



CHCPRP003

ASSESSOR GUIDE

Reflect on and improve own professional practice

Assessment 3 of 3

Project



Assessment Instructions

Task overview

This assessment is split into 2 parts:

1. Part A: Reflect on and enhance professional practice
2. Part B: Reflect on and enhance own practice

Read each part carefully before completing each task in the format indicated.

To complete Part A of this assessment you will need to access the Social Work – Mental Health and Addiction Role Play recording found in the student instructions for Assessment 3 on the LMS.



Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]



However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Part A: Reflect on and enhance professional practice

Instructions

Watch the **Social Work – Mental Health and Addiction Role Play** recording found in the student instructions for Assessment 3 on the LMS.

This role play depicts a typical scenario encountered in social work including handover briefing from the Nurse on duty and initial consultation with the client and a family member. Observe the interactions, communication styles, and techniques used by the social worker in engaging with the handover nurse and the client.

Watch the recording and then answer the following questions from the perspective of the Social Worker.

NOTE: The transcript for this role play can be accessed via the Assessment 3 page on the LMS as "*Assessment 3_Role Play Transcript.pdf*".

NOTE: For students, the role play can be found on the LMS Assessment Page. For Assessors please see the following link.

[Social Work – Mental Health and Addiction Role Play](#)

Students are directed to watch the following components of this recording:

- Patient Handover [Time: 4:51-6:21]
- Patient Interaction [Time: 6:22-14:32]

You may access the pdf transcript of this interaction within the Assessor documents.

Task 1: Reflection and self-evaluation

Imagine yourself as the social worker in the role play recording. Reflect on your performance as Chris, the Social Worker and undertake a self-evaluation by considering the following aspects of your performance:

- Communication and Active Listening: Assess your ability to effectively communicate with the client and actively listen to their concerns. Reflect on your verbal and non-verbal communication skills, empathy, and ability to create a safe and supportive environment for the client.
- Engagement and Rapport Building: Evaluate your capacity to establish a positive working relationship and build rapport with the client. Consider your approach to building trust, respect, and collaboration.
- Assessment and Intervention Skills: Analyse your skills in conducting assessments, identifying needs and strengths, and formulating appropriate interventions. Reflect on your ability to apply theoretical knowledge, and evidence-based practices.
- Professional Boundaries: Reflect on your adherence to professional boundaries and ethical principles in the role play. Assess your ability to maintain confidentiality, demonstrate cultural sensitivity, and address potential conflicts of interest. Adhere to legal and ethical requirements in your interactions with the client.

Capture 1 area for improvements for each of the categories identified into the table below.

[Approximate word count: Up to 40 words each]

Assessor instructions: Students must identify 1 area for improvement for each of the categories listed based on the role play recording with Willie (Patient), Elizabeth (Patients daughter) and Lisa (Nurse).

Sample answers are provided below. Students answers may vary, but they must reflect self-evaluation based on the role of Chris [Social Worker] in the role play.

CATEGORY	SELF-EVALUATION Area for improvement
Communication and Active Listening	<p>Communication was ad hoc with Willie and his daughter arguing intermittently throughout. More control of the conversation is needed.</p> <p>OR</p> <p>Demonstrated active listening by repeating and rephrasing what was said, although we did not return to questions that were not addressed or had vague or inconsistent answers.</p>
Engagement and Rapport Building	<p>Willie was not engaging and only “agreed” to the plan as he felt he had no other choice. No other options were discussed with Willie in response to his statement to try and get him on board.</p> <p>OR</p> <p>Willie and Elizabeth were both talking to each other (arguing) and not engaging with me directly.</p> <p>OR</p> <p>By standing over Willie and Elizabeth, it did not feel as if it was a conversation. It felt as though I was detached from them as they were both at the same eye level and talking to each other.</p>
Assessment and Intervention Skills	<p>Was not clear on the types of interventions that may be needed or available. Was just repeating options identified by the client without suggesting any other possibilities.</p> <p>OR</p> <p>Did not discuss staged approach to interventions to ensure both parties concerns were addressed.</p> <p>OR</p> <p>Did not reflect any potential solutions in the initial communication that addressed the daughters concerns.</p>
Professional Boundaries (Including legal and ethical requirements]	<p>Did not confirm or obtain consent to work with Willie at the beginning of the interaction.</p> <p>OR</p> <p>Did not confirm Willie consented to Elizabeth being involved in the consultation at the beginning of the interaction. No evidence that Elizabeth had any authority over Willies treatment or care.</p>

Task 2: Seek feedback

Scenario:

Continuing in the role of Chris, Social Worker, you have been asked by John, your Manager, to collect feedback from a sample of your clients and peers.

You are provided with the following survey to capture client feedback. This includes clients and their family and/or carers as appropriate.

Client Feedback Survey (including family and/or carers)

Please complete the following 5 client feedback questions as they relate to your recent consultation with Chris (Social Worker). This feedback will be used by the Social Services team and your Social Worker to reflect on and improve team and individual professional practice.

Please indicate your level of agreement for each statement by placing an x under the appropriate number on the scale provided.	1 Strongly disagree	2 Disagree	3 Neither agree not disagree	4 Agree	5 Strongly agree
1. The social worker listened attentively to my concerns and needs.					
2. The social worker demonstrated empathy and understanding during our interactions.					
3. I feel that the social worker was respectful and patient.					
4. The social worker provided helpful information and resources to address my needs.					
5. Overall, I am satisfied with the support and assistance provided by the social worker.					

Please add any other comments or feedback you would like to provide in the space provided below.

Please return this completed feedback by reply email to Chris@MRUHospital.org.au

You are provided with the following survey to capture Peer or Co-Worker feedback. This includes anyone you work with on a professional capacity during the day.

Peer/ Co-worker Feedback Survey

Please complete the following 5 client feedback questions as they relate to your recent interaction with Chris (Social Worker). This feedback will be used by this Social Worker and the Social Services team to reflect on and improve team and individual professional practice.

Please indicate your level of agreement for each statement by placing an x under the appropriate number on the scale provided.	1 Strongly disagree	2 Disagree	3 Neither agree not disagree	4 Agree	5 Strongly agree
1. The social worker communicates and collaborates effectively with colleagues.					
2. The social worker demonstrates professionalism and ethical conduct in					

their interactions with colleagues and patients.					
3. The social worker contributes positively to cross-function dynamics and actively participates in discussions and decision-making processes.					
4. The social worker provides reliable support and assistance to colleagues and clients.					
5. The social worker handles conflicts and/or disagreements with stakeholders (patients and peers) appropriately.					

Please add any other comments or feedback you would like to provide in the space provided below.

