

Master of Counselling Practice Education Manual 2024



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WELCOME

Dear Student

Welcome to the practicum courses within the Master of Counselling Program in the School of Nursing, Midwifery and Social Work and the School of Psychology within the Faculty of Health and Behavioural Sciences at The University of Queensland.

The field placement in Counselling is designed to provide students with “hands-on” experience in working with people who are facing a range of difficulties and personal issues. You will be offered direct exposure to the practice of professionals in day-to-day therapeutic work and opportunities for you to extend your knowledge and understanding of counselling within an agency offering counselling and other social and emotional therapeutic support to clients. It is expected that you will take this opportunity to develop a professional counselling persona in the workplace by working collaboratively with your colleagues in the agency and learning as much as you can from more experienced professionals.

The opportunity to work with people who are being offered professional therapeutic help enables you to begin to proactively link your current counselling practice more pertinently to theory. Where you find your knowledge, understanding or skills lacking, you will have the opportunity to seek advice, research and read appropriately to become a more fully functioning reflective practitioner. Making best use of regular professional supervision will help you to build a strong theoretical base and will include opportunities for your own personal development. The formation, development and refinement of a personal framework for practice, and the integration of this with theory and research will be the focus of your studies during this experience.

May I take this opportunity to wish you a great learning experience.

Warm regards

Denis O’Hara

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STAFF CONTACT DETAILS

Name	Role	Contact Details
Ms Naomi Hansar	<p>Principal Practice Educator (Placement Coordinator) Master of Counselling Program School of Nursing, Midwifery and Social Work</p> <p>All questions or concerns regarding your placement should be directed to Naomi.</p>	<p>T: +61 (7) 3365 2741 E: n.hansar@uq.edu.au</p> <p>Work days: Mon, Wed-Fri</p>
Mr Jim Schirmer	<p>Course Coordinator Master of Counselling Program School of Nursing, Midwifery and Social Work</p> <p>Questions about the academic components of COUN7021 should be directed to Jim.</p>	<p>T: +61 (7) 3346 7026 E: j.schirmer@uq.edu.au</p>
Dr Denis O'Hara	<p>Program Lead Master of Counselling Program School of Nursing, Midwifery and Social Work</p>	<p>T: +61 (7) 33652834 E: denis.ohara@uq.edu.au</p>
Ms Monique Cairney Ms Ruth Edwards	<p>UQ Counselling Connect & UQ With You Agency Supervisors + UQ External Supervisors Master of Counselling Program School of Nursing, Midwifery and Social Work</p>	<p>E: m.cairney@uq.edu.au E: ruth.edwards@uq.edu.au</p>

ROLE OF UNIVERSITY-BASED STAFF

Principal Practice Educator (Placement Coordinator, Counselling)

- Provide support for students seeking placements including fielding student enquiries about placements and following up on pre-placement requirements.
- Coordinate and develop links with placement agencies including keeping up to date records of contact details, informing agencies of current requirements of the practicum course, and seeking out new agency links.
- Liaise with students and agencies to link up potential placement opportunities and provide follow up support for students in regard to the outcomes of pre-placement interviews with agencies.
- Provide ongoing liaison between students, agencies and the University including arranging and facilitating placement review meetings and contacting agency supervisors by email and phone to check that placements are on track.
- Liaise with the Agency Supervisor, Course Coordinator and Program Lead to identify and address issues in the placement so that a plan of action can be formulated about how to address the concerns.

Course Coordinator COUN7021

- Coordination and delivery of the University based learning and teaching elements of the course, including facilitation of the COUN7021 workshops and the assessment of assignments.
- Management of placement issues. Provision of support and mediation for students and agency staff, and remediation for students as necessary with verbal and written feedback to the student and his/her supervisor during this process.

Program Lead Master of Counselling

- Overall responsibility for and coordination of the Master of Counselling program.
- Placement issues as referred by the Course Coordinator and Placement Coordinator.
- Remain cognisant of all participants' needs and rights in the practicum experience in all decision making including students, students' clients, employees of agencies, agency supervisor, the School of Nursing, Midwifery and Social Work, the School of Psychology and other related professionals with whom the students come into contact in the work.

UQ With You & UQ Counsellor Connect Agency Supervisors + UQ External Supervisors (Counselling)

- As per Agency Supervisors (see p.6) for the UQ-based student clinics. In addition, provide external supervision as required. Students may be allocated a UQ external supervisor if their agency does not have capacity to provide the required supervision on-site.

ROLE OF AGENCY SUPERVISOR

- Provide contractually based and agreed supervision on a regular basis that the supervisee can take part in willingly, typically in a ratio of 1 hour of supervision for every 4 hours of client contact (see **Appendix 5** for details of the supervision contract).
- Provide regular feedback to students about their practice, including observation of at least one session using the Core Skills Competency Checklist (see **Appendix 7**).
- Liaise with the Placement Coordinator and the Program Lead if any concerns arise about a student's practicum experience.
- Contribute to the assessment process in conjunction with the Academic staff in the University by providing formative and summative evaluation throughout the placement (see **Appendix 8** and **Appendix 10A**).

Note: A checklist is provided (**Appendix 3**) which may be useful in identifying specific tasks for the first week of placement, during placement, and towards the end of placement.

THE PLACEMENT – THINGS TO KNOW & DO

Planning

- Ensure all pre-placement requirements are completed to be eligible to start placement. Your Blue Card, Placement Safety Modules and COVID-19 vaccination (if required) must be verified (see **Appendix 1**).
- Do you need a police or other security check (see **Security Checks** in the Risk Management and Insurance section)?
- Note: The following **must be** completed so that you are covered by the University's insurance (see the **Student Insurance** section).
 - Complete the University's online risk assessment process – the HaBS Placement Safety Modules – in Blackboard (see also Risk Assessment in the Risk Management and Insurance section).
 - Submit the Student Declaration form (see **Appendix 2**) to the Placement Coordinator.
 - Enrol in COUN7021 on [mySI-net](#) (you will need to be permission-listed for your placement course) and notify the Placement Coordinator of your scheduled commencement date.
 - Attend the COUN7021 Placement Orientation Workshop (check your email for dates).

First Week of Placement (before working with clients)

- Read and make notes on the Learning Agreement discussion points (see **Appendix 4**) to be discussed in your first meeting with your Agency Supervisor.
- Complete your Supervision Contract (**Appendix 5**) in negotiation with your supervisor. Keep one copy to refer to during the supervisory relationship and submit an electronic copy to the Course Coordinator via **Turnitin** by the due date in the Electronic Course Profile.
- Become familiar with the placement agency or organisation occupational health and safety procedures (this is in addition to the University's requirements above).
- Become familiar with the relevant professional codes associated with your practicum placement, for example the [Australian Counselling Association \(ACA\) Code of Ethics](#) or the [Psychotherapy and Counselling Federation of Australia \(PACFA\) Code of Ethics](#).

During Placement

- Arrive on time and spend two full days on placement each week. Maintain a full and accurate log of all your activities on placement (see **Appendix 10C**) and ask your supervisor to sign this on a regular basis, for example during supervision sessions. **It is your responsibility to ensure this is done on a regular basis** (see **Appendix 12** for definitions of client contact, non-contact and supervision hours).
- Keep your learning journal on a regular, preferably daily basis (see **Appendix 13**). This is essential for completing the reflective component of your final practicum project report. The learning journal may also be referred to at the COUN7021 workshops, and sighted during the placement review meeting or by your supervisor when they do your evaluation.

- Ensure your supervisor has observed at least one session of you as a counsellor and has completed the Core Skills Competency Checklist (see **Appendix 7**). Submit a copy to the Course Coordinator by the due date in the Electronic Course Profile.
- Prepare case notes/correspondence/reports in accordance with agency policies (see **Appendix 14** and **Appendix 15**). Ensure any notes of clients you work with, or observe, are de-identified (see the section on **Confidentiality** within **General Information**). Remember that case-notes can be subpoenaed, so maintaining complete and accurate records is essential.
- Make a note of potential reading and research subject matter as and when this arises. Read and make notes on your reading on a regular basis to inform your knowledge, understanding and to develop your skills as a reflective practitioner.
- Attend the COUN7021 workshops at UQ to inform and develop your knowledge, understanding and skills in counselling theory and practice (see the ECP for dates/details).

Note: You may wish to utilise recordings of sessions to critically review your counselling practice. Before recording client sessions, you must check your agency's policies to determine if this is permissible. You must also gain explicit consent from clients to use any recording for educational purposes (see **Appendix 16**). Please also refer to the guidelines on **Confidentiality** in the General Information section.

Placement Review Meeting

- A placement review meeting facilitated by the Placement Coordinator is typically arranged around week 6 of the first semester of placement (see **Appendix 6**).
- This meeting usually takes about an hour and provides opportunities for students and agency supervisors to review the placement, to reflect on students' progress, raise any concerns and issues, and to review goals for further learning.
- During the meeting, your learning journal (see **Appendix 13**) may be sighted by the Placement Coordinator and you will have an opportunity to discuss your progress with this.

Note: More than one placement review meeting may occur if there are particular issues that arise during the placement and the student and/or agency supervisor request them.

