JNI Placement Supervision Manual

A Guide for Supervising Bachelor of Applied Social Science (Counselling) Students on Placements
The JNI BASS Community Services Placement Supervision Manual is intended for organisations hosting JNI BASS Counselling students on placement. This document contains information on the two practical units in these programs (FLD201A Counselling placement 1 and FLD302A Counselling placement 2) and specific guidelines to address all aspects of placement internship. While every effort has been made to make this manual as comprehensive as possible, should you have any concerns please contact Lisa Walsh at lisa.walsh@laureate.edu.au or by phoning (02) 9493 7811.
Thank you for accepting a student/intern from Jansen Newman Institute of Counselling and Applied Psychotherapy to participate in a placement within your organisation.

The Bachelor of Applied Social Science (Counselling) program at Jansen Newman Institute comprises a three-strand approach: theoretical understanding of psychotherapeutic modalities, the application of theory in practical ‘hands on’ therapeutic work and supervision i.e. integration of theory with practice, reflection and supervision.

Therefore, we highly regard and appreciate your organisation’s participation in this process.

Jansen Newman Institute programs have a clinical/placement component and it is a requirement that students work in a community services organisation and with clients. The latter can be undertaken either in the JNI St. Leonards Community Clinic, in a placement, or a combination of both. These experiences allow the student/intern to develop:

- An ability to put into practice theoretical knowledge in individual or group environments;
- An ability to reflect on experience and integrate them into clinical experience;
- An arena in which to capitalise on and expand experience;
- A sound understanding of the placement organisation’s objectives in relation to practice;
- Interaction with skilled clinicians; and
- Exploration of career options.

As a placement organisation and Site Supervisor (person intern will report to), we believe you are providing an invaluable service to the community. Likewise, you are affording opportunities to future therapists and counsellors, helping to shape their development. To this end, we again, thank you for your support.
Throughout its history, Jansen Newman Institute has articulated a particular philosophy of professional education. This philosophy has emphasised: instruction by qualified, experienced practitioners who are currently practising in a variety of settings; the importance of teaching students a variety of models and modalities, which are then integrated through class and assignment work; the value of experiential learning, supplemented by reading and written assignments; and the centrality of the student’s personal development to his or her eventual success in their chosen field. The Institute has always believed that professionals will be more likely to become responsible, ethical practitioners when they exercise reflective practice. Both the Institute’s teaching and its practice are informed by this principle.

The Institute is committed to the view that cognitive learning occurs in tandem with emotional learning. ‘Emotional intelligence’ (Goleman, 1995) also underpins much of the cognitive content of the various specialisations offered. The Institute’s philosophy places reflective practice at the centre of the entire learning program, via multiple opportunities for sustained work in skills practice sessions, and assignment work. It is also the Institute’s long-standing belief that self-awareness and personal development are imperative to development of reflective practitioners.

The Institute’s belief in a multi-modal training has been developed over many years, and is now applied across the range of offerings in the Bachelor of Applied Social Science. Students are offered sufficient exposure to different models to begin a process of deciding which models ‘fit’ for them, and where they would like to undertake further training, yet they have a clear sense of how other modalities address relevant issues in the respective specialisations. Exposure to multiple approaches can be anxiety-provoking or even confusing for students, but the JNI program emphasises the integration of difference via class discussion, supervision, and assignment work. Exposure to multiple models also encourages critical thinking, and the realisation that often different approaches may be referring to the same phenomena, but with different terminologies and emphases.

Finally, the JNI philosophy stresses ‘learning by doing’. Students do not learn to work effectively with people by just reading books or listening to lectures. Such learning only ‘comes alive’ and makes sense when students are themselves engaged in the often challenging and confronting activity of applying their learning at the level of practice.
The Bachelor of Applied Social Science (Counselling) provides a broad foundation for students in the diverse discipline areas of sociology, applied psychology, social policy, social research, counselling and communication, mediation and conflict management. The Bachelor of Applied Social Science provides students with the choice of undertaking a specialisation in Community Services, Counselling, and Human Resource Management.

