



# PROFESSIONAL PRACTICE

Placement Handbook / Record Book

Bachelor of Health and Community Services

Southern Cross Education Institute (Higher Education)

Student information	
Name	
Student ID	

Southern Cross Education Institute (Higher Education)	
Course	Bachelor of Health and Community Services
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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 Health and Community Services

The Bachelor of Health and Community Services combines multiple key health and social science disciplines to arm students with the most effective collection of skills and knowledge required to make a positive difference in this vital field of practice, today and tomorrow.

Students undertake a well-balanced, rigorous and comprehensive range of subjects, assessment and professional placements that introduces them to sociology theory, psychology, counselling practice, nutrition studies, public policy, health ethics, epidemiology, statistics, cross-cultural communication, workplace leadership and management and many more.

### Professional Practice placements

The placements are also an essential component of the program and a prerequisite for ACWA professional membership and an aid to employment. The professional practice is undertaken two days per week for 10 weeks during the second semester of each year.

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 healthcare, community and welfare contexts
- To give the student the opportunity of working alongside experienced health, 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 Health 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 articulates 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 Health and Community Services Course Coordinator.

Item	Completed	
	Yes	No
Read the Student Professional Practice Handbook		
Read, signed and dated the Confidentiality Undertaking on page 5		
Read, signed and dated the Fitness for Professional Practice on page 6		
Read and signed the Student Code of Conduct		
Read, signed and dated 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		
Have the correct uniform as specified in the Student Professional Practice Handbook		

### DECLARATION

I, (student full name) \_\_\_\_\_ Student ID \_\_\_\_\_

have completed all the listed requirements prior to commencing Professional Practice. 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 Health and Community Services course 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:

Course / Subject Coordinator \_\_\_\_\_

Course / Subject Coordinator \_\_\_\_\_

Dated \_\_\_\_\_

## 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 Health 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 Health 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 Course 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.

### Assessment of students on professional placements

- Assessment in professional placements reflect the stated placement subject learning outcomes and be 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) Academic Subject 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) Academic Subject 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'.

### 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:

<file:///Q:\HEd%20Accreditation\BHCS\ACWA\ACWA-Practice-guidelines-Feb-2017.pdf>

### 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.

You are required to meet with the Academic Subject 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 Health 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 Subject Coordinator Responsibilities

The Subject Coordinator is required to support student learning throughout the Placement. The Subject 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 Subject Coordinator will collaborate with the Host Mentor to gather evidence on your performance and substantiate their feedback with specific examples. Together the Student and Subject 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) Subject Coordinator, and based on the students' performance make recommendations to the Subject 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 (Higher Education) Subject 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	<ul style="list-style-type: none"> <li>Student always achieves appropriate, accurate and safe actions each time</li> </ul>	<ul style="list-style-type: none"> <li>Proficient</li> <li>Coordinated</li> <li>Confident</li> <li>Performs expediently within an appropriate timeframe</li> <li>Initiates actions independently or in collaboration with professional staff to deliver client service</li> <li>Applies theory to practice</li> </ul>	No prompts required
S – Supervised	<ul style="list-style-type: none"> <li>Student always achieves appropriate, accurate and safe actions each time</li> </ul>	<ul style="list-style-type: none"> <li>Efficient</li> <li>Coordinated</li> <li>Confident</li> <li>Performs appropriately within a reasonable timeframe</li> <li>Initiates actions independently or in collaboration with professional staff to deliver client service</li> <li>Applies theory to practice</li> </ul>	Occasionally requires supportive verbal prompt
A – Assisted	<ul style="list-style-type: none"> <li>Student mostly achieves appropriate and accurate actions safely</li> </ul>	<ul style="list-style-type: none"> <li>Lacks coordination at times</li> <li>Confident in some aspects</li> <li>Performs within delayed timeframe</li> <li>Often expends excess energy</li> <li>At times initiates actions independently or in collaboration with professional staff to deliver client service</li> <li>Limited application of theory to practice</li> </ul>	Frequently requires directive verbal and occasional physical prompts
M – Marginal	<ul style="list-style-type: none"> <li>Professional practice may be unsafe when alone</li> <li>Rarely achieves appropriate and accurate actions unless supported</li> </ul>	<ul style="list-style-type: none"> <li>Lacks coordination</li> <li>Lacks confidence</li> <li>Performs within prolonged time frame</li> <li>Uses considerable excess energy</li> <li>Rarely initiates actions</li> <li>Inconsistently applies theory to practice or has a superficial knowledge base</li> </ul>	Requires continuous verbal and frequent physical prompts
D - Dependent	<ul style="list-style-type: none"> <li>Professional practice is unsafe</li> <li>Does not achieve appropriate and accurate actions unless constantly supported</li> </ul>	<ul style="list-style-type: none"> <li>Uncoordinated</li> <li>Very low level of confidence</li> <li>Performs within unduly prolonged time frame</li> <li>Uses considerable excess energy</li> <li>Does not initiate actions</li> <li>unable to apply theory to practice</li> </ul>	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.

