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INTRODUCTION

Welcome to fieldwork for community service workers.

Two field education units are integrated into the Bachelor of Applied Social Science (Counselling) curriculum to provide students the opportunity to put into practice theories, linking classroom learning with real life situations. Each unit requires students to complete 200 placement hours, 400 placement hours in total over two years. A requirement of 48 hours (24%) of the placement time in the second unit must comprise direct client contact (one counselling session has to last 50 to 60 minutes to qualify as face to face counselling). This complies with the clinical requirements of the Psychotherapy and Counselling Federation of Australia (PACFA). PACFA is a highly regarded peak organisation in Australia in the field of counselling and psychotherapy.

This fieldwork manual was developed to provide information regarding the College’s field education policies and requirements. Accordingly, we strongly encourage you to read the entire document before commencing your field education unit.

If you have questions or require clarification on any of the information provided herein, please feel free to contact any of the field education staff.

Jansen Newman Institute, Laureate Universities
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THE BACHELOR OF APPLIED SOCIAL SCIENCE
COUNSELLING

The Bachelor of Applied Social Science 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 bodies, the Psychotherapy and Counselling Federation of Australia (PACFA) and the Australian Counselling Association (ACA), 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 and ACA accredited. It meets the PACFA and ACA 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.
## Course Structure (Levels 100, 200, 300)

### Level 100

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre-requisite/s</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU101A</td>
<td>Interpersonal Communication</td>
<td></td>
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</tr>
<tr>
<td>COU102A</td>
<td>Theories of Counselling</td>
<td></td>
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</tr>
<tr>
<td>COU103A</td>
<td>Human Development Across the Lifespan</td>
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</tr>
<tr>
<td>COU104A</td>
<td>AppliedCounselling1</td>
<td>COU101A, COU102A</td>
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</tr>
<tr>
<td>SOC102A</td>
<td>Understanding Societies: An Introduction to Social Analysis</td>
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<tr>
<td>SOC103A</td>
<td>Developing Social Policy</td>
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</tr>
<tr>
<td>WEL101A</td>
<td>Introduction to Community Services</td>
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</tr>
<tr>
<td>WEL102A</td>
<td>Health and Wellbeing</td>
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**LEVEL TOTAL** 33.60

### Level 200

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<th>Pre-requisite/s</th>
<th>%</th>
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</tr>
<tr>
<td>COU202A</td>
<td>Mental Health and the Community</td>
<td>WEL102A</td>
<td>4.2%</td>
</tr>
<tr>
<td>COU203A</td>
<td>AppliedCounselling2</td>
<td>COU104A, WEL102A</td>
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</tr>
<tr>
<td>COU204A</td>
<td>AppliedCounselling3</td>
<td>COU203A, WEL102A</td>
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</tr>
<tr>
<td>FLD201A</td>
<td>Fieldwork1</td>
<td>COU104A, WEL102A</td>
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</tr>
<tr>
<td>SOC201A</td>
<td>Mediation and Conflict Management</td>
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</tr>
<tr>
<td>SOC202A</td>
<td>Introduction to Social Research Methods</td>
<td>WEL102A</td>
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</tr>
<tr>
<td>WEL202A</td>
<td>Ethics and Professional Practice</td>
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</table>

**LEVEL TOTAL** 33.60

### Level 300

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Pre-requisite/s</th>
<th>%</th>
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<tbody>
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<td>COU301A</td>
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<tr>
<td>COU302A</td>
<td>Counselling for Grief and Loss</td>
<td></td>
<td>4.2%</td>
</tr>
<tr>
<td>COU303A</td>
<td>Evaluating Approaches to Counselling</td>
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<td>4.2%</td>
</tr>
<tr>
<td>FLD302A</td>
<td>Fieldwork2 for Counselling</td>
<td>FLD201A</td>
<td>4.2%</td>
</tr>
<tr>
<td>SOC301A</td>
<td>Qualitative Research Methods</td>
<td>SOC202A</td>
<td>4.2%</td>
</tr>
<tr>
<td>WEL301A</td>
<td>Community Development</td>
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<tr>
<td>Elective1</td>
<td>Elective</td>
<td>Levels100 and 200</td>
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<tr>
<td>Elective2</td>
<td>Elective</td>
<td>Levels100 and 200</td>
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</table>

**LEVEL TOTAL** 33.60
Counselling Fieldwork Units

The Bachelor of Social Science Program requires that students undertaking the Counselling majors complete the following:

In both Years 2 and 3 of the Counselling specialisation, students must undertake a practical field placement of 200 hours duration (400 hours in total). 48 hours (one counselling session has to last 50 to 60 minutes to qualify as face to face counselling) out of the 200 hours duration in the second field placement unit (FLD302A Fieldwork 2 for Counselling) must comprise client contact. This includes direct client contact and co-therapy which will be completed in one or two agencies/settings. Note that any dual relationships between clients and students/trainees are to be avoided.

First Fieldwork – FLD201A

- **Duration**
  12-16 Weeks
- **Unit weighting**
  10 credit points
- **Student workload**

  The expected student workload for this unit is:

<table>
<thead>
<tr>
<th></th>
<th>No. Timetabled hours</th>
<th>No. Personal study hours and supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>6 hours total lectures</td>
<td>5 hours total formal supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33 hours of personal study</td>
</tr>
<tr>
<td>Off campus</td>
<td>6 hours total lectures (FOL equivalent)</td>
<td>5 hours total formal supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33 hours of personal study</td>
</tr>
<tr>
<td>Placement</td>
<td>200 hours placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total hours - 244</td>
</tr>
</tbody>
</table>

- **Prerequisite**
  COU104A Applied counselling 1
Second Fieldwork - FLD302A

- **Duration**
  12-16 Weeks
- **Unit weighting**
  10 credit points
- **Student workload**
  The expected student workload for this unit is:

<table>
<thead>
<tr>
<th></th>
<th><strong>No. Timetabled hours</strong></th>
<th><strong>No. Personal study hours and supervision</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>6 hours total lectures</td>
<td>10 hours total formal supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33 hours of personal study</td>
</tr>
<tr>
<td>Off campus</td>
<td>6 hours total lectures</td>
<td>10 hours total formal supervision</td>
</tr>
<tr>
<td></td>
<td>(FOL equivalent)</td>
<td>33 hours of personal study</td>
</tr>
<tr>
<td>Placement *</td>
<td>200 hours placement</td>
<td></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, 48 hours (one counselling session has to last 50 to 60 minutes to qualify as face to face counselling) must be comprised of client contact. Any dual relationships between clients and students/trainees are to be avoided. Total hours –249

- **Prerequisite**
  COU104A Applied counselling 1, FLD201A Fieldwork 1
Student learning outcomes

On successful completion of these units students will be able to:

a) Identify and demonstrate an understanding of the core counselling skills within their placement

b) Reflect on and analyse their observations of their fieldwork placement/s in relation to the allocation of clients, case work and group work

c) Critically analyse and discuss critical incidents and ethical dilemmas within the placement

d) Demonstrate an insightful understanding of the value and purpose of counselling and supervision

e) Evaluate their learning experiences within the placement/s, identifying their strengths and weaknesses.

Important dates

Week 2 Lecture (compulsory)

- Introduction to and preparation for fieldwork placements
- Developing a learning contract for placements – important considerations and the identification of skills
- Considerations for the development of safe, empathic and trusting relationship with clients
- Boundaries relevant to working with clients
- Applying theory to practice

Week 7 Lecture (compulsory)

- Getting the most from an industry placement
- Self-reflection
Unit Content

FLD201

This unit will allow students a practical fieldwork placement of 200 hours duration and will be completed preferably in one agency. 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, casework 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.

FLD302

This 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 a 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. In addition, students will be allocated a clinical supervisor to support their 48 hours of face-to-face client contact (one counselling session has to last 50 to 60 minutes to qualify as face to face counselling). Before you engage in face to face counselling, you need to let the Placement coordinator know so that you can be put in contact with the clinical supervisor.
INTRODUCTION TO FIELDWORK

As part of your course, you are required to undertake Fieldwork. This experience enables you to develop your understanding of day-to-day practice and from this, contribute to building a theoretical and skill base of your own. You are encouraged to identify opportunities for placements yourself. Such a placement needs to be deemed suitable by the Career Consultant. It is advised that student should complete their placement in one agency.

Suitability is the underpinning pillar for the selection of a placement - both for you as the student and the organisation. The placement must provide the opportunity for you to gain practical knowledge, interpersonal skills as well as professional skills.

The experience of the various JNI placements exposes you, as the student, to different ways of working with a wide array of clients, issues, and settings/environments.

As far as possible, placements are arranged in accordance with each student’s background, skills, experience, professional/academic interests and career aspirations.

Although you may use your paid employment to obtain supervised practice, over the period of study it will be necessary to obtain some work experience in at least one other setting.

Students need to exit the course with competency, plus breadth and depth of knowledge and in accordance with PACFA and ACA identified core competencies and fieldwork guidelines.

WORK-BASED PLACEMENT

Where no RPL or credit is obtained for either fieldwork unit, one placement using paid employment is allowed as long as it meets the field placement requirements. However, the work-based placement must give you the opportunity to build on existing job skills and learn new skills. Evidence of a range of new work tasks within the employment setting will be necessary. There will be a written agreement between the organisation, JNI and you as the student.

Similarly, student that want to complete their placement for an agency where they are already volunteering need to engage in activities that are different from their normal volunteering ones.

You may complete a self-contained project during your placement such as researching and writing a report on a specific issue. This cannot include work related duties and must be overseen by a non-line manager (different manager to that of everyday job).
BENEFITS OF DOING FIELDWORK

As a student, these experiences allow you to:

- Put into practice and consolidate theoretical knowledge in individual and/or group environments;
- To work with a variety of clients in different settings in the community;
- Capitalise on and expand existing experience;
- Gain a sound understanding of the placement (organisation’s) objectives in relation to practice;
- Interact with skilled clinicians and practitioners; and
- Explore career options.

The experience of the various JNI placements exposes you to different ways of working with a wide array of clients, issues, and settings/environments.

At JNI your commitment to your placement and clients is taken very seriously. It is through your placements that you are not only completing your practical requirements, but also assisting ‘real’ people with ‘real’ problems/issues. Therefore, we ask you to be flexible in terms of your approach and availability.

If you wish to discuss this further please contact the Placement Coordinator or your Success Coach.
PREPARING FOR FIELDWORK

Preparation should begin at least one trimester prior for students commencing a field placement unit. As such, upon enrolment into COU104A Applied Counselling 1 (one of two prerequisites for FLD201A), you are encouraged to request and read the BASS Community Services Fieldwork Manual. This should provide you with all the relevant information you will require when deciding when and where you can and should undertake your placement. An hour of contact will be made available for students that intend to enrol in FLD201A in the next trimester.

On campus students

An introduction to fieldwork, usually runs for an hour, will be provided to on campus students during one COU104A session. It is intended to give students basic information about the fieldwork requirements.

Once enrolled in a fieldwork unit offered via face-to-face mode, students are required to complete a three to four-hour lecture/orientation when undertaking FLD 201A or FLD301A. This way you will have already completed the first five topics for either unit on the first week. This will allow you to commence field work placement in week 2, provided all pre-placement requirements have been met and organised. Thus, it will be beneficial for you to have read this document as well as the prescribed readings prior to week 1. For a list of prescribed readings, refer to the next page. Another face to face lecture will take place in Week 7.

Flexible online learning students (FOL)

Students enrolled in COU104A that intend to commence placement in the next trimester should contact the Placement Coordinator. Students will receive an introduction to placement procedures and requirements before enrolling into their first field placement unit. Once enrolled, FOL students are also required to complete an equivalent of three to four hours’ lecture in week 1 (the same applies to the succeeding field placement unit). In doing so, you will have already covered the first five topics for either unit in the first week giving you more time to complete your placement hours (assuming that all pre-placement requirements have been met and organised beforehand). Thus, it will be helpful for you to read this document as well as the prescribed readings well ahead of the start of the term. For a list of prescribed readings, refer to the next page.
CHOOSING A PLACEMENT

Field education is an integral and critical part of your education as a Counselling worker. The College expects that you will approach this component of your program with the same level of commitment you give to your academic units, if not more. This aspect of your education as a community services worker requires your active participation in completing your field work requirements as well as taking responsibility for your own learning. Moreover, please note that once you have commenced your placement work, you are now a representative of JNI and the level of your performance and attitude towards your work will be a reflection on the College. Always remember that the College endeavours to maintain good relationships with its industry partners not only for your benefit but for the benefit of future students as well.