The Counselling major in the Bachelor of Applied Social Sciences aims to prepare graduates for one of the fastest-growing occupations in Australia. The field of counselling and the more specialised field of psychotherapy has been professionalising over the past fifteen years, with the peak body, the Psychotherapy and Counselling Federation of Australia (PACFA), setting standards for professional education and ethical practice of counsellors and therapists. Postgraduate counselling training and research programs are widely distributed across Australian universities.

This innovative undergraduate course is PACFA accredited. It meets the PACFA Training Standards for counsellor education and aims to provide its graduates with a broad knowledge base and well-developed counselling and conflict management skills with a range of client populations and presentations, including drug and alcohol abuse and mental illness.

Counselling as a discipline area has a distinct and well-developed knowledge base in a range of theories and models such as psychodynamic, person-centred therapy, existential therapy, family therapy, feminist therapy, Gestalt therapy, narrative therapy and cognitive behavioural therapy (CBT), which have evolved over time in how they are applied to contemporary practice.

Counselling has also developed a body of research on common therapeutic factors which shows that the skills and person of the therapist are more important to therapy outcomes for clients than the model used.

Graduates of this major will draw on interdisciplinary knowledge to understand and respond to the challenges faced by individuals, families and groups in the twenty-first century, and will integrate a range of counselling theories and models in their practice to meet the needs of diverse client groups.
Specific course outcomes
The Counselling specialisation will enable students to develop specific knowledge and skills, including individual and group counselling and conflict management, to work therapeutically with a range of client groups. Two fieldwork placements provide the opportunity to apply theory to practice. Graduates of the program will be encouraged to apply for membership of a relevant professional association.

Graduates who have studied this specialisation will be able to:
- Apply relevant knowledge and skills to the assessment of a range of client presentations
- Apply specific counselling models and interventions to meet the needs of clients
- Explain mental health and the impact of mental ill health on individuals and families
- Respond to human diversity and establish working relationships with a wide range of client groups
- Apply effective counselling interventions with people presenting with alcohol, drug abuse and addiction
- Demonstrate knowledge of group theories and models and group facilitation skills
- Apply constructive methods to the facilitation of change
- Evaluate and process conflict in groups
- Evaluate and demonstrate effectiveness of counselling
- Refer clients to other health professionals and network across the professions.

Vocational outcomes
Graduates of this degree will be equipped for work in a wide variety of community counselling organisations and counselling teams such as drugs and alcohol, youth, women’s health, family support, relationship counselling services and private practice. Students and graduates of the program will be encouraged to apply for membership of the relevant professional associations.
# Bachelor of Applied Social Science (Counselling) Course Architecture

<table>
<thead>
<tr>
<th>Level 100</th>
<th>Code</th>
<th>Title</th>
<th>Pre-requisite/s</th>
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<tr>
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<td>Core</td>
<td>COU102A</td>
<td>Theories of Counselling</td>
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<tr>
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<td>Applied Counselling 1</td>
<td>COU101A COU102A</td>
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<tr>
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<td></td>
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<td>Social Analysis</td>
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<td>Introduction to Community Services</td>
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<tr>
<td>Core</td>
<td>WEL102A</td>
<td>Health and Wellbeing</td>
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<td>Mental Health and the Community</td>
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<td>Core</td>
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<td>Fieldwork 1</td>
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<td>Mediation and Conflict Management</td>
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<td>Core</td>
<td>WEL301A</td>
<td>Community Development</td>
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<td>Levels 100 and 200</td>
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<td>Elective 2</td>
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<td><strong>LEVEL TOTAL</strong></td>
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<td></td>
<td></td>
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</table>
The Bachelor of Social Science Program requires that students undertaking the Counselling major complete the following:

In both Years 2 and 3 of the Counselling specialisation, students must undertake a field placement of 200 hours duration (400 hours *in toto*). 48 hours of the 200 placement hours in Year 3 must comprise client contact. This includes direct client contact and co-therapy which will be completed in one or two agencies/settings or at the low-cost clinic at Pyrmont. Note that any dual relationships between clients and students/trainees are to be avoided. They are also required to complete an hour of formal supervision with the Agency/ Site Supervisor for every 40 placement hours completed. They are also encouraged to seek informal supervision after every eight hours of placement. Moreover, when students see clients for counselling while on placement in Year 3, they are also required to undertake an hour of clinical supervision for every four client contact hours. Clinical supervision will be organised by the Program Manager, Work Integrated Learning at JNI and a Clinical Supervisor will be assigned to each student seeing clients for Counselling.
Section 1: General Information

1.1 Unit administrative details

<table>
<thead>
<tr>
<th>Name of Unit</th>
<th>HE Award(s)</th>
<th>Duration</th>
<th>Level</th>
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<tbody>
<tr>
<td>FLD201A</td>
<td>Associate Degree of Applied Social Science (Counselling)</td>
<td>12-16weeks</td>
<td>200</td>
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<tr>
<td></td>
<td>Bachelor of Applied Social Science (Counselling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselling placement 1</td>
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<td></td>
<td></td>
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</table>

1.2 Core or elective unit

Core unit – Associate Degree of Applied Social Science (Counselling) and the Bachelor of Applied Social Science (Counselling)

1.3 Unit weighting

<table>
<thead>
<tr>
<th>Unit Weight</th>
<th>Total course points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 credit points</td>
<td>240 credit points</td>
</tr>
</tbody>
</table>

1.4 Student workload

<table>
<thead>
<tr>
<th></th>
<th>No. Timetabled hours</th>
<th>No. Personal study hours and supervision</th>
<th>Total workload hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>6 hours total lectures</td>
<td>5 hours total formal supervision 33 hours personal study</td>
<td>6+5+33 = 44 hours</td>
</tr>
<tr>
<td>Off campus</td>
<td>6 hours total lecture (FOL equivalent)</td>
<td>5 hours total formal supervision 33 hours personal study</td>
<td>6+5+33 = 44 hours</td>
</tr>
<tr>
<td>Placement*</td>
<td>200 hours placement</td>
<td>7 hours from placement can be allocated to completing Assessment Task 2</td>
<td>200 hours</td>
</tr>
</tbody>
</table>

* Placement activities will include a range of workplace functions and will be negotiated as part of the workplace contract.

244 hours

1.5 Mode of Delivery

On campus and fieldwork

Off campus and field work

1.6 Prerequisites

COU201A Applied counselling practice 1
COU202A Applied counselling practice 2
Section 2 – Academic Details

2.1 Student learning outcomes

On successful completion of this unit students will be able to:

- Identify and demonstrate an understanding of the core counselling skills within their placement
- Reflect on and analyse their observations of their fieldwork placement/s in relation to the allocation of clients, case work and group work
- Critically analyse and discuss critical incidents and ethical dilemmas within the placement
- Demonstrate an insightful understanding of the value and purpose of counselling and supervision
- Evaluate their learning experiences within the placement/s, identifying their strengths and weaknesses.

This unit will allow students a practical fieldwork placement of 200 hours duration and will be completed in one or two agencies. Students will be assisted to locate placements in the human service sector or in an organisation such as a community agency, government counselling or welfare centre, child or youth service, neighbourhood centre, community corrections, hospice or hospital pastoral care setting. To assist with the practical integration of their core skills, students will design their learning goals with their placement supervisor. At the 200 level, this fieldwork experience will provide students with the opportunity to observe individual counselling, case work and group work.

The practical placement experiences will be supported with supervision in a variety of formats such as weekly debriefings and case conferences as well as individual/group clinical supervision. This will provide the opportunity for students to learn from their counselling practice, as well as from critical incidents, ethical dilemmas, tensions, questions and insights. This unit uses an experiential learning process that is based on the student placement and group participation with peers and supervisors.