## Professional Practice Meetings

To facilitate the assessment process, it is recommended that formal meetings take place between you and the Clinical Educator. Meetings should be scheduled at midway through the Professional Practice placement (formative) and upon completion (summative) of Professional Practice placement. 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 Placement.
- The Subject 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 placement.
- A 100% attendance record is required.
- Your performance is evaluated by the Subject Coordinator and a rating is recorded in the ACWA Standards table of the Summative Assessment Meeting Record Sheet.
- The Subject 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 Subject Coordinator completes the summary of completion section of the Summative Assessment Meeting Record Sheet and signed and dated by both you and the Subject 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.

## 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.

Category	Notes
<p><b>Personnel</b> I have been introduced to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Venue Manager</li> <li><input type="checkbox"/> Staff on ward</li> <li><input type="checkbox"/> Host mentor</li> </ul>	
<p><b>Operational items/procedures</b> I have located/been advised of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Telephone numbers</li> <li><input type="checkbox"/> Paging system</li> <li><input type="checkbox"/> Key numbers to leave the area</li> <li><input type="checkbox"/> Shift times</li> <li><input type="checkbox"/> practical placement routines</li> </ul>	
<p><b>Organisational policies and procedures</b> I have located and/or read:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy and procedure manual</li> <li><input type="checkbox"/> Occupational health &amp; safety policy</li> <li><input type="checkbox"/> Infection Control policies</li> <li><input type="checkbox"/> Manual handling policies</li> <li><input type="checkbox"/> Needle stick policy</li> <li><input type="checkbox"/> Incident reporting procedure</li> <li><input type="checkbox"/> Privacy and confidentiality policy</li> </ul>	
<p><b>Emergency procedures</b> I have been advised of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> emergency evacuation procedures</li> <li><input type="checkbox"/> emergency telephone numbers/codes</li> <li><input type="checkbox"/> responsibilities in the event of an emergency</li> <li><input type="checkbox"/> procedure for personal threat/duress alarms</li> </ul> <p>I have located:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fire exits</li> <li><input type="checkbox"/> Fire extinguishers / fire blankets</li> <li><input type="checkbox"/> Fire hose</li> <li><input type="checkbox"/> Break glass alarm/s</li> <li><input type="checkbox"/> Assembly points (evacuation)</li> </ul>	