Please return this completed feedback by reply email to Chris@MRUHospital.org.au

During intake, patient Willie and his daughter Elizabeth both indicated that they were willing to be contacted for feedback purposes using the contact details below:

- Willie1959@hotmail.com.au
- ElizabethSusan@ESEnt.com.au

The Nurse on duty for this interaction was Lisa and her email address is Lisa@MRUHospital.org.au

Using the information above, develop an email to seek feedback from Willie, Elizabeth and Lisa on their recent interactions with you.

Each communication must be positive and professional and include the following information:


- Introduce yourself by name and role.
- Reminding them of the interaction you are seeking feedback for.
- Ask them to participate in a feedback process so that you may reflect on and improve your own professional practice.
- Copy the relevant survey into the communication and ask them to complete it and return it to you within 1 week.

Capture this communication in the email template below.

[Approximate word count: 200 words in the body of each email, excluding the survey component]

Email to Willie:

Email Template

To:	<<Add name(s) and position title of main email recipients here>>
From:	Chris@MRUHospital.org.au
CC:	<<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time:	<<Add the time and date of the email here>>
Subject:	<<Add the subject of the email here>>
Attachments:	<<Add the name of any attachments here (leave blank if none)>>
<p>To <<Add email recipient(s) name here>>, <<Add message here. Add as much space as necessary.>></p> <p>Kind regards</p>	
 <p>Chris Social Worker MRU Hospital - Sydney Phone: 1800 000 000 mruhospital.org.au</p>	


Email to Elizabeth:

Email Template	
To:	<<Add name(s) and position title of main email recipients here>>
From:	Chris@MRUHospital.org.au
CC:	<<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time:	<<Add the time and date of the email here>>
Subject:	<<Add the subject of the email here>>
Attachments:	<<Add the name of any attachments here (leave blank if none)>>
<p>To <<Add email recipient(s) name here>>, <<Add message here. Add as much space as necessary.>></p> <p>Kind regards</p>	



Chris
Social Worker
MRU Hospital - Sydney
Phone: 1800 000 000
mruhospital.org.au

Email to Lisa:

Email Template	
To:	<<Add name(s) and position title of main email recipients here>>
From:	Chris@MRUHospital.org.au
CC:	<<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time:	<<Add the time and date of the email here>>
Subject:	<<Add the subject of the email here>>
Attachments:	<<Add the name of any attachments here (leave blank if none)>>
To <<Add email recipient(s) name here>>, <<Add message here. Add as much space as necessary.>> Kind regards	
 <p>Chris Social Worker MRU Hospital - Sydney Phone: 1800 000 000 mruhospital.org.au</p>	

Assessor instructions: Students must draft 3 email communications:

1. Willie – Client
2. Elizabeth – Clients daughter
3. Lisa – Nurse (peer)

Each of these emails must actively seek feedback on a recent interaction, in line with the role play recording provided.

Each communication must be positive and professional and include the following information:

- Introduce yourself by name and role.
- Reminding them of the interaction you are seeking feedback for.
- Ask them to participate in a feedback process so that you may reflect on and improve your own professional practice.
- Copy the relevant survey into the communication and ask them to complete it and return it to you within 1 week.

A sample answer based on Willie/Client role is provided below. Students answers will vary, however they must be targeted to each professional relationship, incorporate the feedback survey, invite feedback and address all other elements captured in the assessor instructions.

Email Template

To:	Willie1959@hotmail.com.au
From:	Chris@MRUHospital.org.au
CC:	
Date/time:	23/3/23 @ 9:15am
Subject:	Feedback Survey
Attachments:	N/A

To *Willie,*

I hope this email finds you well. My name is Chris, and I recently had the privilege of supporting you as a social worker. I wanted to reach out to you today to kindly request your participation in a feedback process that will greatly contribute to my professional growth and development.

As a dedicated social worker, it is essential for me to continuously reflect on and improve my own practice to better serve and meet the needs of individuals like yourself. Your feedback is incredibly valuable in helping me gain insight into the effectiveness of my support and identify areas where I can enhance my skills and approaches.

Please use the feedback form attached to capture your experience. The survey includes a series of questions to help capture your thoughts and experiences during our interaction. Please take a few moments to complete the survey at your convenience.

Client Feedback Survey (including family and/or carers)

Please complete the following 5 client feedback questions as they relate to your recent consultation with Chris (Social Worker). This feedback will be used by the Social Services team and your Social Worker to reflect on and improve team and individual professional practice.

<i>Please indicate your level of agreement for each statement by placing an x under the appropriate number on the scale provided.</i>	1 Strongly disagree	2 Disagree	3 Neither agree not disagree	4 Agree	5 Strongly agree
<i>1. The social worker listened attentively to my concerns and needs.</i>					
<i>2. The social worker demonstrated empathy and understanding during our interactions.</i>					
<i>3. I feel that the social worker was respectful and patient.</i>					
<i>4. The social worker provided helpful information and resources to address my needs.</i>					
<i>5. Overall, I am satisfied with the support and assistance provided by the social worker.</i>					

Please add any other comments or feedback you would like to provide in the space provided below.

Please return this completed feedback by reply email to Chris@MRUHospital.org.au

Please complete the above survey and return it to me within one week. Your feedback is important to me, and I genuinely appreciate your time and willingness to participate in this process.

Should you have any questions or concerns regarding the survey or the feedback process, please do not hesitate to reach out to me. I am here to provide any assistance or clarification you may need.

Kind regards ,



Chris
Social Worker
MRU Hospital - Sydney
Phone: 1800 000 000
mruhospital.org.au

Task 3: Review and assess feedback

Scenario:

Continuing in the role of Chris, Social Worker, you have received the following feedback from your client, client's daughter, peer and manager.

Client Feedback (x2)

Ratings are a sliding scale as follows: 1 Strongly disagree, 2 Disagree, 3 Neither agree nor disagree, 4 Agree, 5 Strongly agree.	Willie [Client]	Elizabeth [Client's daughter]
The social worker listened attentively to my concerns and needs.	1	5
The social worker demonstrated empathy and understanding during our interactions.	1	5
I feel that the social worker was respectful and patient.	1	5
The social worker provided helpful information and resources to address my needs.	1	5
Overall, I am satisfied with the support and assistance provided by the social worker.	1	5

Other feedback:

Willie

Chris didn't listen to me and only listened to Elizabeth's lies about me.

It was all a storm in a teacup but she wouldn't listen. She kept saying that my record at the hospital said I was at risk and she used this to have me forced out of my home. All I wanted was some meals on wheels and for Elizabeth to stay out of it.

No one cared what I wanted and now I am stuck here.

Elizabeth

Initially Chris tried very hard to support Dad in his goal to stay at home, however based on his history of accidents and injuries it really was time for him to receive full time care. As Dad's legal guardian and primary carer, this was also what I needed for him.