Indicative topics are outlined on the next page.
2.2 Unit content and structure

Unit Structure

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Week 1 | Introduction to and preparation for fieldwork placements; developing a learning contract for placements; skills identification  
Applying theory to practice; boundaries relevant to working with clients |
| Week 2 | Placement/ Supervision                                               |
| Week 3 |                                                                       |
| Week 4 | 200 hours of clinical placement                                      |
| Week 5 | Each student is responsible for ensuring they participate in one supervision (with the agency/site supervisor) session for every 40 placement hours, for a total of five hours. Moreover, students will be encouraged to seek informal supervision at their placement for each day of their placement. |
| Week 6 |                                                                       |
| Week 7 |                                                                       |
| Week 8 |                                                                       |
| Week 9 |                                                                       |
| Week 10|                                                                       |
| Week 11|                                                                       |
| Week 12|                                                                       |
| Week 13| Integration of Fieldwork Experience – identifying and evaluating learning |
| Week 14| (Online or face-to-face debriefing sessions for the groups will be scheduled by the unit coordinator). |
| Week 15|                                                                       |
| Week 16|                                                                       |

2.3 Teaching methods/strategies

The unit will be delivered on campus via a combination of face-to-face lectures and tutorials or off campus via the educational technology platform. The unit will include 200 hours of placement. Each student will meet with their designated supervisor for one hour for every 40 hours of actual human services activity. Informal supervision is desirable for every 8 hours of activity. The designated supervisor will be an appropriately briefed and skilled workplace supervisor (agency/site supervisor). However, if no agency staff is qualified to supervise, a member of the Institute’s team will provide formal supervision to the student.
2.4 Prescribed and recommended readings

Prescribed texts

Recommended texts
Section 1: General Information

1.1 Unit administrative details

<table>
<thead>
<tr>
<th>Name of Unit</th>
<th>HE Award(s)</th>
<th>Duration</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLD302A Counselling placement 2</td>
<td>Bachelor of Applied Social Science (Counselling)</td>
<td>12-16weeks</td>
<td>300</td>
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</tbody>
</table>

1.2 Core or elective unit

Core unit - Bachelor of Applied Social Science (Counselling)

1.3 Unit weighting

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<thead>
<tr>
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</tr>
</tbody>
</table>

1.4 Student workload

The expected student workload for this unit is:

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<th>No. Personal study hours and supervision</th>
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<td>200 hours placement</td>
<td>7 hours from placement can be allocated to completing assessment task 2</td>
<td>200 hours</td>
</tr>
</tbody>
</table>

* Placement activities will include a range of workplace functions and will be negotiated as part of the workplace contract; they may also include professional/academic reading related to their placement. Note that of the 200 placement hours required in this unit, 40 hours must be comprised of client contact. Any dual relationships between clients and students/trainees are to be avoided.

1.5 Mode of Delivery

On campus and fieldwork

Off campus and fieldwork

1.6 Pre-requisites

FLD201A Counselling placement 1
Section 2 – Academic Details

2.1 Student learning outcomes

On successful completion of this unit students will be able to:

- Identify, analyse and demonstrate clear boundaries when working with clients
- Critically reflect on and monitor own practice in working with clients, including demonstrating the ability to identify when a client may need to be referred
- Critically analyse the value of case supervision
- Demonstrate the identification of and synthesis of their skills of empathic reflection, including paraphrasing and reflection of feelings, advanced empathy, summarising, and open-ended questioning, within fieldwork placement and case supervision
- Demonstrate an understanding of the phases in the counselling relationship and appropriate techniques for interacting with clients within the different phases.

2.2 Unit content and structure

Unit Content

The placement consists of 200 hours duration and will be completed in one or two settings. Students will pursue placements in the community sector in an organisation such as community counselling agency, government counselling or welfare centre, child or youth service, neighbourhood centre, community corrections, hospice or hospital pastoral care setting to build and consolidate their counselling skills with a variety of client groups and presentations. They will gain further practical experience in working with individuals and groups.

The practical placement experiences will be supported with supervision in a variety of formats such as weekly debriefing and case conferences as well as individual/group clinical supervision. This will provide the opportunity for students to learn from their counselling practice as well as from contact with other professionals, critical incidents, ethical dilemmas, tensions, questions and insights. This unit uses an experiential learning process that is based on the student placement, theory, and group participation with peers and supervisors. Students will be required to access hands-on clinical (as opposed to observational) work in these placements.

