BACHELOR OF
DISABILITY AND COMMUNITY REHABILITATION

PRACTICUM MANUAL

- DSRS 2214 – Practicum A
- DSRS 2215 – Practicum B
- DSRS 3211 – Practicum C
- DSRS 4036 & 4037 Practicum Specialisation 1 & 2
- Bachelor of Health Sciences/Bachelor of Nursing Disability Practicum
PREFACE

This Handbook is the manual for undergraduate practica within the Bachelor of Disability and Community Rehabilitation degree.

Feedback on the content within Practicum topics is sought from professionals working in the field and families involved in the care and support of people with disabilities. Any queries, suggestions and comments can be discussed with University Supervisors and Topic Coordinators.

The staff of Disability and Community Inclusion thank the agencies, service organizations, schools, families and consumers for their co-operation and contribution to the program.

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INTRODUCTION

The Bachelor of Disability and Community Rehabilitation is a four-year program designed to educate and train professionals who will work in services for people with disabilities, their families and carers.

In their work with people with disabilities, graduates will be competent in the following areas:

- planning, implementing and evaluating functional life skills programs that enable persons with disabilities to participate fully in a variety of integrated, community settings.
- promoting the physical and emotional well-being of persons with disabilities.
- working in partnership with persons with disabilities, their families and carers.
- advocating for persons with disabilities

While undertaking the degree, students must successfully complete at least three practicum placements with service agencies and families. These placements require students to undertake supervised work in a range of residential, school, vocational, recreational, rehabilitation and community settings with people with a disability. It is expected that the placement agency will provide a trained and experienced member of staff who, in association with the University Supervisor, will personally supervise and be responsible for the student. The placement of students with experienced, qualified and highly competent professionals is an integral component of the course.

The support given to the Practicum topics by the professionals, families and people with disabilities is greatly appreciated and reflects a shared belief with the University in the importance of a practical component in the training of competent and effective professionals.

Some students completing this practicum are enrolled in other programs such as Behavioural Science or Health Science. These students are undertaking a major in Disability and Developmental Education.
PHILOSOPHY AND VALUES OF THE DEGREE

Positive learning experiences for students are dependent upon the match between the philosophy and values of the placement agency with the philosophy and values taught in the course.

Topics within the Bachelor of Disability and Community Rehabilitation are structured around a set of values that reflect:

- A belief in the value, dignity and rights of people with disabilities,
- A belief in the importance of systematic instruction and functional life skills acquisition for people with disabilities,
- A desire to promote excellence in the field of service delivery for people with disabilities, and
- A desire to promote maximum inclusion of people with disabilities into community settings and all aspects of citizenship.

It is considered that the above values form the basis for constructive and rewarding lives for people with disabilities. Some of the practices recommended to students that are in accord with the above values include the following:

- A non-aversive approach to behaviour management. This implies that strategies used are ethical, effective, positive and acceptable for use with non-disabled peers.
- Individual programs for people, which are comprehensive in the range of intervention strategies utilised.
- Support plans that are multi-disciplinary.
- Support plans that are challenging and place high expectations on persons with disability.
- Supports that are age appropriate.
- Supports that are functional and focus on improving the quality of life of the individual.
- Involvement of the person and his/her family in program planning.
- Provision of choice for the person and his/her family.
- Commitment to the principles and practices of integration and community participation.
- Systematic evaluation of programming, instruction and service provision.

Agencies, Schools and Services whose programs include all or most of these practices provide an ideal placement for students. They allow for the full integration of theoretical knowledge with practice in the field.

While the primary focus of the placement is to provide an appropriate learning environment for the students, there are potential benefits to the people being served by agencies, services and schools in having a student on placement. Students are expected to contribute to the daily program of activities.
THE AIMS AND OBJECTIVES OF PRACTICA

INTRODUCTION

In the main students undertaking practica will have completed the first year of their studies. Some of the students are experienced, having worked or are currently working in the field of human services. All students undertaking the Disability and Community Rehabilitation degree will need to have evidence of at least 40 hours of paid or formal voluntary work in a relevant area of human services before enrolling in their first practicum topic (Practicum A). For some students however, Practicum A will be their first formally assessed placement with people with disabilities. Students from other programs undertaking Disability Practica as electives do not need to provide evidence of 40 hours of voluntary work before commencing a Practicum.

Students in the Disability Studies degree are likely to have completed or be currently studying the following topics in each year:

<table>
<thead>
<tr>
<th>PRACTICUM A</th>
<th>PRACTICUM B</th>
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<td>100 hours (min)</td>
<td>100 hours (min)</td>
<td>300 hours (min)</td>
<td>200 hours (min)</td>
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- Human Diversity
- Interpersonal and Group Skills
- Health Issues and Disability
- Two electives from 4.5 unit topics offered across the university
- Perspectives on Disability
- Lifespan Development
- Introduction to Neurological Rehabilitation
- Principles of Learning & Instruction 1
- Family Professional Partnership
- Principles of Learning & Instruction 2
- Ethical and Legal Issues
- Principles of Learning & Instruction 3
- Counselling
- Communication and Language
- Case Management
- Employment and Disability
- Students can choose from the following or other specialisations (when available)
  - Leisure, Art & Community Development
  - Augmentative & Alternative Communication
  - Community Rehabilitation for people with ABI
  - Independent Study 1
  - Students can choose from the following or other specialisations (when available)
  - Rehabilitation and Mental Health
  - Instruction to Autism & Related Disorders
  - Applied Counseling in Rehabilitation
  - Introduction to Intellectual Disability
  - Technological Applications and Disability
  - Independent Study 2

* Students doing a Major in Disability Studies from other programs will have completed a different set of requirements.
ADMINISTRATIVE MATTERS RELATING TO PRACTICA

1 TIME REQUIREMENTS
As outlined in the table above practica in the undergraduate program range from a minimum of 100 hours of placement with an agency (Practicums A & B) to 300 hours (Practicum C). These hours relate to time spent with an agency. In addition some practicum topics require students to participate in university based theory workshops as well as complete assignments, portfolios or presentations. University based work, assignments and presentations are a time commitment in addition to agency hours. Additional information on timeframes for placements can be found in later sections providing specific details on each practica. Students are not required to attend their placement on a public holiday or unless negotiated otherwise. If a public holiday falls during the placement, the hours may need to be made up.

NB: Students may negotiate with their agency supervisor to not attend during the university mid-semester breaks. However, students may negotiate to attend during semester break to ensure continuity of hours.

2 STRUCTURE OF THE PRACTICUM
Practicum A & B have 6 strands to the topic:
- Time spent in the field each week (minimum of 100 hours)
- Two-hour workshops at the University or on-line discussion and activities
- Mid placement review meeting
- Negotiated meetings with Agency and/or University Supervisors.
- Completion of portfolio
- In addition, for Practicum A and B students, attendance at the Practicum C Conference in November is COMPULSORY.

During the weekly workshops, various topics relating to practice will be presented. Issues that arise from students’ experiences in the field will also be discussed and explored.

For Practicum C there are 6 strands to the topic:
- Time spent in the field as an eight week block placement (unless otherwise negotiated)
- Mid placement review meeting
- Negotiated meetings with Agency and/or University Supervisors.
- Compulsory briefing and debriefing meetings
- Practicum C Conference Presentation in November
- Completion of portfolio

For Specialisation Practicum there are 6 strands to the topic:
- Time spent in the field each week (minimum of 200 hours) during semester, in a placement in an area relating to specialization and/or in depth independent study research topic.
- Mid placement review meeting
- Negotiated meetings with Agency and/or University Supervisors.
- Completion of a written report or conference presentation
- Completion of portfolio
- Link to an Independent Study topic or specialisation topic.

Additional information on the specifics of each practica can be found in later sections of this manual.

3 ASSIGNMENTS
Details of written assignment, presentation, portfolio and other assessment requirements for each topic are detailed in the relevant topic section in this manual and/or topic outlines and statement of assessment methods distributed during week one of the relevant semester.
4 SUPERVISION
The student will be under the immediate supervision of the Agency Supervisor for the day to day aspects of his/her placement. The Agency Supervisor should provide on-going feedback about the student’s performance to the student.

The students’ goals and learning will be directed and supported by a university supervisor from the Disability and Community Inclusion, Flinders University. The student will be responsible to this staff member for his/her general conduct during the placement and for the completion of University assignments. Regular contact will be maintained between the University and the Agency Supervisor to discuss issues and share information about the student’s performance. The university supervisor should be present at the mid placement review and students need to prepare an agenda to be circulated prior to the meeting.

5 STUDENT SCHEDULE, ATTENDANCE & HOLIDAYS
Students should complete Practicum requirements during normal agency hours. The schedule established for the practicum placement will be negotiated between the student and Agency Supervisor. This should occur prior to the commencement of the placement. The agreed schedule must be recorded in the Student Placement Contract. The established schedule should allow the student opportunities to be actively involved in the agency’s services and relevant functions.

Agency orientation should include procedures regarding student absences and arrangements for making up missed time. The University Supervisor must to be contacted if a student does not report to the Agency when the time begins, or if there are frequent absences. A meeting will be arranged when there is significant concern about the ability of the student to function at the agency due to absences, illness, or personal issues that may arise during the placement. Arrangements for a student to observe a religious holiday or significant event which occurs during the placement period can be negotiated by the student and Agency Supervisor. This should be included in the Student Placement Contract.

All absences, whether for illness, bereavement, personal issues etc. must be made up to ensure the placement hours have been completed as required.

6 EVALUATION
For all practica, students will be evaluated at the completion of the placement by the Agency and University Supervisor. The evaluation will reflect the stated objectives of the topic. Evaluation can include; agency evaluation, completion of a portfolio, presentations and other written assignments.

7 INSURANCE
All students are covered by the University’s Public Legal Liability Policy. The insurance protects students while on placement (with current enrollment in a topic) from personal legal liability arising from injury and/or damage to third parties. The University’s insurance policies include; Public Liability, Professional Indemnity and Personal Accident.

8 USE OF PERSONAL VEHICLE
It is university policy that a student must have full comprehensive insurance on his/her private vehicle before he/she can use their vehicle in their practicum placement. The University accepts no liability for students’ use of private vehicles for practicum placement purposes.

9 STUDENT EXPENSES
The cost of travel to and from placement is to be met by students. Travel and sundry items of expenditure connected with the completion of placement tasks are expected to be met by the Agency accepting students on placement. Students must follow agency procedures for reporting expenses connected with placement tasks and receiving reimbursement.

10 POLICE CHECKS
At the time of initial contact with the Agency Supervisor, students must clarify whether a police check is required. A minimum of two weeks notice may be required for completion of the Police Check and various forms of identification may need to be produced. Students may be required to obtain a police check at their own expense.
11 **DRIVERS LICENSE**
To undertake any duties involving the driving of a vehicle during the Practicum placement it is the responsibility of the student to be in possession of a valid current Drivers License. The license should be presented to the Agency Supervisor at the commencement of the placement.

12 **CONFIDENTIALITY**
The Agency should inform the student and University Supervisor of its policy regarding confidentiality of client details and related matters. The student and University will take all reasonable and necessary steps to maintain such confidentiality.

A Consent Form is included in the Practicum Manual. This form must be signed before the student commences any assignment work involving individuals across all Practica. It ensures that the student has permission from the appropriate persons to observe and record information and to work with a specific person.

13 **PROBLEMS DURING PLACEMENT**
The University Supervisor, student and Agency Supervisor share responsibility for identifying, discussing and solving any problems that may arise during the practicum placement. Attempts should be made by the student and Agency Supervisor to consider and deal carefully with problems as soon as they become apparent. Open and frequent communication between Agency Supervisor and student is critical to ensuring a successful resolution.

The University Supervisor will maintain negotiated contact with the agency and student, and assist in solving problems as required. The Practicum Topic Coordinator can be contacted for advice regarding any issues or concerns that cannot be resolved by the student, Agency Supervisor and University Supervisor.

The University Supervisor will withdraw a student from a practicum placement when necessary, at the request of the Agency and/or due to other extenuating circumstances (refer to Appendix B, Guidelines for Withdrawal of Students from Placement. Student Related Policies and Procedures Manual: Flinders University). The student will consult with the University Supervisor, Agency Supervisor, Practicum Coordinator and Course Coordinator, who will determine the appropriate action to be implemented. The student will be notified in writing regarding the action determined by the above committee. The student may appeal against the action by writing to the Head of the Disability and Community Inclusion within ten days of receipt of the committee’s decision.

If a student is deemed to have failed a practicum, then the student may be permitted to repeat the practicum placement and will be supported by a ‘Corrective Action Plan’ clearly stating the nature of the problem, the objectives and responsibilities of the student, Agency Supervisor and University Supervisor.

In the event of a student failing a practicum twice it will be recommended that the student be excluded from the degree.