Toward the End of Your First Semester of Placement

- Jointly complete the Formative Supervisor Evaluation of Student Practice form (see **Appendix 8**) with your supervisor. Note that this is a formative evaluation and does not require your supervisor to recommend a pass/fail. Submit an electronic copy to the Course Coordinator via **Turnitin** by the due date in the Electronic Course Profile (ECP).
- If you are changing your placement agency from Semester 1 to Semester 2:
 - Complete your log book(s) and ensure you get your supervisor to sign these off.
 - Arrange for your supervisor to complete the Formative Evaluation (Appendix 8). This will serve as the final placement review. There is no need to do a Summative Evaluation (Appendix 10A) as well.
 - Complete the Student Evaluation of Placement (Appendix 10B).
 - Submit all of these to Turnitin.
 - See the section below on Completion of the Placement for notes on finishing client work.

Booking Leave from Placement

- To meet the needs of your clients and agency, as well as your own learning, most students will continue placement hours through the mid-year break. If you would like a break at this time, you will need to apply for leave from your agency. Please let the Placement Coordinator know of any breaks or leave you are planning to take. We do recommend that you take 2-4 weeks off during the mid-year break but please be mindful of your client and agency needs when booking your dates.

Completion of the Placement (COUN7021)

- As your placement comes to an end, consider how you will “wind-down” your practice. Make sure that endings with clients are well thought through and your clients are prepared for your departure. Abrupt endings can be harmful to clients who have already experienced losses in the past over which they have had little control. Consider asking your client how they would like to end your relationship together and discuss endings with your supervisor well in advance.
- Ensure you have completed all the forms required for your final Practicum Report Portfolio (Assignment 2, see **Appendix 10**) including:
 - Summative Supervisor Evaluation of Student Practice (see **Appendix 10A**).
 - Student Evaluation of Agency (see **Appendix 10B**).
 - Log of hours signed by your supervisor (see **Appendix 10C**).
- Submit an electronic copy of your final Practicum Report Portfolio to the Course Coordinator via **Turnitin** by the due date specified in the COUN7021 Electronic Course Profile (ECP).

Fitness to Practise

The University of Queensland (UQ) through the Master of Counselling program has a responsibility to our professional organisations and more importantly, to the people in the community for whom we care, to graduate practitioners who have skills, behaviours and attitudes that equip them to work responsibly, competently and respectfully as counsellors within Australia. As such we are charged with the responsibility to ensure that students are **fit to practise**.

The [Fitness to Practise Policy and Procedures \(PPL 3.30.14\)](#) are designed primarily as protection for all from practice that may be harmful to clients, colleagues, co-workers and/or the student alike.

What does it mean being ‘Fit to Practise’?

A student needs to show that he or she is able to meet the standards that are expected of a person who is fit to work as a counsellor. The UQ policy states that the policy and procedures has been developed to:

guide the management of cases where a student undertaking a program that has a practical placement component has exhibited behaviour that has given cause for concern as to their Fitness to Practise in that program. (Section 1.4 Policy)

Being fit to practise is considered in terms of a range of factors that according to the policy include:

- a) Engaging in *conduct outside the bounds of that considered acceptable or worthy of the membership of the profession* (**conduct**); and/or
- b) Demonstrating *performance that is not consistent with the profession’s established standards* (**performance**); and/or
- c) Exhibiting *disregard for, or are unable to meet, the rules, regulations or standards for practising as a member of the profession or for undertaking professional practice with a professional practice provider* (**compliance**); and/or
- d) Displaying *a disability or health condition that impairs their capacity to practise as required by the profession* (**disability or health**). (Section 4.3 Policy)

Who can report Fitness to Practise concerns?

There may be a number of sources who may report concerns about a student’s fitness to practise. These are known as stakeholders, both internal and external. They may include, but are not necessarily limited to: placement supervisors, university placement officers, academic staff, professional staff, clients via a supervisor, or other students via university staff.

What happens if Fitness to Practise concerns are noted with regards to a particular student?

A Fitness to Practise incident or series of behaviours would normally be reported to the Placement Coordinator in the first instance, who would share the information with the Course Coordinator and Program Lead. The Placement Coordinator may ask the person reporting to document the concern in writing.

The concern is then directed to the Head of School of Nursing Midwifery and Social Work who assigns an

Investigating Officer to review the concern seeking input from all relevant sources and through gaining all relevant documentation. The affected student will be given an opportunity to respond to the Investigating Officer. In the situation of a serious issue, the placement may be suspended during the investigation.

Students have the right to have any concerns about them dealt with promptly, to be informed of such proceedings, and to be able to respond to such concerns.

What outcomes may occur with Fitness to Practise concerns?

In terms of investigation and outcomes, Fitness to Practise concerns can be categorised as:

- *Developmental Intervention.* These concerns are considered temporary, one-off or infrequent, minor and able to be remediated short-term. If an issue is deemed to be developmental, the student will be supported with supervision/supportive care/education/training to remediate issues.
- *Level 1.* These are considered frequent, accidental, thoughtless or unintentional, minor and able to be remediated short-term. If a Level 1 concern is determined, various outcomes may occur from no further action taken to a written warning to assessment implications or support referrals.
- *Level 2.* These are considered permanent, persistent, repeated or escalating, clear in intent, serious and unlikely to be remediated short-term. If a Level 2 concern is noted, outcomes may involve such measures as imposing conditions on the student, refusal to allow enrolment in further placements or assessment penalties. (Section 8.2 Procedure)

If a complaint is considered as one of misconduct, the case will be investigated in accordance with the [Student Integrity and Misconduct Policy and Procedures \(PPL3.60.4\)](#) and ceases to be looked at under Fitness to Practise policy.

The University has the right to inform subsequent placement supervisors/organisations of previous Fitness to Practise concerns for a student. This would be done as a means of ensuring students who may be struggling in their practice gain any necessary support/supervision to ensure the students remain fit to practise and/or to protect the needs of vulnerable clients and staff of the placement organisation.

A Fitness to Practise decision and outcome can be appealed by students within 20 working days of the notice of the outcome.

Full details of the Fitness to Practise policy and Procedures can be found at <https://ppl.app.uq.edu.au/content/3.30.14-fitness-practise>.

Students at Risk Guidelines

As discussed above, Fitness to Practise procedures have been put in place to support students, clients and supervisors in ensuring students become safe practitioners who exhibit professional behaviours that are considered appropriate both at the University and while on practical placements.

As the spirit of the Fitness to Practise policy is to balance remediation and rehabilitation of unacceptable practise, it is important to ensure the early identification of issues which may lead to concerns and implement intervention strategies (remediation) to assist you as students to attain acceptable standards in all aspects of your practice. It is hoped that through early identification, referral of students for Fitness to Practise and the ensuing repercussions can be averted.

As a result the Master of Counselling program has developed processes to provide a clear intermediate stage for addressing student difficulties in practicum before engaging The University of Queensland Fitness to Practise policy as outlined in Policy 3.30.14 Fitness to Practise <http://ppl.app.uq.edu.au/content/3.30.14-fitness-practise>.

Specifically, these guidelines are utilised when your supervisor or academic/professional staff determines that you may be at risk of failing an assessment component of a placement, including but not limited to: a mid or end-point evaluation on placement, or when significant and repeated issues have been raised about your performance on placement. These guidelines seek to address issues of competence and/or professionalism and concerns relating to client and public safety. Where possible, academic performance will be managed using the relevant University Rules and Policies.

Student At Risk Guidelines relevant to you as a student are detailed for you below:

Where concerns regarding your fitness to practice are identified, the following process shall ensue:

1. The originator of the concern in conjunction with your supervisor (if not your supervisor him or herself) will complete a *Cause for Concern Report*. This form is designed to provide an opportunity to clearly identify the nature of the concern and the details surrounding this. The supervisor (or the originator of the concern in collaboration with the supervisor) is encouraged to discuss his or her concerns directly

with you where appropriate at the time of the issue arising. Where possible and reasonable, you may provide your written comments to the report and sign the form also.

2. If the concerns have not been resolved in Step 1, the supervisor will contact the Placement Coordinator and outline his or her concerns regarding your performance and ability to pass the relevant evaluation. If the originator of the complaint is not your supervisor, then the concerns will be discussed with your current supervisor.
3. The Placement Coordinator and Supervisor will then meet with the COUN7021 Course Coordinator and/or the Program Lead of the Master of Counselling Program to discuss the concerns and specify the criteria on which the risk is being identified in terms of quality and severity and determine the potential for remediation.
4. Following this meeting in Step 3, the Placements Coordinator and the COUN7021 Course Coordinator and/or the Program Lead will meet with you to discuss the concerns raised and agree to a learning plan outlining the remediation needs and required supports. Examples may include intensive training as identified and specified. The learning plan should also detail how it will be agreed that you have met the remediation requirements identified as well as a timeline for remediation processes and review.
5. At an agreed upon date for review, the learning plan will be reviewed by relevant parties. If remediation goals have been satisfactorily met, the issue is deemed to be resolved. If concerns still exist, then the Placement Coordinator and the COUN7021 Course Coordinator and/or the Program Lead will initiate the procedures of Fitness to Practice Policy of The University of Queensland.