Indicative topics and when they will be discussed are outlined on the next page.
## Unit Structure

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Week 1 | Introduction to Fieldwork Placement 2 / Advanced boundaries issues  
Assessment and treatment planning 1 including recognising when referrals may be necessary  
Clinical Issues 1 – ethical considerations, record keeping  
Clinical Issues 2 – transference and countertransference  
Reluctant and Resistant Clients |
| Week 2 | Placement/ Supervision |
| Week 3 | 200 hours of clinical placement, 40 hours of which must comprise client contact. |
| Week 4 |  |
| Week 5 |  |
| Week 6 | Each student is responsible for ensuring they participate in one formal supervision session (with the agency/site supervisor) for every 40 placement hours. In addition, in accordance with PACFA requirements, they are to seek one hour of clinical supervision for every four hours of client contact (for a total of 10 hours of clinical supervision). |
| Week 7 |  |
| Week 8 |  |
| Week 9 | Students will be encouraged to seek informal supervision at their placement for each day of their placement. |
| Week 10 |  |
| Week 11 |  |
| Week 12 |  |
| Week 13 | Case presentations and review of fieldwork placement experiences |
| Week 14 | (Online or face-to-face debriefing sessions for the groups will be scheduled by the unit coordinator). |
| Week 15 |  |
| Week 16 |  |

### 2.3 Teaching methods/strategies

The unit will be delivered on campus via four hours per week of face-to-face lectures and tutorials or off-campus via the educational technology platform. The unit will include 200 hours of placement time and one hour of formal supervision for every forty hours of placement completed. Note that of the 200 placement hours required in this unit, 48 hours must be comprised of client contact (students are also required to seek one hour of clinical supervision for every four hours of client contact). Any dual relationships between clients and students/trainees are to be avoided.
2.4 Prescribed and recommended readings

Prescribed texts

Reader

Recommended texts

All students on placements are required to undertake formal supervision with the site supervisor after every week or 40 hours of placement. In the absence of a qualified staff to provide formal supervision corresponding to the student’s placement hours, this will be arranged by the Program Manager, Work Integrated Learning or. Students are also encouraged to seek informal supervision at their placement after every eight hours of placement completed.

BASS Counselling students are also required to undertake an hour of clinical supervision for every four hours of counselling they undertake while on placement. This will be arranged by a JNI Field and Clinic Placement staff. All JNI Clinical Supervisors are qualified and currently practising clinicians/supervisors.

**Qualifications of an agency/site supervisor**

The Agency or Site Supervisor must (according to the Australian Community Workers Association):

- be a suitably qualified employee of the agency and must be engaged in active practice;
- work on the majority of the days that the student attends the agency to ensure continuous monitoring of performance and professional progress;
- ensure that the supervision provided to the student is oriented to the student’s educational goals;
- have educational qualifications (at least a Diploma in Social Work or Community Services) and experience (at least three years) relevant to the nature of tasks assigned to the student/intern while on placement;
- supervise only three students under direct supervision at the same time if:
  - they are employed on the days and times that the students are present;
  - supervision is a normal part of their role;
  - they would have responsibility for the same duties and functions of the agency if the students were not attending; and
  - no more than three students are on placement at the agency at the same time.
- supervise only more than three students where:
  - the Agency Supervisor’s role as defined by their position description is that of a Student Supervisor; and
  - each student is assigned a suitably qualified Task Supervisor (a suitably qualified employee of an agency who is responsible for the ‘day-to-day’ supervision of a student engaged in a fieldwork placement at that agency).
Agency/site supervisor’s roles and responsibilities

- Provide a range of safe opportunities for students to observe, participate and reflect upon a range of community services activities;
- Identify the knowledge, skills and other requirements for completing the activities assigned to students;
- Assist students in the preparation of their learning contracts by assisting them to develop suitable and reasonable learning goals;
- Monitor the student’s performance;
- Provide formal supervision relating to student’s placement work (one hour of formal supervision for every 40 hours of placement is required). Informal supervision after every 8 hours of placement is also encouraged; and
- Complete the student’s Placement Performance Report and other required forms.