14 **RESOLVING COMPLAINTS** (for matters that have a basis in legislation)
In any organisation it is inevitable that grievances arise from time to time. To address the concerns of students and staff, Flinders University provides internal grievance procedures for complaint handling relating to;

- Sexual harassment
- Unlawful discrimination and harassment
- Academic matters (students)
- Placement matters not specifically covered in this manual

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1 The Corrective Action Plan is available from the Disability and Community Inclusion, Flinders University.
Who can help?
There is a network of Contact Officers throughout the University who are specially trained and experienced in providing advice and support to people who seek information and help in dealing with instances of sexual harassment and alleged unlawful discrimination or harassment.

Who else can help?
- Your supervisor
- Your student association or union
- Your staff association or union
- Staff in Health and Counselling (Ph 8201 2991)
- Staff in Equal Opportunity Unit (Ph 8201 3735)

15 STUDENT IDENTIFICATION
Students must have their Flinders University student card with them at all times whilst on placement.
ROLE AND RESPONSIBILITIES OF THE PRACTICUM STUDENT

PROFESSIONALISM

1 Students will:
   • Arrange with the Agency Supervisor the days and times to be at the placement.
   • Be punctual.
   • Fulfill the time requirements of the unit. Time lost at placement must be made up by the student.
   • Notify the Agency Supervisor when ill.

2 Determine and follow the Agency protocols:
   • Obtain handbook of the Agency’s policies and procedures and adhere to the rules.
   • Determine appropriate dress.
   • Recognise and respond to the fact that the Agency Supervisor is legally responsible for all persons in his/her care.
   • Establish and maintain rapport with all staff, parents and community members with whom you come into contact during the placement.
   • Model a positive attitude at all times. Demonstrate your respect for the person as well as confidence in his/her capacity to learn and function appropriately.
   • Support the person’s rights and program goals, maintaining confidentiality of information regarding the person and his/her families.
   • Fulfil requests promptly.
   • Ask questions/offer suggestions at appropriate times, which do not interfere with ongoing programs.

PLACEMENT PERFORMANCE

• Familiarise yourself with all placement requirements and take responsibility for completing activities as scheduled.
• Determine and use appropriate strategies for interacting with individuals.
• Provide a copy of the relevant Practicum Manual and completed assignments to your Agency Supervisor.
• Demonstrate initiative in anticipating/implementing program activities in addition to fulfilling placement requirements.

COMMUNICATION/EVALUATION

• Discuss expectations you have for this placement with University staff, Agency Supervisor and your peers.
• Initiate ongoing communication with your Agency Supervisor:
  ◊ Establish regular time to meet with your Agency Supervisor.
  ◊ Discuss placement performance, identifying strengths and areas to focus on for improvement
  ◊ Negotiate date and time for mid placement and final evaluation meetings with Agency and University Supervisor, prepare and distribute an agenda.
  ◊ Participate in informal, ongoing meetings with the Agency Supervisor as they occur.
• Initiate communication to keep the University Supervisor informed of progress, needs, problems and changes to your schedule.
• Contact University Supervisor when ill - provide adequate notice.
• Submit written course requirements at designated times.
• Complete all evaluation exercises or on-line discussion.
• Attend and participate in course workshops during the semester.
• Complete assignments and/or submit relevant documentation on time.
STUDENT CHECKLIST

Once your placement has been confirmed there are a number of administrative responsibilities you will be required to complete. These are requirements of the topic and must be adhered to, to successfully complete the topic.

1. Complete the PRACTICUM MANUAL ACKNOWLEDGMENT FORM and return this to the Topic Coordinator before commencing your placement.

2. Arrange an initial meeting with your Agency Supervisor, and contact your University Supervisor to introduce yourself, prior to the placement commencing.

3. Complete the STUDENT PLACEMENT CONTRACT in collaboration with your Agency Supervisor. Provide copies of this to your Agency Supervisor & University Supervisor within one week of the commencement of your placement.

4. Complete your Record of Placement Hours each day of your placement and for any work completed away from agency (this needs to be signed and verified within 7 days).

5. Complete the Portfolio, discuss progress with your Agency and University Supervisor and submit as required.

6. Arrange and attend a mid placement review meeting with your Agency Supervisor and University Supervisors during the first half of the semester. Students are required to prepare an agenda.

7. Arrange and attend a meeting with your Agency and University Supervisor to complete your final evaluation.

8. Attend your placement for a minimum of hours as set out in specific topic information.

9. Complete all assignments as per the specific topic information relevant to Practicum.
ROLE AND RESPONSIBILITIES OF UNIVERSITY SUPERVISORS

- **STUDENT SUPERVISION**
  The University Supervisor will:
  - Be available to the student to answer questions, provide ongoing guidance and instruction to assist the student in achieving their placement objectives.
  - Clarify any issues that may arise between the student and the Agency Supervisor.

- **COMMUNICATION WITH AGENCY SUPERVISOR**
  The University Supervisor will:
  - Be available to the Agency Supervisor to answer questions, provide support, and discuss the student’s progress and performance.
  - Serve as a communication link between the university and the agency providing practicum experience for the students.

UNIVERSITY SUPERVISOR CHECKLIST

- Contact Agency Supervisor within 3 weeks of placement to make contact and introduce themselves.
- Attend a mid placement meeting or telephone conference with the student and Agency Supervisor.
- Ensure student forwards contract and placement goals 3 weeks of commencing placement.
- Establish email contact via FLO.
- During follow-up and support contact with an agency, the issue of whether the student is at risk of not completing the placement satisfactorily must be discussed and documented.
- Maintain a Practicum student file incorporating a copy of the student placement contract, final evaluation and any other relevant documentation.
- Monitor and mark the portfolio. Contact the student as soon as possible in response to any issues/ concerns/questions raised in the portfolio.
- Arrange a back-up or secondary University Supervisor should you be absent for more than two weeks during the placement period.
ROLE AND RESPONSIBILITIES OF AGENCY SUPERVISORS

1 STUDENT SUPERVISION
The Agency Supervisor will provide:
• immediate supervision of the Practicum student.
• suitable opportunities for the student to achieve topic objectives and personal learning objectives, and
• regular ongoing feedback to the student.

2 COMMUNICATION WITH UNIVERSITY SUPERVISOR
The Agency Supervisor will communicate with the University Supervisor, any difficulties encountered or issues that arise during the placement.

AGENCY SUPERVISOR CHECKLIST

1 Discuss expectations of the student at the initial meeting and participate in the completion of the STUDENT PLACEMENT CONTRACT to be forwarded to the University Supervisor within 3 weeks of the placement commencing.
2 Arrange an orientation of the agency for the student.
3 Familiarise the student with the policy and procedures of the agency.
4 Attend the initial supervision meeting or participate in a telephone conference, (arranged by the Practicum student) with the student and University Supervisor mid placement to provide feedback on progress to student.
5 Attend a meeting (arranged by the Practicum student) with the student at the completion of required hours (as set out for each topic) to undertake the final evaluation.
6 Send the original evaluation form to the University Supervisor. Keep a copy of the evaluation.
7 Arrange a backup or secondary Agency Supervisor should you be absent for more than a week during the placement period.
STUDENT PLACEMENT CONTRACT – GUIDELINES

This form must be completed at the initial meeting between the student and Agency Supervisor. Refer to template in the forms section of this manual.

When completed it should outline:-
- Roles and responsibilities planned for the student.
- The hours and days the student will attend their placement.
- Starting and anticipated finishing dates.
- 3 key goals and performance indicators the student will be assessed on as part of evaluation during placement.
- Any special considerations.

The students must provide:-
A copy of the contract to the Agency Supervisor and University Supervisor within one week of signing it. Any major changes in the roles and responsibilities or other circumstances need to be detailed in an updated contract.

RECORD OF PLACEMENT HOURS – GUIDELINES

This form is essentially a time-card, allowing students to document the hours that they complete daily, including their start and finish times. At the end of each placement day, the hours must be totaled and signed by the student and Agency Supervisor. Any negotiated hours completed away from the placement site need to be signed-off within 7 days. The form can be copied if students require additional space.

PLACEMENT VISITS – GUIDELINES

All students are visited by their University Supervisor for a mid placement review (can be a telephone conference in remote areas). A final placement meeting will be conducted during the week the student is expected to complete the required minimum hours for each practicum.

The purpose of the visit(s) is to:-
- Enhance communication between the University Supervisor, Agency Supervisor and student.
- Review learning in the placement.
- Provide guidelines to ensure topic aims and objectives are being achieved.
- Assist with addressing issues arising in the placement.
- Identify whether the student is at risk of not completing their placement satisfactorily.
- Student placement contract.
- Duties that the student has undertaken.
- Student’s progress.
- Nature and structure of supervision.
- Relationships between student, Agency Supervisor and staff.
- Application of theoretical knowledge to practice.
- Issues identified by student or Agency Supervisor.
- Feedback to the university on the practicum.
- Components of the manual.
- Plans for the remainder of the placement.

At the mid placement meeting/telephone conference, if the student is identified as being at risk of not completing their placement satisfactorily, this issue must be recorded in writing. The issue(s) must be identified and strategies to address the issue(s) recorded.

To make placement visits efficient, it is suggested that students in consultation with their Agency Supervisor, prepare an agenda for discussion. Students or Agency Supervisors may request an additional visit or consultation to discuss any issues arising from the placement.
PORTFOLIO – GUIDELINES ALL PRACTICA

INTRODUCTION
A learning portfolio is a dynamic document that represents a focused and purposeful collection of student work and achievements over time. A key element about portfolios relates to providing students with the opportunity to be self-reflective across their studies, and act as a starting point for planning and individualising learning during practicum.

As part of participating in one or more practica associated with the Bachelor of Disability and Community Rehabilitation, students will be required to complete and maintain a learning portfolio.

USING A PORTFOLIO TO DEMONSTRATE PROFESSIONAL DEVELOPMENT
Portfolios provide opportunities for students to record knowledge, skills and experiences throughout participation in practica and other topics within the Bachelor of Disability and Community Rehabilitation. Portfolios in which students record and reflect upon their progress, aim to promote active student engagement, responsibility for learning and increased self confidence as students witness their own development. An important aspect of participation in practica is to demonstrate how learning during specific and specialised topics connects to performance during practica.

BENEFITS OF DEVELOPING A PROFESSIONAL PORTFOLIO: BEYOND UNI
A portfolio is more than a resume, it is a collection of reflections, skills and representative samples of work that document your professional development through participation in the course. A benefit of a portfolio is that everything can be in the one place, ready for future situations when you need to show what you have accomplished during the course and in particular during practica.

Documenting your professional development, skills and experiences can provide the basis for writing of resumes, and addressing criteria, when applying for employment. For students entering the course with previous experience, the portfolio is a means of organising and reflecting on those experiences in order to establish learning needs.

SELF-REFLECTIVE COMMENTS
Reflecting on and reviewing what is being learned is important in assisting students to grow from practical experiences. Students may also choose to share aspects or all of their reflections with agency supervisors. Students are encouraged to initially use an electronic template and document for flexibility and whereby information can be added or edited. It is important that students make some notes and reflections as soon as possible after each practicum session. These notes will assist in developing self-reflective comments that can be edited and shaped later. It is recommended that you share progress on your portfolio and reflective writing at the mid-point of your practicum hours before assessment at the end of your practicum.

The following prompts aim to provide students with a guide on how to write about experiences in order to extract and articulate learning from practicum experiences. Students can choose to use those guide questions they find most useful. A selection of guiding questions for students to choose from, are detailed below:

- What you observed/ felt about the experience - your behaviour, what others did, feedback from others about your role or contribution?
- What you learned – detailed by stating how events deviated from your expectations.
- What were your surprises?
- What were your concerns?
- What were the highlights of your practicum experience?
- If any, what were the low points of your practicum experience?
- Who was doing the teaching during your practicum?
- Who was doing the learning during your practicum?
- What was being learned during your practicum?
- Where was the learning taking place during your practicum?
• What changes to your practice or that of others you observed—be specific, stating exactly what altered, your behaviour or that of others, also consider practices or policies. What plans did you have? What strategies did you use? How did you evaluate the situation?
• Linking experience to theories or concepts learned – Discuss whether theoretical concepts learned during topics were supported, overturned or deviated from expectations by collaborations, observations or experiences during practicum. Discuss possible reasons for differences.
• What theoretical knowledge did you use, or could you have used.
• What am I least confident about? – Be specific about setting goals for future learning and how you can assess whether or not you achieve these goals.
• What strategies and ideas can I generate to assist me to achieve goals?
• What do you need to learn or find out about before and/or during your next practicum?
• What my positive contributions and strengths are? – what things have you learned that are most important and how did you perceive that you learned them?
• What previous experience did you use or could have used during your practicum experience?
• Discussing a very positive situation – Why was the event important? What went unusually well? How and why do you think it really made a positive difference to you or another person?
• Discussing challenges or difficult situations – Why was the event important? What were the important elements of the event? What did you do and how do you feel about what you did? What did others do and how do you feel about their behaviours? What feelings surrounded the event? What if anything was most demanding about the situation? What might you be aware of if this situation occurs again? How will you hope to react next time?