It is normal to feel a bit anxious when you are about to start your placement. This can even be heightened when you are unsure what to consider when choosing an organisation to successfully satisfy the practical component of your program. It is recommended for you to take the following into account when deciding on a placement:

**Procedure for finding a placement: Initial research**

- Do not underestimate the time it takes to find a suitable placement. As a minimum, it takes around six to eight weeks in total from beginning to end. Working with children or police checks can take approximately three weeks and these may be required by your placement organisation.
- Firstly, you will need to identify what client demographic you are interested in working with whether it is children and youth, drug and alcohol, homelessness, aged care, women, welfare, housing, etc., and also the type of organisation including government, community agency or in the human services sector.
- Refer to the next sections for things you have to consider when choosing a placement.
- Use your own knowledge and utilize any contacts you already know in the profession or organisation.
- Research using the internet community organisations in your chosen field and geographical area. Start with your local council website as they usually list the main community organisations in the locality and often provide links to these sites.
- Draw up a long list initially of about 20 organisations. If possible, rank them in preferential order.
Appropriate experiences in fieldwork

As a student, these are the types of experiences that must be a part of placement:

- Professional practice – a student extends their knowledge and skills in a practical environment
- Self-management – being able to direct their own activities
- Communication – transfer information clearly
- Documentation – providing appropriate evidence
- Assessment/information gathering – providing and evaluation
- Intervention – getting someone to seek professional help
- Evaluation – using standard criteria
- Group skills - Building and maintaining working relationships

This can be through:
- Observation/Participation
- Direct client contact
- Case management/ casework
- Face to face counselling where appropriate
- A Project
- Policy development
- Community development strategy
- Advocacy and support work

Things to consider before applying for placements

You will need to consider:

- Your location – Do you wish to do a placement close to home? Are you prepared to travel?
- Your interests – Do you have a specific career path? Are you open to as many experiences as possible? Do you want to move outside your comfort zone?
- If you have any existing contacts in the industry. Are you already working in the area? Do you have contacts through social networking? Do you have family or friends that may be able to take on a fellow student?
- What is your availability? Can you do the block placement?
- Do you have any relevant past experience? Do you have any previous skills or life experience to bring to the work as this could influence the type of placement chosen?
- Would it be better for a first or second placement?
Information students should gather about possible placements

You need to gather some information when making informal enquiries about a possible fieldwork location

- The location of the organisation, including the street address, phone and fax numbers and if possible an email address
- A description of the organisation and mode of service provision as well as a philosophy/mission statement
- Nature of the client group, for example age, particular issues, cultural identity
- Staffing arrangements- Is there a manager, are there full time staff members or is it mainly volunteers
- Learning opportunities
- Name and contact details of person at organisation.

Qualities of organisation to meet requirements of course

When seeking approval for a placement the Placement Coordinator will consider the following guidelines:

- Does the site hold any memberships to professional groups/organisation
- Are they accredited/certified?
- Any affiliations with other appropriate organisations
- Does the organisation strictly follow the ethical guidelines of the appropriate profession?
- What are the policies and procedures regarding videotaping?
- Do staff members regularly update their skills?
- Orientation - Theoretical orientation of the site
- Type of service users
- OH&S
Qualities of agency/site supervisor to meet course requirements

- What are their professional qualifications?
- Do these qualifications meet professional standards?
- Is the supervisor active in professional organisations?
- What are their backgrounds and experiences?
- They must meet the training and professional development needs of the student
- What model/method of supervision is used?
- What are their professional/practice functions versus their administrative functions?

Other considerations

- Does the organisation meet the standards for BASS?
- If your placement is to be in a small community, you will need to discuss with the placement coordinator the possibility of dual relationships.
- If you are in a small community JNI understands that you may have limited resources/qualified staff within your area.
- Will you be able to fulfil the requirements in an appropriate timeframe?
- Will this placement be able to provide the hours required?
CONTACT PROCEDURE WITH PROSPECTIVE PLACEMENT ORGANISATION

In approaching your placement, we ask you to be both proactive and flexible. Like any placement, you may be required to travel in order to meet your placement requirements.

When you have researched and decided on a placement and/or if you have a specific placement in mind you are required to liaise with the Placement Coordinator to discuss its suitability, as it must meet both the course and insurance requirements. The Placement Coordinator will put you in contact with your Success Coach who will offer support in securing placement.

When selecting a placement, remember, to be realistic in terms of your own time and availability. In essence, it is hoped that the learning experience will be mutually rewarding for you, the clients, and the placement organisation.

Procedure for finding a placement: Making contact

Talk with your designated Success Coach to receive support in looking for placement.

- Approach each organisation by either speaking to them face to face if you are local, phoning and asking to speak to the Manager or the designated Co-ordinator for student placements or email introducing yourself and JNI telling them that you will be calling in the near future. You could do a combination of the above. Be clear about the placement requirements prior to phoning with regards to hours, time period and supervision.

- If they are interested or ask you to apply to them, contact the Success Coach, he or she can support you in the process of securing placement.

- Once you have exhausted your long list, then you will need to re-assess your initial choices and widen your choice of placement further.
Procedure for finding a placement: Securing your placement

- If an organisation agrees to take you on placement, then it is best to have that in writing and pass their details to the Career Consultant. Also at this stage the ‘JNI BASS Supervision Manual and a current prospectus will be sent to the organisation. The placement supervision manual provides an overview of the JNI requirements, and includes forms for the person you will be reporting to, to confirm and verify your hours.

- It is important that you contact the Career Consultant before you start the placement because they will verify that the agency meets the standard of JNI.

