A MSW Student Vision (Constructive Feedback on MSW in 3 Key Areas)

Constructive Feedback	Detail	Result / Reason
1. Classroom Education		
• Having more interactive modes of education delivery.	• Having more seminars, tutorials, workshops, videos in class, small group discussion, and discussion with teachers. **e.g.** Step-by-step solving case studies from various social work areas with teachers. • Experienced social workers in different areas sharing their experience as guest speakers. **e.g.** Observing experienced social workers demonstrating roleplays, followed by students' critical reflection and discussion and their roleplay to practice interview skills. • Speaking with service recipients about their experiences and what they expect from social workers. • Giving real world examples more during lectures.	• Students can have more chances to ask questions and get answers in detail, to demonstrate their confusion, and to share their experience and achievements. • Students can: observe and apply what they are learning; strategize potential interventions; and develop their own practice frameworks. • Students can understand more than what is written on PowerPoints.
• Covering a variety of topics in class.	• The role of social workers in different areas. **e.g.** what actions and processes social workers apply, theories they use in practice settings, and what set of tasks and obligations they usually have.	• Employability can be increased. • The awareness of students about what they will face in the future can be raised.

	• More about LGBTIQA+ people.	
• Being able to improve as student social workers through assignments.	• Using assignments to practice how to put theories into practice prior to undertaking placement. • Course contents are reflected in assessments. • Having practical assessments helping with employability. **e.g.** Not only essays but also care plans. • Improving wording in assignment by discussing it with students in class so that some students who cannot choose consultation can also be satisfied. • More subjects involving consultation by teachers and tutors and making up when consultation is canceled. • Having deep written feedback from teachers and tutors indicating how students can improve.	• Theories are important, but students need to see how they can be applied effectively. • Students can spend more time tackling assignments than wondering what questions mean.
• Engaging more with students.	• Facilitating online discussion on FLO for external students. • Providing students with inclusive, considerate, friendly, respectful, and patient face-to-face communication and email response.	• Online discussion can be developed effectively. • Students can understand that teachers treat students as student social workers.

	• Uploading PowerPoints on FLO in advance.	• Students can have a general idea of what is going to be discussed.
2. Field Education		
• Experiencing 4 times of placement, each consisting of 250 hours.		• Four different social work areas can be experienced.
• Increasing the number of social work supervisors.		• More students can have sufficient care.
• Sharing more placement experience between students.	• Exchanging experience from different placement and talking about issues on placement and discussing ideas to tackle them with mentoring from teachers. **e.g.** Inviting senior students to placement training. • Sharing the placement experience of senior students under different categories, such as school and aged care, on FLO, so students currently undertaking placement in the same categories can learn from senior students.	
3. Peer Support and Mentoring		
• Having an official peer support / mentoring program in MSW.	• Semester 3 students and/or senior students assisting Semester 1 students as volunteer peer support workers with official acknowledgement from MSW. • Providing counselling and debriefing for MSW students.	• Students with disability can be helped. • International and local students can meet. **e.g.** Psychology students have mentored new international students.

	• Holding small group and one-on-one discussion. **e.g.** Skills labs, a few mock interviews before placement, clarification on the role of student social workers and their expectation in different fields, and English skills, including academic writing.	• Good for self-care.
• Supporting existing peer support / mentoring programs in MSW.	**e.g.** P2P café run by Flinders University Social Work Association (FUSWA).	• More students will participate in this program.

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