Adapted from Best & Rose (1996), Lincoln, Stockhausen & Maloney cited in McAllister, Lincoln, McLeod and Maloney (1997).

ASSESSMENT OF THE PORTFOLIO
Assessment of your portfolio will represent 20% of student’s final grade for each practicum. The portfolio will be assessed on the following criteria;
• Provision of evidence or skill development and experience in an identified area as set out for each practicum.
• The quality of reflections and critical comments and their links to theory and knowledge skills presented during topics.
• Demonstration of professional growth through self-examination as presented via reflections and critical comments.
• Evidence of ongoing growth by evidence of building on skills and experience from one practicum to another over time.
• Presentation of a well organised, clearly written and detailed portfolio that demonstrates accomplishment of professional skills linked to community rehabilitation and disability studies.
• Presentation of all required contracts, goal setting documentation, evidence of certificates obtained etc.

The University Supervisor will review your portfolio at the beginning of each practicum to ensure background and previous information is up to date before commencing the next practicum. A portfolio then becomes a useful tool for students and agency supervisors in establishing professional development goals for the placement.

REVIEW OF PORTFOLIO AND GOAL SETTING
It is recommended that students, University Supervisors and Agency Supervisors review and provide guidance on portfolio development mid placement, before being submitted for grading after completion of placement requirements. See topic outline for submission dates. Assistance be available during practica from on FLO (Flinders Learning Online) for the relevant practicum topic.
FORMS

• THESE ARE THE FORMS FOR USE ACROSS ALL PRACTICA AS REQUIRED.

• FORMS FOR USE WITHIN A SPECIFIC PRACTICUM, ALONG WITH THE RELEVANT PORTFOLIO TEMPLATE, ARE IN EACH TOPIC IN THE LATER PART OF THIS MANUAL.
This is to acknowledge receipt of the Practicum Manual. I understand that by this statement I agree to become familiar with the content of this manual which describes my rights and responsibilities within a particular practicum topic within the Bachelor of Disability and Community Rehabilitation course. Further, I understand that this form must be signed and returned to the Topic Coordinator prior to beginning my practicum placement and that failure to do so may result in a delay in my practicum placement.

Topic ___________________________ Code ___________________________
Practicum __________________________________________________________

________________________________________
PRINT Name

________________________________________  __________
Signature  Date

Disability Studies Practicum Manual
(Updated January 2010)
STUDENT PLACEMENT CONTRACT

PLEASE TICK BOX FOR RELEVANT PRACTICUM:

PRACTICUM A  DSRS2214  ☐  PRAC SPEC 1  DSRS4036  ☐
PRACTICUM B  DSRS2215  ☐  PRAC SPEC 2  DSRS4037  ☐
PRACTICUM C  See form in Prac C section

Agency name & address: ____________________________________________________________
______________________________________________________________________________

Agency supervisor name: __________________________________________________________

Agency supervisor email contact: _________________________________________________

Agency supervisor telephone contact: _____________________________________________

Best days/time to contact agency supervisor: ________________________________________

Summarise negotiated placement hours, location and describe any deviations (absences or special circumstances):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

List and summarise roles, responsibilities, and experiences that the student will be involved in. For example, details of specific projects, group work, individual programmes etc.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Outline 3 goals the student plans to achieve during practicum.

Action and Performance Indicator:__________________________________________________

Action and Performance Indicator:__________________________________________________

Action and Performance Indicator:__________________________________________________

Is the student employed by the agency?  ☐ yes  ☐ no

*If you answered yes, please ensure you describe what additional duties and opportunities for skill development the student will undertake beyond usual employment duties.*
Describe any special considerations that the student or agency supervisor would like to record in this contractual agreement.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Signature (Student) __________________________________________________________________

Date ______________________________________________________________________________

Signature (Agency Supervisor) _______________________________________________________

Date ______________________________________________________________________________

On completion a printed and signed copy will be given to agency and university supervisors and one copy will be included in the portfolio folder.
## RECORD OF PLACEMENT HOURS

PLEASE TICK BOX FOR RELEVANT PRACTICUM:

<table>
<thead>
<tr>
<th>PRACTICUM A</th>
<th>DSRS2214</th>
<th>☐</th>
<th>PRAC SPEC 1</th>
<th>DSRS4036</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRACTICUM B</td>
<td>DSRS2215</td>
<td>☐</td>
<td>PRAC SPEC 2</td>
<td>DSRS4037</td>
<td>☐</td>
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<tr>
<td>PRACTICUM C</td>
<td><strong>SEE FORM IN PRAC C SECTION</strong></td>
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</table>

STUDENT NAME: ________________________________________________

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<thead>
<tr>
<th>PLACEMENT WEEK</th>
<th>DATE DAY</th>
<th>TIME START</th>
<th>TIME Finish</th>
<th>TOTAL HOURS COMPLETED DURING WEEK</th>
<th>STUDENT INITIALS/ AGENCY SUPERVISOR INITIALS</th>
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</thead>
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</tbody>
</table>

YOU WILL NEED TO COPY THIS PAGE

PLACEMENT TOTAL HOURS: __________________

Agency Supervisor Signature ___________________________  Student Signature ___________________________
CONSENT FORM

I hereby give my consent to ________________________________________________,
a student in the Bachelor of Disability and Community Rehabilitation degree at Flinders University to;

- observe me in my daily activities ☐
- obtain information necessary for the completion of his/her university assignments ☐
- support me in my daily activities ☐

This permission is granted on the understanding that all information will be treated in the strictest of confidence and at no stage will my name and identity be revealed. It is also understood that the information will be shared between myself, agency staff, the student and the University Supervisor. No other person will view any of the material prepared by the student.

I understand that I can withdraw my permission at any time.

CLIENT/CARER/GUARDIAN SIGNATURE:___________________________________________________

Date:  _____________________________

AGENCY SIGNATURE:_________________________________________________________________

Date:  _____________________________

UNIVERSITY STUDENT SIGNATURE:___________________________________________________

Date:  _____________________________

UNIVERSITY SUPERVISOR SIGNATURE:________________________________________________

Date:  _____________________________
Dear Sir/Madam,

This letter is to introduce

A student in the Bachelor of Disability and Community Rehabilitation at this University. He/she will produce his/her student card which carries his/her photograph as proof of identity.

As part of his/her learning, the student is required to

I would be most grateful if you could spare the time to assist in this process by

Any information provided will be treated in the strictest confidence and no person will be individually identifiable in the resulting report. You are, of course, entirely free to discontinue your participation at any time or to decline to answer particular questions.

Any enquiries that you may have concerning this process should be directed to us at the address given above, or you may leave a message for Dr Caroline Ellison on 8201 3422.

Thank you for your assistance.

Yours sincerely,
MID-PLACEMENT REVIEW  
(All Practicums A, B, C Specialisation 1, Specialisation 2)

An important part of all Practicum Placements is the mid-placement meeting. It is the responsibility of 
the student to organise this meeting. Prior the meeting, it is expected that the student and Agency 
Supervisor will prepare separate notes under each of the points below, to provide a focus for 
discussion at the meeting. Students should prepare and circulate and agenda at least 3 days prior to 
meeting.

1  Strengths that the student has demonstrated to date.

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_______________________________________________________________________

2  Areas that may need to be addressed

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
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3  Strategies to address these areas

_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
_______________________________________________________________________

4  Overall summary of student performance

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

_____________________________________
MID-PLACEMENT SUMMARY

The student must summarise the minutes of mid placement meetings. The original of this document may be kept by the student but copies need to be forwarded to the Agency Supervisor and to the University Supervisor within a week of the meeting. The original form must be signed by the student and Agency Supervisor before copying. Students may include some learning goals as part of this summary.

DATE OF MEETING: ________________________________________________

PRESENT: ________________________________________________________

MEETING SUMMARY

_________________________________________________________________
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ISSUES FOR FURTHER DEVELOPMENT

_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

_________________________________________  __________________________
Student Signature                           Agency Supervisor Signature
PORTFOLIO

BACKGROUND INFORMATION FOR USE ACROSS ALL PRACTICA
PART A - PREVIOUS EXPERIENCE.
(PRAC A, B, C & SPECIALISATION PRACTICUM 1 & 2)

WHAT DOES A PORTFOLIO LOOK LIKE? PAPER OR ELECTRONIC?
As a working document your portfolio is best developed as an electronic word document. However, in addition a folder with printed pages from the electronic document (which can be removed and updated), along with placement contact hours, copies of evaluations, other certificates or accreditations, etc should be kept to share with University and Agency supervisors at the beginning of each practicum in order to consider previous experience and aid in establishing practicum goals.

Your hard copy portfolio for assessment needs to be professional in appearance (plain white paper and black text) as if you were applying for employment.

STATEMENT OF PROFESSIONAL PHILOSOPHY
No more than 200 words outlining your personal and professional goals for undertaking the course, possible career aspirations and your view on the role of professionals in providing supports to individuals with a disability.

FORMAL VOLUNTARY EXPERIENCE
Students will need to provide evidence of at least 40 hours voluntary or paid experience in a disability or associated human service organisation in the past 3 years before enrolling in Practicum A. Evidence needs to be in writing, on organisation letterhead including an outline of the length of time and role/s and responsibilities the student undertook.

OUTLINE PREVIOUS EXPERIENCE.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Length of Involvement</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
</table>

REFLECTION ON EXPERIENCE AND SKILLS GAINED FROM VOLUNTARY EXPERIENCE/S
Think critically about how this experience developed your appreciation about how difference is presented in our society. Did individuals you meet have different life stories to others in our communities? If so, what did you observe? Did you begin with expectations? Were they met? Were your perceptions altered, how and why?

FORMAL EMPLOYMENT EXPERIENCE
OUTLINE PREVIOUS EXPERIENCE

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Length of Involvement</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
</table>

DESCRIPTION OF KEY DUTIES
KEY DUTIES
• Case Management
• Project Coordination

REFLECTION ON EXPERIENCE AND SKILLS GAINED FROM PREVIOUS AND CURRENT EMPLOYMENT.

ADDITIONAL TERTIARY EDUCATION
Outline previous studies. If you are seeking to use completion of these topics to apply for status within the Disability and Community Rehabilitation program - you will need to obtain an academic transcript and if possible topic aim and objectives.

<table>
<thead>
<tr>
<th>University</th>
<th>Topics Completed</th>
<th>Content</th>
</tr>
</thead>
</table>

REFLECTIONS ON EXPERIENCE AND SKILLS GAINED FROM TERTIARY EDUCATION.
ADDITIONAL CERTIFICATES OR PROFESSIONAL TRAINING COMPLETED.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Date Completed</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

REFLECTIONS ON SKILLS GAINED FROM PROFESSIONAL TRAINING.

ADDITIONAL SKILLS

List skills and any details about competency. Certificates of attendance or other evidence can be kept in the portfolio folder.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Relevant Details</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing</td>
<td>60 words per minutes</td>
<td></td>
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<tr>
<td>Web development</td>
<td></td>
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<tr>
<td>Research</td>
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</tbody>
</table>

SAMPLES OF ACADEMIC WORK THAT REFLECT DEVELOPMENT OF PROFESSIONAL SKILLS.

In this section students can include:
- brief handouts from presentation,
- overview of instructional and learning programs developed
- any policies or procedures developed
- excerpts from reports demonstrating written communication, research and observation skills (with individual identifiers removed).
PRACTICUM A

TOPIC AIMS, OBJECTIVES, ASSESSMENT INFORMATION AND FORMS
DSRS2214 PRACTICUM A

TOPIC AIMS
Students will:
• Apply theoretical knowledge to the provision of a direct service to people with disabilities.
• Gain experience and competency in the day to day operation of an agency providing a direct service for people with disabilities.
• Develop competency in working professionally with people with a disability, staff, other professionals, families, and members of the community.

TOPIC OBJECTIVES
Students will:
• Obtain information about the Agency, School, or Service: the nature of the service, the philosophy, structure, organisation and management of the service, funding sources, and the nature of the relationship with families and the community.
• Undertake a process of linking the Disability Service Standards to the placement agency.
• Undertake a basic observation of a person with a disability and the opportunities they have to participate in daily activities.
• Provide assistance in an individualised program for a person with a disability.
• Gain experience in identifying and responding to a persons' positive behaviours and attributes.
• Gain practical experience in the daily activities of the service.
• Gain practical experience in relating professionally with people with disability, families, other professionals and members of the community.
• Develop skills in analysing and reflecting upon their own professional behaviours and competencies.