Professional Performance Areas

These may include, but are not limited to, the examples listed in the box below:

Professional Performance Areas

1. Honesty and Integrity

- Refrains from making statements that are false, misleading, or deceptive
- Earns the respect of others
- Puts truth before personal advantage
- Records and reports incidents and facts accurately
- Recognises and declares potential or actual conflicts of interest

2. Professional and ethical conduct

- Behaves in an equitable manner towards all and respects cultural, individual and role differences irrespective of age, gender, race, ethnicity, religion, sexual orientation, disability, language and socioeconomic status
- Avoids inappropriate relationships in both professional and personal settings
- Behaves in a manner that acknowledges the fundamental rights, dignity and worth of others
- Maintains professional standards and avoids behaviour that is likely to damage, or bring into disrepute, the profession of psychology
- Upholds client privacy and maintains client confidentiality
- Recognises obligations and limitations under the law

3. Interpersonal Skill and Communication

- Exhibits empathy as demonstrated by direct observation of interactions or evidenced by feedback from clients, other professionals and the public
- Strives to understand the needs of others and is able to consider the perspective of all other parties involved in professional interactions
- Displays the ability to communicate clearly, considerately and sensitively with clients, their families, other health professionals, faculty staff and the general public, including with people from diverse backgrounds and in cross-cultural settings
- Exhibits interpersonal characteristics that enhance her or his ability to work with clients and interact professionally with others
- Displays a level of counselling ability consistent with minimum competency for stage of training

4. Emotional stability and Well-being

- Demonstrates the cognitive and sensory capacities needed to interact effectively and professionally with clients, students, other professionals, the public and faculty staff

- Demonstrates appropriate self-control (e.g. anger control, impulse control) in interactions with clients, peers, students, other professionals, the public and faculty staff

5. Responsibility and Reliability

- Follows professionally recognised problem-solving processes (such as addressing any issue that may arise in the first instance with the individual(s) involved with the problem)
- Fulfils commitments in a reliable and timely manner, meeting agreed deadlines and undertaking all duties
- Demonstrates punctuality and is not late or absent without appropriate justification
- Demonstrates a commitment to a process of continuous learning
- Demonstrates an appreciation of, and respect for, the roles of all health care professionals and the value of teamwork within professional setting

6. Self-awareness, Self-reflection and Self-evaluation

- Recognises own abilities and limitations and demonstrates an ability to admit to error and manage remedial processes
- Demonstrates appropriate levels of self-assurance, confidence and trust in his or her own abilities
- Exhibits awareness of own belief systems, values, needs and limitations and the potential effects of these on her or his work
- Recognises the need for appropriate mental and physical health and seeks help where necessary

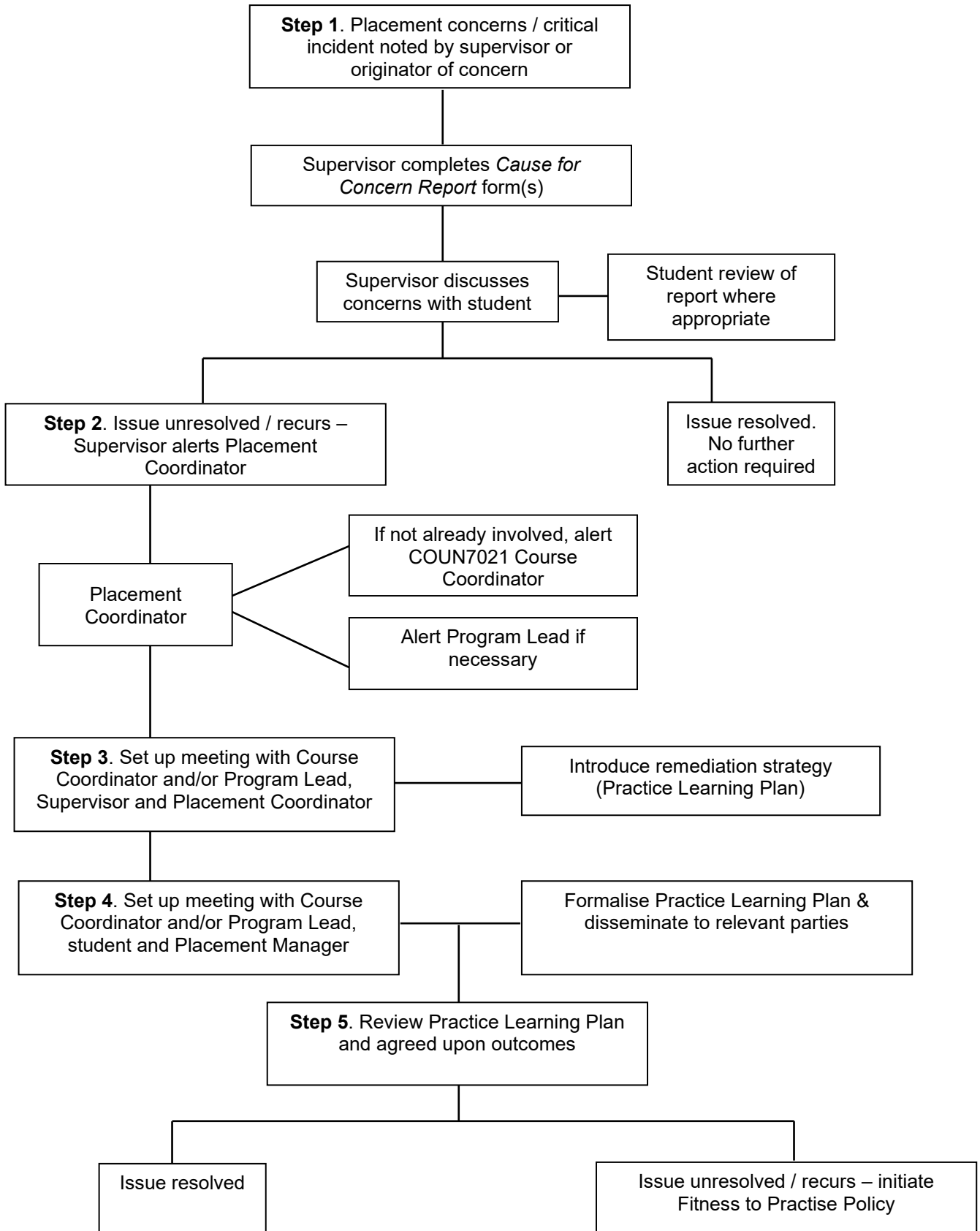
7. Relationship development and management

- Recognises and respects diversity and demonstrates ability to engage respectfully and effectively with others irrespective of cultural, individual and role differences
- Demonstrates interpersonal skills necessary to interact effectively and professionally with clients, students, other professionals, the public and faculty staff.
- Demonstrates interpersonal skills necessary to enhance professional relationships with peers, other professionals, and faculty staff.
- Demonstrates openness to the process of supervision and a willingness to receive and use feedback to enhance skills and performance
- Demonstrates sensitivity

8. Professional Competence in Counselling

- Demonstrates appropriate knowledge of the discipline
- Applies knowledge to practice
- Demonstrates skills necessary for assessment, planning and intervention

At Risk Procedures flowchart



ATTENDANCE

Attendance at Placement

- You are expected to attend the placement agency/agencies for a minimum of 52 days in total during the two 13-week blocks of the placement course COUN7021.
- Attendance is usually 2 full days (minimum of 7 hours) a week for 13 weeks each semester. **Students need to complete a minimum of 182 hours of attendance in each semester.** (Additional attendance hours accumulated in the first half of placement cannot be accrued and counted towards the required hours for the second half of placement).
- Most agencies expect you to be there between 9:00am and 5:00pm. However, there will be variations in that expectation, and it is hoped that both students and agencies can be flexible about when the placement hours can be worked.
- You may from time to time engage in “out of hours work” (e.g. when running an evening group session or a weekend workshop). You are expected to learn/adhere to the organisational structure, processes, rules, and working conditions of your particular agency.
- COUN7021 is undertaken over two consecutive semesters, beginning in Semester 1 of the placement year. Note that the course is not offered in the summer semester.
- There is a mid-semester break between Semester 1 and Semester 2. Most students work through part of this break. If you wish to apply for leave at this time, you will need to negotiate with your Agency Supervisor an appropriate amount of mid-semester leave which supports the service delivery model of the agency and considers the best interests of clients as well as your own needs. We recommend 2-4 weeks leave.
- Hours accrued during the end of semester/mid-year break can be included in the 182 hours required for the second half of the practicum.
- The minimum client contact hours required in COUN7021 to graduate from the Master of Counselling program is 60 hours, with 15 hours of supervision related to placement (a ratio of four contact hours to one hour of supervision).
- The required 60 client contact hours should be accrued over the span of both semesters, that is, you **do not** need to accrue 30 hours of client contact in the first semester of placement. It is normal to have fewer contact hours in the first semester as you build your client load.
- You are expected to inform all clients of your status as a counsellor-in-training under the supervision of an experienced supervisor. You must also inform clients that information about their cases may be discussed with the supervisor and that the same rules of confidentiality apply.
- An accurate log of all placement activities should be recorded to evidence the above requirements. The log will be signed off by your supervisor on-site. The log of hours should be submitted to the Course Coordinator by the end of semester (date as per the Academic Calendar).
- The end date of the placement is negotiable between the student, agency and UQ. It should be mutually agreed between the parties and should consider the following:
 - Client expectations: It is important that you close relationships with clients in an appropriate way and honour any obligations to finish programs or courses you are involved with.
 - Agency expectations: Some agencies ask for a commitment of time that extends beyond the university requirements, for example, you may be asked to start placement early and work through breaks, meaning that you will accrue more hours than the minimum required by the university.