Chris explained to Dad the only way forward was for him to move to a care facility and she helped us to choose the one best suited to Dad – even finding one that some of his old friends from the area had moved to.

Chris helped us to get Dad settled in and has kept in touch to make sure Dad is getting the support he needs.

Peer and Manager Feedback

Ratings are a sliding scale as follows: 1 Strongly disagree, 2 Disagree, 3 Neither agree nor disagree, 4 Agree, 5 Strongly agree.	Lisa (Peer)	John (Manager)
The social worker communicates and collaborates effectively with colleagues.	5	4
The social worker demonstrates professionalism and ethical conduct in their interactions with colleagues and patients.	3	5
The social worker contributes positively to cross-function dynamics and actively participates in discussions and decision-making processes.	5	5
The social worker provides reliable support and assistance to colleagues and clients.	4	5
The social worker handles conflicts and/ or disagreements with stakeholders (patients and peers) appropriately.	3	3
Other feedback:		
Lisa	<p><i>Chris is always positive and professional.</i></p> <p><i>I have worked with Chris on a cross-functional project where she contributed great insight and supported some key time saving initiatives for the social services team.</i></p> <p><i>In managing her patients, Chris is occasionally so enthusiastic to meet them that she does not collect all the history and consent elements needed. There are opportunities to improve the handover process to manage this on both our parts.</i></p> <p><i>Chris' clients receive sound advice and support, although they do not always welcome the outcomes that she needs to implement. These can be difficult relationships to manage.</i></p>	
John	<p><i>Chris is a reliable, professional Social Worker.</i></p> <p><i>Chris works well with all internal stakeholders earning her a reputation throughout the hospital as a highly knowledgeable and enthusiastic team member.</i></p> <p><i>Based on the types of support that Chris is often called on to provide, not all clients appreciate her help, however it is always delivered based on achieving the best outcomes for the client. Communication to help clients understand this may need to be improved.</i></p> <p><i>Some of the basic legal and ethical procedures are not captured in a timely manner and this needs to be addressed with the Nursing unit on handover.</i></p> <p><i>Overall Chris is a highly valued Social Worker who goes above and beyond for her clients. She is an asset to the team.</i></p>	

Review and reflect on the feedback provided by all stakeholders above. Using this, the role play recording and the information captured in your self-evaluation [Part A Task 1], evaluate this feedback.

For each party, reflect on the feedback received and provide an assessment of its validity, including supporting evidence from the scenario to back your assessment.

Do not include potential improvements or solutions to this feedback at this point.

[Approximate word count: 80 words each]

Assessor instructions: Students must assess the feedback received from each party above, using examples in the role play recording, their self-evaluation and each others feedback to assess the validity of the feedback received.

Sample answers are provided below for each. Students answers may vary, however they need to provide an assessment that reflects the feedback provided by each party, the role play recording and information from their self-evaluation as completed in Part A Task 1 above.

CATEGORY	FEEDBACK REFLECTION
Willie	<p>Willie felt that I didn't listen to him and only listened to Elizabeth's wants.</p> <p>Willie wanted to stay at home, however there were issues around his safety at home and Elizabeths ability to keep supporting him there. This left no alternative with Willie needing to move to a care facility.</p> <p>This position is backed by Elizabeth (Willies daughter) who agrees with this outcome, advocating for it in the meeting and responding positively in terms of it in her own feedback.</p>
Elizabeth	<p>Elizabeth was genuinely concerned that her father could not take care of herself and based on the outcome of Willie moving into a care facility she was very satisfied with the support and service provided.</p> <p>Elizabeth understands that this was not Willie's preference and as such appreciates the extra effort put in to help Willie find a facility where some of his friends have already moved to in order to help him adjust to the move.</p>
Lisa	<p>Lisa feels that I am professional and reliable and work well in team projects.</p> <p>Lisa identified issues around the handover process from both sides, which I identified in my self-evaluation as I did not capture details of the clients history (from Lisa or the client) and consent in a timely and efficient manner.</p>
John	<p>John seems aware that I go above and beyond for my team and my clients.</p> <p>John understands that due to the complexity of my client needs, their feedback is often not reflective of the support they receive as I put their needs ahead of their wants.</p> <p>John is also aware the legal and ethical requirements are not always met in a timely or efficient manner. This is in line with my self-evaluation and feedback received from Lisa.</p>

Task 4: Initiate improvements

Lisa provided you the above feedback as a reply to your email in Part A Task 2. In her feedback Lisa identified that there is an opportunity for you both to improve the handover history and consent process. You agree that this is an improvement opportunity that you can both benefit from.

In order to initiate this improvement, you first consider the handover process you undertook in the role play. Reflecting on the conversation between yourself and Lisa in this interaction, identify 1 potential improvement Lisa could implement and 1 potential improvement that you can implement to ensure this is managed better going forward.

Capture these recommendations in an email to Lisa to engage with her in order to implement these improvements.


This email must be positive and professional and include the following information:

- Thank Lisa for her feedback.
- Confirm your agreement that the handover process has room for improvement from both parties.

- Reflect on what you need from this handover process [i.e. 1 potential improvement Lisa could implement]
- Reflect on what you can improve in this handover process [i.e. 1 potential improvement you could implement]
- Suggest next steps to discuss and implement these improvements.

Capture this communication in the email template below.

[Approximate word count: 270 words in the body of the email]


Email Template	
To:	<<Add name(s) and position title of main email recipients here>>
From:	Chris@MRUHospital.org.au
CC:	<<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time:	<<Add the time and date of the email here>>
Subject:	<<Add the subject of the email here>>
Attachments:	<<Add the name of any attachments here (leave blank if none)>>
<p>To <<Add email recipient(s) name here>>, <<Add message here. Add as much space as necessary.>> Kind regards,</p>	
 <p>Chris Social Worker MRU Hospital - Sydney Phone: 1800 000 000 mruhospital.org.au</p>	

Assessor instructions: Students must consider Lisa's feedback on the handover process, then reflecting on the role play interaction identify 1 potential improvement for Lisa to implement and 1 potential improvement for themselves to implement to ensure this is managed better going forward.

Capture these recommendations in an email to Lisa to engage with her in order to implement these improvements. This communication must be positive and professional and include the following information:

- Thank Lisa for her feedback.
- Confirm their agreement that the handover process has room for improvement from both parties.
- Reflect on what the student needs from this handover process [i.e. 1 potential improvement Lisa could implement]
- Reflect on what the student can do to improve in this handover process [i.e. 1 potential improvement you could implement]
- Suggest next steps to discuss and implement these improvements.

A sample answer is provided below. Students answers will vary, however they must identify and propose 1 professional improvement for Lisa and 1 professional improvement for the student to implement. These improvements must relate to gaps in the handover process in the interaction and reflect Lisa's feedback.

