service users or groups on the principles of respect and human dignity regardless of a service user's own attitudes or behaviour.					
Identify and appropriately address ethical issues, such as breaches of confidentiality, privacy, and professional boundaries that may occur when using online tools for service provision.					
Use resources and public monies responsibly and for their specified purpose.					
Use knowledge and skills for the benefit of the service user, the employing organisation, and the common good.					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 2: Provision of service and supports					
Provide services that meet the needs of individuals and communities and facilitate their right to social inclusion or social justice.					
Encourage service users to actively provide feedback on the effectiveness or otherwise of services.					
Routinely advise service users of their right to complain and how to access the organisation's complaints policy.					
Ensure they do not discriminate against or in any way disadvantage a service user who has made a complaint.					
Use appropriate research, planning and evaluation methodologies when providing community and human services.					
Facilitate effective outcomes by routinely monitoring, evaluating and improving upon services, programs, and projects.					
Retain currency in theory and practice to underpin all service provision					
Advocate for service users and needed services.					
Recognise the sometimes imbalance of power between themselves and service users and take care to not abuse that authority.					

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ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 3: Confidentiality in the workplace					
Be familiar with the relevant legislation and the organisational policies relating to confidentiality and privacy.					
Inform service users as to who has access to his or her file and under what circumstances the information contained therein is or may be shared.					
Provide service users with access to their own files and make them aware of the process to record or amend any representation, notation or omission with which they disagree.					
Protect a service user's privacy through secure record keeping.					
Seek informed consent from service users before any confidential information is shared, unless required by law.					
Advocate for non-disclosure of confidential information where a practitioner believes that disclosure would adversely affect a service user.					
Provide privacy to service users who wish to discuss sensitive matters.					
Destroy obsolete confidential information or records in a secure manner.					
Apply the principles of confidentiality to information that pertains to colleagues and employers.					
Remind colleagues who disclose confidential information, of their obligation under the various legislation and policy requirements that govern the workplace.					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 4: The regulatory framework					
Comply with legislation and statutory provisions, for example, mandatory reporting, which affect professional practice.					
Alert their employer of relevant legislation not observed by the organisation.					
Deal with service-user information in accordance with the principles and requirements of legislation including that which governs privacy, confidentiality and freedom of information.					
Work within the legal limitations around the right to confidentiality.					
Inform service users about the legal limitations to their right to confidentiality and privacy.					
Ensure information systems relating to service users, resources, programs and projects are in place, and kept in accordance with legislation and organisational policy and procedural requirements.					
Ensure that the fundamental human rights of an individual are not impinged through the misuse of authority granted through law.					
Understand which pieces of legislation govern organisational behaviours, for example, workplace health and safety, and inform the service user group wherever necessary.					

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ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 5: Diversity					
Respond appropriately to diversity in all its forms.					
Acknowledge and promote the rights of culturally and other diverse groups.					
Challenge organisational behaviours and services that discriminate on the basis of individual or group characteristics including ability, age, beliefs, economic, employment and housing status, ethnicity, faith, gender and gender identity, and sexuality.					
Recognise personal values and bias and takes steps to safeguard against any adverse impact these might have on a service user's to a service. Recognise and declare conflicts of interest.					
Gain information from relevant individuals and Indigenous and culturally diverse communities to ensure professional practice, policy, or service development is appropriate to community and service user needs.					
Engage in individual and collaborative knowledge building to ensure professional practice with culturally or otherwise diverse or minority groups is appropriate and effective.					
Adapt communication means and methods to effectively connect with a diverse range of people.					
Use culturally appropriate verbal and non-verbal communication when engaging with individuals and community members.					