- An interview may be necessary to obtain certain placements. The main objective of the interview is to discuss with the organisation your needs and whether they are compatible with the organisation’s needs. In addition, a working relationship needs to be established and a timeframe negotiated. A firm start date needs to be put into place as well as organising the hours to be completed on placement. There is a minimum requirement of two days a week over approximately a 14-week period. It is also possible to complete the placement full time over five weeks.

- Often the organisation will ask for police or children checks to be completed can take up to three weeks or more.

- When you have secured the placement, the Career Consultant will send you a Work Integrated Learning (WIL) Agreement to sign before you start on placement outlining the guidelines we need you to observe whilst representing JNI. Please tear off the contract detaching the last page which has your signature and the date and then fax it back to the Career Consultant at JNI.
Placement Hours

You will be required to do two placements (FLD201A- and FLD302A), and you will be in attendance during the same hours as the staff of the organisation. **No time and a half or double time can be taken for public holidays. It is one-hour equivalent to one hour.**

As a counselling student you must complete 200 hours per placement. You can do a minimum of 5 weeks (40 hours a week) or a maximum of 15 weeks (two full days a week at 7 hours per day).

If you cannot complete your placements within these timeframes, you are able to apply for a four-week extension but must produce either a medical certificate or letter from their employer stating the reasons preventing them from completing the placement. This request should be submitted to the Field Placement Manager.

If possible all placement hours should be submitted to the Placement Coordinator by the due date for Assessment 2. All hours should be submitted on blackboard together with the other requirement for the portfolio.

Costs

All costs associated with travel to and from the placement are your responsibility. However, any costs incurred as a direct result of working for the organisation should be reimbursed by the organisation.
Applying for Recognition of Prior Learning (RPL)

If what you have learned previously has given you sufficient skills and competencies to meet JNI’s requirements, RPL will be available and you may be eligible for exemption from certain parts of the course.

RPL for FLD 201A or FLD 302A is conducted on a case by case basis in which the content of prior learning, whether it is formal, academic or other industry training, is assessed and can be translated into course credit. Refer to the next page for additional information.

Please note that you may only apply for RPL for one placement. If you have obtained RPL for either fieldwork unit, you can no longer undertake any work-based placement to complete the requirements of your remaining fieldwork unit.

To apply for an RPL you must submit a completed application Course Credit Application Form. The application should include a detailed resume and certified copies of supporting documents. This should be submitted at least a trimester prior to the study period you are due to undertake the relevant fieldwork unit. You will be advised in writing of the outcome of your application within 10 working days.

Copies of supporting documents must be certified as true copies of the original documents. These may include, but are not limited to the following:

- Academic transcript of results from previous education institution
- Course syllabus from the previous education institution
- Evidence of relevant work experience
- CAPA/PACFA/ACA documentation
- Supervision documentation
- Certificates/results of assessment
- Indentures
- Results/statement of attendance/certificates (in house courses, workshops, seminars)
- Position descriptions
- Work examples
- Specific evidence as identified by Register Administrator and/or Registrar and/or
  Register Committee Chair
- Diaries/task sheets/job sheets/log books
- Certificate of membership of relevant professional associations
- References/letters from previous employers/supervisors
• Industry awards
• Any other documentation that may demonstrate industry experience related to the training course requirements
• Third party verifications
• Recent performance appraisal, annual reviews, supervisor’s evaluations, etc.
CLINICAL HOURS

You will be required to complete 48 client contact hours (one counselling session has to last 50 to 60 minutes to qualify as face to face counselling) as part of FLD302A Fieldwork 2 for Counselling. According to the 2014 PACFA Training Standards, “client contact may include direct client contact and co-therapy” (2014, p.4). Please note that there should be no dual relationships between client and trainee. Counselling practice can be undertaken in your placement for FLD302A. This will be supported by 10/12 hours of clinical supervision. A clinical supervisor will be assigned to you.

Selected clinical placements
Students may see clients in selected placements. This practice also complies with the clinical requirements of the course. Students are not permitted to complete more than the allocated 48 clinical hours (one counselling session has to last 50 to 60 minutes to qualify as face to face counselling) due to the following reasons:

1. Firstly this is to ensure that all students have an equal opportunity to graduate in a given time period.
2. It is an ethical breach to keep seeing clients without supervision after 4/5 hours of client contact. Each program at JNI has a set requirement regarding the number of supervision hours and this cannot be exceeded.
3. Any extra hours accrued at JNI cannot be used towards membership with CAPA or any other professional organization

Finishing your clinical hours on placement
When you are nearing 48 clinical hours please give clients a minimum of two sessions notice that you will be finishing the counselling with them and inform the Placement Coordinator. If you are completing your clinical hours in a placement, please give a minimum of two weeks’ notice to the Placement Coordinator that you have given the client or placement notice of your intention to finish.
Police Criminal Check

Some agencies may require you to have a Police check done. It is up to you to initiate this yourself. For information about the Police Criminal Check, you can visit the following link: http://www.police.nsw.gov.au/about_us/structure/specialist_operations/forensic_services/criminal_records_section

Working with Children Check

Some agencies may require you to have a Working with Children check. The agencies themselves will have these on file. Each organisation has the original on file so you may be asked to do one at each of your placements.

THE PLACEMENT CYCLE

Starting on placement

- During the first week on placement, both student and the site supervisor or manager needs to fill out the WIL Agreement and return, scanned, and emailed to the Career Consultant.

- During the first four of weeks, the Placement coordinator will be in contact with your supervisor regarding how you are settling in. You will need to ensure you discuss your Learning Contract with your supervisor to set goals that you would like you to achieve whilst on placement. Your supervisor will need to sing the learning contract before you submit it.

- An orientation with the organisation, staff, client group, and type of service provided by the organisation is essential. It is recommended that you try to procure documentation and/or information to assist with this process. It is likely that you will be assigned to a clinician/supervisor or staff member.

In a placement, you will also need to be mindful of the generosity of the placement organisation, the person you report to/supervisor’s time as well as meeting your course requirements. In other words, you are required to carry out your practice within the placement organisation, while also ensuring that you work towards achieving and reviewing the outcomes stated in your ‘self-directed learning contract’.