Email Template	
To:	<i>Lisa@MRUHospital.org.au</i>
From:	<i>Chris@MRUHospital.org.au</i>
CC:	
Date/time:	<i>23/3/23 @ 9:15am</i>
Subject:	<i>Feedback initiatives</i>
Attachments:	<i>N/A</i>
<p>To <i>Lisa,</i></p> <p><i>I hope this email finds you well. Thank you for your recent feedback regarding the handover process and your overall positive assessment of my work as a social worker. Your insights have been invaluable in identifying areas for my own professional improvement.</i></p> <p><i>I also agree with your observation relating to improving the handover process on both our parts. With that in mind, I would like to propose a potential improvement for both of us to consider:</i></p> <p><i>Change for myself: To enhance the handover process, it would be beneficial to establish a standardised template or checklist that outlines the essential history and consent elements that need to be collected from patients. This will provide a clear framework for gathering necessary information and ensure consistency in our approach. By collaborating on the development of this template, we can align our expectations and streamline the handover process.</i></p> <p><i>Change for Nurse on Duty: In addition to collaborating on the information to be captured at handover, it would be helpful to capture quantitative data relevant to the patients history. For example the number of recent visits would relate to a specific number of visits over a pre-determined time period.</i></p> <p><i>I believe that implementing these improvements will significantly enhance the handover process and improve the overall continuity of care for our patients. To discuss these recommendations further and ensure their successful implementation, I suggest scheduling a meeting. During our discussion, we can delve into the specifics, share any additional insights, and establish a plan of action.</i></p> <p><i>Thank you for your ongoing support and for fostering a positive and collaborative work environment. I look forward to talking soon.</i></p> <p>Kind regards,</p> <div style="display: flex; align-items: flex-start;">  <div> <p>Chris Social Worker MRU Hospital - Sydney Phone: 1800 000 000 MRUH mruhospital.org.au</p> </div> </div>	

Part B: Reflect on and enhance own practice

For Part B of this assessment, you need to complete a series of reflection processes in consultation with another student in your course in order to identify and implement improvements.

As you commenced this module you were instructed to complete an **INITIAL REFLECTION** recording with another student. This recording is reflected in Part B Task 1 below and is to be submitted as part of your assessment evidence.

Throughout the remainder of Part B you will review this INITIAL REFLECTION recording, conduct a FINAL REFLECTION recording capturing a new self-evaluation and additional improvements, provide evidence of 1 improvement implemented and 1 commenced and documentation of all outcomes.

Task 1a: Initial reflection session

TO BE COMPLETED AS YOU START STUDYING THIS MODULE.

Conduct a reflection session with another student currently working on this module to discuss your progress, strengths, weaknesses and improvement opportunities as you progress through this course.

You will need to implement at least 1 improvement identified in this session, with evidence to support this captured in Part B Task 4.

During this session you must address the following questions:

1. What are your ultimate goals in relation to completing this course?
2. How will completing this course help you achieve these goals?
3. How are you progressing in this course?
4. What do you feel you are doing well?
5. What areas of study do you feel you need to work on?
6. What will you do to improve your performance as you work through this module?

You must include 1 improvement opportunity that you can implement by the end of this module.

You must demonstrate the following skills during the course of the session:

- Undertake a self-evaluation of your goals and progress in this course.
- Share two-way open and evaluative feedback with a peer.
- Determine an achievable improvement for implementation based on this evaluation.

This reflection and self-evaluation will need to be documented in Part B Task 1b.

IMPORTANT NOTE:

You **will not** be assessed on this conversation in relation to this module's outcomes, however you will use it to demonstrate basic personal improvement opportunity identification and implementation (evidence to be provided) and to identify and use your current status as a baseline in future reflections on your performance at the completion of this unit.

RECORDING INSTRUCTIONS

This session must include at least 1 other student to participate in a verbal conversation, must not exceed 5 minutes duration and must address all elements of the task instructions above.

Participant requirements:

- **Number of participants:** 1
- **Role:** Student currently working on the *CHCPRP003 Reflect on and improve own professional practice* in a Community Services industry course.
- **Contribution:** They must contribute as follows:
 - Listen to the students reflection commentary against the 6 questions listed.

- Participate in their self-evaluation, probing for details and providing feedback where appropriate.
- Provide input and advice in relation to your own experiences as applicable.
- Discuss at least 1 change they can implement to improve their performance throughout this module.

Resourcing requirements:

In this task you will participate in a session with another student studying in the same course and module. Contact your fellow students via the Discussion Forum and coordinate your session recording with them directly.

If you are unable to find a participant for this session, contact your assessor via the Discussion Forum who will discuss options for setting this up to complete this task.

Fellow student participating in the recording must be provided with context for the session (see “Participant requirements” above) and have reviewed the assessment activity for this task so that they can prepare prior to the recording.

Student participants will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your session must be recorded with all participants captured in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying their name and job title to inform consent.

“This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title.”

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Submit this recording with your assessment document and additional evidence for assessment as appropriate.

Assessor instructions: Students must conduct an initial reflection session with a fellow student currently studying the CHCPRP003 module. In this session students must complete a reflection and self-evaluation and identify 1 improvement for implementation during their module study. This session will be used as a baseline for students performance in further reflection tasks.

During this session students must address the following questions:

1. What are their ultimate goals in relation to completing this course?
2. How will completing this course help them achieve these goals?
3. How are they progressing in this course?
4. What do they think they are doing well?

5. What areas of study do they feel they need to work on?
6. What will they do to improve their performance as they work through this module?
Students must include 1 improvement opportunity that they can implement by the end of this module.

Students must demonstrate the following skills during the session:

- Undertake a self-evaluation of their goals and progress in this course.
- Share two-way open and evaluative feedback with a peer.
- Determine an achievable improvement for implementation based on this evaluation.

Students must complete the reflection questions and demonstrate the skills outlined in the observation checklist below.

Students will also be required to document their reflection and self-evaluation in Part B Task 1b.

IMPORTANT NOTE: Students are only to be assessed against the elements explicitly identified in the Assessor Observation Checklist below.

ASSESSOR OBSERVATION CHECKLIST: Part B, Task 1

Students are required to conduct a short reflection session with another student currently studying this module.

This meeting should be a maximum of 5 minutes. Students must address specific questions and participate in a self-evaluation and reflection discussion with the other student.