STUDENT COMPETENCIES
At the completion of the placement the student will be able to:
• Demonstrate observational and analytical skills to acquire specific information about a person with a disability, his/her environment and his/her activities within the environment.
• Work within existing programs, following the guidelines and protocols.
• Concisely and effectively present information about the placement in both oral and written form.
• Relate positively with people with disabilities.
• Realistically evaluate their own professional performance.
PRACTICUM A ASSIGNMENTS

Further details on assignment requirements and due dates will be presented in the topic outline available on FLO and in an introductory workshop in week one of the relevant semester.

ASSIGNMENT ONE: STANDARDS WIKI AND PEER REVIEW

Students will be required to undertake a limited standards audit and post findings as a brief wiki.

Value: 10%

ASSIGNMENT TWO: AGENCY PRACTICUM EVALUATION

Students will be assessed by their agency and university supervisor on their performance on placement.

Value: 50%

ASSIGNMENT THREE: PORTFOLIO

Students will be required to work collaboratively with agency and academic staff to document achievement of skills and learning experiences as a portfolio. A copy of the Portfolio template is in the 'Form' section of this manual and an electronic copy will be available on FLO from week one of the semester.

Value: 20%

ASSIGNMENT FOUR: WORKSHOP & FLO, DISCUSSION AND ACTIVITY PARTICIPATION

Students will be required to participate in online discussions and activities on FLO.

Value: 15%
PORTFOLIO TEMPLATE FOR PRACTICUM A
PRACTICUM A – DSRS2214

ORGANISATION ACTIVITY

WHAT DO YOU KNOW ABOUT YOUR HOST AGENCY?

• Briefly outline the organisation’s services? What does the organisation do?

• Who are its clients/consumers? Where do they live?

• What is the organisation’s history? How, where and why did it begin?

• What are its current goals, objectives, mission statement and values? To whom is it accountable?

• Who is it accountable to? What are its sources of funding? Which stakeholders are represented on its board of management?

• How is it positioned in the public or private sector? Is it one of a number of similar organisations/ or what makes it different?
**PRACTICUM A - DSRS2214**

**STUDENT SELF REFLECTION**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>REFLECTIVE THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>What skills and knowledge do you bring to the practicum and how will you build on these?</td>
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<tr>
<td>Provide evidence of how you demonstrated initiative during Practicum A</td>
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<tr>
<td>Present 2 examples of how Practicum A provided you with opportunities to develop rapport with individuals with a disability, family, and/or their significant others.</td>
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<tr>
<td>Present an example of how Practicum A provided you with opportunities to develop rapport and network with other human service professionals</td>
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<tr>
<td>Provide evidence of how you supported an individual with a disability to achieve a desired goal during practicum A.</td>
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<tr>
<td>Provide evidence that you have been involved in the development and/or implementation of formal or informal instructional or other learning programs during Practicum A.</td>
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<tr>
<td>Identify 2 examples of ‘good practice’ you have observed during practicum A.</td>
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<tr>
<td>Identify 2 positive contributions you have made to your agency during Practicum A. What were your strengths?</td>
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<tr>
<td>Identify areas for future professional development you have identified about yourself during Practicum A that will form the basis of goals and your contract for participation in Practicum B.</td>
<td>Reflect on future learning needs and set at least 3 goals. Action: Performance Indicator (that lets you know you have achieved this goal): Action: Performance Indicator: Action: Performance Indicator:</td>
</tr>
<tr>
<td>Task</td>
<td>Details</td>
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<tr>
<td>Identify a piece of guidance or feedback you received during Practicum A from your agency or University supervisor, and provide evidence of how you incorporated that feedback into changes in your practice.</td>
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<td>Identify any additional skills or training you have undertaken during practicum A to add to your list of skills at the start of your portfolio (ie computer, excel, mandatory notification, etc).</td>
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<td>In no more than 500 words, discuss 4 theoretical concepts or perspectives presented in topics you have completed to date that you can link to your experiences in Practicum A. Please link and reference your reflections to assigned readings from chosen topics.</td>
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<tr>
<td>Include any challenges or support experienced in applying theoretical knowledge to practice.</td>
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PRACTICUM A

AGENCY EVALUATION FORM
NAME OF STUDENT: ____________________________________________

PRACTICUM PLACEMENT: _________________________________________

AGENCY SUPERVISOR: ____________________________________________

UNIVERSITY SUPERVISOR: _________________________________________

The statements below represent behaviours and skills that are important goals for any practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>PROFESSIONAL BEHAVIOURS</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>▪ Shows enthusiasm for profession</td>
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<tr>
<td>▪ Models at all times a positive attitude towards people with a disability.</td>
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<td>▪ Shows time management skills by negotiating attendance and then being reliable and punctual</td>
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<td>▪ Dresses appropriately</td>
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<td>▪ Uses appropriate professional language and correct terminology</td>
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<td>▪ Actively listens to people with a disability, carers and professionals</td>
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<td>▪ Demonstrates a willingness to learn</td>
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<td>▪ Asks relevant questions</td>
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<td>▪ Demonstrates a respect for the views and opinions of others</td>
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<td>▪ Undertakes responsibilities willingly and promptly</td>
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<td>▪ Responds to the cultural, linguistic or religious diversity of people with a disability, families and staff in a sensitive and appropriate manner</td>
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</table>
The statements below represent self-assessment behaviors and skills that are important for students to use in order to reflect on their learning experiences during practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>FEEDBACK AND SELF REFLECTION</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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<tr>
<td>• Demonstrates appropriate self confidence</td>
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<td>• Awareness of own social attitudes and values and how these impact on people with a disability and their families</td>
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<td>• Takes initiative to seek feedback from agency supervisor during placement</td>
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<td>• Responds positively to feedback and suggestions from agency supervisor</td>
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<tr>
<td>• Able to identify benefits of placement and skills learnt</td>
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<tr>
<td>• Able to reflect on the impact of their behaviour on the placement experience</td>
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<tr>
<td>• Able to identify personal and future learning goals</td>
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<tr>
<td>• Reflects on portfolio tasks throughout placement and shares reflections with agency and university supervisor</td>
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</table>
In addition, it is important that Practicum A students can demonstrate many of the competencies given below. Please rate your perception of the student's abilities in each area given below.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>Not Applicable</th>
<th>Un-satisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>Develops a cooperative working relationship with people with a disability, carers, professionals and other staff.</td>
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<tr>
<td>Knowledge of possible attitudinal barriers to community participation imposed on people with a disability</td>
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<tr>
<td>Maintains a high level of engagement during instruction and activities</td>
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<tr>
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<tr>
<td>Emphasises at all times the positive aspects of people’s behaviour.</td>
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<td>Handles information within the principles of privacy and confidentiality.</td>
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<td>Contributes to quality service delivery as a member of a team</td>
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<td>Listens to the communications of people with a disability and responds appropriately</td>
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<tr>
<td>With support and guidance, demonstrates ability to participate in the planning and preparation of meetings and activities.</td>
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<td>With support and guidance is able to participate in the implementation of formal program plans</td>
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<tr>
<td>With support and guidance demonstrates ability to participate in relevant assessment processes and in formulating short and long term goals.</td>
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<td>Demonstrates ability to participate in assessment processes including making relevant observations and reporting findings appropriately.</td>
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<td>Demonstrates appropriate initiative in obtaining information about the services, programs and clients of the agency.</td>
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With reference to the professional behaviours, self-reflection skills and competencies described on the previous pages, please make comments under the following headings:

Particular strengths the student has demonstrated:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________

Suggested directions for future development:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________
__________________________________________________________________________________

Your overall summary and impression of the student:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
OVERALL EVALUATION

With reference to the competencies described previously, please indicate your assessment of the student’s overall performance by indicating the appropriate category below.

- Exceptional & Outstanding
- Excellent
- Good
- Satisfactory
- Unsatisfactory

* It would be appreciated if, when you meet with the student to discuss the report, you both sign and date it.

Total Placement Time ________________________________ days/hours

Agency Supervisor: ________________________________ Date: ________________
(Signature)

Student: ________________________________ Date: ________________
(Signature)

University Supervisor: ________________________________ Date: ________________
(Signature)

Thank you for your co-operation

* Please forward the original copy to the student’s University Supervisor c/- Flinders University, Disability and Community Inclusion, GPO Box 2100, Adelaide. SA 5001. The student’s final mark is dependent on the receipt of this report at the University.
OVERALL EVALUATION CRITERIA

Please use the following criteria and standards when evaluating the student’s overall performance.

OUTSTANDING PERFORMANCE AND CONSISTENT GROWTH (85% - 100%)

The student:
- Demonstrates consistent performance and contributes significantly to the practicum setting in relation to all practice areas
- Is able to establish effective professional relationships with clients, co-workers and the supervisor
- Is able to work both independently and as part of a team
- Is self-directed and able to critically analyze his or her own behaviour and set realistic goals to work toward
- Uses problem-solving strategies that are effective, creative and appropriate to the situation
- Demonstrates a desire to go beyond available information and constantly search out new ways to connect and combine information and experiences to strengthen professional practice
- Takes advantage of all learning opportunities, taking on challenges and responsibility for his or her own learning

EXCELLENT PERFORMANCE (75% - 84%)

The student:
- Is very reliable in performance and needs minimal supervision
- Is able to work independently and achieves consistent growth and development in all the practice areas
- Collaborates with supervisor and co-workers, sharing ideas, knowledge and experiences
- Is able to initiate and generate specific plans that further personal learning goals
- Demonstrates consistent self-awareness, self-direction, initiative and responsibility for his or her own learning
- Has a solid understanding of professional values and attitudes and can effectively integrate these into practice
- Quickly addresses issues that arise and takes optimal advantage of learning opportunities in both the practicum and course work

GROWTH AND DEVELOPMENT (65% - 74%)

The student:
- Good performance with only limited supervision and direction
- Shows satisfactory initiative in all practice areas
- Relates well to clients, co-workers and supervisor
- Evidence of developing self-awareness, self-direction and responsibility for his or her own learning
- Demonstrates a satisfactory understanding of professional values that relate to each of the practice areas
- Addresses issues as they arise in a satisfactory way, demonstrating emerging skills in integrating theoretical knowledge to practical situations.

BASIC COMPETENCY (50% – 64%)

The student:
- Can usually carry out responsibilities as identified in the Practicum Assessment Checklists, with occasional supervision, direction and assistance
- Is generally reliable
- Shows some initiative in all practice areas
- Is generally able to relate to clients, co-workers and supervisor
- Demonstrates some understanding of professional values that relate to each of the practice areas
- Is able to set goals, but sometimes these are unrealistic, unreasonable, or unattainable
- Is able to identify problematic issues, but shows only basic skills in addressing these issues due to a lack of willingness and/or ability to critically analyze and integrate knowledge thereby promoting self-awareness and skill development
FAILURE TO MEET MINIMUM STANDARDS (<50%)

The student:
- Is in constant need of supervision and direction from the supervisor
- Is unable to carry out the tasks and responsibilities as identified in the evaluation forms
- Lacks ability to set realistic goals, and if goals are set, is unable to consistently follow through on meeting them
- Has difficulty relating to clients, co-workers and supervisor
- Lacks understanding of professional values and attitudes as these apply to practice areas identified in the Practicum Assessment Checklist
- Appears unwilling or unable to reflect critically or personally on many aspects of their practice
PRACTICUM B

TOPIC AIMS, OBJECTIVES, ASSESSMENT INFORMATION AND FORMS
PRACTICUM B ASSIGNMENTS

Further details on assignment requirements and due dates will be presented in the topic outline available on FLO and in an introductory workshop in week one of the relevant semester.

ASSIGNMENT ONE: SOCIAL NETWORK ANALYSIS

Students may be required to undertake an analysis of a person’s social network and peer assessment of participation.

Value: 15%

ASSIGNMENT TWO: AGENCY PRACTICUM EVALUATION

Students will be assessed by their agency and university supervisor on their performance on placement.

Value: 50%

ASSIGNMENT FOUR: PORTFOLIO

Students will be required to work collaboratively with agency and academic staff to document achievement of skills and learning experiences as a portfolio. A copy of the Portfolio template is in the ‘Form’ section of this manual and an electronic copy will be available on FLO from week one of the semester.

Value: 20%

ASSIGNMENT FOUR: WORKSHOP PARTICIPATION, ON-LINE DISCUSSION

Students may be required to participate in workshops, on-line discussions and activities on FLO.

Value: 15%
PORTFOLIO TEMPLATE FOR PRACTICUM B
PRACTICUM B – DSRS2215

ORGANISATION ACTIVITY
ORGANISATIONAL CULTURE

• Outline the aims, objectives, mission or vision for the organization?

• Outline the culture of the organization around change?

• Outline the culture of the organization about flexibility?

• Describe the culture of the organization and how this affects the behaviour and communication of staff and consumers?

• Describe what the organization does to promote diversity, and cultural awareness and sensitivity?