- Each day you will need to record your hours in the Placement Logbook at the back of your manual and get the supervisor to sign off at the end of the day. Each session of supervision must be signed off by the supervisor using the form at the back of the logbook. Refer to recording placement hours – Required documentations on the next page.

- The Placement Coordinator will conduct a mid-placement contact with your supervisor half way through the placement. There will also be a final placement phone call towards the end.

- If you have any questions or concerns at any time during your placement, do not hesitate to contact the Office at JNI.
Recording placement hours- Required documentation

There are three documents associated with placements.

1. **WIL Agreement**—This form is to be completed by the placement organisation and is to be sent back to JNI in the first week of placement.
2. **Placement Log Book 1 and Placement Log Book 2**—At the end of every placement, you are required to have the organisation sign off on your log book and return it to JNI. We require the organisation to verify and sign off on all your hours. (*Log Books are at the back of this Placement Manual*)
3. **Learning Contract**—The individual training plan outlines the learning outcomes for the subject and tasks which may be undertaken while on placement.

As noted in the previous section, on acceptance of the placement, you need to ensure that the person you will be reporting to scans and emails the signed WIL Agreement to the Career Consultant. In addition to this, at the end of the placement, it is your responsibility to ensure that the ‘Placement Log Book’ is completed and also scanned and uploaded on blackboard as part of your portfolio.

Finishing your placement

At the conclusion of the placement, you are required to notify the Placement Coordinator and hand in a Learning Portfolio on your experience in the placement, referring to the criteria listed in your initial learning contract. The organisation may also comment on the Learning Portfolio by adding any additional information. Make sure to take a photocopy of your placement and supervision hours and upload them on blackboard as part of your portfolio. Do not forget to keep copy of the original
LEAVE, ACCIDENTS, RISK OF UNDERPERFORMING AND WITHDRAWING

Sick leave

If you are sick during fieldwork and cannot attend, you must notify the placement organisation that you will not be attending and your expected return date. Most fieldwork activities and placements will require that the time be made up.

Accidents

If you are involved in an accident during your placement report it to the agency/site supervisor and the relevant JNI fieldwork/clinical staff member.

Risk of failing/underperforming

Any issues and performance problems between yourself as the student and supervisor are directed to the Placement Coordinator for resolution.

If failing the fieldwork/placement unit is likely, the following procedure will be followed:

1. You will be notified by the Placement Coordinator.
2. Placement Coordinator, in consultation with the JNI Academic Progression Committee (if required), will provide possible solutions.

Withdrawing from placement policy

If you should wish to withdraw from your placement temporarily or permanently you must show sufficient causes for the withdrawal. If all options for saving the internship have been exhausted, you must notify the Placement Coordinator and the agency/site supervisor before withdrawing.

If the organisation requests termination of your placement, they must notify you and the Placement Coordinator in writing stating the reasons for your withdrawal.

If the fieldwork supervisor requests the reallocation of your placement location, they must notify the Placement Coordinator in writing stating the reasons for the placement change.

You as the student are expected to complete the placement hours within the allocated time frame, in the result of an early withdrawal, termination or reallocation from a placement the Placement Coordinator will organise a meeting with you and relevant parties to discuss your case.
The following is a summary of tasks that students have to undertake in the trimester preceding the enrolment in a fieldwork subject (for example if you want to start your placement in T3, you will need to start preparing at least in week 7 of T2):

**Week 7**
- Staff communication goes out to students, with the Career Consultant (AMS) contact info.

**Week 8**
- AMS replies with:
  - introduction,
  - relevant templates (resume/cover letter) and
  - placement information, including suitability

**Week 9**
- Student replies to AMS with:
  - list of suitable/desirable 10-15 placements,
  - revised resume & cover letter

**Week 10**
- AMS makes edits and sends back to student.

**Week 11**
- AMS sends tips:
  - how to approach industry in person
  - how to approach industry over the phone
- Student contacts industry.

**WEEK 0**
- Placement is found:
  - Student and the supervisor or manager sign Student Learning Agreement and return to AMS.
  - AMS to put student in touch with placement supervisor, if available.

Completion of placement work and submission of all relevant documents. Research second placement, if appropriate.
FIELDWORK REQUIREMENTS

JNI Work Integrated Learning Agreement

The Wil Agreement must be signed and returned to the Career Consultant in the first week of placement in order for you to be able to commence your fieldwork.

Supervision

Supervision is a crucial component of ethical practice, and as such, is an essential requirement in key specializations of the Bachelor of Applied Social Science. In the area of Community Services, debriefing will comprise part of the supervisory process.

Each student is responsible for ensuring they participate in one formal supervision (with the agency/site supervisor) session for every 40 hours of placement (a total of five hours of formal supervision for 200 hours of placement).

Supervision will assist students to implement such fundamental principles as consent, respect and confidentiality, as well as to discuss and receive feedback on their work from experienced practitioners in the field. Methods of supervision can include one-to-one, group and/or online settings, as well as use of audio/visual tapes and case or process notes.

Clinical Supervision

For students undertaking specialisation in the area of Counselling while enrolled in FLD302A, ongoing supervision of all clinical work is mandatory. This involves regular contact with a JNI approved supervisor, to whom students will report, discuss their clinical work and/or placement. Clinical Supervisors are experienced practitioners whose qualifications entitle them to membership of the relevant professional associations, and who themselves undergo supervision in relation to their supervisory work. Both these requirements ensure compliance with high ethical standards of supervisory practice. Online students will receive 12 hours of clinical supervision via Skype with a JNI Supervisor.

If you are unable to attend your supervision appointment, please give reception 24 hours’ notice or you will be charged a $75 cancellation fee.

Placement Contacts

The Placement Coordinator will carry out visits to or contacts with placement agencies. Each contact could last up to 1.5 hours. The general purpose of these contacts is to discuss how you are progressing educationally as well as professionally. Moreover, these are also intended to be additional opportunities to address issues or problems that may have arisen at any time during your placement.
These contacts are to be expected sometime at the beginning, in the middle and end of your placement.