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ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 6: The workplace					
Understand and respects the nature and context of the workplace, which may also be the residence or home of service users					
Continually develop and use knowledge and skills within the workplace for the benefit of service users, colleagues, and employers.					
Maintain professional boundaries with service users and colleagues.					
Acknowledge and protect confidential, sensitive or commercially valuable workplace information and intellectual property.					
Treat colleagues with respect, honesty, and consideration.					
Deal with conflict in a timely manner.					
Recognise and act upon individual responsibility for workplace health and safety.					
Understand and implement organisational policy and procedures					
Take up any areas of concern, either regarding policies, service provision or workplace behaviours with the appropriate supervisor, manager or employer.					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 7: Professional development					
Identify skill and knowledge gaps and remedy through training, supervision or other means.					
Seek appropriate professional support, mentoring or advice to address personal and professional limitations.					
Critically analyse the profession, human service agencies and organisations, and social institutions in all aspects of the community work role.					
Acknowledge personal responsibility and accountability for actions, decisions and professional development.					
Increase new knowledge and information about the profession, the sector or areas of practice through active engagement with research and enquiry.					
Keep abreast of current research, models of practice, and theory					
Supervise students, staff and volunteers in an ethical manner and from an appropriately qualified knowledge base.					
Share information and knowledge with colleagues					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 8: Professional standing					
Know, understand and work within the ethical norms of the profession.					
Maintain appropriate professional and personal boundaries with service users and colleagues.					
Seek support and guidance when personal issues are affecting professional conduct or practice.					
Recognise and redress inadequate knowledge and experience through professional development, training, support, or supervision.					
Promptly addresses the inappropriate, unethical or illegal behaviour of a colleague through suitable means.					
Exhibit awareness of social, political, legal, cultural and organisational contexts and systems, and how they might impact on the community work profession.					
Acknowledge and support the right of service users, carers, members of the public and colleagues to make a complaint against the unethical, unprofessional, or inept practice of a community work practitioner.					
Demonstrate an understanding of relevant legislation and legal frameworks which specify responsibilities towards clients, colleagues, employers or community members in the workplace.					
Promote, take pride in, and advance the profession of community work.					
Recognise that private behaviour should not have an adverse impact on professional practice or the profession.					

Professional Practice - Comments

Student comments: *This space is provided for the student to make comment on their perception of their performance during this Professional Practice placement and to identify strategies they will adopt to enhance their performance.*

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Placement Coordinator comments: *This space is provided for the Placement Coordinator to make additional comments on the student's work performance during this review period and to document any actions which are to be taken by the student in relation to the student's performance.*

During the meeting the following was discussed:

- Progression towards achievement of the learning objectives
- Demonstration of evidence outlined in this record book
- Progress towards achievement of ACWA standards

Where appropriate strategies for enhancing performance were discussed and documented above.

Date of Meeting:

Signature of Placement Coordinator:

Signature of student:

A rating of A – Assisted, S – Supervised or I – Independent is required in all criteria statements for satisfactory completion of the Professional Practice.

Professional Practice – Feedback / Formative Assessment Meeting

Host Mentor Feedback - Performance:

This space is provided for the Host Mentor to make comment on their perception of their performance during this Professional Practice placement (including examples).

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Host Mentor Feedback - Strategy

This space is provided for the Host mentor to make additional comments on strategies specific to the current workplace that may enhance the students' performance.

Signature of Host Mentor:

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Summative Assessment Meeting Record Sheet

To be completed by the Subject Coordinator in consultation with the host mentor at completion of Professional Practice placement. Following completion, the subject coordinator will meet with the student and discuss the final assessment.

Professional Practice learning objectives are discussed and recorded.

ACWA Standards	Summative Assessment				
	I	S	A	M	D
STANDARD 1: Ethical Practice					
Apply the principles of social justice, equity, individual worth, human dignity, and self-determination in all day to day professional practice.					
Practice ethical behaviour in every situation in accordance with the Australian Community Workers Code of Ethics.					
Seek advice when confronted with an ethical dilemma.					
Challenge policies and practices that are unjust or fail to meet accepted community standards such as human and legal rights, social inclusion, and self-determination.					
Reflect on personal beliefs and values and identify those that might adversely impact on the rights of others.					
Base relationships with service users or groups on the principles of respect and human dignity regardless of a service user's own attitudes or behaviour.					
Identify and appropriately address ethical issues, such as breaches of confidentiality, privacy, and professional boundaries that may occur when using online tools for service provision.					
Use resources and public monies responsibly and for their specified purpose.					
Use knowledge and skills for the benefit of the service user, the employing organisation, and the common good.					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
STANDARD 2: Provision of service and supports					
Provide services that meet the needs of individuals and communities and facilitate their right to social inclusion or social justice.					
Encourage service users to actively provide feedback on the effectiveness or otherwise of services.					
Routinely advise service users of their right to complain and how to access the organisation's complaints policy.					
Ensure they do not discriminate against or in any way disadvantage a service user who has made a complaint.					
Use appropriate research, planning and evaluation methodologies when providing community and human services.					
Facilitate effective outcomes by routinely monitoring, evaluating and improving upon services, programs, and projects.					
Retain currency in theory and practice to underpin all service provision					
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Protect a service user's privacy through secure record keeping.					
Seek informed consent from service users before any confidential information is shared, unless required by law.					
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ACWA Standards	Summative Assessment				
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ACWA Standards	Formative Assessment				
	I	S	A	M	D
STANDARD 5: Diversity					
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Gain information from relevant individuals and Indigenous and culturally diverse communities to ensure professional practice, policy, or service development is appropriate to community and service user needs.					
Engage in individual and collaborative knowledge building to ensure professional practice with culturally or otherwise diverse or minority groups is appropriate and effective.					
Adapt communication means and methods to effectively connect with a diverse range of people.					
Use culturally appropriate verbal and non-verbal communication when engaging with individuals and community members.					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
STANDARD 6: The workplace					
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Continually develop and use knowledge and skills within the workplace for the benefit of service users, colleagues, and employers.					
Maintain professional boundaries with service users and colleagues.					
Acknowledge and protect confidential, sensitive or commercially valuable workplace information and intellectual property.					
Treat colleagues with respect, honesty, and consideration.					
Deal with conflict in a timely manner.					
Recognise and act upon individual responsibility for workplace health and safety.					
Understand and implement organisational policy and procedures					
Take up any areas of concern, either regarding policies, service provision or workplace behaviours with the appropriate supervisor, manager or employer.					