Category	Notes
<p><b>Facilities</b> I have located:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General layout of the workplace venue</li> <li><input type="checkbox"/> Staff tea room</li> <li><input type="checkbox"/> Staff lockers</li> <li><input type="checkbox"/> Staff toilets</li> <li><input type="checkbox"/> Patient/client/client kitchen</li> <li><input type="checkbox"/> Equipment (clean utility) room</li> <li><input type="checkbox"/> Client toilets &amp; showers</li> <li><input type="checkbox"/> Dirty utility room</li> <li><input type="checkbox"/> Linen storage and linen skips</li> </ul> <p>If Appropriate to the venue</p>	
<p><b>Instruments/Equipment</b> I have located and been provided instructions for use for the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resuscitation trolley</li> <li><input type="checkbox"/> Emergency equipment</li> <li><input type="checkbox"/> Oxygen cylinders</li> <li><input type="checkbox"/> Dressing trolley/supplies</li> <li><input type="checkbox"/> Linen trolley/skips</li> <li><input type="checkbox"/> Shower chairs</li> <li><input type="checkbox"/> Vital signs monitor</li> <li><input type="checkbox"/> BGL equipment</li> <li><input type="checkbox"/> Documentation procedures and charts</li> </ul> <p>If Appropriate to the venue</p>	
<p><b>Placement Supervision</b> I have consulted with the Host Mentor to establish procedures for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Allocating my tasks/responsibilities</li> <li><input type="checkbox"/> Supervising my performance</li> <li><input type="checkbox"/> Monitoring/evaluating my performance</li> <li><input type="checkbox"/> Debriefing sessions</li> <li><input type="checkbox"/> Verifying timesheets on daily basis</li> <li><input type="checkbox"/> Recording performance evidence</li> <li><input type="checkbox"/> Conducting performance review meetings</li> <li><input type="checkbox"/> Completing accompanying documentation</li> </ul>	

**Subject Coordinator name** \_\_\_\_\_

**Subject Coordinator signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student name** \_\_\_\_\_

**Student signature** \_\_\_\_\_ **Date:** \_\_\_\_\_



## 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:

1. Understand the most critical policy and research-led debates within the field of public health and health services, with an emphasis on the Australian health context.

ACWA Guidelines 1,7

2. Demonstrate scholarly engagement within the discipline of public health, including its development as a field of social and economic policy over time and contemporary debates.

ACWA Guidelines 1,7,8

3. Synthesise arguments and ideas in the field of health and community services from a broad ranging engagement with policy debates and scholarly critique of relevant literature.

ACWA Guidelines 6,7,8

4. Formulate, develop, communicate and critique approaches to complex problems in written and oral form, and to critique and/or adopt contemporary approaches of experts in associated fields of enquiry.

ACWA Guidelines 1,2,3,4,5,6

5. Understand the varying needs of individuals and communities with regard to health concerns, particularly issues that require sensitivity to cross-cultural or gendered approaches to health.

ACWA Guidelines 5,6

6. Possess knowledge of communities of practice in the field of health and allied services; have the ability to appreciate multidisciplinary approaches to social and policy issues such as the social determinants of population health.

ACWA Guidelines 1,2,3,4,5,6

7. Have the capacity to work in a professional setting focused on developing innovative and critical approaches to fostering improved public health outcomes for individuals and communities. ACWA Guidelines



## 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 Subject Coordinator will review and provide feedback of your strategies on day 1 of Professional Practice placement. This process informs written assessment one: Student Learning Plan

Learning Objective	Strategies to achieve the learning objective

Student Signature: \_\_\_\_\_ Subject Coordinator Signature: \_\_\_\_\_  
 \_\_\_\_\_ Date: \_\_\_\_\_

**ACWA Standards**

**STANDARD 1: Ethical practice**

**Indicators**

- 1.1. Applies the principles of social justice, equity, individual worth, human dignity, and self-determination in all day to day practice.
- 1.2. Practices ethical behaviour in every situation in accordance with the Australian Community Workers Code of ethics.
- 1.3. Seeks advice when confronted with an insurmountable ethical dilemma.
- 1.4. Challenges policies and practices that are unjust or fail to meet accepted community standards e.g. human and legal rights.
- 1.5. Reflects on personal beliefs and values and identifies those that might adversely impact on the rights of others.
- 1.6. Bases relationships with service users or groups on the principles of respect and human dignity regardless of a service user's background.
- 1.7. Identifies and appropriately addresses ethical issues, such as breaches of confidentiality, privacy, and professional boundaries, and uses appropriate tools for service provision.
- 1.8. Uses resources and public monies responsibly and for their specified purpose.
- 1.9. Uses knowledge and skills for the benefit of the service user, the employing organization, and the common good.