**Insurance**

JNI insurance covers all interns at a placement up until graduation with Educators Professional Liability and Student Work Experience Insurance. The Certificates of Currency will be included with the Placement Agreement

**Log Books**

At the beginning of this unit you will receive your logbooks for both of your placements as an electronic copy, which will be emailed to you.

Your log books are the record of your hours at your placements. You have a separate log book for each placement. Your Agency/Site Supervisor must sign off on your hours at the end of each shift, failure to do so will result in you having to complete extra hours.

Therefore, it is required that you take the hard copy of your log book with you to the placement to get it signed, and then transfer the information to your electronic unsigned copy for your records. You need to scan the completed logbook at the end of the placement and upload it as part of your portfolio.

The first logbook (for FLD201A) consists of two sections while the second (for FLD302A) has four:

1. The log of hours you have completed at the organisation which your supervisor has to sign off on (logbooks1and2).

2. Formal supervision sheet which your Agency/Site Supervisor must sign at the end of each formal supervision session (logbooks1and2).

3. The client signature sheet which clients must sign at the end of your face to face counselling sessions (logbook2).

4. Clinical Supervision sheet which your Clinical Supervisor must sign at the end of each clinical supervision session (logbook2).

As the intern, it is solely your responsibility to take care of your log books. If the hard copy of your log book gets lost, then the procedure is as follows:

1. You must notify the field education office that you have lost the hard copy of your log book.

2. You must print off your electronic copy and get your supervisor to sign off on the whole log book.

3. You must then hand in the signed electronic copy to the clinic office where it will be reviewed.

4. A field education staff will confirm with the organisation that you have completed your hours.
5. You will be notified of the outcome.

*IF THE ELECTRONIC COPY CANNOT BE VALIDATED NOR PRESENTED, YOU WILL HAVE FAILED THE UNIT AND WILL HAVE TO DO IT AGAIN.*

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**SUMMARY OF ASSESSMENTS**

*For details of the assessment requirements please refer to the Assessment Brief available via the Learning Portal in ‘Assessment Items and Submissions’*

**BASS Counselling Year 2 (FLD201A)**

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

a) Identify and demonstrate an understanding of the core counselling skills within their placement

b) Reflect on and analyse their observations of their fieldwork placement/s in relation to the allocation of clients, casework and group work

c) Critically analyse and discuss critical incidents and ethical dilemmas within the placement

d) Demonstrate an insightful understanding of the value and purpose of counselling and supervision
e) Evaluate their learning experience with 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 Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Contract</strong></td>
<td>Refer to the relevant learning portal page for details of this assessment.</td>
<td>25%</td>
<td>This assessment addresses learning outcomes: <em>a and b.</em></td>
</tr>
<tr>
<td>Students are required to develop a learning contract for their placement. Refer to the relevant learning portal page for details of this assessment.</td>
<td>Refer to the relevant learning portal page for the due date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning portfolio</strong></td>
<td>Refer to the relevant learning portal page for details of this assessment.</td>
<td>75%</td>
<td>This assessment addresses student learning outcomes: <em>a – g.</em></td>
</tr>
<tr>
<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. Refer to the relevant learning portal page for details of this assessment.</td>
<td>Refer to the relevant learning portal page for the due date.</td>
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</tbody>
</table>
Again, for details of the assessment requirements please refer to the assignment questionnaire available via the Learning Portal (within the relevant fieldwork unit page).

BASS COUNSELLING Year 3 (FLD302A)

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

a) Identify, analyse and demonstrate clear boundaries when working with clients
b) 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
c) Critically analyse the value of case supervision
d) 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
e) Demonstrate an understanding of the phases in the counselling relationship and appropriate techniques for interacting with clients within the different phases.

<table>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Learning Portfolio</strong></td>
<td>Refer to the relevant learning portal page for the due date.</td>
<td>75%</td>
<td>This assessment addresses student learning outcomes: a-g.</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. Refer to the relevant learning portal page for details of this assessment.</td>
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</table>
EMERGENCY PROCEDURES WHILE ON PLACEMENT AND IMPORTANT CONTACT NUMBERS

Emergency defined

There are two types of emergencies that JNI Interns may encounter:
1. An emergency involving a client
2. An emergency involving an intern

Scenarios that may qualify as emergencies involving a client include:
- Threat of suicide
- Threat of other forms of self-harm
- Threat of harm to intern or others
- Threat of harm to child

Scenarios that may qualify as emergencies involving an intern include:
- Situations where the intern feels unduly affected by the content of a counselling session and would therefore require a prompt follow-up supervision session.
- Situations where the intern is experiencing a delayed reaction to the content of a counselling session.

Emergency procedures while on placement
- The intern should deal with the emergency immediately at the placement by contacting their onsite placement supervisor.
- If the intern feels adversely affected by the event, notify reception at JNI immediately.
- Reception will then notify the Field or Clinic Placement Manager who will contact supervisors and organise an emergency supervision session for the intern.

EMERGENCY PHONE NUMBERS FOR IMMEDIATE ASSISTANCE IN CASE OF A MENTAL HEALTH EMERGENCY

Immediate Danger to Life:
Police/Ambulance 000

Services close to JNI:
Acute Care Team/intake services 9366 8611
The Sydney Clinic – 22-24 Murray Street Bronte 2024 9389 8888
For related services please see:

Other important numbers:

Mental Health Access Line (for referral to the crisis team closest to you) 1800 636 825
Poisons Information Service 13 11 26
Lifeline 13 11 14
Domestic Violence Line 1800 656 463
Transcultural Mental Health Centre (Clinical Consultation and Assessment Service) 1800 648 911
Alcohol and Drug Information Service
  ACT: (02) 6207 9977 (not toll free)
  NSW: (02) 9361 8000 (Sydney)
  1800 422 599 (Toll free)
  NT: (08) 8948 0087 (Darwin)
  (08) 8951 7580 (Central Australia)
  1800 131 350 (Territory wide toll free)
    1800 019 116 (Crisis line)
  QLD: (07) 3837 5989 (Brisbane)
    1800 177 833 (Toll free outside Metro area)
  SA: 1300 131 340
  TAS: 1800 811 994 (South/Toll free number)
  VIC: (03) 9278 8100
    1800 888 236 (Toll free number)
  WA: (08) 9442 5000 (Perth)
    1800 198 024 (WA country, free toll number)

If a suicidal (or dangerous) client has been assessed as high risk and is waiting for a mental health crisis team or other emergency service, s/he must not be left alone (our duty of care in the case of an imminent (high risk) threat of harm finishes only when such a service takes over from us).
This protocol has been developed to clarify the requirements of JNI interns in cases of suspected child abuse.

