

HSY207.7 Youth Work Field Education 2

Name of Unit 1 (Unit Code 1)

HSY207.7 Youth Work Field Education 2

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards <i>(list all awards)</i>	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Bachelor of Youth Work	Two semesters	3 rd year	Richard Schirmer

Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
12 credit points	144 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Prerequisite: Youth Work Field Education 1

Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes No

If **YES**, provide details of specialist facilities and/or equipment below.

This unit requires the student access a suitable work placement environment and placement supervisor. Students are supported and guided in this process by the unit coordinator and an associated field education officer. In most cases students will access field placement through the networks and contacts that have been established in the field by the unit coordinator and the field education officer. In some cases, students will identify placement opportunities through their own networks. In all cases the unit coordinator and field education officer will work together with the student and the placement supervisor to ensure the following:

- The suitability of the placement opportunity in terms of its capacity to enable the student to achieve the learning outcomes of the unit
- The availability of a suitably qualified placement supervisor who is capable of supporting the student, in dialogue with the learning institution, to achieve the learning outcomes of the unit
- A suitable process of orientation to the field placement and opportunity for reflection and dialogue throughout the placement
- Clear and coherent documentation that supports the learning contract between the student, the placement and the institution and facilitates evaluation of performance in a timely and appropriate manner
- Appropriate public liability and personal insurance documentation

Procedures to ensure that students going on placement have completed the necessary clearances, training and any other specific legal and/or industry requirements prior to the commencement of placement

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

This unit requires students to complete 200-hours of supervised experience within the youth sector, [demonstrate their competence in the Tabor Youth Work Practice Standards](#) and further refine their formation as a youth work practitioner. Students will lead their peers in the practices of a community of critically reflective practice on their placement experiences. This approach facilitates students further development of reflective practice skills while consolidating their knowledge of young people and youth work theory in practice.

Learning outcomes for the unit

- 1) Evaluate the appropriateness of youth work theory and practice for working respectfully and ethically within diverse professional youth work environments.
- 2) Reflexively formulate and execute best practice learning goals in conversation with peers in youth work context synthesising professional youth work theory and practices.
- 3) Evaluate professional practice integrating youth work theory and practices in a placement context demonstrating professional judgment, autonomy and responsibility.

Assessment tasks			
Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Practice report: Students will write a report evaluating their progress towards their placement goals relating to personal formation, organisational and sector knowledge as well as professional practice. Students will develop a 5-year plan for their continued professional development after completing the degree. Students will critically assess their experiences on placement and future development in reference to youth work theory, literature -and practice standards. 2500 words	1, 3	Weeks 14, Semester 2.	25%
Goal Setting: Students will develop personal practice goals for their placement. Students must reflect on their goals and achievements from Field Education 1. 1000 words	2	Week 5	10%
Reflexive practice: Students will facilitate 4 reflective practice workshops for their peers each 30 min in length. The workshop will critically evaluate an experience from placement and its impact on the students' progress towards their learning goal in light of youth work research and literature . Students will be assessed on their ability to creatively facilitate democratic dialogue between peers. 3500 words equivalent	1, 2, 3	Spaced over 2 semesters.	40%
Students will complete a 200-hour placement. Students will actively engage in diverse aspects of the host agency's youth work services and programs. Students will demonstrate their competence in respectful and ethical youth work practice in line with Tabor's Youth Work Practice Standards through a mid and end of placement review. i) Mid placement review: students demonstrate their progress towards meeting Tabor's Youth Work Practice Standards, through a conversation with their placement supervisor and the lecturer. ii) End of placement review: students evidence their competence in Tabor's Youth Work Practice Standards, as well as areas for further growth and development, through a conversation with their placement supervisor and the lecturer.	1, 2, 3	Week 14, Semester 2	Non-graded pass
Students will participate in an oral assessment in the form of a reflexive conversation on their report with the lecturer and placement supervisor. Students are required to evaluate their practice integrating key youth work theory and practice employed during their placement. Students will identify areas for continued growth and development in their practice, skills and knowledge, and articulate an identity statement as a professional youth worker. 3000 words equivalent	1, 3	Week 14, Semester 2	25%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required Texts (to purchase): None

Recommended Text(s)

Allred, P., Cullen, F., Edwards, K., & Fusco, D. (Eds.). (2018). *The SAGE Handbook of Youth Work Practice*. London: SAGE.

Beddoe, L. & Maidment, J. (2009), *Mapping Knowledge for Social Work Practice: Critical Intersections* 1st ed), Cengage Learning, South Melbourne.