**The student is to provide examples of how their practice met this standard**

**ACWA Standards**

**STANDARD 2: Provision of service and supports**

**Indicators**

- 2.1. Provides services that meet the needs of individuals and communities and facilitates their right to social inclusion or social participation.
- 2.2. Encourages service users to actively provide feedback on the effectiveness or otherwise of services.
- 2.3. Routinely advises service users of their right to complain and how to access the organisation's complaints policy.
- 2.4. Does not discriminate against or disadvantage service users who make a complaint.
- 2.5. Uses appropriate research, planning and evaluation methodologies when providing community and human services.
- 2.6. Facilitates effective outcomes by monitoring, evaluating, and improving upon services, programs, and projects.
- 2.7. Retains currency in theory and practice to underpin their provision of human services.
- 2.8. Advocates for service users and needed services.
- 2.9. Recognises the sometime imbalance of power between practitioners and service users and does not abuse that authority.

**The student is to provide examples of how their practice met this standard**

**ACWA Standards**

**STANDARD 3: Confidentiality in the workplace**

**Indicators**

- 3.1. Is familiar with the relevant legislation and the organisation’s policies relating to confidentiality and privacy.
- 3.2. Informs service users of who has access to his or her file and under what circumstances the information contained therein is or may be disclosed.
- 3.3. Provides service users with access to their own files and alerts them to the process to record or amend any representation, notification or consent.
- 3.4. Protects a service user’s privacy through secure record keeping
- 3.5. Seeks informed consent from service users before sharing confidential information, unless required by law
- 3.6. Advocates for non-disclosure of confidential information where a practitioner believes that disclosure would adversely affect a service user.
- 3.7. Provides privacy to service users who wish to discuss sensitive matters.
- 3.8. Destroys obsolete confidential information or records in a secure manner
- 3.9. Applies the principles of confidentiality to information that pertains to colleagues and employers.
- 3.10. Reminds colleagues who disclose confidential information of their obligation regarding the privacy of others

**The student is to provide examples of how their practice met this standard**

**ACWA Standards**

**STANDARD 4: : The regulatory framework**

**Indicators**

- 4.1. Complies with legislation and statutory provisions which affect professional practice.
- 4.2. Alerts their employer of relevant legislation not observed by the organisation.

- 4.3. Deals with service-user information in accordance with the principles and requirements of legislation including that v freedom of information
- 4.4. Works within the legal limitations around the right to confidentiality.
- 4.5. Informs service users about the legal limitations to their right to confidentiality and privacy
- 4.6. Ensures information systems relating to service users, resources, programs and projects are in place, and kept in acco policy and procedural requirements
- 4.7. Ensures that the fundamental human rights of an individual are not ignored through the misuse of authority granted thro
- 4.8. Understands which pieces of legislation govern organisational behaviours, for example, workplace health and safety.

**The student is to provide examples of how their practice met this standard**

**ACWA Standards**

**STANDARD 5: Diversity**

**Indicators**

- 5.1. Responds appropriately to diversity in all its forms.
- 5.2. Acknowledges and promotes the rights of culturally and other diverse groups.
- 5.3. Challenges organisational behaviours and services that discriminate on the basis of individual or group characteristics including and housing status, ethnicity, faith, gender and gender identity, and sexuality.
- 5.4. Recognises personal values and bias and takes steps to safeguard against any adverse impact these might have on a service user or any conflict of interest
- 5.5. Gains information from relevant individuals and Indigenous and culturally diverse communities to ensure professional practice, p to community and service user needs.
- 5.6. Engages in individual and collaborative knowledge building to ensure professional practice with culturally or otherwise diverse or n
- 5.7. Adapts communication means and methods to effectively connect with a diverse range of people
- 5.8. Uses culturally appropriate verbal and non-verbal communication when engaging with individuals and community members.

**The student is to provide examples of how their practice met this standard**

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**ACWA Standards**

**STANDARD 6: The workplace**

**Indicators**

- 6.1. Understands and respects the nature and context of the workplace, which may also be the residence or home of service users.
- 6.2. Continuously develops and uses knowledge and skills within the workplace for the benefit of service users, colleagues, and employers.
- 6.3. Maintains professional boundaries with service users and colleagues.
- 6.4. Acknowledges and protects confidential, sensitive or commercially valuable workplace information and intellectual property.
- 6.5. Treats colleagues with respect, honesty, and consideration.
- 6.6. Deals with conflict in a timely manner.
- 6.7. Reports discriminatory, bullying or otherwise adverse behaviour of a colleague toward clients or another staff person.
- 6.8. Recognises and takes individual responsibility for workplace health and safety.
- 6.9. Understands and implements organisational policy and procedures.
- 6.10. Takes up any areas of concern, either regarding policies, service provision or workplace behaviors with the appropriate senior staff person.