• Describe how does or does not the demographics of consumers receiving a service from this organization represent a diverse group?

• What do you think contributes to this situation?
## PRACTICUM B - DSRS2215

### STUDENT SELF REFLECTION

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>REFLECTIVE THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide evidence of how you have demonstrated a high level of written communication skills during Practicum B.</td>
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<tr>
<td>Provide evidence of how you have used effective interpersonal skills during Practicum B.</td>
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<tr>
<td>Provide evidence of how you have presented the positive aspects of an individual’s behaviour during Practicum B. Including opportunities you may have experienced to model to others positive and inclusive attitudes towards individuals with support needs.</td>
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<tr>
<td>Provide evidence of how you have been creative and effective in planning activities or have been engaged in case management involving an individual with support needs and his/her family during Practicum B.</td>
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<tr>
<td>Provide evidence of how you have demonstrated an ability to adapt to or facilitate change during Practicum B.</td>
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<tr>
<td>Choose one other area from the Practicum B Agency Evaluation Form to provide evidence of your skill development and experience.</td>
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<tr>
<td>Identify 2 positive contributions you have made to your placement during Practicum B. What are your strengths?</td>
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<tr>
<td>Identify areas for future professional development you have discovered about yourself during Practicum B that will form the basis of goals and your contract for participation in Practicum C.</td>
<td>Reflect on future learning needs and set at least 3 goals. Action:</td>
</tr>
<tr>
<td>Identify a piece of guidance or feedback you received during Practicum B from a manager or supervisor and provide evidence of how you incorporated that feedback into changes in your practice.</td>
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<tr>
<td>Identify any additional skills or training you have undertaken during practicum B and add these to your list of skills at the start of your portfolio (i.e. computer, excel, mandatory notification, etc).</td>
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<tr>
<td>In no more than 500 words, discuss 4 theoretical concepts or perspectives presented in topics you have completed to date that you can link to your participation in Practicum B. Please link and reference your reflections to assigned readings from chosen topics. Include any challenges or support experienced in applying theoretical knowledge to practice.</td>
<td></td>
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</table>
PRACTICUM B
AGENCY EVALUATION FORM
The statements below represent behaviours and skills that are important goals for any practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>Professional Behaviours</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>• Shows enthusiasm for profession</td>
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<td>• Models at all times a positive attitude towards people with a disability.</td>
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<td>• Shows time management skills by negotiating attendance and then being reliable and punctual</td>
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<td>• Dresses appropriately</td>
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<tr>
<td>• Uses appropriate professional language and correct terminology</td>
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<tr>
<td>• Actively listens to people with a disability, carers and professionals</td>
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<td>• Demonstrates a willingness to learn and asks relevant questions.</td>
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<td>• Demonstrates willingness to be flexible and adapt to change</td>
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<td>• Demonstrates a respect for the views and opinions of others</td>
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<tr>
<td>• Undertakes responsibilities willingly and promptly</td>
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<tr>
<td>• Responds to the cultural, linguistic or religious diversity of people with a disability, families and staff in a sensitive and appropriate manner</td>
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</table>
The statements below represent self assessment behaviours and skills that are important for students to use in order to reflect on their learning experiences during practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>FEEDBACK AND SELF REFLECTION</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>• Demonstrates appropriate self confidence</td>
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<tr>
<td>• Awareness of own social attitudes and values and how these impact of on people with a disability and their families</td>
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<tr>
<td>• Uses personal strengths and talents to advantage</td>
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<tr>
<td>• Takes initiative to seek feedback from agency supervisor during placement</td>
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<tr>
<td>• Demonstrated ability to act positively to suggestions and feedback from Agency supervisor to change practice in order to improve effectiveness and efficiency</td>
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<tr>
<td>• Acknowledges personal limitations and works to learn new skills</td>
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<td>• Able to reflect on the impact of their behaviour on the placement experience.</td>
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<td>• Able to identify personal and future learning goals</td>
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<td>• Reflects on portfolio tasks throughout placement and shares reflections with agency and university supervisor</td>
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</table>
In addition, it is important that Practicum B students can demonstrate many of the competencies given below. Please rate your perception of the student’s abilities in each area given below.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
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<tr>
<td>Develops an effective working relationship with people with a disability, carers, professionals and other staff so that quality services can be delivered and maintained.</td>
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<td>Maintains a high level of engagement during instruction and activities</td>
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<td>Demonstrates sound competency in written communication skills</td>
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<td>Demonstrates sound competency in verbal communication skills</td>
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<td>Emphasises at all times the positive aspects of people’s behaviour.</td>
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<td>Handles information within the principles of privacy and confidentiality.</td>
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<td>Demonstrates understanding of basic principles of ethical human service provision.</td>
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<td>Contributes to quality service delivery by working effectively as a member of a team</td>
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<td>Listens to the communications of people with a disability and responds appropriately</td>
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<td>Shows imagination and creativity in planning activities and interactions.</td>
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<td>Demonstrated ability to participate in the implementation of formal program plans</td>
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<tr>
<td>Is able to develop and articulate functional objectives relevant to the needs of a person with a disability.</td>
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<td>Demonstrates ability to participate in assessment processes including using observation skills effectively and reporting findings appropriately.</td>
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<td>Is able to show skills around the ability to engage in incidental teaching using appropriate situations.</td>
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<td>Demonstrates appropriate initiative in obtaining information about the services, programs and clients of the agency.</td>
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<td>Demonstrated ability to discuss ideas and recommendations constructively</td>
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<td>Integrated university assignment requirements into the daily routine of placement without disruption.</td>
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Suggested directions for future development:
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Your overall summary and impression of the student:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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OVERALL EVALUATION

With reference to the competencies described previously, please indicate your assessment of the student’s overall performance by indicating the appropriate category below.

- Exceptional & Outstanding
- Excellent
- Good
- Satisfactory
- Unsatisfactory

* It would be appreciated if, when you meet with the student to discuss the report, you both sign and date it.

Total Placement Time ________________________________ days/hours

Agency Supervisor: _______________________________ Date: ______________
(Signature)

Student: _______________________________ Date: ______________
(Signature)

University Supervisor: _______________________________ Date: ______________
(Signature)

Thank you for your co-operation

* Please forward the original copy to the student’s University Supervisor c/- Flinders University, Disability and Community Inclusion, GPO Box 2100, Adelaide. SA 5001. The student’s final mark is dependent on the receipt of this report at the University.
OVERALL EVALUATION CRITERIA

Please use the following criteria and standards when evaluating the student's overall performance.

OUTSTANDING PERFORMANCE AND CONSISTENT GROWTH (85% - 100%)

The student:
- Demonstrates consistent performance and contributes significantly to the practicum setting in relation to all practice areas
- Is able to establish effective professional relationships with clients, co-workers and the supervisor
- Is able to work both independently and as part of a team
- Is self-directed and able to critically analyze his or her own behaviour and set realistic goals to work toward
- Uses problem-solving strategies that are effective, creative and appropriate to the situation
- Demonstrates a desire to go beyond available information and constantly search out new ways to connect and combine information and experiences to strengthen professional practice
- Takes advantage of all learning opportunities, taking on challenges and responsibility for his or her own learning

EXCELLENT PERFORMANCE (75% - 84%)

The student:
- Is very reliable in performance and needs minimal supervision
- Is able to work independently and achieves consistent growth and development in all the practice areas
- Collaborates with supervisor and co-workers, sharing ideas, knowledge and experiences
- Is able to initiate and generate specific plans that further personal learning goals
- Demonstrates consistent self-awareness, self-direction, initiative and responsibility for his or her own learning
- Has a solid understanding of professional values and attitudes and can effectively integrate these into practice
- Quickly addresses issues that arise and takes optimal advantage of learning opportunities in both the practicum and course work

GROWTH AND DEVELOPMENT (65% - 74%)

The student:
- Good performance with only limited supervision and direction
- Shows satisfactory initiative in all practice areas
- Relates well to clients, co-workers and supervisor
- Evidence of developing self-awareness, self-direction and responsibility for his or her own learning
- Demonstrates a satisfactory understanding of professional values that relate to each of the practice areas
- Addresses issues as they arise in a satisfactory way, demonstrating emerging skills in integrating theoretical knowledge to practical situations.

BASIC COMPETENCY (50% – 64%)

The student:
- Can usually carry out responsibilities as identified in the Practicum Assessment
- Checklists, with occasional supervision, direction and assistance
- Is generally reliable
- Shows some initiative in all practice areas
- Is generally able to relate to clients, co-workers and supervisor
- Demonstrates some understanding of professional values that relate to each of the practice areas
- Is able to set goals, but sometimes these are unrealistic, unreasonable, or unattainable
- Is able to identify problematic issues, but shows only basic skills in addressing these issues due to a lack of willingness and/or ability to critically analyze and integrate knowledge thereby promoting self-awareness and skill development
FAILURE TO MEET MINIMUM STANDARDS (<50%)

The student:

- Is in constant need of supervision and direction from the supervisor
- Is unable to carry out the tasks and responsibilities as identified in the evaluation forms
- Lacks ability to set realistic goals, and if goals are set, is unable to consistently follow through on meeting them
- Has difficulty relating to clients, co-workers and supervisor
- Lacks understanding of professional values and attitudes as these apply to practice areas identified in the Practicum Assessment Checklist
- Appears unwilling or unable to reflect critically or personally on many aspects of their practice
PRACTICUM C

TOPIC AIMS, OBJECTIVES, ASSESSMENT INFORMATION AND FORMS
TOPIC AIMS  
Students will:
- Apply theoretical knowledge to the provision of a direct service to people with disabilities.
- Gain experience and competency in the day to day operation of an agency providing a direct service for people with disabilities.
- Develop competency in working professionally with people with a disability, staff, other professionals, families, and members of the community.

TOPIC OBJECTIVES  
Students will:
- Obtain information about the Agency, School, or Service: the nature of the service, the philosophy, structure, organisation and management of the service, funding sources, and the nature of the relationship with families and the community.
- Undertake a process of linking the Disability Service Standards to the placement agency.
- Undertake a basic observation of a person with a disability and the opportunities they have to participate in daily activities.
- Provide assistance in an individualised program for a person with a disability.
- Gain experience in identifying and responding to a persons' positive behaviours and attributes.
- Gain practical experience in the daily activities of the service.
- Gain practical experience in relating professionally with people with disability, families, other professionals and members of the community.
- Develop skills in analysing and reflecting upon their own professional behaviours and competencies.

ASSIGNMENTS

1. Conference Presentation (NGP)

2. Attendance and Briefing and Debriefing Sessions (NGP)

3. Portfolio (NGP)
The aim of the Portfolio is for students to record and reflect upon their progress by recording their own development. A copy of the Portfolio template is attached at the end of the Practicum B section of this manual and an electronic copy is available on FLO. A hard copy of your Portfolio needs to be submitted (via usual process) for feedback within 5 days of completing placement hours, unless an extension is granted.

Due Date: 5 days after completing placement hours

4. Agency Practicum Evaluation (NGP)
See evaluation form at the end of this section
PORTFOLIO TEMPLATE FOR PRACTICUM C
STUDENT PLACEMENT CONTRACT : PRACTICUM C

Student Name: ________________________________

Student Contact Phone Number: ________________________________

Agency Supervisor Name: ________________________________

Agency Phone Number: ________________________________

Agency Name and Address: ________________________________

Best days and times to contact Agency Supervisor: ________________________________

1 Summary of negotiated placement hours and location. Describe any deviations such as absences or special circumstances.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2 Is the student currently employed by the agency? Yes ☐ No ☐

*If the answer is “yes” to the above question, please outline in Section 3, the additional duties and opportunities for skill development the student will undertake beyond the usual employment.*

3 Summary of the student’s roles and responsibilities while on placement.

____________________________________________________________________________
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4 Practicum C Goals

Linked to reflections of previous experience or participation in practicum B, outline 3 goals the student plans to achieve during practicum C.

Goal 1. Action and Performance Indicator:

____________________________________________________________________________
Goal 2. Action and Performance Indicator:

____________________________________________________________________________
____________________________________________________________________________

Goal 3. Action and Performance Indicator:

____________________________________________________________________________
____________________________________________________________________________

5 Project

Describe the details of the project and to what extent it will be completed during the placement. The project will be an undertaking by the student, relevant to the needs of the agency, e.g., a survey, documentation of policy, development of client profiles, organisation of an exposition, development of information brochures, establishment of an access or marketing plan, an evaluation of a program or service.

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6. Starting Date: ____________________ Anticipated Finishing Date: _________________

7 Describe any special considerations that need to be included in this contractual arrangement that the student or Agency Supervisor would like to record.