- Academic expectations: The placement is part of a full year course and is designed to be undertaken alongside the academic components of the course ie the COUN7021 workshops, throughout the year.

IMPORTANT: If there are any difficulties in meeting these guidelines a more specific agreement needs to be approved by the Course Coordinator and Program Lead. In the first instance, you need to email the Placement Coordinator to advise of the context of your placement attendance not meeting the guidelines. A specific agreement will need to be negotiated between the student, UQ and the organisation, and not between a student and the organisation alone.

Attendance at University Workshops

In addition to the hours spent in the placement, students are required to attend COUN7021 workshops at UQ. Refer to the ECP and Blackboard for the relevant dates.

It is expected that you will attend **all mandatory workshops, including the Placement Orientation Workshop**. Students are expected to make arrangements in advance with their place of employment, families where relevant, or any other relevant parties so that they are able to attend. Any difficulties in attending should be discussed in correspondence with the Course Coordinator for COUN7021 via email in the first instance. Registers of attendance will be kept.

Public Holidays

If a placement day falls on a public holiday you will need to negotiate with your placement to reschedule the attendance hours to be able to accrue and log the minimum of 182 hours per semester.

Student Illness During Placement

If you are ill and unable to attend placement, please make sure you inform the agency in a timely manner and according to their expectations ie by phone, text or email (do not text in the middle of the night).

- Where a student is absent from placement due to sickness for up to two days, there is no requirement for a medical certificate.
- Absence from placement for **two consecutive placement days (ie Monday and Wednesday)** requires a medical certificate. In this instance, you are also required to notify the Placement Coordinator.
- Within the above guidelines students are still expected to accrue and log a minimum of 182 hours per semester. If students are concerned about taking extended sick leave while on placement, they should contact the Placement Coordinator in the first instance.

Transport

Students are responsible for the cost of going to and from the agency on a daily basis during placement. The procedures and policy concerning the student's use of transport on placement will vary depending on the agency offering the placement. Some agencies provide a mechanism for reimbursement of student's travel expenses incurred in connection with performing their normal duties. Other agencies allow students to use agency cars. It is important to be very specific about the agency requirements concerning driving agency cars or using a private vehicle on agency business, e.g. arrangements regarding insurance and driver's license requirements.

Most agencies do not have funds available for student travel costs. Arrangements for travel expenses need to be clarified between the agency or the Placement Coordinator and the student. The University of Queensland does not provide funds for travel expenses for students on placement.

LEARNING ON PLACEMENT

Learning and teaching on placement occurs in a wide range of ways and involves many people. It is your responsibility to be proactive in negotiating and utilising opportunities for learning.

Supervision

Supervisors and students may spend time together in different ways – supervision of counselling sessions carried out by the student, observation of counselling by the student, co-counselling, group interactions, driving to meetings, having a chat in the tea room, de-briefing after something has happened and so on. These are significant opportunities for support, guidance and learning. It is also important that regular, uninterrupted **formal supervision** time is arranged. The formal supervision session is a planned regular period of time spent together during the course of the placement. The objective of each supervision session is to guide you through the educational requirements of placement and to facilitate your learning in offering emotional and therapeutic support to clients.

This is facilitated by:

- You having access to your work with clients (including session notes, recordings etc).
- You and the supervisor providing opportunities for learning and teaching in a working relationship.
- The supervisor providing support, encouragement and specific feedback to you.
- Taking part in a process of accountability between your learning, the agency expectations and the University requirements.
- The supervisor and yourself jointly reviewing and mapping the educational process, ie the roles and tasks appropriate to each phase of your learning.

The **Supervision Process** is facilitated by:

- Having uninterrupted time for supervision.
- Jointly setting and/or agreeing on an agenda for the use of available time.
- Supervision may include, for example:
 - Discussion based on your prepared work.
 - Critical reasoning – asking ‘how’ and ‘why’.
 - Reflection on practice using reports prepared in advance or usefully made notes on client contact work.
 - Modelling, eg role plays, observations of others, etc.

Ideally, each session may conclude with a small number of goals that are:

- Concrete, specific and achievable.
- Understood by you and your supervisor.
- Relevant to your learning goals/needs.

- Able to be evaluated when you next meet.
- Challenging you to work to a higher level of competence.

It is useful for you to keep notes on each session and to review these in planning for subsequent supervision times. These can be kept in your learning journal.

The Supervision Contract

Students and supervisors will best support their placement experience with a supervision contract (see **Appendix 5**) that identifies the rights and obligations of each party.

- This could include undertakings regarding what time is available, how the supervisor can be accessed, who else can be consulted, specific agency requirements, e.g., about access to resources such as cars or computers, protocols for chart entries, sending letters. One format for a discussion of a placement and a resulting supervision contract is included as **Appendix 4** along with suggested ideas for your discussion with your supervisor. It is strongly recommended that such a discussion should occur very early in the placement so each student and supervisor can clarify and negotiate how they anticipate working together during placement.
- Completed Learning Contracts are first to be sent to Course Coordinator (Jim Schirmer) for signature. Once this is complete, these can then be uploaded onto Blackboard.

Emphasis on Reflective Learning and Your Learning Journal

A central objective of the placement course is for you to become a reflective practitioner who can integrate knowledge and evidence-based practice, and practice-based knowledge and understanding. Use your learning journal (see **Appendix 9**) to explore ideas and to reflect on your experiences. Seek out research papers and books to build your knowledge of counselling theory, skills and counselling issues. Include other pertinent literature such as, how to make the best use of supervision, or link your learning on practice to recommended reading from other current or previous courses you may be studying, on matters such as, mental health, health capacity challenges, loss, ethics, children and young people, relationship counselling, crisis and violence. It is good practice to inform yourself about issues relevant to your clients' well-being and possible interventions to improve or maintain it.

Learning about counselling and offering emotional and therapeutic support to others involves thinking, feeling and doing. It is both cognitively and emotionally demanding and at times overwhelming. Good relationships in your agency are central to your successful learning experience.

It is important to be respectful to all, at all times, and to realise that those who are guiding your work are experienced practitioners from whom much can be gained. It is helpful to see yourself "in service" to others in the agency conducting yourself with humility and good grace at all times. Working as a helpful and supportive team member will be appreciated by your agency colleagues and supervisor. Punctuality and full attendance also communicate a respectful working approach.

Arriving late and leaving early communicate a lack of interest and lack of appreciation of your role in the working team.

If you find yourself at a loose end then seek out proactively helpful work to participate in. Any experiences gained in the agency that put you into close contact with clients, their families and friends and your working colleagues have the potential to inform and educate you about the practice of counselling in the community. Taking tea or coffee breaks with other staff and participating in informal discussion is also to be encouraged as in these moments of informality much can be gleaned about the 'real' world experiences of working in a counselling agency.

DIFFICULTIES IN PLACEMENT

The UQ Policy and Procedures Library states that, "Assessment should be conducted by the academic supervisor or by the academic supervisor in conjunction with the placement supervisor. While the placement supervisor should provide input on the student performance while on placement, assessment judgements should not be made by the placement supervisor alone. The school conducting the placement should ensure the placement supervisor is fully conversant with the criteria and standards expected by the University. Placement supervisors should conduct regular feedback sessions with the student and alert the University supervisor as soon as possible should a student's performance be unsatisfactory."

Dispute Resolution

If a problem arises for a student on placement, it is appropriate for the following method of dispute resolution to be used:

1. In the first instance a meeting is held between the student and the Agency Supervisor. If the dispute is resolved then you continue in the agency.
2. If the dispute is not resolved, a further meeting will be arranged between the student, the Placement Coordinator, the Course Coordinator and/or the Program Lead, and the Agency. A Learning Plan may be developed at this point.
3. If mediation at this level is not successful in determining an agreed outcome, the case is referred to the appropriate Head of School.
4. If the Head of School is unable to resolve the problem to the satisfaction of all parties, University grievance procedures, as set out in the **Student Charter**, will take effect.
5. Students may also access the Australian Human Rights Commission: <https://www.humanrights.gov.au/> or the Queensland Human Rights Commission: <https://www.qhrc.qld.gov.au>

As per the UQ Policy and Procedures Library, you are encouraged to seek support from and to involve University staff early if there are any problems in your agency that you are unable to solve within the agency. It is helpful to do this as soon as possible.