NOTE: Clinical supervision will be provided by JNI. A qualified clinical supervisor will be allocated by the Program Manager Work Integrated Learning to support the counselling work of students on placement or at the JNI Community Clinic.

Components of supervision

According to Haynes, Corey and Moulton (2003, p. 2), “supervision is a unique professional relationship between a supervisor, a supervisee, and the clients they serve.” It is always directed towards improving and enhancing the quality of service human services professionals provide. As such, supervision is deemed a critical and integral component of any human services curriculum. This provides students with the opportunity to further enhance and develop their skills through critical and professional evaluation of their work while putting into practice what they have learned in the classroom. It requires consistent observation and assessment of the quality of the student’s output and performance in relation to his or her placement work.

Recognising the importance of supervision, site supervisors play an important role in the education of JNI’s BASS Counselling students. In this regard, we thank you for ensuring that your supervision sessions with the students become opportunities for:

- feedback
- support;
- reflection and self-reflection;
- evaluating student’s performance while on placement;
- further development of student’s professional competence, knowledge, skills and attitudes;
• facilitating professional and personal growth;
• relating theory and practical work;
• discussing ethical issues;
• sharing knowledge and experiences with the student; and
• role modelling.

**Tips for Agency/Site Supervisors**

Whilst it is the student’s role to elect their own outcomes, it will be necessary for the Agency/Site Supervisor or person they report to, to review the ‘Self Directed Learning Contract’ or have a discussion with the student in order to verify that the outcomes are achievable both for the perceived level of the student and within the placement organisation’s infrastructure.

The contract needs to be formulated early in the placement so that this process can take place. Below are the suggested steps for the process.

**Suggested Steps**

- Verify the student’s competence in relation to skills and knowledge.
- Review the student’s ‘Self Directed Learning Contract’ or have a discussion with the student re intended outcomes and assess whether these are in line with your assessment of the student’s capabilities and the placement organisation’s capabilities.
- Revise the outcomes with the student if there appears to be a discrepancy between the intended outcome/s and the capabilities of the student and/or the placement organisation.
- Ensure that the outcomes and their methods of attainment, evidence and validation are specific and logical.
- Review the student’s work and performance on a regular basis.
- We ask you to encourage the student’s autonomy and reflective process. This will help the student to develop their reasoning skills, self-confidence and self-reliance.
The requirements of the Agency/Site Supervisor or person the student will report to, are varied, and take place over four stages of the placement. It is hoped that the learning experience will be a mutually rewarding one for the intern and supervisor.

**Stage One: The Interview**

After an initial telephone contact from the potential intern, a face-to-face interview needs to be organised. At this interview the potential of a working relationship needs to be established and a timeframe negotiated (e.g. two days a week at seven hours per day for 15 weeks).

Once you have accepted the student, we ask that you return (by fax or post) the Placement Confirmation Form to the Program Manager Work Integrated Learning at Jansen Newman Institute.

All our students are covered for Civil Liability Professional Indemnity Insurance through CGU Insurance to a limit of $20,000,000. If you require verification of this information, please let us know.

At this point, any documentation that will help the student’s orientation to the organisation would also be helpful, including organisational material and/or any specific readings related to your client group.

**Stage Two: The Orientation**

Prior to engaging in placement/clinical work, students are asked to complete a ‘self-directed learning contract’. The purpose of this document is to assist the student in identifying what they want to learn (in terms of learning goals/outcomes); how they intend to achieve these, and how they will know when the goals have been accomplished. Therefore, you will also need to assess whether the outcomes are achievable within the organisation and within the given timeframe. Necessary adjustments can be made at this time.

The means by which these outcomes will be assessed, and when supervision/guidance is required, also needs to be established. Please note that BASS Counselling students are required to undertake one hour of formal supervision with the Agency/Site Supervisor for every 40 hours of placement completed.

