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INTRODUCTION

Welcome to PFP107: Professional Practice.

This subject encompasses the 120-hour fieldwork component of the Diploma of Counselling and Communication. The primary aim of this work placement is to provide students with the opportunity to put into practice theories, linking classroom learning with real life situations. While you will not be engaging in one-on-one client counselling sessions in this placement, you will be engaging in a range of activities that will be invaluable to your future professional practice.

This fieldwork manual was developed to provide information regarding the University’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 your Learning Facilitator.

Lisa Walsh
Program Director
Counselling
Jansen Newman Institute, Laureate Universities
FIELDWORK REQUIREMENTS

Duration: 12 weeks

Student workload

The expected student workload for this subject is:

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<th>No. Timetabled hours</th>
<th>No. Personal study hours and supervision</th>
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<td>• On campus students</td>
<td>• 3 hours x 3 weeks</td>
<td>• 3 hours total formal supervision</td>
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<td>(9 hours total)</td>
<td>• 24 hours of personal study</td>
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<tr>
<td>• Online students</td>
<td>• 3 hours x 3 weeks</td>
<td>• 3 hours total formal supervision</td>
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<td></td>
<td>(face to face or</td>
<td>• 24 hours of personal study</td>
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<td></td>
<td>online equivalent)</td>
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<tr>
<td>• Placement (All</td>
<td>• 120 hours placement</td>
<td>• 12 hours per week for 10 weeks</td>
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<td>students)</td>
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Total hours = 153 hours
Academic Details

Student learning outcomes

On successful completion of this subject, students will be able to:

- SLO a) Illustrate the value and purpose of professional supervision within the placement context
- SLO b) Identify and design a learning contract appropriate for professional practice
- SLO c) Demonstrate ability to work collaboratively in the field and to use judgement and initiative
- SLO d) Evaluate learning experiences within the placement
- SLO e) Analyse and reflect on observations of fieldwork placement/s in relation to the allocation of clients, case work and group work

Important dates

Week 1 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 relationships within the workplace
- Boundaries relevant to working with clients
- Applying theory to practice
- Ethics in practice

Week 5 Lecture (compulsory)

- Getting the most from an industry placement and identifying opportunities to increase use of clinical skills
- Self-reflection
- Skills being used; needing development;
- Issues and understandings arising from placement so far; ethical considerations
- Logs – check-in and update as required
- Supervision: comments, feedback and update
Week 11 Lecture (compulsory)

• Getting the most from an industry placement
• Self-reflection and overview of learnings achieved and changes experienced
• Wrapping up placement: completing required activities and ‘signing-off’ – placement and supervision logs
• Future directions considered as a result of placement
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 Learning Facilitator. 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 TUA 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 to be 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 ACA identified core competencies and fieldwork guidelines.

WORK-BASED PLACEMENT

Where no RPL or credit is obtained for either fieldwork unit (in accordance with the Australian Community Workers Association policy), 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, TUA 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 a real-life setting;
- 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.

At TUA your commitment to your placement is taken very seriously. Therefore, we ask you to be flexible in terms of your approach and availability.

If you wish to discuss this further, please contact your Learning Facilitator or the Success Coach.
CHOOSING A PLACEMENT

Field education is an integral and critical part of your education as a trainee counselor. This aspect of your education 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 TUA and the level of your performance and attitude towards your work will be a reflection on the University. Always remember that the University 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 can take 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 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
• Evaluation – using standard criteria
• Group skills- Building and maintaining working relationships
• This can be through:
  Observation/Participation
  Direct client contact
  Case management/ casework
  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 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 organization liaison person.

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?
- 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 the Diploma?
- 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 TUA 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 a Success Coach who will offer support in securing the 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

• 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-coordinator for student placements or email introducing yourself and TUA 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 concerning hours, time and supervision.

• 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 Learning Facilitator.

• TUA will provide an overview of supervision requirements, and will include forms for the person you will be reporting to, to confirm and verify your hours.

• It is important that you contact the Learning Facilitator before you start the placement because they will verify that the agency meets the standard of TUA.

• 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.
• 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 Learning Facilitator will send you a Work Integrated Learning (WIL) Agreement (also available in Assessment section on Blackboard) to sign before you start on placement outlining the guidelines we need you to observe whilst representing TUA. Please tear off the contract detaching the last page which has your signature and the date and then scan and email it back to the Learning Facilitator.
PLACEMENT HOURS, COSTS AND RPL

Placement Hours

As a counselling student you must complete 120 hours per placement in 10-11 weeks.

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 your employer stating the reasons preventing them from completing the placement. This request should be submitted to the Learning Facilitator.

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 TUA’s requirements, RPL will be available and you may be eligible for exemption from certain parts of the course.

RPL for PFP107: Professional Practice 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.

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.
CHECKS

Police Criminal Check

Some agencies may require you to have a Police check done. It is up to you to initiate this yourself. There are numerous providers who offer this service. An online search will reveal what suites you best. Ensure they come from an acceptable body/organization. Each State has different agencies that provide this information. For information about the Police Criminal Check in NSW, you can visit the following link:

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.

NOTE: For a comprehensive introduction to police and working with children checks, please visit the following NSW link: http://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check
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. The student is to submit the WIL agreement with Assessment 1. If placement has not yet commenced by this time the student must email the completed WIL to the Learning Facilitator as soon as possible after beginning their placement.

- During the first couple of weeks, the Learning Facilitator will be in contact with your supervisor regarding how you are settling in.

- Upon commencement, you will need to organize an initial meeting with your Supervisor to discuss your Learning Contract and the goals that you would like to achieve whilst on placement.