Carroll, M. & Gilbert, M. (2011). *On Being a Supervisee: Creating Learning Partnerships* (2nd Ed.). Kew, Vic: Psych Oz Publications.

Cleak, H. & Wilson, J. (2019). *Making the Most of Field Placement* (4th Ed.) Melbourne: Thompson.

Martin, L. (2002). *The Invisible Table: Perspectives on Youth & Youthwork*. Melbourne: Dunmore Press.

Oelofsen, N. (2012). *Developing Reflective Practice: A Guide for Students and Practitioners of Health and Social Care*. Royal College of General Practitioners.

Ord, J. (2013) *Critical Issues in Youth Work Management*, UK: Routledge.

Sapin, K. (2013). *Essential Skills for Youth Work Practice*. (2nd ed.). London: Sage Publications.

Sercombe, H. (2010). *Youth Work Ethics*. London, England: Sage.

White, R. (Ed.). (2009). *Doing Youth Work - Concepts and Methods of Youth Work*. Hobart: Australian Clearinghouse for Youth Studies.

White, R., Wyn, J., & Robards, B. (2017). *Youth and Society*. Melbourne: Oxford University Press

Mid and End of Placement Review

Field Education	Bachelor of Applied Social Science (Youth Work)
Name of Student:	
Host Organisation:	
Date:	
Placement context (description of roles and responsibilities and other relevant information)	

STANDARDS

This oral assessment provides an indication of the extent to which the emerging youth worker has demonstrated their ability to meet youth work standards.

These standards are based on the YAC Vic Code of Ethics, Practice Responsibilities 2007.

The following terms will be used to indicate the students level of competence in each area:

- At Risk** *Little or no evidence of competence, or evidence suggesting a deficit.*
- Working Towards** *Some evidence of this focus area and a willingness to address it further.*
- At Standard** *Consistently demonstrated evidence of competence.*
- Working Beyond** *Consistently demonstrated evidence of excellence above standard.*

Supervisor comments:

The host organisation supervisor is invited to offer a brief comment on the student's performance whilst on placement. Please include any significant incidences of learning and growth for the student, as well as incidences where they demonstrated professional excellence. Please also note any concerns you have about student's performance or areas that could be improved. You may wish to refer to the practice standards below.

Youth Work Practice Standards

The following section is to be completed by the lecturer during a conversation with the student and the host organisation supervisor.

Practice Standard 1				Youth work student has a sound understanding of cultural diversity and practices cultural awareness in order to work in a culturally inclusive way.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Demonstrates knowledge of indigenous cultural considerations as they relate to youth work practice. This could include factors relating to ethnicity, disability, economic status, age, sexuality, gender and transgender, faiths and beliefs. ii. Critically reflects on own personal values, cultures and beliefs and how these impact on interactions with people, colleagues and community members.	iii. Modifies practice in order to work effectively and inclusively with indigenous people.
At Risk	Working Towards	Standard	Working Beyond		

NOTE:

Practice Standard 2				Youth work student works with young people as the primary client.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Demonstrates understanding of young person as the primary client ii. Seeks to foster rapport with young person for the purpose of learning client's goals iii. Acknowledges the role of multiple stakeholders in client's network	iv. Articulate various practice approaches that effectively building rapport v. Consistently and effectively support young people to voice their goals and challenges vi. Demonstrate practice approaches for and engaging various stakeholders as they relate to young people
O	O	O	O	i. Select appropriate method of practice relevant to practical context to address and meet the needs, goals and preferences of people. ii. Critically reflect on and evaluates practice with a particular focus on principles of self-determination, empowerment, inclusion, equality, human rights and social justice iii. Critically reflect on the broader organisational, societal and political context of practice.	iv. Critically reflects on the role of the youth worker paying particular attention to power imbalances, professional boundaries, use of authority in statutory positions and work with people who are using services involuntarily.

NOTE:

Practice Standard 3				Youth work student will demonstrate a duty of care as it relates to young people, co-workers and self.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Demonstrate an understanding of relevant WHS policies ii. Articulate primary factors that contribute to a child safe environment within the placement environment	iii. Utilise WHS policies and frameworks, alongside youth work wisdom, to provide a child safe environment iv. Modify practice in order to work effectively within WHS policies and frameworks
At Risk	Working Towards	Standard	Working Beyond		

NOTE:

Practice Standard 4				Youth work students will respect young person(s) right to privacy and confidentiality	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Identify and describe the practices youth workers use in maintaining client privacy and confidentiality ii. Describe situations whereby client confidentiality and privacy must be overlooked to promote the safety and wellbeing of the client and others	iii. Articulate the various privacy and confidentiality policies and procedures to clients and various stakeholders iv. Create a safe working environment where young people feel comfortable to disclose relevant personal information
At Risk	Working Towards	Standard	Working Beyond		