**Stage Three: Program Manager, Work Integrated Learning, Check-In**

The Agency/Site Supervisor at the placement organisation is required to monitor the student’s performance. The self-directed learning contract may be used as a guide to this process. At certain stages, outcomes may need to be reviewed and changed.

During the course of the placement, a BASS fieldwork staff member will contact you in person or by other means to discuss how the student is progressing educationally and professionally. Moreover, these are also intended to be additional opportunities to address issues or problems that may have arisen at anytime during the student’s placement.
**Stage Four: Placement Conclusion**

At the conclusion of the placement, the student will write a report on their experience, addressing the criteria listed in their learning contract or their learning goals as discussed with the relevant agency/site supervisor at the beginning of their placement. We ask that you read this report. There is also a Placement Performance Report, and an opportunity to write a short testimony appraising the student’s efforts over the placement period. Kindly complete this form. These will provide students with valuable feedback in relation to human services work and JNI would greatly appreciate your assistance in this regard.

In addition to this, once the student has completed their placement, if you would like another student to fill this vacancy please do not hesitate to contact our Industry Consultant Nadya Peshevska by phoning (02) 9493 7876 or emailing nadya.peshevska@laureate.edu.au
Stage One: Interview

- i Initial telephone contact
- ii Face-to-face meeting:
  - Establish working relationship
  - Negotiate timeframe
- iii Send/Fax ‘Placement Confirmation Form’ to Jansen Newman Institute (02 9218 8822)

Stage Two: Orientation

- i Provide Intern with orientation to organisation
- ii Check student’s Self Directed Learning Contract or discuss with the student their intended learning outcomes
- iii Make necessary adjustments and discuss with intern

Stage Three: Field and Clinic Placement Manager Check-in

- i Agency/Site Supervisor is to monitor student’s progress and provide feedback to the Program Manager, Work Integrated Learning.

Stage Four:

- i Read student’s assignment and Placement Performance Report
- ii Complete Placement Performance Report and Written Testimony

Please note that at the end of every day you will need to sign off on the student’s hours for the day (in their logbook).
**Costs**

There is no cost to your organisation for accepting a JNI student/intern. Students are not to be paid for their work on placement. However, should your organisation wish to pay the student a small amount to cover their meals and travel, this is allowed. Please note the organisation should reimburse any costs (except from costs associated with travelling to and from your agency) incurred by the student as a direct result of working for you.

**Hours**

Students are advised that they will be in attendance during the same hours as the staff of your organisation. No student on placement can take time and a half or double time for public holidays. It is one hour equivalent to one hour. Counselling students must complete 200 hours per placement. They can complete the required hours for a minimum of 5 weeks or a maximum of 15 weeks (two full days a week at 7 hours per day).

**Suitability of student for the placement or organisation**

The Program Manager, Work Integrated Learning should be contacted should there be issues relating to the suitability of a student for your organisation or placement, or should additional information or assistance regarding placement be required.
BASS Counselling Year 2 (FLD201A)

Each task below is designed to assess the following learning outcomes identified for this unit:

1. Identify and demonstrate an understanding of the core counselling skills within their placement
2. Reflect on and analyse their observations of their fieldwork placement/s in relation to the allocation of clients, case work and group work
3. Critically analyse and discuss critical incidents and ethical dilemmas within the placement
4. Demonstrate an insightful understanding of the value and purpose of counselling and supervision
5. Evaluate their learning experiences within the placement/s, identifying their strengths and weaknesses.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>When assessed</th>
<th>Weighting</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 - Learning Contract</td>
<td>Students are required to develop a learning contract for their placement. <em>The student will discuss with you the learning contract as part of the orientation.</em></td>
<td>This assessment is required within the first week of the placement.</td>
<td>25%</td>
</tr>
<tr>
<td>Task 2 - Learning portfolio</td>
<td>Students are required to complete a learning portfolio to be submitted at the end of placement. Up to 7 hours of placement time can be allocated to this assessment. <em>Should you require information as to the components of the portfolio, please email <a href="mailto:mgrant@jni.edu.au">mgrant@jni.edu.au</a>.</em></td>
<td>This assessment is required at the end of the practicum.</td>
<td>75%</td>
</tr>
</tbody>
</table>