- 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 Log of Hours at the back of your manual and get the supervisor to sign off at the end of the day. Each session of supervision must also 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 Learning Facilitator 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 your Learning Facilitator.
Recording placement hours- Required documentation

Academic awards and professional recognition require authentication of supervised hours.

There are three documents associated with placements:

1. **(WIL Agreement)** On acceptance of the placement, students need to ensure that the person that they will be reporting to signs the completed WIL Agreement. The students must then submit a copy of the WIL form with Assessment 1.

2. **Learning Contract (Assessment 1)** – The individual training plan outlines the learning outcomes for the subject and tasks which may be undertaken while on placement. It needs to discussed and signed by your placement supervisor at your initial meeting.

3. **Placement Log of Hours, Supervision Log and Supervisor Feedback (Assessment 3)** - At the end of placement, students are required to have the Supervisor sign off on their Log of Hours and Supervision Log, as well as their Supervisor feedback forms. You will need to collect these documents, **scan and submit them via Blackboard**. TUA requires that the organisation verify and sign off on all student hours.

Finishing your placement

Towards the conclusion of the placement (Week 11), students are required to notify the Learning Facilitator and hand in your Reflective Journal (Assessment 2) that details your experience in the placement. Ensure you take a photocopy of your Log of Hours, Supervision Log and Supervisor Feedback placement and supervision hours and **upload them on Blackboard (Assessment 3). Remember to keep copies of the originals.**
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 TUA 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 TUA 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 traineeship 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.
FIELDWORK REQUIREMENTS

TUA WIL Agreement

The WIL Agreement must be signed and returned to the Learning Facilitator 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 of the key specializations of the Diploma of Counselling and Communication.

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.

Placement Contact

The Learning Facilitator will have contact with placement agencies. 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

TRAINEE insurance covers all students 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 of Hours and Supervision Log

At the beginning of this unit you will receive your log documents in Blackboard in the Assessment section.

Your Log of Hours is a record of your attendance and activities undertaken at your placement. Your Placement 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.

The Supervision Log is to be completed and signed by your supervisor after each formal Supervision session. You are required to submit a scan of both logs at the end of each placement.
SUMMARY OF ASSESSMENTS

For details of the assessment requirements please refer to the Assessment Briefs available via the Learning Portal under the ‘Assessment’ link.
EMERGENCY PROCEDURES WHILE ON PLACEMENT AND IMPORTANT CONTACT NUMBERS

Emergency procedures while on placement
- The trainee should deal with the emergency immediately at the placement by contacting their onsite placement supervisor
- If the trainee feels adversely affected by the event, speak with their Learning Facilitator immediately.

EMERGENCY PHONE NUMBERS FOR IMMEDIATE ASSISTANCE IN CASE OF AN EMERGENCY

Immediate Danger to Life:
Police/Ambulance 000

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) 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).
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.
### PLACEMENT LOG OF HOURS

*Downloadable version available on Blackboard under Assessments link*

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PLACEMENT SUPERVISION LOG

(Downloadable version available on Blackboard under Assessments link)

Student’s name ____________________________________________
Placement Organisation ___________________________  Supervisor’s Name ________________________________

Please note: Students must complete a minimum of 3-hours supervision across their placement.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time: Start</th>
<th>Time: End</th>
<th>Comments about Session (to be completed by supervisor)</th>
<th>Supervisor’s signature</th>
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<tbody>
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# SUPERVISOR FEEDBACK FORM

*(Downloadable version available on Blackboard under Assessments link)*

<table>
<thead>
<tr>
<th>Student:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td></td>
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<tr>
<td>Supervisor contact details:</td>
<td></td>
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<tr>
<td>Placement organisation:</td>
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<tr>
<td>Relevant period (from and to):</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Exelled</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>1. Understood placement organization’s purpose</td>
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<td>2. Understood own role and expectations with clients</td>
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<td>3. Communicated assertively and professionally</td>
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<td>4. Fulfilled functions effectively</td>
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<td>5. Able to work within the placement team cohesively</td>
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<td>6. Demonstrated initiative in fulfilling tasks/functions</td>
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<td>7. Able to hear in an open/non-defensive way</td>
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<td>8. Demonstrated self-awareness</td>
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<td>9. Able to raise/discuss personal responses</td>
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<td>10. Utilized feedback by attempting appropriate changes</td>
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<td>11. Able to clarify as required</td>
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<td>12. Demonstrated strong active listening skills</td>
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<td>13. Set appropriate boundaries with consumers/clients</td>
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<td>14. Developed rapport well</td>
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<td>15. Competent use of a range of skills that promote a good working alliance with consumers/clients</td>
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<td>16. Consumer/client issues handled with respect and due care</td>
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<td>17. Dignity shown to consumers/clients. Clearly</td>
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</table>
18. Behaved ethically

**Comments:** Supervisor to complete

1. Please describe the nature/type of contact the student had with consumers/clients during their placement:

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
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2. What areas did you observe the student develop from a client-contact perspective?

   ___________________________________________________________
   ___________________________________________________________
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3. Please provide comments that help the student make further use of the supervisory relationship:

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
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4. What comments/observations can you provide to assist the student in developing their skills and their professional identity?

   ___________________________________________________________
   ___________________________________________________________
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Other comments:
5. With respect to the comments above, what have you discovered about yourself and your skills?

6. What feedback has been most useful in your growth as a worker in the counselling field?

7. Using the feedback and comments above, decide which three things you will work on to advance your practice:

   a.

   b.

   c.