*The flowchart on the next page demonstrates under which circumstances it is necessary to make a report to Community Services. However, your supervisor or another staff member will make the report. You need only give the information to your supervisor or another staff member.*

For more detailed information on how to look for symptoms of abuse and other matters relating to reporting child abuse, see the NSW Family and Community Services - Child Protection Services website


For Victoria please have a look at: The Department of Human Services on: 


For the ACT go to the Community Services, Care and Protection Services on: http://www.communityservices.act.gov.au/ocyfs/services/care_and_protection

*If there is an immediate threat to the life of a child, you need to follow the procedure for reporting threats of harm to self or others (that is, speak to a staff member about phoning the police - see the Suicide Prevention Protocol).*
1. Mandatory Reporting

Do you have concerns about the safety, welfare or wellbeing of a child (0-15)?

- Yes
  - Reporting is not necessary at this time
  - You MUST inform your supervisor*

- No
  - Is there a risk of harm to a young person (16-17) or an unborn child?
    - Yes
      - Has Community Services already been informed?
        - Yes
          - You should inform STAFF**
        - No
          - You MUST inform your supervisor*
    - No
      - Is the child at risk of serious harm from:
        - neglect,
        - sexual abuse,
        - physical abuse, or
        - psychological abuse?
          - Yes
            - You should inform STAFF**
          - No
            - Reporting is not necessary at this time
  - You MUST inform your supervisor*

*You should inform STAFF**


From 24 Jan 2010 mandatory reporters are encouraged to use this Online Mandatory Reporter Guide to guide decision making about whether or not reporting to the Child Protection Helpline is appropriate under the new risk of significant harm reporting threshold.
*All JNI therapists and supervisors of interns are mandatory reporters. As an intern, if in the course of your work with a child or his/her parent/caregiver you become aware, after sensitive questioning, of a case as shown on the previous page, and where Community Services must be informed, you must inform your supervisor (if available) or a staff member who, after consultation with the Program Manager, will contact Community Services, as soon as possible. Note that in the case of third party reports of suspected child abuse ('hearsay') the complainant should be encouraged to phone Community Services him/herself.

**If you become aware of a young person aged 16 or 17 who is at risk of harm you should inform your supervisor or a JNI academic staff member, who will decide whether to report the matter to Community Services. If you become aware of family circumstances (such as heavy alcohol or drug abuse, mental illness or domestic violence) that may place an unborn child at risk once s/he is born, you should also inform a staff member.

2. When a report must be made

You must inform a staff member when you have current concerns about the safety, welfare and wellbeing of a child (under 16) for any of the following reasons:

a) the child’s or young person’s basic physical or psychological needs are not being met or are at risk of not being met,

b) the parents or other caregivers have not arranged or are unable or unwilling to arrange for the child or young person to receive medical care

b1) in the case of a child or young person who is required to attend school in accordance with the Education Act 1990 – the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,

c) the child or young person has been, or is at risk of being physically or sexually abused or ill-treated

d) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm.

e) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm.

f) the child was the subject of a pre-natal report under section 25 and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

Any such circumstances may relate to a single act or omission or to a series of acts or omissions.
S.24 says that reports may be made about a child or young person, or a ‘class of children’


Please also see the relevant website for your state.

3. Reporting and Informing the Child

You (or the intern, if s/he is the child’s counsellor) should inform the child of our requirement to make a report if the child has disclosed abuse intentionally (as opposed to accidentally), and is able to understand what is being done. When deciding to inform the child or young person about making a report, consideration should be given as to whether this will place the child at more risk or put their safety in jeopardy.

Note that even if a child protests strongly that they do not want a report made, their permission is not required. We are legally bound to make the report if the child is at risk of harm from neglect or physical or sexual abuse.

If your supervisor or a staff member makes a report to Community Services, you should document the details of the report in your client’s file.

Remember: if you are unsure, you should speak to your supervisor about your concerns as soon as practicable.
This protocol has been developed to assist interns to deal with clients or those close to them who may be at risk of suicide (or threatening violence towards others).

Please familiarise yourself with the protocol outlined on the following pages. A flowchart indicating the required procedure is shown on the next page.

The action plans required for the various lethality assessments of low, medium and high risk are given on page 56. The rationale behind these plans is that there will always be an experienced staff member available to talk to in an emergency. Crisis contact numbers are provided on the Pro-Life Contract (telephone counselling and referral) and on page 47 of this manual (mental health inpatient services).

Whether or not emergency services have to be called, you should debrief with a supervisor as soon as you can after counselling a suicidal (or potentially violent) client.

Also, for your protection, you will be required to use a personal alarm when counselling, to be collected from the front desk and returned after each session.

Remember: Your responsibility to the client is to assess the risk of harm and to seek and provide different avenues of support where appropriate, but you are not responsible for any actions s/he may choose to take after the session (however, see page 56 your responsibility in cases of high risk).

Sources:

Appleby, M. Lecturer at Jansen Newman Institute (2006), Suicide Awareness Seminar Notes.


Guidelines for working with people who pose a high risk of harm to others (2005) APS Ethical Guidelines


THREAT OF HARM – JNI INTERVENTION PROCEDURE

Is the client (or a third party**) Threatening harm to Self or Others?

Yes - self

No

Carry out a lethality RISK ASSESSMENT

Yes - others

Is the client WANTING TO DIE?

No

Yes

Does s/he have a REALISTIC, IMMINENT, SPECIFIC PLAN? (Risk question 1)

No

Yes

Assess the PROTECTIVE FACTORS

No

Yes

Do the RISKS outweigh* the PROTECTIVE FACTORS?