____________________________________________________________________________
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Student Signature  Date

Agency Supervisor Signature  Date

The completed contract must be printed and signed by both parties. A copy must be lodged with both Agency and University Supervisors. One copy of the Contract must be attached to the Portfolio on submission.
## RECORD OF PLACEMENT HOURS

**STUDENT'S NAME:**

<table>
<thead>
<tr>
<th>PLACEMENT WEEK</th>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
<th>TOTAL HOURS COMPLETED DURING WEEK</th>
<th>STUDENT INITIALS / AGENCY SUPERVISOR INITIALS</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**PLACEMENT TOTAL HOURS:**

____________________________________________________

________________________________________
Agency Supervisor Signature                Student Signature
MID-PLACEMENT REVIEW

An important part of the Practicum C Placement is the mid-placement meeting. It is the responsibility of the student to organise this meeting. Prior to the meeting, it is expected that the student and Agency Supervisor will prepare separate notes under each of the points below, to provide a focus for discussion at the meeting.

1. Strengths that the student has demonstrated to date.

_______________________________________________________________________
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2. Areas that may need to be addressed

_______________________________________________________________________
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3. Strategies to address these areas

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4. Overall summary of student performance

_______________________________________________________________________
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MID-PLACEMENT SUMMARY

The student must summarise the minutes of the mid placement meeting. The original of this document may be kept by the student but copies need to be forwarded to the Agency Supervisor and to the University Supervisor within a week of the meeting. The original form must be signed by the student and Agency Supervisor before copying. Students may include some learning goals as part of this summary.

DATE OF MEETING: _______________________________________________

PRESENT: ______________________________________________________________

MEETING SUMMARY

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ISSUES FOR FURTHER DEVELOPMENT

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Student Signature  Agency Supervisor Signature
PRACTICUM C
AGENCY EVALUATION FORM
The statements below represent behaviours and skills that are important goals for any practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>PROFESSIONAL BEHAVIOURS</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shows enthusiasm for profession and demonstrates professional knowledge</td>
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<tr>
<td>• Works effectively with people with a disability, their families and supports</td>
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<tr>
<td>• Shows time management skills by negotiating attendance, being reliable and punctual and managing workload to achieve assigned tasks.</td>
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<tr>
<td>• Dresses appropriately</td>
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<tr>
<td>• Uses appropriate professional language and correct terminology</td>
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<tr>
<td>• Demonstrates ability to engage in networking with people with a disability, carers and other professionals</td>
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<td>• Demonstrates a willingness to learn and asks relevant questions</td>
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<tr>
<td>• Demonstrates willingness to be flexible and adapt to change</td>
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<tr>
<td>• Demonstrates a high regard for the right beliefs and values of people with a disability and their families.</td>
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<tr>
<td>• Undertakes responsibilities willingly and promptly. Takes guidance so that quality service standards are maintained.</td>
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<tr>
<td>• Promotes the contribution of cultural and social diversity to the organisation and broader community.</td>
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</tbody>
</table>
The statements below represent self-assessment behaviours and skills that are important for students to use in order to reflect on their learning experiences during practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>FEEDBACK AND SELF REFLECTION</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>• Demonstrates appropriate self confidence</td>
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<tr>
<td>• Awareness of own social attitudes and values and how these impact on people with a disability and their families</td>
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<tr>
<td>• Takes initiative to seek feedback from agency supervisor during placement</td>
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<tr>
<td>• Accepts feedback and criticism and demonstrates a capacity for self-direction</td>
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<tr>
<td>• Demonstrates an ability to systematically evaluate their own performance.</td>
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<tr>
<td>• Able to reflect on the impact of their behaviour on the placement experience.</td>
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<tr>
<td>• Able to identify personal and future learning goals</td>
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<tr>
<td>• Reflects on portfolio tasks throughout placement and shares reflections with agency and university supervisor</td>
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</tbody>
</table>
In addition, it is important that Practicum C students can demonstrate many of the competencies given below. Please rate your perception of the student's abilities in each area given below.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>Develops an effective working relationship with people with a disability,</td>
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<tr>
<td>carers, professionals and other staff so that quality services can be</td>
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<td>delivered and maintained.</td>
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<tr>
<td>Maintains a high level of engagement during professional activities</td>
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<tr>
<td>Able to engage a range of people into collaborative and consultative</td>
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<tr>
<td>processes in order to complete a task or project.</td>
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<td>Shows a readiness to accept professional responsibility</td>
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<td>Shows an understanding of theoretical concepts underlying professional</td>
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<tr>
<td>activities</td>
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<td>Knowledge of community resources and agencies to assist people with a</td>
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<tr>
<td>disability</td>
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<td>Demonstrates high levels of competency in written communication skills</td>
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<tr>
<td>Demonstrates high levels of competency in verbal communication skills.</td>
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<tr>
<td>Ability to facilitate appropriate social behaviours of people with a disability</td>
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<td>Handles information within the principles of privacy and confidentiality.</td>
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<td>Demonstrates understanding of principles of ethical human service provision.</td>
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<td>Contributes to quality service delivery by working effectively as a member of a</td>
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<td>team</td>
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<td>Demonstrates knowledge and skills in most promising practices associated</td>
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<td>with quality service delivery</td>
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<td>Ability to conduct and evaluate needs assessments in order to develop and/or modify services</td>
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<td>Ability to monitor and evaluate program processes</td>
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<tr>
<td>Knowledge of personnel, staff supervision and organisation management skills</td>
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<tr>
<td>Able to apply knowledge of funding mechanisms and processes</td>
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<td>Ability to use a systematic approach to case management</td>
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<td>Integrated university assignment requirements into the daily routine of</td>
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<td>placement without disruption.</td>
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</tbody>
</table>
With reference to the professional behaviours, self-reflection skills and competencies described on the previous pages, please make comments under the following headings:

Particular strengths the student has demonstrated:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________

Suggested directions for future development:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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Your overall summary and impression of the student:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________
OVERALL EVALUATION

With reference to the competencies described previously, please indicate your assessment of the student’s overall performance by indicating the appropriate category below.

- Exceptional & Outstanding
- Excellent
- Good
- Satisfactory
- Unsatisfactory

• It would be appreciated if, when you meet with the student to discuss the report, you both sign and date it.

Total Placement Time ________________________________ days/hours

Agency Supervisor: _________________________________ Date: _________________
(Signature)

Student: _________________________________ Date: _________________
(Signature)

University Supervisor: _________________________________ Date: _________________
(Signature)

Thank you for your co-operation

* Please forward the original copy to the student’s University Supervisor c/- Flinders University, Disability and Community Inclusion, GPO Box 2100, Adelaide. SA 5001. The student’s final mark is dependent on the receipt of this report at the University.
OVERALL EVALUATION CRITERIA

Please use the following criteria and standards when evaluating the student's overall performance.

OUTSTANDING PERFORMANCE AND CONSISTENT GROWTH

The student:
- Demonstrates consistent performance and contributes significantly to the practicum setting in relation to all practice areas
- Is able to establish effective professional relationships with clients, co-workers and the supervisor
- Is able to work both independently and as part of a team
- Is self-directed and able to critically analyze his or her own behaviour and set realistic goals to work toward
- Uses problem-solving strategies that are effective, creative and appropriate to the situation
- Demonstrates a desire to go beyond available information and constantly search out new ways to connect and combine information and experiences to strengthen professional practice
- Takes advantage of all learning opportunities, taking on challenges and responsibility for his or her own learning

EXCELLENT PERFORMANCE

The student:
- Is very reliable in performance and needs minimal supervision
- Is able to work independently and achieves consistent growth and development in all the practice areas
- Collaborates with supervisor and co-workers, sharing ideas, knowledge and experiences
- Is able to initiate and generate specific plans that further personal learning goals
- Demonstrates consistent self-awareness, self-direction, initiative and responsibility for his or her own learning
- Has a solid understanding of professional values and attitudes and can effectively integrate these into practice
- Quickly addresses issues that arise and takes optimal advantage of learning opportunities in both the practicum and course work

GROWTH AND DEVELOPMENT

The student:
- Good performance with only limited supervision and direction
- Shows satisfactory initiative in all practice areas
- Relates well to clients, co-workers and supervisor
- Evidence of developing self-awareness, self-direction and responsibility for his or her own learning
- Demonstrates a satisfactory understanding of professional values that relate to each of the practice areas
- Addresses issues as they arise in a satisfactory way, demonstrating emerging skills in integrating theoretical knowledge to practical situations.
**BASIC COMPETENCY**

The student:
- Can usually carry out responsibilities as identified in the Practicum Assessment Checklists, with occasional supervision, direction and assistance.
- Is generally reliable.
- Shows some initiative in all practice areas.
- Is generally able to relate to clients, co-workers and supervisor.
- Demonstrates some understanding of professional values that relate to each of the practice areas.
- Is able to set goals, but sometimes these are unrealistic, unreasonable, or unattainable.
- Is able to identify problematic issues, but shows only basic skills in addressing these issues due to a lack of willingness and/or ability to critically analyze and integrate knowledge thereby promoting self-awareness and skill development.

**FAILURE TO MEET MINIMUM STANDARDS**

The student:
- Is in constant need of supervision and direction from the supervisor.
- Is unable to carry out the tasks and responsibilities as identified in the evaluation forms.
- Lacks ability to set realistic goals, and if goals are set, is unable to consistently follow through on meeting them.
- Has difficulty relating to clients, co-workers and supervisor.
- Lacks understanding of professional values and attitudes as these apply to practice areas identified in the Practicum Assessment Checklist.
- Appears unwilling or unable to reflect critically or personally on many aspects of their practice.
FLINDERS UNIVERSITY, ADELAIDE, SOUTH AUSTRALIA

DSRS 3211: PRACTICUM C – CONFERENCE PRESENTATION SUMMARY

Student Name:
Agency Name:
Agency Address:
Agency Phone No:
Agency Description:

Professional Involvement and Project:

Agency Supervisor Signature  Date

University Supervisor Signature  Date
DSRS 3211 – PRACTICUM C

PORTFOLIO

ORGANISATIONAL ACTIVITY
IMPACT OF ECONOMIC AND POLITICAL CHANGE ON AGENCIES.

In this activity what do you suggest might be the likely impact of the following economic or political changes/issues on your host agency and its work?

What impact does or could the following political or economic changes have on your host agency and its service delivery.

- Privatisation of human services:

- Introduction of quality assurance and Service Excellence Frameworks:

- Restructuring of government departments:

- User pays for human and other community services:

- Long waiting lists for services:

- New technology:

On the electronic version of this form available from FLO, these text boxes will expand. The above gives you an outline of the questions to be answered.
# PRACTICUM C: DSRS3211
## STUDENT SELF REFLECTION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reflective Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide evidence of how you have demonstrated use of ‘most promising’ practices during Practicum C.</td>
<td></td>
</tr>
<tr>
<td>Provide evidence of how you have accepted professional responsibility and with minimal supervision supported an individual/s with a disability or the organisation to achieve a desired goal during Practicum C.</td>
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</tr>
<tr>
<td>Provide evidence that highlights your experience in project or case management during Practicum C.</td>
<td></td>
</tr>
<tr>
<td>Present the characteristics (with examples) that you believe demonstrate that you have worked well as a member of a group or team during Practicum C.</td>
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</tr>
<tr>
<td>Describe an opportunity you have had to demonstrate your leadership or management skills during Practicum C.</td>
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<tr>
<td>Choose one criteria from a relevant job description within your host agency and provide evidence of skills and competency development that you have acquired during the placement.</td>
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<tr>
<td>Provide 2 examples of identifying community resources or participating in networking opportunities that you were involved in during Practicum C.</td>
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<tr>
<td>Identify 2 positive contributions (strengths) you have made to your placement during Practicum C</td>
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<tr>
<td>Identify areas for future professional development you have discovered about yourself during Practicum C that will form the basis of participation in specialisation practica or future professional development goals.</td>
<td>Reflect on future learning needs and set at least 3 goals. Action: Performance Indicator (that lets you know you have achieved this goal): Action: Performance Indicator: Action: Performance Indicator:</td>
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<tr>
<td>Task</td>
<td>Instructions</td>
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<tr>
<td>Identify a piece of guidance or feedback you received during your</td>
<td>Identifies a piece of guidance or feedback you received during your practicum from a manager or supervisor in previous experience, and provide evidence of how you incorporated that feedback into changes in your practice.</td>
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<tr>
<td>practicum from a manager or supervisor in previous experience, and</td>
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<td>provide evidence of how you incorporated that feedback into changes</td>
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<td>in your practice.</td>
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<tr>
<td>Identify any additional skills or training you have undertaken</td>
<td>Identifies any additional skills or training you have undertaken during practicum C and add these to your list of skills at the start of your portfolio (ie computer, excel, mandatory notification, etc).</td>
</tr>
<tr>
<td>during practicum C and add these to your list of skills at the start</td>
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<tr>
<td>of your portfolio (ie computer, excel, mandatory notification, etc).</td>
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<tr>
<td>In no more than 300 words, discuss at least 3 theoretical concepts</td>
<td>In no more than 300 words, discuss at least 3 theoretical concepts or perspectives presented in topics you have completed to date that you can link to your experience in Practicum C. Please link and reference your reflections to assigned readings from chosen topics.</td>
</tr>
<tr>
<td>or perspectives presented in topics you have completed to date that</td>
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<tr>
<td>you can link to your experience in Practicum C. Please link and</td>
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<tr>
<td>reference your reflections to assigned readings from chosen topics.</td>
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<tr>
<td>Include any challenges or support experienced in applying theoretical</td>
<td>Include any challenges or support experienced in applying theoretical knowledge to practice.</td>
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<tr>
<td>knowledge to practice.</td>
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</tr>
<tr>
<td>Develop a 300 word abstract of your presentation for inclusion in</td>
<td>Develop a 300 word abstract of your presentation for inclusion in the Practicum C conference.</td>
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<td>the Practicum C conference.</td>
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</table>
DSRS 4036 AND 4037
PRACTICUM SPECIALISATION 1 & 2

TOPIC AIMS, OBJECTIVES, ASSESSMENT INFORMATION AND FORMS.
The practicum specialisations provide students with the flexibility and choice to apply in practice a specialist area of study and research, generally during the fourth year of the degree. Practicum specialisations can also provide students studying degrees with dual emphasis and chance to undertake a more focused practicum. For example, a nursing practicum with a disability focus.

