

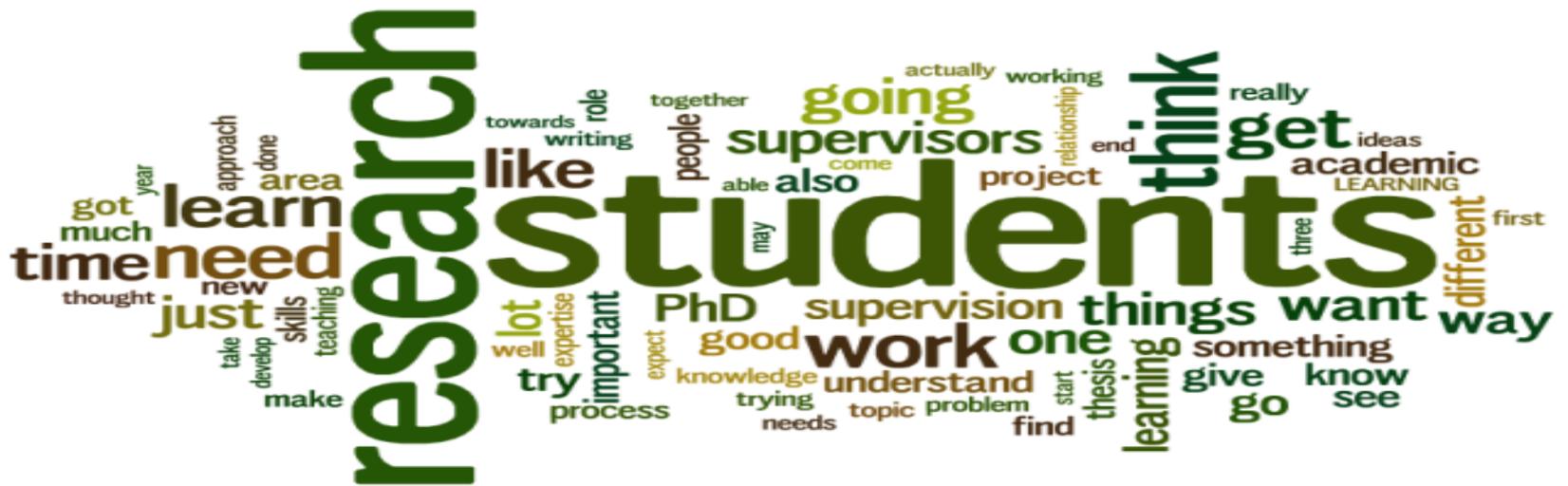


MONASH University

Medicine, Nursing and Health Sciences

CSSW

combined schools of social work





The responsibilities of the liaison person

Cleak & Wilson (2013)

1. Monitoring and Evaluation
2. Education
3. Support and problem solving

Think back to your own experience(s) of liaison, either as a student, field educator or task supervisor. How did the liaison visitor carry out each of the three functions identified by Cleak and Wilson?



For a moment, think about your ideal liaison visit.

What are the elements of the ideal liaison visit do you think?

How would you assist the field educator in your role as liaison visitor?

What sort of things could you do to ensure that the student makes the most of your liaison visit?

How would you prepare for the visit?

AASW Guidelines

- In the AASW Education and Accreditation Standards the requirements for field education programs are clearly stipulated
- Section 3.4 Learning for Practice in Field Education sets out what this means for us as field education providers whether we are a university or an organisation providing field education supervised professional practice.
- Guideline 1.2 gives information about field education programs & makes particular reference to the liaison visitor role in section 2.2:8

<http://www.aasw.asn.au/document/item/3553>

ASWEAS: Guidelines 2.2:8

The responsibilities of the field education liaison staff will include:

- a) involving the organisation, the field educator and the student in a consultative process about the goals, learning processes, structure and assessment of the placement

- b) maintaining regular contact with the student, with a minimum of three contacts, including at least one face-to-face visit, to clarify educational issues, monitor the progress of the placement, mediate any difficulties and assess student progress.

Liaison visit

- The purpose of liaison is to support and guide both the student and the field educator
- Visits provide an open forum for
 - discussion of feelings and issues
 - dealing with or confronting any difficulties occurring in the placement
 - enabling the placement to be monitored
 - giving feedback in relation to the student's progress as measured by the CAT
- Each student must have at least one liaison visit during the course of each placement. (This is the minimum required by the AASW).

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- Field educators are required to rate student performance on placement.
re: the common assessment tool (CAT)
 - Submit a recommendation as to whether students pass or fail their placements
 - Responsibility for the final grade for field education sits with the academic institution

RESPONSIBILITIES OF FIELD EDUCATORS/SUPERVISORS

- 1) Field educators are qualified social workers (eligible for full membership of the AASW) with a minimum of two years' full-time practice experience, or its part-time equivalent, who demonstrate a commitment to continuing professional education and an interest in developing social work knowledge and skills.
- 2) In recognition of the difficulties for some regional HEPs, in exceptional circumstances relating to distance, a field educator with less experience may be allocated for one placement only. In this circumstance the field education coordinator must ensure that the field educator has additional support and mentoring.
- 3) Field educators must undertake training for the field education role before or during their first experience in the field educator role.
- 4) **Social work field educators must be able to provide a minimum of 1.5 hours formal supervision per student for each 35 hours of placement. At a minimum, half of this supervision must be provided on a one-to-one basis.**
- 5) The social work field educator will be able to observe the student's practice in placements where the focus is on direct practice. Ideally the field educator will also observe the student's engagement in team and interdisciplinary meetings.
- 6) The social work field educator will not be someone who has a current or prior close personal relationship with the student.