Despite everyone's best intentions other difficulties can arise during placement for example:

1. **Insufficient accumulation of client contact hours.** You may become anxious regarding the planned number of client contact hours and are encouraged to share your concern with your supervisors and explore possible options.
2. **Leave of absence of supervisor.** Where this is extensive, it is anticipated that the agency can provide a suitable replacement supervisor to continue support for you.
3. **Change of agency circumstances.** This covers a variety of circumstances but essentially if you believe that your learning experiences could be at risk, the University should be contacted and the implications discussed.
4. **Difficulties in supervision.** When these arise and cannot be resolved by the individuals concerned, it is important that, at the earliest signs of difficulty, the Placement Coordinator and/or Course Coordinator be made aware of difficulties.
5. **Difficulties with performance.** The evaluation process is described in this manual and it is important to emphasise that early communication with the Placement Coordinator and/or Course Coordinator is essential in this instance to offer you the necessary remedial support for successful completion of the practicum experience.

Termination of Placement

It is important not to terminate a placement without first notifying and involving University staff as requested above. It may not be necessary for you to leave if the difficulties can be resolved, or it may not be possible to find you another agency to complete your studies immediately. Walking out of an agency without accessing the dispute resolution process is not good professional conduct and could jeopardise the successful completion of your course. Please see the University Student Charter <https://ppl.app.uq.edu.au/content/3.60.01-student-charter> stating that you should behave in a professional manner whilst out on placement under the auspices of the University:

2.3c conduct themselves in a professional manner while undertaking industrial placements or other forms of clinical or practice-based experience, and respect the confidentiality of patient, client or commercial information made available to them as part of their practical learning activities

If after completing the **Dispute Resolution** process it is agreed that the placement cannot continue, suitable arrangements will be made to terminate that placement. Each party will be required to document and submit the details of the dispute, such as the difficulties identified, an assessment of performance, and the learning derived to date.

A further placement will normally be organised by the University if, in the assessment of the course coordinator, you have shown the potential to meet a satisfactory standard by the end of the placement period.

If the next placement is also terminated because of concerns about your ability to function effectively, you will not be placed in a further agency for this enrolment period. Either a withdrawal without academic penalty or a failure will be awarded.

If you plan to return to the course, it is recommended that you meet with a member of the University staff to review progress and to establish a plan for preparing for a future placement. The University Program Rules for the Master of Counselling program includes a special rule:

.1. A student who commences but does not successfully complete a practicum course may re-enroll in that course in a following semester only if approved by the Executive Dean.

Master of Counselling

Updated Senate 20 November 2008, Program rules applicable from 2017

This means that permission to re-enrol in the course, if you withdraw or fail the first time you enrolled, must be sought first before any plans are made. The Program Lead will liaise with you and the Executive Dean in this instance.

SUPPORT FOR STUDENTS

Student Services

The Student Services website (<https://my.uq.edu.au/information-and-services/student-support/>) provides details of their comprehensive services to assist students across a wide range of areas including:

- Personal counselling
- Learning assistance and writing skills
- Disability and Medical
- Career advice and planning
- Support for new international students

Sonder Support Services

UQ has partnered with [Sonder](#) to provide you with confidential health and safety support, free of charge, anytime you want. The Sonder App has a number of safety features to help you feel safe. For example, Sonder can check up on you if you are going to meet someone new or in an area you are unfamiliar with. You can send a “help alert” to connect instantly with the Sonder team. You can request Sonder to monitor your journey, eg if you are walking at night, to make sure you reach your destination safely.

You can also call or chat with Sonder about medical or mental health concerns including workplace stress; relationship issues; family life and more. They provide 24/7 confidential support and use a translation service to enable you to speak in your preferred language. Their clinical and registered professionals include nurses, mental health practitioners, clinical and trauma psychologists, midwives and social workers.

To use Sonder, download the Sonder App; enter your preferred email address and the NMSW registration code: NSWUQ and then follow the instructions to set up your account.

For further help see: <https://help.sonder.io/en/collections/2109782-2109782-quickquick-start-guide>

Disability

Any student with a disability who may require alternative academic arrangements in the course and/or specific arrangements for placement is encouraged to seek advice prior to the commencement of the semester from a Diversity, Disability and Inclusion Advisor at Student Services who will consult with staff of the Master of Counselling program. If a disability plan has already been devised, it may need review in relation to placement requirements. If these arrangements prove to be inadequate to support the student's learning needs during the placement, contact a Diversity, Disability and Inclusion Advisor on 07 3365 1704 or inclusion@uq.edu.au or book an appointment online via <https://my.uq.edu.au/information-and-services/student-support/diversity-disability-inclusion>.

If any student's disability assessment requires adjustment to an academic program that may impact on whether the graduate meets the professional registration requirements, the Faculty or School will liaise with appropriate professional and registration bodies regarding the acceptability of any adjustment. In terms of personal and public health needs, the University Health Service can arrange appropriate advice and assistance by phoning 07 3365 6210.

Discrimination

Attitudes concerning sex, race and age vary within the general community and the agencies which offer student placements. There are now legal definitions which should guide the behaviour of individuals and groups. However, standards of conduct and decision-making can and do vary. It may be that you and/or supervisors and their clients become exposed to and are the victims of unfair discrimination. If you are affected by this you should discuss the particular details with your supervisor and the Course Coordinator as soon as possible.

Please see the Policies and Procedures Library for information about discrimination:

<https://ppl.app.uq.edu.au/content/1.70.02-prevention-discrimination-harassment-and-bullying-behaviours>

Under the Anti-Discrimination Act of 1991, you can complain if you are treated unfavourably because of your sex, marital status, parental status, pregnancy, breastfeeding, race, age, impairment, religion, political belief or activity, trade union activity, lawful sexual activity, or association with a person who has any of the abovementioned attributes.

You can make a complaint if the discrimination occurs in one of several areas, including education. There are grievance procedures in the community and some agencies may have developed helpful processes in this area. Contact the Queensland Human Rights Commission by phone on 1300 130 670 or at <https://www.qhrc.qld.gov.au/>.

Harassment

Processes have been developed within the community (eg Queensland Human Rights Commission) and in various organisations (eg The University of Queensland), to respond to harassment in the workplace and elsewhere. See the University web pages: <https://ppl.app.uq.edu.au/content/1.70.02-prevention-discrimination-harassment-and-bullying-behaviours>

Generally under the law sexual and racial harassment are considered serious issues. Where students and/or supervisors are victims of such behaviour it is important to engage in a process which is helpful to them. University liaison staff would be a starting point in the process and from there decisions can be taken about the preferred process with which to proceed. The University of Queensland has a Sexual Harassment Network and students are encouraged to use this network for advice.

Following are some contact details that may be of further assistance:

Equity and Diversity Website	www.uq.edu.au/equity
Workplace Diversity and Inclusion	07 3346 0402
Director, Student Support	07 3365 1704
Student Union	07 3377 2200
Queensland Human Rights Commission	1300 130 670.

Right to Information

The Queensland *Right to Information Act 2009* and *Information Privacy Act 2009* extend the right of the community to have access to information held by state government departments and local and public authorities. As a public authority established by an Act of the Queensland Parliament, The University of Queensland is subject to the *Right to Information Act 2009* and *Information Privacy Act 2009*.

The Acts impose obligations with respect to public access to general information, access by individuals to information held about them, and opportunities for individuals to ensure that information held about them is accurate.

This has implications for you and your supervisors. You need to be aware that individuals you work with may have access to your files: <http://www.rti.qld.gov.au/>.

RISK MANAGEMENT AND INSURANCE

Risk Management

To address the queries and concerns of agencies, supervisors and students about occupational health and safety during placement, it is UQ policy to ensure that all students who are attending placement as part of their UQ program understand the risks involved and how these risks are managed. The following items are designed to assist you with understanding and managing risk while on placement:

- All students are **required** to complete the *HABS Placement Safety Modules* (available in Blackboard under UQ Workplace Inductions and OHS Training / Clinical Placement Students). This has been previously outlined on the [HABS Prepare for your Placement](#) website and you should complete these before commencing placement.
- You **are required** to read, understand and action the placement agency/organisation's OH&S Policy and Procedures. It is the student's responsibility to attend to this Risk Management protocol.
- You **must** attend a UQ Master of Counselling Placement Orientation Workshop.

Personal Safety on Placement

It is a reality that some of the people with whom counsellors and students on placement may come into contact are experiencing extreme emotions and circumstances which may be expressed at times as anger, verbal abuse, threats of physical harm, etc.

At all times you need to be able to make rapid assessments of risk to yourself and others, and take appropriate evasive, diffusing, conciliatory or protective action.

It is important that you take into account your organisation's policies, and it is expected that you will consult with your supervisor early in the placement, to learn the agency's methods of ensuring safety and become aware of emergency procedures. It is also important to consider your own responses to such potential experiences. Some agencies may have procedure manuals which cover such circumstances, or you can talk to the Occupational Health and Safety Officer, or Security Officer in your agency.

Security Checks

As students may have access to service users' personal files or records, some agencies require students to provide details of any criminal offences and will request permission for police or other security checks to be undertaken before placement can start. This may incur a cost to the student. Where known, students will be advised which agencies require security checks prior to referral for placement.