A practicum specialisation should be linked to in depth study into a specialist area or issue and will most often be linked to an additional independent study or elective.

This topic aims to:
- Provide students with the opportunity to investigate current theory and practice in relation to the development of appropriate interventions and supports for a person or group of people with diverse support needs.
- Facilitate critical thinking and debate in relation to key issues associated with theory and practice in selected field/s of disability and community rehabilitation.
- Enable students to design, implement and evaluate an intervention, service model or management system designed to support the needs of individuals or groups of people with particular or diverse support needs.

TOPIC OBJECTIVES

At the completion of the placement the student will be able to:
- Demonstrate an ability to critically evaluate current research and practice in relation to individuals with particular disabilities.
- Recognize and discuss best practice in relation to individuals with specific support needs or around management of disability and other relevant human service organizations.
- Demonstrate an ability to utilize knowledge from current research and practice in designing, implementing and evaluating a support program for an individual or small group of people with specific support needs.
- Demonstrate an ability to utilize knowledge from current research and practice to engage in the designing, implementing and evaluating of a specific service delivery model to people with specific support needs.

ASSIGNMENTS

1 REPORT OR ESSAY (30%)

POSSIBLE TO DO CONFERENCE PRESENTATION AS AN ALTERNATIVE (MUST DISCUSS WITH TOPIC CORRDINATOR)

Students will present an essay or report providing evidence of reading and research into a topic related to their practicum and focused on an area of professional expertise. A 100-word abstract is to be discussed with and then submitted to your university supervisor within 3 weeks of commencing placement hours.

Assignment Specifications
- Approx. Length: 3,000 words
- Date Due: Week 12 of Semester

2 PORTFOLIO (20%)

The aim of the Portfolio is for students to record and reflect upon their progress by recording their own development. A copy of the Portfolio template is attached at the end of the Practicum B section of this manual and an electronic copy is available on FLO. A hard copy of your Portfolio needs to be submitted (via usual process) for marking within 5 days of completing placement hours, unless an extension is granted.

Due Date: 5 days after completing placement hours

3 AGENCY PRACTICUM EVALUATION (50%)

See evaluation form at the end of this section
Disability Studies Practicum Manual

Bachelor of Disability & Community Rehabilitation

PRACTICUM SPECIALISATIONS 1 & 2 - PLACEMENT PROCESS

2010

Practicum Specialisation requires students to show their initiative, organisational ability and communication skills as well as the many other specialised skills required to work in disability service agencies. As a consequence, the process of obtaining a placement in a Practicum Specialisation is similar to that for Practicum C.

To negotiate a placement, students enrolled in a Practicum Specialisation should follow the process indicated below.

1. Students have the opportunity to select a placement of their preference that is linked to their chosen Specialisation Topics.

2. Students should discuss the suitability of their choice of placement with the academic member of the Department of Disability Studies responsible for each Practicum Specialisation Topic.

3. Students will make the initial contact by introducing themselves to the agency and explaining that they are 4th year students of the Bachelor of Disability & Community Rehabilitation seeking a 200 hour placement and discuss the Specialisation Topics chosen and then need to gain specific experience in these areas.

4. If the agency accepts the request for placement, the student should ask for the name of a contact person or possible agency supervisor.

5. To gain confirmation of the Practicum Specialisation placement, students must send the placement information (See form below) to the Topic Coordinator.

6. The Topic Coordinator will contact the agency to ensure the agency is able and willing to meet the requirements of receiving a Practicum Specialisation student.

7. The Topic Coordinator will send to the agency, written confirmation of the placement and the Practicum Manual and also confirm the placement with the student. Student will be allocated a University Supervisor. The contract and goals for the placement need to be forwarded to the University Supervisor with a cc to the Topic Coordinator within 3 weeks of placement commencing. Within this initial plan students will need to discuss with their supervisor other assignment requirements for the topic. Which include either a written assignment or conference presentation and the portfolio.

Caroline Ellison
Tel: 8201 3422
Email: Caroline.Ellison@flinders.edu.au

PLACEMENT DETAILS

THIS INFORMATION MUST BE FORWARDED TO THE TOPIC CO-ORDINATOR FOR PLACEMENT CONFIRMATION:

STUDENT NAME: ___________________________ ID No: _______________________

Telephone No: ___________________________ Email: ___________________________

NAME OF AGENCY: ___________________________

Address of Agency: ___________________________

Name of Agency Contact/Supervisor: ___________________________

Telephone No: ___________________________ Email: ___________________________
STUDENT PLACEMENT CONTRACT : PRACTICUM
SPECIALISATION 1 & 2

Student Name: ____________________________________________________________

Student Contact Phone Number: ____________________________________________

Agency Supervisor Name: _________________________________________________

Agency Phone Number: ____________________________________________________

Agency Name and Address: ________________________________________________

Best days and times to contact
Agency Supervisor: _______________________________________________________

Specialisation Topics completed
or enrolled in. __________________________________________________________

1  Summary of negotiated placement hours and location. Describe any deviations such as
absences or special circumstances.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

2  Is the student currently employed by the agency? Yes ☐  No ☐

If the answer is "yes" to the above question, please outline in Section 3, the additional duties and
opportunities for skill development the student will undertake beyond the usual employment.

3  Summary of the student’s roles and responsibilities while on placement.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
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_________________________________________________________________________
4 Practicum Specialisation Goals

Linked to reflections of previous experience or participation in practicums, outline 3 goals the student plans to achieve during practicum Specialisation and an outlined linked to Specialisation area of interest.

Goal 1. Action and Performance Indicator:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Goal 2. Action and Performance Indicator:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Goal 3. Action and Performance Indicator:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5 Project

Describe the details of the project/report and to what extent it will be completed during the placement that allows the student to broaden the depth of their knowledge or experience in relation to area of specialisation.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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____________________________________________________________________________
____________________________________________________________________________

6. Starting Date: ________________ Anticipated Finishing Date: __________

7 Describe any special considerations that need to be included in this contractual arrangement that the student or Agency Supervisor would like to record.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
The completed contract must be printed and signed by both parties. A copy must be lodged with both Agency and University Supervisors. One copy of the Contract must be attached to the Portfolio on submission.
PORTFOLIO TEMPLATE FOR PRACTICUM SPECIALISATION 1 & 2
## STUDENT SELF REFLECTION

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>REFLECTIVE THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate a job description for a position at your agency that you could apply for as a graduate or in the future. Choose 4 essential criteria and provide evidence of how you have demonstrated skills or experience in that area during Practicum Specialization.</td>
<td></td>
</tr>
<tr>
<td>Criteria 1 - Provide details of criteria as stated in person and position description.</td>
<td></td>
</tr>
<tr>
<td>Criteria 2 – Provide details of criteria as stated in person and position description.</td>
<td></td>
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<tr>
<td>Criteria 3 – Provide details of criteria as stated in person and position description.</td>
<td></td>
</tr>
<tr>
<td>Criteria 4 – Provide details of criteria as stated in person and position description.</td>
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<tr>
<td>Identify 2 positive contributions you have made to your placement during Practicum Specialisation not previously identified. What strengths have been brought out during this practicum experience?</td>
<td></td>
</tr>
<tr>
<td>Identify areas for future professional development you have discovered about yourself during Practicum Specialisation that will form the basis of goals of future professional development</td>
<td>Reflect on future learning needs and set at least 3 goals. Action: Performance Indicator (that lets you know you have achieved this goal): Action: Performance Indicator: Action: Performance Indicator:</td>
</tr>
<tr>
<td>Identify a piece of guidance or feedback you received during Practicum Specialisation from a manager or supervisor and provide evidence of how you incorporated that feedback into changes in your practice.</td>
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<tr>
<td>Identify any additional skills or training you have undertaken during Practicum Specialization and add these to your list of skills at the start of your portfolio (i.e. computer, excel, mandatory notification, etc).</td>
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<tr>
<td>In no more than 500 words, discuss at least 3 challenges you can identify or have experienced in applying theoretical knowledge you have gained across your studies to practice.</td>
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</tbody>
</table>
AGENCY EVALUATION FORM
DSRS4036 PRACTICUM SPECIALISATION 1
AND
DSRS4037 PRACTICUM SPECIALISATION 2

FLINDERS UNIVERSITY, ADELAIDE, SOUTH AUSTRALIA
NAME OF STUDENT:

PRACTICUM PLACEMENT:

AGENCY SUPERVISOR:

UNIVERSITY SUPERVISOR:
The statements below represent behaviours and skills that are important goals for any practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>Professional Behaviours</th>
<th>Not Applicable</th>
<th>Un-satisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows enthusiasm for profession and demonstrates professional knowledge in a specialised area.</td>
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<tr>
<td>Works effectively with people with a disability, their families and supports</td>
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<td>Shows time management skills by negotiating attendance, being reliable and punctual and managing workload to achieve assigned tasks.</td>
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<tr>
<td>Maintains a high level of professional presentation and conduct</td>
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<tr>
<td>Demonstrates professional knowledge around theory, practice.</td>
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<tr>
<td>Demonstrates ability to develop effective relationships and engage in networking with people with a disability, carers and other professionals</td>
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<td>Demonstrates a willingness to learn and asks relevant questions.</td>
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<td>Demonstrates willingness to be flexible and adapt to change</td>
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<tr>
<td>Demonstrated ability to take responsibility for reporting on progress of placement to agency and university supervisor</td>
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<tr>
<td>Undertakes responsibilities willing and independently in a manner that maintains quality service delivery.</td>
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<tr>
<td>Promotes the contribution of cultural and social diversity to the organisation and broader community.</td>
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</table>

The statements below represent self assessment behaviours and skills that are important for students to use in order to reflect on their learning experiences during
practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>Feedback and Self Reflection</th>
<th>Not Applicable</th>
<th>Un-satisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>• Demonstrates appropriate self confidence</td>
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<tr>
<td>• Awareness of own social attitudes and values and how these impact on people with a disability and their families</td>
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<tr>
<td>• Takes initiative to seek feedback from agency supervisor during placement</td>
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<tr>
<td>• Accepts feedback and criticism and demonstrates a capacity for self-direction</td>
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<tr>
<td>• Ability to identify opportunities within practicum to use professional knowledge gained by applying it effectively to practicum</td>
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<tr>
<td>• Demonstrates an ability to systematically evaluate their own performance</td>
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<tr>
<td>• Able to reflect on the impact of their behaviour on the placement experience.</td>
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<tr>
<td>• Able to identify personal and future learning goals</td>
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<tr>
<td>• Reflects on portfolio tasks throughout placement and shares reflections with agency and university supervisor</td>
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</table>
In addition, it is important that Practicum A students can demonstrate many of the competencies given below. Please rate your perception of the student’s abilities in each area given below.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops an effective working relationship with people with a disability, carers, professionals and other staff so that quality services can be delivered and maintained.</td>
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<tr>
<td>• Knowledge of community resources and agencies to assist people with a disability</td>
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<td>• Ability to work in collaboration and consultation with agency and relevant stakeholders to identify key issues and service challenges in order to develop and complete relevant projects.</td>
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<tr>
<td>• Has specific theoretical knowledge around an area of professional practice.</td>
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<tr>
<td>• Demonstrates willingness to use knowledge and skills to deliver quality services</td>
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<td>• Maintains a high level of engagement during professional activities</td>
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<tr>
<td>• Demonstrated ability to take initiative, network and use research skills to gather relevant information from a variety of sources</td>
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<tr>
<td>• Demonstrated ability to engage in information and literature research in order to present options and strategies for consideration</td>
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<td>• Critically analyse information gathered from research, in order to identify key issues, strategies and implications for service delivery of high priority to the organisation or assigned project.</td>
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<tr>
<td>• Ability to present research outcomes in summary, recommendation and other written forms as requested by the agency</td>
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<tr>
<td>• Demonstrates high levels of competency in written communication skills</td>
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<tr>
<td>• Demonstrates high levels of competency in verbal communication skills.</td>
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<tr>
<td>• Ability to identify processes for sharing and dissemination of information, reports and/or project outcomes</td>
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<tr>
<td>• Ability to monitor and evaluate project processes</td>
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<tr>
<td>• Integrated university assignment requirements into the daily routine of placement without disruption.</td>
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</tbody>
</table>
With reference to the professional behaviours, self reflection skills and competencies described on the previous pages; please make comments under the following headings:

Particular strengths the student has:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Suggested directions for future development:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

Your overall summary and impression of the student:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________
OVERALL EVALUATION

With reference to the competencies described previously, please indicate your assessment of the student’s overall performance by indicating the appropriate category below.