Students must ensure they demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY Tick if Yes	ASSESSOR COMMENTS
Delivery checklist		
Completed the session with 1 other student.	<input type="checkbox"/>	
Captures consent of all parties to the role play recording.	<input type="checkbox"/>	
Conducted the recording within the 5 minutes allocated (excluding recording consent time).	<input type="checkbox"/>	
Task checklist		
Reflect on and discuss the following questions:		
1. What are your ultimate goals in relation to completing this course?	<input type="checkbox"/>	
2. How will completing this course help you achieve these goals?	<input type="checkbox"/>	
3. How are you progressing in this course?	<input type="checkbox"/>	
4. What do you feel you are doing well?	<input type="checkbox"/>	
5. What areas of study do you feel you need to work on?	<input type="checkbox"/>	
6. What will you do to improve your performance as you work through this module?	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Identify 1 improvement opportunity that you can implement by the end of this module. 	<input type="checkbox"/>	

Skills checklist		
Undertake a self-evaluation on your goals and progress in this course.	<input type="checkbox"/>	
Share two-way open and evaluative feedback with a peer.	<input type="checkbox"/>	
Determine an achievable improvement for implementation based on this evaluation.	<input type="checkbox"/>	

Task 1b: Initial reflection and self-evaluation documentation

TO BE COMPLETED AS YOU **START** STUDYING THIS MODULE.

Document your own reflection and personal development plan outcomes from this INITIAL REFLECTION session.

Based on your own reflection and self-evaluation and the INITIAL REFLECTION session completed in Part B Task 1a, capture the following in your records:

- Your own self-evaluation and reflection notes based on your status at the start of this module.
- An initial improvement opportunity identified for immediate implementation.

Capture this information in the **OWN REFLECTION AND PERSONAL DEVELOPMENT PLAN** template, INITIAL REFLECTION SESSION: “SELF-EVALUATION and REFLECTION” and IMPROVEMENT OPPORTUNITY: “INITIAL IMPROVEMENT” sections as found at Appendix A.

Assessor instructions: Students must document the outcome of their self-evaluation, reflection and peer reflection session from Part B Task 1a. This is to be captured in the “SELF-EVALUATION and REFLECTION” and “INITIAL IMPROVEMENT” sections within the INITIAL REFLECTION SESSION part of the OWN REFLECTION AND PERSONAL DEVELOPMENT PLAN document found at Appendix A.

Students must capture their reflections as they relate to the 6 questions addressed in the recording. Students answers may expand beyond the conversation in the session to capture their own beliefs.

Sample answers are provided in the template found at Appendix A.

Task 1c: Improvement implementation

TO BE COMPLETED AS YOU **PROGRESS THROUGH** THIS MODULE.

Implement the improvement opportunity identified in Part B Task 1a and Part B Task 1b. This should be worked on as your progress through the module as appropriate.

You will be required to review and update your OWN REFLECTION AND PERSONAL DEVELOPMENT PLAN, IMPROVEMENT OPPORTUNITY: “INITIAL IMPROVEMENT” section as found at Appendix A in Part B Task 2b.

You will be required to provide evidence of this implementation in Part B Task 4.

Assessor instructions: This task is to formally direct students to complete the initial reflection improvement implementation. Evidence of this task will occur in Part B Task 2b [documentation] and Part B Task 4 [evidence]. Assessor instructions and sample answers are provided in these sections to assess suitability.

Task 2a: Final reflection session

TO BE COMPLETED AS YOU **FINISH** STUDYING THIS MODULE.

As you conclude this module *[and at least 2 weeks after your INITIAL REFLECTION]*, you must conduct a second and FINAL REFLECTION session with another student currently working on this module. In this session you are to reflect on your status at the time of your **INITIAL REFLECTION**, consider your progress since then and determine the success of the improvement you identified and implemented as an outcome of your first reflection.

You must also complete a new evaluation of your progress and set continuous improvement opportunities in line with the additional knowledge and skill you have attained through the completion of this module, identifying 2 new development and improvement opportunities going forward, applying the SMART goal setting framework.

During this session you must address the following questions:

1. How are you progressing in this course?
2. What do you feel you are doing well? And what areas of study do you feel you need to work on?
3. What improvements have you implemented since your INITIAL REFLECTION (Part B Task 1a) and were they successful?
4. What continuous improvement opportunities will you undertake going forward?
You must identify 2 new improvement opportunities, with 1 that you can commence implementing immediately. For each opportunity you will need to apply the SMART goal setting framework so consider your goal, timeframes and ways of measuring your progress.
At least 1 of these new improvements must align to a current or emerging trend in the industry.

You must demonstrate the following skills during the session:

- Undertake a self-evaluation on your goals and progress in this course.
- Share two-way open and evaluative feedback with a peer.
- Determine an achievable improvement for implementation based on this evaluation.

This reflection and self-evaluation will need to be documented in Part B Task 2b.

IMPORTANT NOTE:

You **will** be assessed on this conversation in relation to this module's outcomes. You will use this to demonstrate a two-point-in-time comparison since your **INITIAL REFLECTION** (Part B Task 1a) to identify progress changes and improvements achieved, as well as to determine continuing improvement opportunities going forward.

RECORDING INSTRUCTIONS

This session must include at least 1 other student to participate in a verbal conversation, must not exceed 5 minutes duration and must address all elements of the task instructions above.

Participant requirements:

- **Number of participants:** 1
- **Role:** Student currently working on the *CHCPRP003 Reflect on and improve own professional practice* in a Community Services industry course.
NOTE: This could be the *same* student or a *different* student to the one used in the INITIAL REFLECTION session captured as Part B Task 1a.
- **Contribution:** They must contribute as follows:
 - Listen to the students reflection commentary against the 4 questions listed.
 - Participate in their self-evaluation, probing for details and providing feedback where appropriate.
 - Provide input and advice in relation to your own experiences as applicable.
 - Support the student to identify improvements they have achieved.

- Discuss at least 2 continuous improvement opportunities they can implement going forward, including 1 they can commence implementing immediately.

Resourcing requirements:

In this task you will participate in a session with another student studying in the same course and module. Contact your fellow students via the Discussion Forum and coordinate your session recording with them directly.

If you are unable to find a participant for this session, contact your assessor via the Discussion Forum who will discuss options for setting this up to complete this task.

Fellow student participating in the recording must be provided with context for the session (see “Participant requirements” above) and have reviewed the assessment activity for this task so that they can prepare prior to the recording.

Student participants will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your session must be recorded with all participants captured in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying their name and job title to inform consent.

“This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title.”

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

submit this recording with your assessment document and additional evidence for assessment as appropriate.

Assessor instructions: Students must conduct a final reflection session with a fellow student currently studying the CHCPRP003 module. In this session students must complete a reflection and self-evaluation. Students must reflect on their status at the time of their initial reflection, consider their progress since then and determine the success of the improvement they identified and implemented as an outcome of the first reflection. They must also complete a new evaluation of their progress and, identifying 2 continuous improvements, 1 of which can be commenced immediately. These new improvements must be developed as goals using the SMART goal setting framework.