**The student is to provide examples of how their practice met this standard**

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**ACWA Standards**

**STANDARD 7: Professional development**

**Indicators**

- 7.1. Identifies skill and knowledge gaps and remedies through training, supervision, or other means.
- 7.2. Seeks appropriate professional support, mentoring or advice to address personal and professional limitations
- 7.3. Critically analyzes the profession, human service agencies and organisations, and social institutions in all aspects of the profession.
- 7.4. Acknowledges personal responsibility and accountability for actions, decisions, and professional development
- 7.5. Increases knowledge and information about the profession, the sector, or areas of practice through active engagement
- 7.6. Keeps abreast of current research, models of practice, and theory.

- 7.7. Supervises students, staff, and volunteers in an ethical manner and from an appropriately qualified knowledge base
- 7.8. Shares information and knowledge with colleagues

**The student is to provide examples of how their practice met this standard**

**Domain – Reflective and analytical practice**

**ACWA Standards**

**STANDARD 8: Professional standing**

**Indicators**

- 8.1. Knows, understands and works within the ethical norms of the profession.
- 8.2. Maintains appropriate professional and personal boundaries with service users and colleagues
- 8.3. Seeks support and guidance when personal issues are affecting professional conduct or practice
- 8.4. Recognises and redresses 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 appropriate means.
- 8.6. Exhibits awareness of social, political, legal, cultural and organisational contexts and systems, and how they might impact on the profession
- 8.7. Acknowledges and supports the right of service users, carers, members of the public and colleagues to make a complaint against the practice of a community work practitioner
- 8.8. Demonstrates an understanding of relevant legislation and legal frameworks which specify responsibilities towards clients, colleagues and the workplace
- 8.9. Promotes, takes pride in, and advances the profession of community work
- 8.10.** Recognises that private behaviour should not have an adverse impact on professional practice or the profession.