NOTE:

Practice Standard 5				Youth work student will develop and maintain safe and clear professional boundaries.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Articulate safe practice approaches to working unsupervised with young people ii. Identify signs of how a working relationship may become unprofessional iii. Articulate procedures in responding to a working relationship that has become unprofessional	iv. Engage young people in effective, safe and professional relationships v. Appropriately respond to young person(s) seeking to cross professional boundaries. vi. Utilise supervision to discuss skill development as it relates to professional boundaries vii. Builds rapport with people, and shows empathy, genuineness, warmth, and integrity in all interactions.
At Risk	Working Towards	Standard	Working Beyond		

NOTE:

Practice Standard 6				Youth work student will be open and honest with young people.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Effectively communicates the details and nature of the service offered to young people. ii. Recognize the power imbalance inherent in professional relationships between youth and youth worker. iii. Understand and articulate opportunities and consequences of choices for young people	iv. Effectively inform young person(s) on their rights and relevant choices as they relate to the service structure v. Demonstrates skill in separating personal opinions, preferences and value judgements from the outcomes desired by young people / clients
At Risk	Working Towards	Standard	Working Beyond		

NOTE:

Practice Standard 7				Youth work student recognizes the impact of social structural forces on young people.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Demonstrate understanding and awareness of organisational policies and their impact on people, in their placement context. ii. Demonstrates understanding of relevant legislation governing practice and the legal frameworks which inform and mandate practice iii. Critically analyse the impact of social and organizational policies on practice.	iv. Critically reflect on the impact of public debate and the economic, cultural and political environment, on policy and program development and service provision. v. Identify aspects of policy that are inappropriate, inconsistent or inadequate.
At Risk	Working Towards	Standard	Working Beyond		

NOTE:

Practice Standard 8				Youth work student will demonstrate commitment to anti-oppressive practice: non-discrimination, equity and self-awareness.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Demonstrates knowledge of diversity between and within different cultures including ethnicity, disability, economic status, age, sexuality, gender and transgender, faiths and beliefs. ii. Critically reflects on own personal values, cultures and beliefs and how these impact on interactions with people, colleagues and community members.	iii. Modifies practice in order to work effectively and inclusively with people who have different and diverse cultural identities, values, affiliations, beliefs and customs.
At Risk	Working Towards	Standard	Working Beyond		

NOTE:

Practice Standard 9				Youth work student will seek to cooperate and collaborate with others in order to secure the best possible outcome for young people.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Relates to youth work and other colleagues with respect, integrity and courtesy. ii. Articulate the benefit of partnership with key stake holders from within the community iii. Begin to implement strategies for engaging young people in the group setting	iv. Contribute discipline specific youth work values, principles and practice to team activities. v. Effectively engage young people in group activities with a focus on develop reproducible youth work practices.
At Risk	Working Towards	At Standard	Working Beyond		

NOTE:

Practice Standard 10				Youth work student will keep up-to-date with the information, resources, knowledge and practices needed to meet their obligations to young people.	
Assessment Criteria				Minor Placement	Additional criteria for Major Placement
O	O	O	O	i. Proactively seeks out new knowledge relevant to practice context, including searching & reading academic literature. ii. Actively seeks opportunities for feedback from supervisor/s, colleagues and peers. iii. Seeks support and information or refers people when professional capabilities are exceeded. iv. Demonstrates an understanding of youth work as a profession and how it differs from other professions. v. Understands the importance of maintaining personal well-being and managing the emotional impact of the work.	vi. Distinguishes between various sources of knowledge such as practice evidence & experiences, personal & community knowledge & experience, knowledge of organisations & policies, & legal & ethical knowledge to help inform practice. vii. Articulates and uses knowledge from other relevant units such as theory and practice of youth work, sociology, human services and case management, working with mental health, grief, loss and trauma, and etc. viii. Develop and articulate a personal practice framework that draws on contemporary theory, knowledge, methods, skills and professional values. ix. Articulates the values, processes and outcomes of social work and how they apply in the context of the placement. x. Recognizes and declares conflicts of interest when they arise. xi. Works with increasing autonomy.
At Risk	Working Towards	At Standard	Working Beyond		

NOTE:

Final grade:

In discussion with the agency supervisor the student demonstrated throughout the placement competency at the following level:	0 At Risk	0 Working Towards	0 At Standard	0 Working Beyond
Comment:				

Name of student: _____

Signature: _____

Date: _____

Lecturer: _____

Signature: _____

Date: _____