No

Yes

LOW RISK

MEDIUM RISK

HIGH RISK

LOW RISK

**Note:** The asterisk (*) indicates that the risk assessment may need to be re-evaluated if the client's situation changes.
**LETHALITY – RISK ASSESSMENT QUESTIONS**

1. Does s/he have a specific, realistic, imminent plan (with access to the means to commit suicide or violence to anyone else)?

2. Has s/he attempted suicide or carried out violence to others before?

3. Does s/he have a mental illness (especially depression/bipolar or schizophrenia)?

4. Has s/he recently been hospitalised for mental illness or in trouble with the police for aggressive behaviour at any stage?

5. Does s/he have some form of addiction?

6. Is there a major stressor (e.g. has s/he suffered a recent loss of some kind)?

**PROTECTIVE FACTORS QUESTIONS**

1. What prevents him/her (e.g. children) from hurting him/herself or others?

2a. (Harm to self): Does s/he have a desire to live and some hope for the future?

b. (Harm to others): What has helped to put these thoughts out of his/her head in the past?

3a. (Harm to self): How does s/he see suicide from a religious or moral point of view?

b. (Harm to others): Does s/he think s/he would act on these thoughts?

4. Does s/he have any close friends or trusted family members?

5. How strong is your therapeutic relationship with this client?

The risk assessment should involve a well balanced mix of open and closed questions, interspersed by appropriate empathic responding – don’t make the client feel interrogated; even in suicide prevention, your counselling skills are at least as important as the actual questions you ask your client.

In using your judgment to decide whether the risks outweigh the protective factors, remember that it is not necessarily based on the number of factors. It should, rather, depend on whether you believe that the protective factors are enough to prevent the client from attempting suicide or violence to another person in the foreseeable future.
ACTION REQUIRED

LOW RISK:

It may be necessary to re-assess your client during the session to satisfy yourself that s/he (or others) will be safe after the session.

MEDIUM RISK:

Ask your client to sign the Pro-Life Contract if appropriate. It may be necessary to arrange an extra session for your client during the week and/or make yourself available for telephone contact. You may also need to refer her/him to a mental health crisis service. As long as you are satisfied that the client or others will be safe at least until the next time you meet, it is not necessary to phone emergency services or the client’s family. If, after counselling a client, you are still unsure whether s/he is medium or high risk, you must speak to a staff member, or ask reception to phone staff before concluding the session.

HIGH RISK:

Excuse yourself from the session and speak to a staff member (or ask reception to phone the staff contact person) as soon as you can, to obtain advice about phoning emergency services and/or the client’s family and the potential victim, if a specific threat has been made against someone else. Be sure not to leave the client alone for long. You may need to remind the client that the confidentiality agreement is superseded by the need for safety.

For a third party threat of harm, it may be appropriate for you to give your client the required information to help the third party (e.g. crisis counselling services), but also be aware of the fact that some people use suicide threats as a means of manipulating another person (e.g. the victim being manipulated in domestic violence). If the threat by the third party is high risk, your duty of care is to inform the client that s/he may need to contact the police.
ETHICAL GUIDE LINES FOR WORKING WITH CLIENTS

For students on placement and organisations hosting these students

**Autonomy**- Individuals are free to direct the course of their lives, as long as their choices do not impede the autonomy of others. The individuality and autonomy of clients is to be respected.

**Confidentiality**- The details of client sessions are confidential, except in cases of threat of harm to persons or property, or when subpoenaed. In all other cases, exchange of information requires the client’s written consent.

**Informed consent**- Clients are to be apprised of matters which affect them, which include the structure and duration of sessions, and relevant matters pertaining to professional contact. In the event of potential taping of sessions, whether audio or video, permission must be sought and gained from the client.

**Beneficence** - The health and welfare of clients should be respected and upheld at all times. Counsellors and health professionals should never contract with clients whose problems are outside the practitioner’s area/s of competence.

**Non-maleficence**- The inflicting of harm, or of actions which might cause harm, is to be avoided at all costs.

**Fidelity**- On entering a professional relationship with a client, promises and undertakings are to be upheld.

**Nature of contact**- The nature of contact with a client is professional, and is to remain so at all times. There are no circumstances in which a romantic or sexual relationship with a client is acceptable.

**Records**- All records and case-notes pertaining to work with clients is to be kept in a secure location, to which only authorised personnel have access.

**Supervision**- Since ongoing supervision is a crucial component of working with clients, arrangements for regular supervision must be made and adhered to both by the practitioner concerned and the organisation in which they are practising.
Previous ‘Placement Confirmation Form has been replaced by the Work Integrated Learning (WIL) Agreement

(This document will be sent to the student and the organisation upon commencement of the placement)
## Placement Log Book

**Bachelor of Applied Social Science Counselling**

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Placement Organisation ........................................... Supervisor’s Name ..............................................

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Placement Organisation ................................. Supervisor’s Name ........................................

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NOTE: Students on placements are required to complete a total of 5 hours of formal supervision per fieldwork unit (1 hour of formal supervision for every 40 hours of placement).

*Formal supervision will be provided by the Agency/Site Supervisor or, in the absence of a qualified agency staff to supervise students, by the Fieldwork Supervisor identified by JNI.
PLACEMENT LOGBOOK 2
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# Jansen Newman Institute

## Formal Supervision Logbook 2

Student’s Name………………………………………………

Placement Organisation ………………………………

Supervisor’s Name………………………………………

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<th>Date</th>
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**NOTE:** Students on placements are required to complete an hour of formal supervision for every 40 hours of placement completed.

*Formal supervision will be provided by the Agency/Site Supervisor or, in the absence of a qualified agency staff to supervise students, by the Field Work Supervisor identified by JNI.*
## Client Signature Sheet

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To ensure client confidentiality, please photocopy this page and use a separate sheet for each individual client. Please attach to the back of your log book once hours are completed along with the Clinical Supervision sheet.

Clinical Supervision Sheet

Student’s Name………………………………………………

Clinical Supervisor’s Name………………………………}

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