During this session students must address the following questions:

1. How are they progressing in this course?
2. What they think they are doing well? And what areas of study do they feel they need to work on?
3. What improvements they have they implemented since their initial reflection (Part B Task 1) and were they successful?

4. What continuous improvement opportunities will you undertake going forward?
5. They must identify 2 new improvement opportunities, with 1 that they can commence implementing immediately. For each opportunity they will need to apply the SMART goal setting framework. At least 1 of these improvements should reflect a current and emerging trend,

Students must demonstrate the following skills during the session:

- Undertake a self-evaluation of their goals and progress in this course.
- Share two-way open and evaluative feedback with a peer.
- Determine an achievable improvement to commence implementation for based on this evaluation.

Students must complete the reflection questions and demonstrate the skills outlined in the observation checklist below.

Students will also be required to document their reflection and self-evaluation in Part B Task 2b.

ASSESSOR OBSERVATION CHECKLIST: Part B, Task 2

Students are required to conduct a short reflection session with another student currently studying this module.

This meeting should be a maximum of 5 minutes. Students must address specific questions and participate in a self-evaluation and reflection discussion with the other student.

Students must ensure they demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY Tick if Yes	ASSESSOR COMMENTS
Delivery checklist		
Completed the session with 1 other student.	<input type="checkbox"/>	
Captures consent of all parties to the role play recording.	<input type="checkbox"/>	
Conducted the recording within the 5 minutes allocated (excluding recording consent time).	<input type="checkbox"/>	
Task checklist		
Reflect on and discuss the following questions:		
1. How are you progressing in this course?	<input type="checkbox"/>	
2. What do you think you are doing well? And what areas of study you feel you need to work on?	<input type="checkbox"/>	
3. What improvements have you implemented since your initial reflection (Part B Task 1a) and were they successful?	<input type="checkbox"/>	
4. What continuous improvements will you implement as you work through the remainder of this course?	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Identify 2 continuous improvement opportunities, with 1 to commence implementing immediately. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Each opportunity must include discussion about goals, timeframes and progress measures which will be documented in Part B Task 3. 	<input type="checkbox"/>	

Skills checklist		
Undertake a self-evaluation on your goals and progress in this course.	<input type="checkbox"/>	
Share two-way open and evaluative feedback with a peer.	<input type="checkbox"/>	
Determine an achievable improvement for implementation based on this evaluation.	<input type="checkbox"/>	

Task 2b: Final reflection and self-evaluation documentation

Document your **own reflection and personal development plan** outcomes from this FINAL REFLECTION session, considering where you came from (as captured in Part B Task 1) and where you are heading.

Capture the following in your records:

- Your own self-evaluation and reflection notes in consideration of your status at the INITIAL REFLECTION session compared to your status now, at the end of the module.
- A review of the outcome of your INITIAL REFLECTION improvement as implemented. Including:
 - A review of the actions taken towards achieving your initial improvement goal.
 - A review of how successful any actions have been in developing the identified knowledge or skill.
 - The date that this review was updated to reflect the time period any actions were achieved. NOTE: In line with the reflection sessions, this must be at least 2 weeks after the INITIAL REFLECTION session.
- Continuous improvement opportunity planning for 2 new improvements, applying the SMART goal setting framework. Identify any links to current and emerging trends in the industry.

Capture this information in the **Own Reflection and Personal Development Plan** template, INITIAL IMPROVEMENT OPPORTUNITY: “INITIAL IMPROVEMENTS REVIEW”, FINAL REFLECTION SESSION: “SELF-EVALUATION and REFLECTION”, IMPROVEMENT OPPORTUNITIES: “CONTINUOUS IMPROVEMENT #1” and “CONTINUOUS IMPROVEMENT #2” sections as found at Appendix A.

Assessor instructions: Students must document the outcome of their progress comparison, self-evaluation, reflection and peer reflection session from Part B Task 1b. This is to be captured in the INITIAL IMPROVEMENT OPPORTUNITY: “INITIAL IMPROVEMENTS REVIEW”, FINAL REFLECTION SESSION: “SELF-EVALUATION and REFLECTION”, IMPROVEMENT OPPORTUNITIES: “CONTINUOUS IMPROVEMENT #1” and “CONTINUOUS IMPROVEMENT #2” sections of the OWN REFLECTION AND PERSONAL DEVELOPMENT PLAN document found at Appendix A.

Students must capture their reflections as they relate to the 4 questions addressed in the recording. Continuous improvement opportunities identified must be documented in line with the SMART goal setting framework with at least 1 aligning to the current and emerging trends in the industry. Students answers may expand beyond the conversation in the session to capture their own beliefs.

Sample answers are provided in the template found at Appendix A.

Task 3: Commence continuous improvement implementation

Commence implementation of 1 continuous improvement opportunity as identified in Part B Task 2a and documented in Part B Task 2b.

Once commenced as planned, conduct a final review of your IMPROVEMENT OPPORTUNITIES: “CONTINUOUS IMPROVEMENT #1” and “CONTINUOUS IMPROVEMENT #2” sections of the **Own Reflection and Personal Development Plan** template as found at Appendix A.

Capture the following in your document:

- A review of the actions taken towards achieving your continuous improvement goals.
 - Include reference to any specialist services and/or training undertaken where appropriate.
- A review of how successful any actions have been in developing the identified knowledge or skill.
- The date that this review was updated to reflect the time period any actions were achieved.

NOTE: You must capture progress against 1 continuous improvement opportunity. The other goal may be recorded as “Not yet started” is appropriate.

Assessor instructions: Students must document the outcome of their final improvement review for their IMPROVEMENT OPPORTUNITIES: “CONTINUOUS IMPROVEMENT #1” and “CONTINUOUS IMPROVEMENT #2” sections of the OWN REFLECTION and PERSONAL DEVELOPMENT PLAN document found at Appendix A.

Students must capture all progress made in line with the SMART goals created for the continuous improvement goals. Students only need to have made progress against 1 improvement, so the other goal review may be updated as “Not yet started”

Sample answers are provided in the template found at Appendix A.

Task 4: Improvement implementation evidence

Provide evidence of the completion of 1 improvement identified in your **INITIAL REFLECTION** (Part B Task 1), and 1 improvement commenced following your **FINAL REFLECTION** (Part B Task 2).

Provide verifiable evidence of the status of the 2 improvements in line with the REVIEW notes in the OWN REFLECTION and PERSONAL DEVELOPMENT PLAN completed above. This evidence must reflect the tasks you have undertaken. Examples of possible evidence may include:

- A copy of your updated study plan with notations to illustrate adjustments to schedule and confirm application.
- Screen shots of your interaction on the module forum in line with increased course resource engagement.
- Your study notes reflective of a formal study structure being applied to coursework.
- A copy of your completion certificate for a course/training/webinar/seminar
- A copy of your confirmed membership to a professional association or group and evidence of engagement with the services provided.
- A copy of networking or mentoring interactions in line with specialist advice or skill development.