**NOTE:** The specific assessment questions are not reflected in this manual because these are regularly reviewed and updated.
BASS Counselling Year 3 (FLD302A)

Each task below is designed to assess the following learning outcomes identified for this unit:

1. Identify, analyse and demonstrate clear boundaries when working with clients.
2. Critically reflect on and monitor own practice in working with clients, including demonstrating the ability to identify when a client may need to be referred.
3. Critically analyse the value of case supervision.
4. Demonstrate the identification of and synthesis of their skills of empathic reflection, including paraphrasing and reflection of feelings, advanced empathy, summarising, and open-ended questioning, within fieldwork placement and case supervision.
5. Demonstrate an understanding of the phases in the counselling relationship and appropriate techniques for interacting with clients within the different phases.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>When assessed</th>
<th>Weighting</th>
<th>Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Contract</strong></td>
<td>This assessment is required within the first week of the placement</td>
<td>30%</td>
<td>This assessment addresses learning outcomes: 1.</td>
</tr>
<tr>
<td>Students are required to develop a learning contract for their placement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Portfolio</strong></td>
<td>This assessment is required at the end of the practicum.</td>
<td>70%</td>
<td>This assessment addresses student learning outcomes: 1-5.</td>
</tr>
<tr>
<td>Students are required to complete a detailed learning portfolio to be submitted at the end of the placement. Up to 7 hours of placement time can be allocated to this assessment. <em>Should you require information as to the components of the portfolio, please email <a href="mailto:smathews@jni.edu.au">smathews@jni.edu.au</a> or <a href="mailto:mgranvik@jni.edu.au">mgranvik@jni.edu.au</a>.</em></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**NOTE:** The assessment questions are not reflected in this manual because these are regularly reviewed and updated.
Placement Performance Report (to be completed by the Agency/Site Supervisor; a copy is available from the student as part of the learning portfolio)

<table>
<thead>
<tr>
<th>Student</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement/Organisation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scale**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>E (Excellent)</td>
<td>Intern performs exceptionally at all times, at the level of a qualified practitioner</td>
</tr>
<tr>
<td>G (Good)</td>
<td>Intern performs above the level expected of a student</td>
</tr>
<tr>
<td>A (Adequate)</td>
<td>Intern performs at the level expected of a student</td>
</tr>
<tr>
<td>P (Poor)</td>
<td>Intern performs below expected level in some areas</td>
</tr>
<tr>
<td>VP (Very Poor)</td>
<td>Intern is not safe to practise in this area independently</td>
</tr>
<tr>
<td>NA (Not Applicable)</td>
<td></td>
</tr>
</tbody>
</table>

**Scale:** Excellent (E), Good (G), Adequate (A), Poor (P), Very Poor (VP), Not Applicable (NA)

**ACHIEVED COMPETENCIES – General**

1. Understood the placement organisation’s clinical objectives
2. Communicates assertively and responsibly
3. Functions effectively in a helping team
4. Able to offer respectful feedback
5. Establishes appropriate boundaries in working relationships
6. Able to work well independently
7. Shows initiative
**ACHIEVED COMPETENCIES – Clinical**

*(To be completed only when the student has undertaken face to face counselling while on placement with your Agency)*

1. Demonstrated competence in skills promoting a ‘working alliance’ with a client or group of clients e.g. empathy, summarising
2. Demonstrated competence in assisting clients explore core issues, e.g. open-ended questioning, paraphrasing
3. Demonstrated competence in inviting clients to new awareness e.g. through respectful confrontation, reframing
4. Demonstrated competence in goal setting and therapeutic monitoring
5. Possessed a wide knowledge of established approaches
6. Communicated lucidly and succinctly in speech and writing
7. Ethical in practice
8. Demonstrated respect and appreciation for issues of gender, culture, religion, ethnicity, age status and sexual preference

**Additional comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Agency/ Site Supervisor’s Signature:** ..........................................................................................