Working with Children (Blue Card)

The Working with Children Check provides an ongoing assessment of a person's eligibility to work with children and involves a check of a person's criminal history, and past police and disciplinary information. All students must have a current Blue Card before going on placement. The processes for applying for a Blue Card are outlined on the [HABS Prepare for your Placement](#) website.

Student Insurance

For insurance purposes, 'placement' is defined as a compulsory requirement of your course or program. If you are undertaking an authorised UQ placement, you will be covered by the following types of insurance (as applicable):

- Public Liability
- Professional Liability
- Malpractice
- Personal Accident
- WorkCover Work Experience
- Travel

In some circumstances, you may be covered while travelling to and from your placement agency. All coverage is subject to policy terms and conditions. Please note that your personal belongings and vehicle will not be covered by the University's insurance policies – except in very limited circumstances

For the most up-to-date information, or to find out further details about student insurance, please contact the Practice Education Team or visit the myUQ Insurance for course placements webpage at: <https://my.uq.edu.au/information-and-services/manage-my-program/financial-matters/university-insurance>

Details of the Public Liability Insurance, Personal Accident Insurance, and Student Travel Insurance can be found at <http://ppl.app.uq.edu.au/content/9.70.01-insurance>

To qualify for University insurance while on a placement you must:

- Comply with the Placements in Coursework Programs Policy, Procedures and Guidelines (refer to UQ Policy and Procedures - [3.10.04 Placements in Coursework Programs](#) and [9.70.01 Insurance](#))
- Be unpaid
- Have your placement formally approved by your school, faculty or institute – according to their processes.

To make a claim, please immediately report any incidents to the Practice Education Team (fielded@uq.edu.au). The Practice Education Team will contact the University's Insurance Services office. Failure to promptly notify the Practice Education Team may affect your insurance coverage.

Public Liability Insurance

Providers of student work experience and course placement programs often require confirmation that the University has public liability insurance that covers such activities. The University holds a Public Liability policy. The protection has a limit of liability of \$20 Million per occurrence.

This cover extends to include any student of the University whilst they are engaged in authorised University activities, including placements or course required work experience, provided that the student is not employed by the placement entity for any of the work being done and the placement has been approved by the University.

This cover is subject to the insurer's rules, the Certificate of Entry and to the terms and conditions of the Protection wording.

Personal Accident Insurance

The University of Queensland also holds a Student Personal Accident insurance policy that provides cover to currently enrolled students.

This policy covers students while they are engaged in authorised University activities directly related to their University course studies and includes course required work placements, field activities and excursions including direct travel to and from such activities.

It provides a death and capital benefits cover with varying limits up to \$100,000.

It is very important that incidents involving students that could result in a claim are reported to the Insurance Office as soon as possible after the event. Please contact the Practice Education Team at fielded@uq.edu.au in the first instance and for further information about making a claim.

Student Travel Insurance

- This policy covers currently enrolled students, while they are engaged in authorised University activities and includes course required work placements, field activities and excursions.
- International placements require the completion of a Travel Checklist by the student. Students should complete a Travel Notification form, to be kept on record by the Practice Education Manager.

Please refer to the following links for further details relating to student travel for placement purposes:

- UQ Travel <https://my.uq.edu.au/information-and-services/manage-my-program/fees-payments-and-refunds/university-insurance>
- Australian Government Smart Traveller <https://www.smartraveller.gov.au/>
- Register with ISOS for all travel <https://travel.uq.edu.au/article/2019/04/international-travel-notification-updated-procedure>

Incident Reporting

In the event of an incident occurring to a student on placement, it is important that this is reported to their supervisor as soon as possible. An online Incident Report will need to be raised via UQ Safe, the online Incident Reporting Database; go to <https://staff.uq.edu.au/information-and-services/health-safety-wellbeing/health-safety-workplace/risk>

You will need to sign in to UQ Safe, via the link above, using your UQ username and password. Click on the 'My Incidents/Hazards' tab, click 'New' and then follow the instructions. The Supervisor of the student (for incident reporting purposes) is Claire Turner, Social Work and Counselling Practice Lead (email: fielded@uq.edu.au / phone 07 3365 3093).

If you have any questions or need assistance with this process, please contact the Practice Education Team as above.

GENERAL INFORMATION

UQ Policies and Procedures Library (PPL)

The UQ Policies and Procedures Library (PPL) offers useful sections on placement courses in the University as a general guide and reference source. For example see [PPL 3.10.04 Placements in Coursework Programs](#) for Policy, Procedures and Guidelines in relation to placement.

Plagiarism

The University of Queensland defines plagiarism as follows.

Plagiarism is the action or practice of taking and using as one's own the thoughts or writings of another, without acknowledgement. Copying someone else's work is an obvious example but it also includes:

- Where paragraphs, sentences, a single sentence or significant parts of a sentence which are copied directly are not enclosed in quotation marks and appropriately cited.
- Where direct quotations are not used, but are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other simple reference within the text of the paper.
- Where an idea which appears elsewhere in printed material or film is used or developed without reference being made to the author or the source of that idea.
- Where material is directly or indirectly drawn from electronic sources and incorporated in the text of your paper.

Intentional plagiarism is cheating and cheating constitutes academic misconduct under the University Statute. Cases are brought to a University Disciplinary Board. The School will pursue such cases where they become apparent.

If students have any doubt about appropriate citation or any question with respect to plagiarism or cheating, they should seek clarification from the lecturer responsible for the course.

All assessment tasks other than non-text based assessment pieces must be lodged online through the course Blackboard site (eg via **Turnitin**).

Confidentiality

The principle of confidentiality is very important for the respect and privacy of counselling and social service users. While personal information should be treated with respect, it is not possible for any health or welfare practitioner to guarantee absolute confidentiality to their clients. All agencies, however, have policies to provide as much confidentiality as possible in dealing with personal information and students are expected to follow agency policies in this regard. In some cases, students may be asked to sign undertakings regarding confidentiality and secrecy. You should consider the implications of these undertakings before signing.

Students may wish to use information from their placements in classroom or seminar discussion. In these cases the confidentiality of clients must be upheld. The following guidelines developed by Wilson (1978) are helpful:

1. *All names of clients, relatives, and significant others mentioned by name in the case record or recording must be altered. Fake names or incorrect initials can be used. If names are changed rather than simply erased or obliterated, a notation should appear clearly indicating that this has been done.*
2. *If the interview or case material concerns a highly unusual or much-publicised situation that could be identified easily even after the client's name has been changed, the nature of the primary diagnosis or presenting problem, proper nouns, and certain identifying information may also need alteration. True, this may affect the reality of the situation and make it more difficult for the student to adequately present what really happened, but if it comes to a choice between presenting accurate recordings in the classroom and preserving the privacy and confidentiality of the consumers served, the client's needs **must** take priority.*
3. *Material of a highly confidential or incriminating nature should not be taken into the classroom at all. If a student is not certain whether a recording fits into this category or not, then he/she should consult the **Course Coordinator** for guidance.*
4. *Process recordings are the property of the agency and should not be copied or retained by the student. They should be turned in to the student's field instructor when their usefulness has ended or at the termination of field placement, and should be stored separately from the official case record.*
5. *All material which students wish to take into the classroom should be reviewed first by the field instructor to ensure that proper measures have been taken to preserve confidentiality.*
6. *Tape and video-recorded material cannot be adequately disguised to preserve confidentiality. The client's permission must be secured before a student takes it into the classroom. Furthermore, certain technical steps should be taken to conceal identity even when the client has given permission for use of the material. Students should seek specific direction from their supervisor. (p.35-36)*

Wilson, S. J. (1978). *Confidentiality in social work: Issues and principles*. New York: Free Press.

An important additional point relates to the way students discuss their placements and how supervisors discuss their students in different forums. Both are ethically obliged to refrain from making unsubstantiated negative comments about each other. Critiques of individuals should be at the level of issues, not personalities, and should be framed in such a way that you are prepared for the person referred to having access to your comments.

Issues of confidentiality are particularly relevant in terms of social media. Students should refrain from making any comments regarding client work, placements and related activities on media such as Facebook, Twitter etc.

During the placement allocation process, University staff keep confidentiality regarding students' personal details unless specific permission is granted for details to be shared with prospective or current placement personnel.

The evaluation reports for COUN7021 placements are specifically for The University of Queensland course assessment and evaluation purposes, and are **not** to be used as a personal reference without seeking appropriate permissions.

Professional Organisations, Accreditation and Registration

- The University of Queensland Master of Counselling program is accredited by the Psychotherapy & Counselling Federation of Australia (PACFA) (www.pacfa.org.au) and the Australian Counselling Association (ACA) (www.theaca.net.au).
- You are encouraged to become an affiliate member of an Australian professional counselling body and a member of PACFA during your counsellor education program.

- You can also become a student member of the ACA and PACFA. For details, visit their Membership Criteria page at [Australian Counselling Association \(theaca.net.au\)](http://theaca.net.au) and <http://www.pacfa.org.au/membership/>.
- Once you have completed the Master of Counselling program, you will be eligible for registration via either PACFA or the ACA. Details of the national register can be found at the Australian Register of Counsellors and Psychotherapists (ARCAP) (www.arcapregister.com.au).
- PACFA has a level of Provisional Registration and the details of this can be found on the PACFA website.
- As a graduate of an ACA accredited degree course, you are also eligible to register via the ACA at Counsellor Level 2.