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ACWA Standards	Summative Assessment				
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STANDARD 7: Professional development					
Identify skill and knowledge gaps and remedy through training, supervision or other means.					
Seek appropriate professional support, mentoring or advice to address personal and professional limitations.					
Critically analyse the profession, human service agencies and organisations, and social institutions in all aspects of the community work role.					
Acknowledge personal responsibility and accountability for actions, decisions and professional development.					
Increase new knowledge and information about the profession, the sector or areas of practice through active engagement with research and enquiry.					
Keep abreast of current research, models of practice, and theory					
Supervise students, staff and volunteers in an ethical manner and from an appropriately qualified knowledge base.					
Share information and knowledge with colleagues					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
STANDARD 8: Professional standing					
Know, understand and work within the ethical norms of the profession.					
Maintain appropriate professional and personal boundaries with service users and colleagues.					
Seek support and guidance when personal issues are affecting professional conduct or practice.					
Recognise and redress inadequate knowledge and experience through professional development, training, support, or supervision.					
Promptly addresses the inappropriate, unethical or illegal behaviour of a colleague through suitable means.					
Exhibit awareness of social, political, legal, cultural and organisational contexts and systems, and how they might impact on the community work profession.					
Acknowledge and support the right of service users, carers, members of the public and colleagues to make a complaint against the unethical, unprofessional, or inept practice of a community work practitioner.					
Demonstrate an understanding of relevant legislation and legal frameworks which specify responsibilities towards clients, colleagues, employers or community members in the workplace.					
Promote, take pride in, and advance the profession of community work.					
Recognise that private behaviour should not have an adverse impact on professional practice or the profession.					

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Professional Practice - Comments

Student comments: *This space is provided for the student to make comment on their perception of their performance during this Professional Practice placement and to identify strategies they will adopt to enhance their performance.*

Placement Coordinator comments: *This space is provided for the Placement Coordinator to make additional comments on the student's work performance during this review period and to document any actions which are to be taken by the student in relation to the student's performance.*

During the meeting the following was discussed:

- Progression towards achievement of the learning objectives
- Demonstration of evidence outlined in this record book
- Progress towards achievement of ACWA standards

Where appropriate strategies for enhancing performance were discussed and documented above.

Date of Meeting:

Signature of Placement Coordinator:

Signature of student:

A rating of A – Assisted, S – Supervised or I – Independent is required in all criteria statements for satisfactory completion of the Professional Practice.

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**Southern Cross Education Institute
Higher Education**

Professional Practice – Comments / Summative Assessment Meeting

Host Mentor Comments - Performance:

This space is provided for the Host Mentor to make comment on their perception of their performance during this Professional Practice placement (including examples). **Note:** *This is outside the formal student assessment process. Feedback is provided to aid student learning and reflection.*

Host Mentor Comments - Strategy

This space is provided for the Host mentor to make additional comments on strategies specific to the current workplace that may enhance the students' performance.