**The student is to provide examples of how their practice met this standard**



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

There are two assessment periods: 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
<b>STANDARD 1: Ethical Practice</b>					
Applies the principles of social justice, equity, individual worth, human dignity, and self-determination in all day to day professional practice.					
Practices ethical behaviour in every situation in accordance with the Australian Community Workers Code of ethics.					
Seeks advice when confronted with an insurmountable ethical dilemma.					
Challenges policies and practices that are unjust or fail to meet accepted community standards e.g. human and legal rights					
Reflects on personal beliefs and values and identifies those that might adversely impact on the rights of others.					
Bases relationships with service users or groups on the principles of respect and human dignity regardless of a service user's own attitudes or behaviour					
Identifies and appropriately addresses ethical issues, such as breaches of confidentiality, privacy, and professional boundaries that may occur when using online tools for service provision.					
Uses resources and public monies responsibly and for their specified purpose.					
Uses knowledge and skills for the benefit of the service user, the employing organization, and the common good.					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
<b>STANDARD 2: Provision of service and supports</b>					
Provides services that meet the needs of individuals and communities and facilitates their right to social inclusion or social justice.					
Encourages service users to actively provide feedback on the effectiveness or otherwise of services					
Routinely advises service users of their right to complain and how to access the organisation's complaints policy					
Does not discriminate against or disadvantage service users who make a complaint					
Uses appropriate research, planning and evaluation methodologies when providing community and human services					
Facilitates effective outcomes by monitoring, evaluating, and improving upon services, programs, and projects.					
Retains currency in theory and practice to underpin their provision of human services					
Advocates for service users and needed services.					
Recognises the sometime imbalance of power between practitioners and service users and does not abuse that authority					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
<b>STANDARD 3: Confidentiality in the workplace</b>					
Is familiar with the relevant legislation and the organisation's policies relating to confidentiality and privacy.					
Informs service users of who has access to his or her file and under what circumstances the information contained therein is or may be shared.					
Provides service users with access to their own files and alerts them to the process to record or amend any representation, notation, or omission with which they disagree.					
Protects a service user's privacy through secure record keeping					
Seeks informed consent from service users before sharing confidential information, unless required by law					
Advocates for non-disclosure of confidential information where a practitioner believes that disclosure would adversely affect a service user					
Provides privacy to service users who wish to discuss sensitive matters.					
Destroys obsolete confidential information or records in a secure manner					
Applies the principles of confidentiality to information that pertains to colleagues and employers.					
Reminds colleagues who disclose confidential information of their obligation regarding the privacy of others					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
<b>STANDARD 4: The regulatory framework</b>					
Complies with legislation and statutory provisions which affect professional practice.					
Alerts their employer of relevant legislation not observed by the organisation.					
Deals with service-user information in accordance with the principles and requirements of legislation including that which governs privacy, confidentiality and freedom of information					
Works within the legal limitations around the right to confidentiality.					
Informs service users about the legal limitations to their right to confidentiality and privacy					
Ensures 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					
Ensures that the fundamental human rights of an individual are not ignored through the misuse of authority granted through law					
Understands which pieces of legislation govern organisational behaviours, for example, workplace health and safety.					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
<b>STANDARD 5: Diversity</b>					
Responds appropriately to diversity in all its forms.					
Acknowledges and promotes the rights of culturally and other diverse groups.					
Challenges 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.					
Recognises personal values and bias and takes steps to safeguard against any adverse impact these might have on a service user's right to a service. Recognises and declares any conflict of interest					
Gains 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.					
Engages in individual and collaborative knowledge building to ensure professional practice with culturally or otherwise diverse or minority groups is appropriate and effective.					
Adapts communication means and methods to effectively connect with a diverse range of people					
Uses culturally appropriate verbal and non-verbal communication when engaging with individuals and community members.					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
<b>STANDARD 6: The workplace</b>					
Understands and respects the nature and context of the workplace, which may also be the residence or home of service users.					
Continuously develops and uses knowledge and skills within the workplace for the benefit of service users, colleagues, and employers					
Maintains professional boundaries with service users and colleagues.					
Acknowledges and protects confidential, sensitive or commercially valuable workplace information and intellectual property					
Treats colleagues with respect, honesty, and consideration.					
Deals with conflict in a timely manner.					
Reports discriminatory, bullying or otherwise adverse behaviour of a colleague toward clients or another staff person.					
Recognises and takes individual responsibility for workplace health and safety.					
Understands and implements organisational policy and procedures.					
Takes up any areas of concern, either regarding policies, service provision or workplace behaviors with the appropriate supervisor, manager, or the employer.					



ACWA Standards	Formative Assessment				
	I	S	A	M	D
<b>STANDARD 7: Professional development</b>					
Identifies skill and knowledge gaps and remedies through training, supervision, or other means.					
Seeks appropriate professional support, mentoring or advice to address personal and professional limitations					
Critically analyzes the profession, human service agencies and organisations, and social institutions in all aspects of the community work role					
Acknowledges personal responsibility and accountability for actions, decisions, and professional development					
Increases knowledge and information about the profession, the sector, or areas of practice through active engagement with research and enquiry.					
Keeps abreast of current research, models of practice, and theory.					
Supervises students, staff, and volunteers in an ethical manner and from an appropriately qualified knowledge base					
Shares information and knowledge with colleagues					

ACWA Standards	Formative Assessment				
	I	S	A	M	D
<b>STANDARD 8: Professional standing</b>					
Knows, understands and works within the ethical norms of the profession.					
Maintains appropriate professional and personal boundaries with service users and colleagues					
Seeks support and guidance when personal issues are affecting professional conduct or practice					
Recognises and redresses inadequate knowledge and experience through professional development, training, support, or supervision.					
Promptly addresses the inappropriate, unethical or illegal behaviour of a colleague through appropriate means.					
Exhibits awareness of social, political, legal, cultural and organisational contexts and systems, and how they might impact on the community work profession.					
Acknowledges and supports 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					
Demonstrates an understanding of relevant legislation and legal frameworks which specify responsibilities towards clients, colleagues, employers, or community members in the workplace					
Promotes, takes pride in, and advances the profession of community work					
Recognises 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 and to identify strategies they will adopt to enhance their performance.*