Note: For both organisations, you are required to have current professional indemnity insurance, to have regular supervision and to participate in ongoing professional development. Details of these requirements can be found on their websites.

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Note: You will be asked to submit some of these forms online, either to the Master of Counselling Placement Blackboard site or in the Assessment section of the COUN7021 Blackboard site. To submit printed forms online, you will need to scan the completed documents and upload them using the links provided in [Blackboard](#). Alternatively, you and your supervisor may choose to complete the forms electronically. In this case, your supervisor will need to provide an electronic signature or some other verification of completion. To complete forms electronically, download and save them as pdf forms.

Appendix 1: Pre-Placement Requirements

The University of Queensland Master of Counselling

Student Name:

Student Number:

The following requirements should be met before you start placement. Contact Naomi if you have any questions.

Tick when completed	To Do
<input type="checkbox"/>	<p>1. Complete all compliance requirements eg Blue Card & Placement Safety Modules</p> <p>These must be verified by the HABS WIL Compliance team. See the HABS Prepare for your Placement website for details. Some students may be required by their agency to provide evidence of COVID vaccination or flu shot or have additional security checks.</p>
<input type="checkbox"/>	<p>2. Signed Student Declaration Form</p> <ul style="list-style-type: none"> • When your placement has been confirmed and accepted, you will need to organise a signed Student Declaration Form (Appendix 2). A word version is available on Blackboard. • Email the Student Declaration Form, signed by you and your placement agency, to Naomi at n.hansar@uq.edu.au. Naomi will organise for Denis to sign the form and then return it to you.
<input type="checkbox"/>	<p>3. Start Date for Placement / request for early start date</p> <ul style="list-style-type: none"> • Placements usually commence in Week 1 of Semester 1, however you can negotiate your start date with your placement agency. • Some agencies will request/require an early start date. You as the student can also request an early start date. Early starts need to be requested, in writing, to the Placement Coordinator (n.hansar@uq.edu.au) • Confirm the start date with Naomi, once known.
<input type="checkbox"/>	<p>4. Completion of 8 pre-requisite courses AND Core Competency Interview</p> <p>You must have passed the 8 pre-requisite first year courses to undertake placement. You must also pass your Core Competency Interview before going on placement (undertaken in conjunction with COUN7006 or within 6 months of starting placement).</p>
<input type="checkbox"/>	<p>5. Enrolment in Placement Course – COUN7021</p> <p>Enrol via Si-Net. <u>You will need to enrol in both Semester 1 and Semester 2.</u></p>
<input type="checkbox"/>	<p>6. UQ Placement Orientation Workshop</p> <p>Attend <u>one compulsory</u> Master of Counselling Placement Orientation Workshop at UQ.</p>

Appendix 2: Student Declaration

The University of Queensland Master of Counselling

Before commencing my placement in the assigned agency in order to satisfy a compulsory part of the Master of Counselling Program, I acknowledge that I understand and fully accept the following:

1. The agency in which I am to be placed is not a part of the School of Nursing, Midwifery and Social Work or the School of Psychology at The University of Queensland (“the Schools”). However, I have been accepted as a practicum placement student at the Schools’ request, to allow me to gain experience in the normal day-to-day operations of the setting. As a result, I acknowledge the generosity of the agency and its staff in offering the university and myself this opportunity. I also then acknowledge my responsibility to myself, the agency and the University to ensure that all my actions within placement are considerate, thoughtful and respectful, of all involved in this experience.
2. While undertaking my practicum placement I understand that I will be subject to the rules, regulations and by-laws of the placement agency and any governance policies of this agency, and will accept and comply with the agency’s procedures and the directions of its staff.
3. I understand that any issues concerning my actions or competency can, and should, be referred as soon as possible to the University staff overseeing my placement. It is envisaged that all efforts will be made to sort out issues but I recognize that, where appropriate, my placement may have to be terminated. In particular, if actions of mine compromise or impede the safety of clients, staff or myself and immediate notification of the School is not possible, the agency may act at once to remove me from its premises, or refuse me admission (as the case may be). The agency will then notify the School of any such action as soon as is realistically possible, and the School will investigate the matter.

Student’s Full Name: (Please Print)	
Student UQ ID:	
Student’s Signature:	
Date:	
Name of Agency:	
Agency Supervisor’s Full Name: (Please Print)	
Agency Supervisor’s Signature:	
Date:	
UQ Staff Member’s Signature: Program Lead (Professor Denis O’Hara) Or Designated Representative	
Date:	

Appendix 3: Agency Supervisor Checklist

The University of Queensland Master of Counselling

Tick when completed	Checklist
PRIOR TO PLACEMENT	
	Sign the Student Declaration Form (see Appendix 2)
	Negotiate with student a scheduled commencement date
	Provide current supervisor contact details to student
FIRST WEEK OF PLACEMENT (Before work with clients)	
	Read through the Practice Education Manual / Supervisor Guidelines
	Ensure the student has an induction/orientation to the agency.
	Provide student with daily task supervision or appoint another staff member to do so.
	Jointly prepare a Supervision Contract (see Appendix 5) with the student
DURING PLACEMENT	
	Ensure students have opportunities to observe and undertake direct work with clients
	Provide regular supervision as per the Supervision Contract (Appendix 5)
	Regularly sign Log of Hours and Activities throughout the placement (see Appendix 10C)
	Observe at least one session of the student as counsellor and provide feedback using the Core Skills Competency Checklist (see Appendix 7)
	Participate in a Placement Review meeting (Appendix 6) organised by the Placement Coordinator in conjunction with the student
	Jointly complete the Formative Supervisor Evaluation of Student Practice Form (see Appendix 8) with the student by the end of the first semester of placement (to be submitted by the student)
TOWARDS END OF PLACEMENT	
	Jointly complete the Summative Supervisor Evaluation of Student Practice Form (Appendix 10A) with the student (to be submitted by the student as part of their final practicum portfolio)
	Support, assist and guide students to 'wind down' with clients being mindful that students need time to focus on UQ assessments in the final month of the semester

Appendix 4: Learning Agreement

The University of Queensland Master of Counselling

Discussion Points

Before formally completing the *Supervision Contract* it is important to consider the points below. This is usually done during the first formal meeting between you and the supervisor. While not prescriptive, the points below may provide discussion points. Once there is agreement between the parties on these areas, you complete the *Supervision Contract* and return it to the supervisor for comment and modification. Once both parties are in agreement as to its content, it is to be signed by both parties and returned to the Course Coordinator.

1. Setting up the placement

This includes access to phone, computers, desk space, transport or meeting transport costs incurred at the agency, hours of work, protocols for accessing other staff, processes for negotiating work assignments, balancing agency needs and learning needs in the agency, access to policy and procedure manuals for the organisation.

2. Expectations of experiences while on placement

This includes discussions of the mix of individual counselling, co-counselling, group involvement, observation of counselling and other counselling activities to be carried out to ensure the student meets the basic requirements of professional associations and course requirements. The manner in which the student will take on increasing responsibilities and how this involvement will be monitored should be considered. It may also include the mechanisms by which allocations will be made and issues such as agency policies of record keeping and confidentiality issues.

3. Structure for supervision

This includes frequency, time available, what will happen if supervision times have to be changed, records of supervision, responsibilities for agenda setting for supervision, evaluating the use made of supervision by both people.

4. The content of supervision sessions

This section considers information on how time is to be spent in supervision, and any agreements about work to be done and brought to supervision sessions by both people. Specifically it might cover discussion of learning styles, and processes for becoming involved in the counselling work of the agency.

5. Expectations of supervision

This includes what each person wants to achieve in supervision sessions, what they are prepared to contribute to sessions, what they each have responsibility for in supervision, giving and receiving feedback in relation to supervision, how student progress is monitored, including records of supervision to be kept.

6. Ethical issues; and recognising and managing potential difficulties

These discussions consider possible problems that may arise during placement. These may be practical issues such as supervisor absences, relationship issues between the supervisor, other staff and the student, and issues of recognized deficiencies in the student's placement performance. Means by which these issues can be addressed early should be considered. Ethical issues and relevant Codes of Ethics should also be discussed. Please note that following the implementation of UQ's Fitness to Practice policy, procedures to identify and support At-Risk students have been developed and are included in this Manual.

Appendix 5: Supervision Contract

The University of Queensland Master of Counselling

**To be completed at the beginning of your first semester
and submitted to the COUN7020 / COUN7021 Course Coordinator
by the due date specified in the ECP**

Between		(Supervisor)
and		(Student)

Contact Details:

Student

Name:		Telephone:	
Address:			
Email			

Placement Agency Supervisor

Name:		Telephone:	
Address:			
Email			

COUN7020 Course Coordinator

Name:	Mr Jim Schirmer	Telephone:	07 3346 7026
Address:	University of Queensland		
Email	j.schirmer@uq.edu.au		

Commencement of Placement:	
Termination of Placement:	

*** Please read and discuss the Learning Agreement (Appendix 4) before completing this form.**

1. Setting up the placement

Note here any relevant information, protocols or processes eg who will students be working with? How will students access support outside formal supervision and negotiate work responsibilities?