Signature of Host mentor:

Professional Practice – Summary of completion

Total Hours attended:

Number hours absent from placement:

Notification of absence(s) followed protocol (circle):   Yes   /   No

Medical Certificate provided (circle):   Yes   /   No

Have all the requirements for Professional Placement been satisfactorily completed (circle)?   Yes   /   No

Date of Meeting:

Placement Coordinator Name:

Placement Coordinator Signature:

Student Name:

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Southern Cross Education Institute
Higher Education

Student Signature:

Professional Practice - Attendance Record

Student Name:

Agency Name					
Date	**Start Time**	**Finish Time**	**Total Hours**	**Supervisor Name**	**Supervisor Signature**
Total Hours Completed					

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Agency Name					
Date	Start Time	Finish Time	Total Hours	Supervisor Name	Supervisor Signature
Total Hours Completed					

Professional Practice – Sign Off

If you were absent from Professional Practice, please complete the following:

Notified **Placement Coordinator** and facility of days absent: YES   / NO

Provided a medical certificate for days absent (attach):   YES   / NO

Student Name:

Student Signature:

Placement Coordinator Name:

Placement Coordinator Signature:

Fieldwork placement completion form

Current from 2015

Student name and number

Fieldwork placement 1

		To be completed by fieldwork contact **Compliant (Y/N)**
Agency name		
Agency website		
Name and position title of agency supervisor		
Relevant industry experience of agency supervisor		
Date placement commenced		
Date placement concluded		
Number of placement days per week		
Total number of placement hours		
Did you take part in a group placement? If yes give name & qualification details of Task Supervisor		
How may visits did you receive from the fieldwork placement supervisor at your educational institution during your fieldwork placement?		

Australian Community Workers Association (ACWA) is the professional body for community workers in Australia.
www.acwa.org.au

Fieldwork placement completion form

List the community/human services-related tasks you performed during your fieldwork placement:

How did the tasks that you undertook benefit the clients of the agency? Give examples:

How many clients did you interact with during your placement? Give examples of client interaction you experienced:

Fieldwork placement completion form

Current from 2015

Give examples of the interaction and support your agency supervisor provided throughout your fieldwork placement:

Explain and give examples of how you integrated your classroom learning into your fieldwork placement:

What did this placement teach you about being a community/human services worker? Give examples:

Fieldwork placement completion form

What were some of the challenges you faced during this fieldwork placement?

From your fieldwork placement experiences, what areas of further skills development do you need to work on?:

Fieldwork placement completion form

Current from 2015

Declaration

I declare that the information contained in this document is, to the best of my ability, true and correct and has been prepared by me in my own words.

Full name

Signature

Date:

☐☐ / ☐☐ / ☐☐☐☐

Course/Fieldwork Placement Coordinator

Fieldwork placement completion form

Current from 2015

Student name and number

Fieldwork placement 2

		To be completed by fieldwork contact **Compliant (Y/N)**
Agency name		
Agency website		
Name and position title of agency supervisor		
Relevant industry experience of agency supervisor		
Date placement commenced		
Date placement concluded		
Number of placement days per week		
Total number of placement hours		
Did you take part in a group placement? If yes give name & qualification details of Task Supervisor		
How may visits did you receive from the fieldwork placement supervisor at your educational institution during your fieldwork placement?		

Fieldwork placement completion form

List the community/human services-related tasks you performed during your fieldwork placement:

How did the tasks that you undertook benefit the clients of the agency? Give examples:

How many clients did you interact with during your placement? Give examples of client interaction you experienced:

Fieldwork placement completion form

Give examples of the interaction and support your agency supervisor provided throughout your fieldwork placement:

Explain and give examples of how you integrated your classroom learning into your fieldwork placement:

What did this placement teach you about being a community/human services worker? Give examples:

Fieldwork placement completion form

What were some of the challenges you faced during this fieldwork placement?

From your fieldwork placement experiences, what areas of further skills development do you need to work on?:

Australian Community Workers Association (ACWA) is the professional body for community workers in Australia.
www.acwa.org.au

Fieldwork placement completion form

Current from 2015

Declaration

I declare that the information contained in this document is, to the best of my ability, true and correct and has been prepared by me in my own words.

Full name

Signature

Date:

☐☐ / ☐☐ / ☐☐☐☐

Course/Fieldwork Placement Coordinator

Australian Community Workers Association (ACWA) is the professional body for community workers in Australia.
www.acwa.org.au