**Subject Coordinator comments:** *This space is provided for the Clinical Educator 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 Subject Coordinator** \_\_\_\_\_

**Signature of student** \_\_\_\_\_

**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. (including examples)*

**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** \_\_\_\_\_

## 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 the completion the subject coordinator will meet with the student and discuss the final assessment.

Professional Placement learning objectives are discussed and recorded.

ACWA Standards	Summative Assessment				
	I	S	A	M	D
<b>STANDARD 1: Ethical Practice</b>					
Applies the principles of social justice, equity, individual worth, human dignity, and self-determination in all day to day professional practice.					
Practices ethical behaviour in every situation in accordance with the Australian Community Workers Code of ethics.					
Seeks advice when confronted with an insurmountable ethical dilemma.					
Challenges policies and practices that are unjust or fail to meet accepted community standards e.g. human and legal rights					
Reflects on personal beliefs and values and identifies those that might adversely impact on the rights of others.					
Bases relationships with service users or groups on the principles of respect and human dignity regardless of a service user's own attitudes or behaviour					
Identifies and appropriately addresses ethical issues, such as breaches of confidentiality, privacy, and professional boundaries that may occur when using online tools for service provision.					
Uses resources and public monies responsibly and for their specified purpose.					
Uses knowledge and skills for the benefit of the service user, the employing organization, and the common good.					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
<b>STANDARD 2: Provision of service and supports</b>					
Provides services that meet the needs of individuals and communities and facilitates their right to social inclusion or social justice.					
Encourages service users to actively provide feedback on the effectiveness or otherwise of services					
Routinely advises service users of their right to complain and how to access the organisation's complaints policy					
Does not discriminate against or disadvantage service users who make a complaint					
Uses appropriate research, planning and evaluation methodologies when providing community and human services					
Facilitates effective outcomes by monitoring, evaluating, and improving upon services, programs, and projects.					
Retains currency in theory and practice to underpin their provision of human services					
Advocates for service users and needed services.					
Recognises the sometime imbalance of power between practitioners and service users and does not abuse that authority					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
<b>STANDARD 3: Confidentiality in the workplace</b>					
Is familiar with the relevant legislation and the organisation's policies relating to confidentiality and privacy.					
Informs service users of who has access to his or her file and under what circumstances the information contained therein is or may be shared.					
Provides service users with access to their own files and alerts them to the process to record or amend any representation, notation, or omission with which they disagree.					
Protects a service user's privacy through secure record keeping					
Seeks informed consent from service users before sharing confidential information, unless required by law					
Advocates for non-disclosure of confidential information where a practitioner believes that disclosure would adversely affect a service user					
Provides privacy to service users who wish to discuss sensitive matters.					
Destroys obsolete confidential information or records in a secure manner					
Applies the principles of confidentiality to information that pertains to colleagues and employers.					
Reminds colleagues who disclose confidential information of their obligation regarding the privacy of others					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
<b>STANDARD 4: The regulatory framework</b>					
Complies with legislation and statutory provisions which affect professional practice.					
Alerts their employer of relevant legislation not observed by the organisation.					
Deals with service-user information in accordance with the principles and requirements of legislation including that which governs privacy, confidentiality and freedom of information					
Works within the legal limitations around the right to confidentiality.					
Informs service users about the legal limitations to their right to confidentiality and privacy					
Ensures 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					
Ensures that the fundamental human rights of an individual are not ignored through the misuse of authority granted through law					
Understands which pieces of legislation govern organisational behaviours, for example, workplace health and safety.					



