



MONASH University

Medicine, Nursing and Health Sciences

# Developing the learning plan & placement orientation

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# Orientation for the student

- The first weeks of placement are crucial in developing the teaching relationship and orienting the student to the organisation and the wider context
- Careful planning in the early phase can make a big difference to the student's level of anxiety at the beginning of placement and your own confidence as a field educator
- Early planning will also assist you to establish structures and processes that are conducive to a positive field education experience

Bowles (2010)

- Think about the last time you started a new job, became part of an existing organisation or group, or when you started a social work placement.
  - What was the experience like?
  - How did you feel?
  - How were you made to feel welcome? Who was involved in this?
  - Was there an orientation program?
  - What else could have been done to make the process an easier one for you?

## EXERCISE

- Draw up a checklist of everything you would like to provide for your student when they first arrive. This can include:
  - physical resources, such as a desk, phone, policy documents, etc;
  - orientation activities, such as information about the organisation and how to find things;
  - introductions to people, special welcome activities and participation in the organisation's orientation program for new staff (or students).

Once you have made your list turn to those around you and share what you have on your list.



# Learning plans

- Learning plans are developed by each student in consultation with their field educator when they undertake a placement.
- A draft learning plan should be developed by the student in consultation with you by day 10-15 of the placement
- The purpose of the learning plan
  - It is used for setting a student's learning goals and objectives
  - for evaluating a student's learning
- The Learning Plan is intended to be a dynamic document, which can be changed and amended during the course of a placement
- It is a great tool for use in supervision sessions with the student



# Learning Plan: Core Elements

The core elements of a Learning Plan include:

- A statement of learning goals
- Specific tasks related to goals
- An indication of how (the methods) goals will be met
- Evidence for meeting goals (how the student and field educator will know goals have been met)
- The relationship of goals to AASW Practice Standards

(Charles Sturt University, 2010)



# CAT.....

- In Victoria we have a Common Assessment Tool for the development of learning plans for students
- CAT p.1

# CSSW: Common Assessment Tool (CAT)

- 9 Learning areas
  1. Ethics & Values
  2. Organisational & community context
  3. Policy
  4. Use of knowledge in practice
  5. Self learning & critical reflection
  6. Effective communication & interpersonal skills
  7. Assessment & intervention skills
  8. Research
  9. Culturally responsive & inclusive practice

# Small Group activity

- Your small group has been given one of the 9 learning areas outlined in the CAT.
- Your purpose is to imagine you are a student undertaking a field education placement in the organisation where you currently work.
- Individually work your way through the learning area and establish some tasks for that learning area. Write down how you will demonstrate your learning to your field educator for the assigned learning area
- When you have written your individual ideas discuss these with others in your small group