<table>
<thead>
<tr>
<th>EXCEPTIONAL &amp; OUTSTANDING</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
</table>

- It would be appreciated that, when you meet with the student to discuss the report, you both sign and date it.

Total Placement Time __________________________ days/hours

Agency Supervisor ___________________________ Date __________________
(signature)

Student ___________________________ Date __________________
(signature)

University Supervisor __________________________ Date __________________
(signature)

Thank you for your cooperation

- Please forward the original copy to the student’s University Supervisor c/- Flinders University, Disability and Community Inclusion, GPO Box 2100, Adelaide. SA 5001.
- The student’s final mark is dependent on the receipt of this report at the University.
OVERALL EVALUATION CRITERIA

Please use the following criteria and standards when evaluating the student's overall performance.

### OUTSTANDING PERFORMANCE AND CONSISTENT GROWTH (85% - 100%)

The student:
- Demonstrates consistent performance and contributes significantly to the practicum setting in relation to all practice areas
- Is able to establish effective professional relationships with clients, co-workers and the supervisor
- Is able to work both independently and as part of a team
- Is self-directed and able to critically analyze his or her own behaviour and set realistic goals to work toward
- Uses problem-solving strategies that are effective, creative and appropriate to the situation
- Demonstrates a desire to go beyond available information and constantly search out new ways to connect and combine information and experiences to strengthen professional practice
- Takes advantage of all learning opportunities, taking on challenges and responsibility for his or her own learning

### EXCELLENT PERFORMANCE (75% - 84%)

The student:
- Is very reliable in performance and needs minimal supervision
- Is able to work independently and achieves consistent growth and development in all the practice areas
- Collaborates with supervisor and co-workers, sharing ideas, knowledge and experiences
- Is able to initiate and generate specific plans that further personal learning goals
- Demonstrates consistent self-awareness, self-direction, initiative and responsibility for his or her own learning
- Has a solid understanding of professional values and attitudes and can effectively integrate these into practice
- Quickly addresses issues that arise and takes optimal advantage of learning opportunities in both the practicum and course work

### GROWTH AND DEVELOPMENT (65% - 74%)

The student:
- Good performance with only limited supervision and direction
- Shows satisfactory initiative in all practice areas
- Relates well to clients, co-workers and supervisor
- Evidence of developing self-awareness, self-direction and responsibility for his or her own learning
- Demonstrates a satisfactory understanding of professional values that relate to each of the practice areas
- Addresses issues as they arise in a satisfactory way, demonstrating emerging skills in integrating theoretical knowledge to practical situations.

### BASIC COMPETENCY (50% – 64%)

The student:
- Can usually carry out responsibilities as identified in the Practicum Assessment
- Checklists, with occasional supervision, direction and assistance
- Is generally reliable
- Shows some initiative in all practice areas
- Is generally able to relate to clients, co-workers and supervisor
- Demonstrates some understanding of professional values that relate to each of the practice areas
- Is able to set goals, but sometimes these are unrealistic, unreasonable, or unattainable
- Is able to identify problematic issues, but shows only basic skills in addressing these issues due to a lack of willingness and/or ability to critically analyze and integrate knowledge thereby promoting self-awareness and skill development
FAILURE TO MEET MINIMUM STANDARDS (<50%)

The student:

- Is in constant need of supervision and direction from the supervisor
- Is unable to carry out the tasks and responsibilities as identified in the evaluation forms
- Lacks ability to set realistic goals, and if goals are set, is unable to consistently follow through on meeting them
- Has difficulty relating to clients, co-workers and supervisor
- Lacks understanding of professional values and attitudes as these apply to practice areas identified in the Practicum Assessment Checklist
- Appears unwilling or unable to reflect critically or personally on many aspects of their practice
PRACTICUM A or B

AGENCY EVALUATION FORM

BACHELOR OF HEALTH SCIENCES/BACHELOR OF NURSING DOUBLE DEGREE
DISABILITY PRACTICUM (HEALTH CARE FOCUS)
BACHELOR OF DISABILITY AND COMMUNITY REHABILITATION

EVALUATION OF STUDENT’S PRACTICUM PERFORMANCE RELATING TO
BACHELOR OF HEALTH SCIENCES/BACHELOR OF NURSING DOUBLE DEGREE:
PRACTICUM WITH A HEALTH FOCUS

AGENCY FEEDBACK OF STUDENT'S PRACTICUM PERFORMANCE

STUDENT NAME:

AGENCY SUPERVISOR:

UNIVERSITY SUPERVISOR:

The statements below represent behaviours and skills that are important goals for the student. Please rate the student on each of the items by ticking the appropriate column:

<table>
<thead>
<tr>
<th>Professional Behaviours</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>• Shows enthusiasm for professional area of health care for people with a disability.</td>
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<tr>
<td>• Maintains a high level of engagement during professional activities</td>
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<td>• Works effectively with people with a disability, their families and health care professionals</td>
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<tr>
<td>• Demonstrates ability to network with people with a disability, carers and other professionals</td>
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<td>• Shows time management skills by negotiating attendance, being reliable and punctual and managing workload to achieve assigned tasks.</td>
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<td>• Maintains a high level of professional presentation and conduct</td>
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<tr>
<td>• Demonstrates emerging professional knowledge around health care issues, theory and practice for people with a disability.</td>
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<td>• With support and guidance undertakes responsibilities willingly and promptly</td>
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<td>• Demonstrates a willingness to learn and asks relevant questions.</td>
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<td>• Demonstrated ability to take responsibility for reporting on progress of placement to agency and university supervisor</td>
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<td>• Promotes the contribution of cultural and social diversity to the organisation and broader community.</td>
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</table>
The statements below represent self-assessment behaviours and skills that are important for students to use in order to reflect on their learning experiences during practicum placement. Please rate the student on each of the items by ticking the appropriate category.

<table>
<thead>
<tr>
<th>FEEDBACK AND SELF REFLECTION</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>• Demonstrates appropriate self confidence</td>
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<td>• Awareness of own social attitudes and values and how these impact on people with a disability and their families</td>
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<td>• Takes initiative to seek feedback from agency supervisor during placement</td>
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<td>• Accepts feedback and criticism and demonstrates a capacity for self-direction</td>
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<td>• Ability to identify opportunities within practicum to use professional knowledge gained by applying it effectively to practice</td>
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<td>• Able to reflect on the impact of their behaviour on the placement experience.</td>
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<td>• Able to identify personal and future learning goals</td>
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<td>• Reflects on portfolio tasks throughout placement and shares reflections with agency and university supervisor</td>
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In addition, it is important that Practicum A students can demonstrate many of the competencies given below. Please rate your perception of the student's abilities in each area given below.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>Not Applicable</th>
<th>Un-satisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>• Develops an effective working relationship with people with a disability, care, professionals and other staff so that quality services can be delivered and maintained.</td>
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<td>• Showed a developing knowledge of community health care resources and agencies to assist people with a disability</td>
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<td>• Demonstrated ability to network and use research skills to gather relevant information about management of health care for people with a disability from a variety of sources</td>
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<td>• Maintains a high level of engagement during professional activities</td>
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<td>• Ability to actively listen to people with a disability and their carers about health care issues and with guidance and support participate in developing an appropriate response to need.</td>
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<td>• With support and guidance ability to participate in setting health care goals and identifying possible management strategies for people with a disability.</td>
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<td>• Ability to participate in preparation of health care plans for people with a disability</td>
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<td>• Ability to participate in delivery of health care services and clinical skills as appropriate to their educational level.</td>
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<td>• Demonstrates high levels of competency in written communication skills</td>
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<td>• Demonstrates high levels of competency in verbal communication skills.</td>
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<td>• Demonstrates high levels of observation skills</td>
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<td>• Integrated university assignment requirements into the daily routine of placement without disruption.</td>
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With reference to the professional behaviours, self reflection skills and competencies described on the previous pages, please make comments under the following headings:

Particular strengths the student has:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Suggested directions for future development:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Your overall summary and impression of the student:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
OVERALL EVALUATION

With reference to the competencies described previously, please indicate your assessment of the student’s overall performance by indicating the appropriate category below.

- Exceptional & Outstanding
- Excellent
- Good
- Satisfactory
- Unsatisfactory

- It would be appreciated if, when you meet with the student to discuss the report, you both sign and date it.

Total Placement Time ________________________________ days/hours

Agency Supervisor: _________________________________ Date: ________________
                  (Signature)

Student: _________________________________ Date: ________________
        (Signature)

University Supervisor: _________________________________ Date: ________________
                     (Signature)

Thank you for your co-operation

* Please forward the original copy to the student’s University Supervisor c/- Flinders University, Disability and Community Inclusion, GPO Box 2100, Adelaide. SA 5001. The student’s final mark is dependent on the receipt of this report at the University.
OVERALL EVALUATION CRITERIA

Please use the following criteria and standards when evaluating the student’s overall performance.

OUTSTANDING PERFORMANCE AND CONSISTENT GROWTH (85% - 100%)

The student:
• Demonstrates consistent performance and contributes significantly to the practicum setting in relation to all practice areas
• Is able to establish effective professional relationships with clients, co-workers and the supervisor
• Is able to work both independently and as part of a team
• Is self-directed and able to critically analyze his or her own behaviour and set realistic goals to work toward
• Uses problem-solving strategies that are effective, creative and appropriate to the situation
• Demonstrates a desire to go beyond available information and constantly search out new ways to connect and combine information and experiences to strengthen professional practice
• Takes advantage of all learning opportunities, taking on challenges and responsibility for his or her own learning

EXCELLENT PERFORMANCE (75% - 84%)

The student:
• Is very reliable in performance and needs minimal supervision
• Is able to work independently and achieves consistent growth and development in all the practice areas
• Collaborates with supervisor and co-workers, sharing ideas, knowledge and experiences
• Is able to initiate and generate specific plans that further personal learning goals
• Demonstrates consistent self-awareness, self-direction, initiative and responsibility for his or her own learning
• Has a solid understanding of professional values and attitudes and can effectively integrate these into practice
• Quickly addresses issues that arise and takes optimal advantage of learning opportunities in both the practicum and course work

GROWTH AND DEVELOPMENT (65% - 74%)

The student:
• Good performance with only limited supervision and direction
• Shows satisfactory initiative in all practice areas
• Relates well to clients, co-workers and supervisor
• Evidence of developing self-awareness, self-direction and responsibility for his or her own learning
• Demonstrates a satisfactory understanding of professional values that relate to each of the practice areas
• Addresses issues as they arise in a satisfactory way, demonstrating emerging skills in integrating theoretical knowledge to practical situations.

BASIC COMPETENCY (50% – 64%)

The student:
• Can usually carry out responsibilities as identified in the Practicum Assessment Checklists, with occasional supervision, direction and assistance
• Is generally reliable
• Shows some initiative in all practice areas
• Is generally able to relate to clients, co-workers and supervisor
• Demonstrates some understanding of professional values that relate to each of the
practice areas

- Is able to set goals, but sometimes these are unrealistic, unreasonable, or unattainable
- Is able to identify problematic issues, but shows only basic skills in addressing these issues due to a lack of willingness and/or ability to critically analyze and integrate knowledge thereby promoting self-awareness and skill development

<table>
<thead>
<tr>
<th>FAILURE TO MEET MINIMUM STANDARDS (&lt;50%)</th>
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The student:

- Is in constant need of supervision and direction from the supervisor
- Is unable to carry out the tasks and responsibilities as identified in the evaluation forms
- Lacks ability to set realistic goals, and if goals are set, is unable to consistently follow through on meeting them
- Has difficulty relating to clients, co-workers and supervisor
- Lacks understanding of professional values and attitudes as these apply to practice areas identified in the Practicum Assessment Checklist
- Appears unwilling or unable to reflect critically or personally on many aspects of their practice