This evidence may be submitted as screen shots in the spaces provided below and/or separate pdf documents submitted with your assessment using the following filename conventions:

Filename structure: CHCPRP003_03_C4 evidence x_<<Student ID>>_<<Student Name>>.pdf

Filename example: CHCPRP003_03_C4 evidence 1_1111111_Jane Smith.pdf

The start of this filepath does not change: CHCPRP003_03_C4 evidence

You must update the following:

- Evidence x = Evidence 1 for the first additional document, Evidence 2 for the second additional document etc.
- <<Student ID>> = Your student ID as it is also captured on your assessment document footer.
- <<Student Name>> = Your name as it is also captured on your assessment document footer.

Reflect details of this evidence in the relevant sections of the table below.

Assessor instructions: Students must prove they have implemented an improvement in line with their INITIAL REFLECTION session in Part B Task 1 and commenced a second continuous improvement as identified in their FINAL REFLECTION session in Part B Task 2. This is done through provision of evidence to demonstrate actionable tasks in line with the achievement of their goals. This evidence may include:

- A copy of an updated study plan with personal notations on adjustments to schedule and confirm application.
- Screen shots of interactions on the module forum in line with increased course resource engagement.
- Study notes reflective of a formal study structure being applied to coursework.
- A copy of a completion certificate for a course/training/webinar/seminar
- A copy of confirmed membership to a professional association or group and evidence of engagement with the services provided.
- A copy of networking or mentoring interactions in line with specialist advice or skill development.

Students must include enough evidence to prove they have actively completed 1 improvement in line with Part B Task 1 and commenced implementation of 1 improvement in line with Part B Task 2. Students are to capture screen shots of this evidence in the space provided below. Alternatively they may attach evidence as a separate PDF, capturing the filename and description below.

EVIDENCE	
Provide evidence for validation.	
EVIDENCE	DESCRIPTION
Paste screen shot images or record filenames of submitted documents here	What is this evidence? How do this evidence support the experience presented?
Improvement identified in INITIAL REFLECTION [Part B Task 1]	

<<Add more lines for additional evidence as needed.>>

EVIDENCE	
Provide evidence for validation.	
EVIDENCE	DESCRIPTION
Paste screen shot images or record filenames of submitted documents here	What is this evidence? How do this evidence support the experience presented?
Improvement identified in FINAL REFLECTION [Part B Task 2]	

<<Add more lines for additional evidence as needed.>>

Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

Part A: Reflect on professional practice

1		Reflection and self-evaluation	<input type="checkbox"/>
2		Seek feedback – email to client and peer	<input type="checkbox"/>
3		Review and assess feedback	<input type="checkbox"/>
4		Initiate improvements – email to peer	<input type="checkbox"/>
Part B: Reflect on and enhance own practice			
1	a	Initial reflection session - recording	<input type="checkbox"/>
	b	Initial reflection and self-evaluation documentation – Appendix A	<input type="checkbox"/>
	c	Improvement implementation – action only	<input type="checkbox"/>
2	a	Final reflection session - recording	<input type="checkbox"/>
	b	Final reflection and self-evaluation documentation – Appendix A	<input type="checkbox"/>
3		Commence continuous improvement implementation - Appendix A	<input type="checkbox"/>
4		Improvement implementation evidence capture	<input type="checkbox"/>

 **Congratulations you have reached the end of Assessment 3!**

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OWN REFLECTION and PERSONAL DEVELOPMENT PLAN

INITIAL REFLECTION SESSION

SELF-EVALUATION and REFLECTION

<p>1. What is your ultimate goals in relation to completing this course? [Approximately 50 words]</p>	<p>Ultimately, my long-term objective is to contribute actively to improving the well-being and quality of life for vulnerable populations in Australia.</p> <p>On completion of this course I plan to use my qualification to secure a full-time position in a community services organisation so that I can do this.</p>
<p>2. How will completing this course help you achieve these goals? [Approximately 50 words]</p>	<p>Completing this course equips me with the necessary knowledge and skills to effectively address the needs of vulnerable populations by providing support, advocating for social change, and promoting equality.</p> <p>A formal qualification opens doors to paid positions in this industry, providing these services.</p>
<p>3. How are you progressing in this course? [Approximately 50 words]</p>	<p>I am currently in Module x of x.</p> <p>I am actively absorbing the content and meeting the assessment requirements on my first attempt each time, although it is hard balancing my study and my job/family etc.</p> <p>I am looking forward to/ have just completed the work placement component, which helps/ed me put my learning into context.</p>
<p>4. What do you think you are doing well? Capture at least 1 area you are doing well. [Up to 30 words]</p>	<p>I am getting through the material and passing my assessments, first time each time.</p> <p>OR</p> <p>I have been using the trainer resources if/when needed.</p>
<p>5. What areas of study do you feel you need to work on? Include at least 1 area of study you feel you need to work on. [Up to 30 words]</p>	<p>I have not been completing the quizzes before doing the assessments which may be making them harder than they need to be.</p> <p>OR</p> <p>I have not been engaging with other students to try and consider their perspectives and interpretations.</p> <p>OR</p> <p>I have not been engaging with the trainer through the forums – only using the resources/recordings if I am unclear on something.</p>

IMPROVEMENT OPPORTUNITY

INITIAL IMPROVEMENT

INITIAL IMPROVEMENT IDENTIFIED

I will start doing the quizzes as I finish each topic to embed my learning.

6. What will you do to improve your performance as you work through this module? You must include 1 improvement opportunity that you can implement by the end of this module. [Up to 30 words]	OR I will engage in the student forums to build my potential future network. OR I will engage with the trainer so that I can proactively address any areas I have not fully grasped from the learning alone.
DATE GOAL SET Date of INITIAL REFLECTION session	x/x/2x NOTE: Must be AT LEAST 2 WEEKS BEFORE the date reviewed below and the FINAL REFLECTION session.

INITIAL IMPROVEMENT REVIEW

REVIEWED Assess improvement progress and outcomes. [Up to 30 words]	I have commenced doing all quizzes as I finish each topic of learning. OR I have engaged in the student forums to build my potential future network. OR I have engaged with the trainer to gain clarity on issues with learning/assessment.
DATE REVIEWED Date after FINAL REFLECTION session	x/x/2x NOTE: Must be AT LEAST 2 WEEKS AFTER the date the goal was set above and the INITIAL REFLECTION session.