ACWA Standards	Summative Assessment				
	I	S	A	M	D
<b>STANDARD 5: Diversity</b>					
Responds appropriately to diversity in all its forms.					
Acknowledges and promotes the rights of culturally and other diverse groups.					
Challenges 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.					
Recognises personal values and bias and takes steps to safeguard against any adverse impact these might have on a service user's right to a service. Recognises and declares any conflict of interest					
Gains 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.					
Engages in individual and collaborative knowledge building to ensure professional practice with culturally or otherwise diverse or minority groups is appropriate and effective.					
Adapts communication means and methods to effectively connect with a diverse range of people					
Uses culturally appropriate verbal and non-verbal communication when engaging with individuals and community members.					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
<b>STANDARD 6: The workplace</b>					
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Maintains professional boundaries with service users and colleagues.					
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Treats colleagues with respect, honesty, and consideration.					
Deals with conflict in a timely manner.					
Reports discriminatory, bullying or otherwise adverse behaviour of a colleague toward clients or another staff person.					
Recognises and takes individual responsibility for workplace health and safety.					
Understands and implements organisational policy and procedures.					
Takes up any areas of concern, either regarding policies, service provision or workplace behaviors with the appropriate supervisor, manager, or the employer.					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
<b>STANDARD 7: Professional development</b>					
Identifies skill and knowledge gaps and remedies through training, supervision, or other means.					
Seeks appropriate professional support, mentoring or advice to address personal and professional limitations					
Critically analyzes the profession, human service agencies and organisations, and social institutions in all aspects of the community work role					
Acknowledges personal responsibility and accountability for actions, decisions, and professional development					
Increases knowledge and information about the profession, the sector, or areas of practice through active engagement with research and enquiry.					
Keeps abreast of current research, models of practice, and theory.					
Supervises students, staff, and volunteers in an ethical manner and from an appropriately qualified knowledge base					
Shares information and knowledge with colleagues					

ACWA Standards	Summative Assessment				
	I	S	A	M	D
<b>STANDARD 8: Professional standing</b>					
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Recognises and redresses inadequate knowledge and experience through professional development, training, support, or supervision.					
Promptly addresses the inappropriate, unethical or illegal behaviour of a colleague through appropriate means.					
Exhibits awareness of social, political, legal, cultural and organisational contexts and systems, and how they might impact on the community work profession.					
Acknowledges and supports 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					
Demonstrates an understanding of relevant legislation and legal frameworks which specify responsibilities towards clients, colleagues, employers, or community members in the workplace					
Promotes, takes pride in, and advances the profession of community work					
Recognises that private behaviour should not have an adverse impact on professional practice or the profession.					

**Professional Practice - Comments**

**During the meeting the following was discussed:**

- Achievement of the learning objectives
- Demonstration of professional practice evidence outlined in this record book
- Achievement of ACWA Professional Standards

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

**Student comments:** *This space is provided for the student to make comment on their perception of their performance during this Professional Practice.*

**Subject Coordinator comments:** *This space is provided for the Subject Coordinator to make final comments on the student's performance during this Professional Practice.*

**Student comments:** *This space is provided for the student to make comment on their perception of their performance during this Professional Practice.*

**Host mentor comments:** *This space is provided for the Host mentor to make final comments on the student's performance during this Professional Practice.*

*Note: This is outside the formal student assessment process. Feedback is provided to aid student learning and reflection.*

*Additional Comments:*

**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 Practice placement been satisfactorily completed?**

**Yes / No**

**Date of Meeting** \_\_\_\_\_

**Subject Coordinator name** \_\_\_\_\_

**Subject Coordinator signature** \_\_\_\_\_

**Student name** \_\_\_\_\_

**Student signature** \_\_\_\_\_

## Professional Practice - Attendance Record

Student Name: \_\_\_\_\_

Clinical facility:					
Date	Start time	Finish time	Total hours	RN name	RN Signature
<b>Total hours completed</b>					

Clinical facility:					
Date	Start time	Finish time	Total hours	RN name	RN Signature
<b>Total hours completed</b>					

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

Notified **Subject Coordinator** and facility of days absent                      YES / NO

Medical certificate for days absent (attach)    YES / NO

**Student name** \_\_\_\_\_

**Student signature** \_\_\_\_\_

**Subject Coordinator name** \_\_\_\_\_

**Subject Coordinator signature** \_\_\_\_\_