FINAL REFLECTION SESSION

SELF-EVALUATION and REFLECTION

1. How are you progressing in this course? [Approximately 50 words]	I am just finishing Module x of x. I found this module easy to following as it is about personal improvement which I am already working towards. I have completed all the learning and assessment 1 and assessment 2. Just finalising assessment 3 now.
2. What do you think you are doing well? AND What areas of your study do you feel you need to work on? [Up to 20 words each]	Doing well I am getting through the material and passing my assessments, first time each time. OR I have been using the trainer resources if/when needed.
	Work on I have been struggling achieving an appropriate work-life balance. OR I have been having trouble understanding how to apply this material to a role I will hopefully have post-graduation.
3. What improvements have you implemented since your INITIAL REFLECTION (Part B Task 1) and were they successful? [Up to 30 words]	I have commenced doing the quizzes as I finish each topic to embed my learning. OR

		<p>I have engaged in the student forums to build my potential future network.</p> <p>OR</p> <p>I have engaged with the trainer so that I can proactively address any areas I have not fully grasped from the learning alone.</p>	
ADDITIONAL REFLECTION QUESTIONS	<p>How will your values, beliefs and behaviours influence your performance in relation to working in this industry?</p> <p>(Up to 50 words each)</p>	Values	My core values of compassion and empathy ensure I prioritise a safe and non-judgmental environment for all my future clients, so they feel safe to share their feelings.
		Beliefs	My belief in the value of offering the disadvantaged access to community services provides me with the drive to get my services out there and available to as many clients as possible so that I may start to help them.
		Behaviour	I am quite driven and as a consequence I am very focused on what I am doing. I am passionate about my chosen career and this ensures that I give my clients the attention and energy needed to help them where ever possible.
	<p>How will you ensure you perform legally and ethically when working in this industry?</p> <p>(Up to 50 words each)</p>	Legal	I will keep up to date with all legislation to ensure that I am providing services in line with my legal obligations regarding clients rights, privacy, confidentiality and duty of care.
Ethical		As part of my studies I will achieve cultural competence which will provide me with the appropriate understanding and practical skills to tailor my services to each individual in consideration of their diverse background, values, beliefs, experiences etc.	

CONTINUOUS IMPROVEMENT (CI) OPPORTUNITIES

CONTINUOUS IMPROVEMENT #1
 [For immediate commencement]

<p>4. What continuous improvement opportunities will you undertake going forward?</p> <p>Capture the 1st of 2 future improvement opportunities here. Include the 1 that you can commence implementing immediately in this section.</p> <p>Identify links to current and emerging trends.</p> <p>(Approximately 50 words)</p>	<p>I plan to commence networking in order to build a strong community services network that can help me to contextualise the skills I am learning and possibly benefit my job search on graduation.</p> <p>By networking with others, I can access valuable information about emerging issues, innovative solutions, and new approaches to service delivery.</p>
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<p>SMART GOAL</p> <p>S = Specific M = Measurable* A = Achievable R = Relevant T = Timeframe</p> <p>* Include what and how you will measure your progress.</p>	<ul style="list-style-type: none"> • Specific: I will engage in industry networking to support my ultimate professional goals. I will establish connections with at least 3 industry professionals who can engage regularly to support my learning and assist with job opportunities post-graduation. • Measurable: I will join at least 1 professional network, actively participating in forums/workshops on a weekly basis (minimum) building up familiarity within the industry. Over a period of 3monthsh I will identify and engage with 3 new contacts outside of the formal forums for support with my course/ career goals. This can be
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[Approximately 150 words]	<p>measured by confirming networks joined and weekly interactions on forums within the timeframe set.</p> <ul style="list-style-type: none"> • Achievable: Implementation of individual relationships is staggered across a 3 month period. • Relevant: Ensure contacts are aware of current student status and are actively working in a role that is aligned to my career goal in community services. • Timeframe: [Date 1] – Join a professional network. [Date 2] – Engage at least 1 new industry contact. [Date 3] Engage at least 2 additional new industry contacts.
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DATE GOAL SET (Date of FINAL REFLECTION session)	x/x/2x NOTE: Must be on or immediately after the date the FINAL REFLECTION session was conducted.
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CI #1 REVIEW

REVIEWED Identify initial actions taken to date. Include any specialist services or training attended as appropriate. (Up to 50 words)	I have identified and joined a professional association in order to develop a professional network. I joined Australian Community Workers Association (ACWA) on x/x/2x. I have commenced engaging in one of the forums to start to build connections.
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DATE REVIEWED	x/x/2x NOTE: Must be on or immediately after the date the FINAL REFLECTION session was conducted. The date can be the same date as above, as long as this is reasonable and aligns to the evidence to be provided for the initial implementation steps for this goal.
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CONTINUOUS IMPROVEMENT #2

4. What continuous improvement opportunities will you undertake going forward? Capture the 2 nd of 2 future improvement opportunities here. Identify links to current and emerging trends. (Approximately 50 words)	I am interested in learning more on active listening so that I can better understand and validate the needs of those I am helping. Active listening places the client at the centre of the service delivery process. As the community services field increasingly emphasizes client-centred care, attentive listening ensures that individual needs, preferences, and goals are understood and prioritized.
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SMART GOAL S = Specific M = Measurable* A = Achievable R = Relevant T = Timeframe * Include what and how you will measure your progress. (Approximately 150 words)	<ul style="list-style-type: none"> • Specific: I will enhance my active listening skills to better understand and validate the needs of those I am helping by enrolling in the "Start Talking Workshop Series" that focuses on communication skills. • Measurable: I will attend all four sessions of the workshop and actively participate in the interactive activities and discussions to practice active listening techniques. This can be measured by attendance and number of interactive activities completed. • Achievable: I will ensure I have the time and resources to commit to attending the workshop by scheduling it into my calendar and making necessary arrangements. • Relevant: Improving my active listening skills is crucial for my role as a helper, enabling me to provide better support and empathy to those I serve. • Timeframe: I will complete the "Start Talking Workshop Series" within the next two months and start implementing the active listening techniques in my interactions immediately after the training.
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DATE GOAL SET (Date of FINAL REFLECTION session)	x/x/2x NOTE: Must be on or immediately after the date the FINAL REFLECTION session was conducted.
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CI #2 REVIEW

<p>REVIEWED</p> <p>Identify initial actions taken to date. Include any specialist services or training attended as appropriate. (Up to 50 words)</p>	<p>I have not yet commenced work on this goal as I have been focused on my other goals. The timeframe set for this goal allows for this delay in implementation.</p>
<p>DATE REVIEWED</p>	<p>x/x/2x</p> <p>NOTE: Must be on or immediately after the date the FINAL REFLECTION session was conducted.</p> <p>The date can be the same date as above, as long as this aligns to the SMART timeline identified for this goal.</p>