2. Expectations of experiences and responsibilities for the placement

Consider what mix of counselling experiences and other placement activities will be available for the student; how the student will take on increased responsibilities and how will this be monitored; what specific responsibilities the supervisor will have; how policy and procedures will be made known; etc

Supervisor	Student
<p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Attendance at student's case presentation.</i> • <i>Participation in regular supervision meetings.</i> • <i>Provide clinical supervision of the student for clients they are seeing through the placement agency.</i> 	

3. Structure for supervision

In addition to frequency and duration, you might consider: Who is responsible for setting the agenda? How will records be kept? How will supervision be evaluated? etc

Frequency:

Duration:

Location:

4. Content of supervision sessions

You might consider, among other things: how time will be spent in supervision; what work will be done and brought to supervision sessions by both people; learning styles; processes for becoming involved in the counselling work of the agency; etc

5. Expectations of supervision

This includes what each person wants to achieve in supervision sessions; what each will contribute; what they have responsibility for; preparation; feedback; monitoring student progress; records etc

Supervisor	Student

6. Ethical Issues and Managing Problems within Supervision

Points may include, but are not limited to: relevant Codes of Ethics as they apply to supervision processes; confidentiality as applied to supervision processes; relationship issues between student and supervisor or staff; supervisor absences; concerns about students' performance; means of addressing problems (see p.9-13 for information regarding Student At-Risk/Fitness to Practice).

--

7. Any other considerations - Supervisor	Any other considerations - Student

Supervisor:

.....
Signature

.....
Date

Student:

.....
Signature

.....
Date

Course Coordinator:

.....
Signature

.....
Date

Appendix 6: Placement Review

The University of Queensland Master of Counselling

Student Name:

Agency:

Supervisor:

Liaison Visitor:

Date:

1. Outline and comment on the placement activities to date.
2. How has the student settled into their professional role and environment? (e.g. comment on attendance, punctuality, communication and relationships within the team).
3. Comment on how supervision is going (e.g. regularity and types of formal/informal supervision).
4. What particular areas of learning will the student need to focus on for the remainder of placement?

5. Is the placement on track to meet the requirements for attendance, client contact and supervision hours (364/ 60/15 hours respectively)? What weekly/monthly targets are needed to ensure they will be met?

6. Have any issues or concerns been identified? If Yes:

a. State any potential/actual issues or concerns that have been identified during the review:

b. How will these issues be addressed (i.e. by whom and by when)?

7. Learning journal sighted? If not, negotiated course of action:

8. Log of hours sighted and satisfactory? Comments:

9. Is the student continuing with this agency in Semester 2? Yes / No (please circle)

If no, please ensure that Appendix 10A, B and C are completed by placement end.

10. Is the agency planning to have UQ students on placement next year? Yes / No (please circle)

Student
Print Name & Signature Date

Agency Supervisor
Print Name & Signature Date

Liaison Visitor
Print Name & Signature Date

Appendix 7: Core Skills Competency Checklist

The University of Queensland Master of Counselling

**To be completed during your first semester
and submitted to the COUN7021 Course Coordinator
by the due date specified in the ECP**

Throughout the Master of Counselling Placement experience there are a number of core counselling skills that a student is expected to further develop and demonstrate during an individual counselling session. A list of these competencies is attached. Your supervisor will indicate the degree to which it is considered that you are competent in these areas. This formative checklist may help your supervisor to plan your work and provide more information for the agency evaluation of your practice.

Student:

Supervisor:

Agency:

Date:

Levels of Competence

1 = Not Observed/Not Applicable 2 = Not yet competent 3 = Developing Well 4 = Excellent Progress

PROFESSIONAL SKILLS					
Skill	1	2	3	4	Comments
Knowledge of legal and ethical guidelines relevant to client and/or practice area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Introducing counselling and negotiating the roles and responsibilities of a counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Introducing the nature and limits of confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Helping the client feel relaxed in the professional environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organised and prepared for the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectively facilitates session (structure, timing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Levels of Competence

1 = Not Observed/Not Applicable 2 = Not yet competent 3 = Developing Well 4 = Excellent Progress

COUNSELLING MICROSILLS					
Skill	1	2	3	4	Comments
Physical attending (attentive and present body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintaining appropriate distance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintaining appropriate eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Respecting physical boundaries (using touch as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiating a discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using minimal encouragers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Not interrupting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Remembering what the other person has said	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attending to client's language and repeating words from last statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reflecting back recent statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Paraphrasing what the other person has said	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asking open and appropriate questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recognising feelings in other person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accurately feeding back feelings to client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recognising unspoken but implicit elements of client's story (e.g. needs, values, meaning-making, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accurately reflecting back implicit elements of client's story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encouraging self-disclosure from client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepting and exploring self-disclosure sensitively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Levels of Competence

1 = Not Observed/Not Applicable 2 = Not yet competent 3 = Developing Well 4 = Excellent Progress

RELATIONSHIP AND PROCESS SKILLS					
Skill	1	2	3	4	Comments
Avoid talking about self and own issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Awareness and management of own feelings and reactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Counsellor sincerity and congruence in the relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Build therapeutic alliance with client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recognise and manage any issues which may threaten alliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adapt counselling process in the face of atypical responses of a client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recognise incongruence in client presentation and/or story, and manage these appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Challenging the client in a way that maintains the alliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reflect on the here-and-now processes of counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaboratively identify client's goals for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recognise and account for client readiness for change (e.g. motivation, theory of change)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to generate alternative hypotheses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Integrate multiple sources of information to develop a justified therapeutic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborate with the client about plans and tasks to move toward goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(If appropriate) Effectively introduce therapeutic strategies to the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(If appropriate) Ability to apply basic techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectively seek feedback from the client to inform counselling process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix 8: Formative Supervisor Evaluation of Student Practice Form

The University of Queensland Master of Counselling

**To be completed towards the end of your first semester
and submitted to the COUN7021 Course Coordinator
by the due date specified in the ECP.**

Student	Supervisor	Agency	Date	Evaluation
				FORMATIVE FEEDBACK NO GRADE

Assessment Method		
The following evaluation is based on assessment of the student using these methods (Tick all appropriate):		
<input type="checkbox"/> Discussion in Supervision	<input type="checkbox"/> Direct Observation	<input type="checkbox"/> Indirect Observation Use of DVD: Yes <input type="checkbox"/> No <input type="checkbox"/>

Overall Recommendation

Acceptable Standard

The student is deemed to have achieved a satisfactory or better level of knowledge, skills and application to counselling practice and behaves in an ethical and professional manner at all times.

Remediation Required

The student is advised to undertake a remedial program that is designed to address the following specific areas (to be planned by UQ Course Coordinator for the course in consultation with the agency supervisor and the student at a joint meeting):

- 1.
- 2.
- 3.
- 4.
- 5.

Requirement	Comments/Details
<p>FORMING COUNSELLING RELATIONSHIPS</p> <p>Student consistently demonstrates the ability to form safe therapeutic relationships with clients through:</p> <ul style="list-style-type: none"> ○ Demonstrating professional and ethical conduct ○ Demonstrating core qualities such <ul style="list-style-type: none"> ▪ Empathy - understanding clients from their point of view, being with them in their world ▪ Non-critical acceptance - being able to suspend judgement and criticism, listen by giving complete attention ▪ Genuineness - the ability and willingness to be open, real and consistent in relationships with clients ○ Demonstrating communication and process skills that effectively build alliance with the client 	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent Progress <input type="checkbox"/> Developing Well (some further learning possible) <input type="checkbox"/> Not yet satisfactory (remediation needed)
<p>EXPLORING CLIENT'S STORY</p> <p>Student effectively uses presence, attentiveness and careful active listen sequences to enable clients to disclose with increasing depth and detail.</p> <p>Using appropriate interpersonal skills (e.g. reflection, paraphrasing, questioning, etc.) the counsellor facilitates the client in exploring their life events and lived experience with clarity and accuracy, leading to focus on specific concerns.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent Progress <input type="checkbox"/> Developing Well (some further learning possible) <input type="checkbox"/> Not yet satisfactory (remediation needed)
<p>FACILITATING NEW UNDERSTANDING</p> <p>Enables clients to help to see themselves and their situations in new perspectives and to generate options for possible changes.</p> <p>Counsellor facilitates and influences process to enable initially unspoken aspects of story (e.g. client strengths/resources; themes and patterns; immediacy of process; giving information; more empathic or compassionate understanding).</p> <p>Counsellor also to generate alternative hypotheses for clients' concerns and to formulate from multiple perspectives.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent Progress <input type="checkbox"/> Developing Well (some further learning possible) <input type="checkbox"/> Not yet satisfactory (remediation needed)

Requirement	Comments/Details
<p>THERAPEUTIC ACTION (as appropriate)</p> <p>Clients are helped to consider possible ways to act, to look at consequences, to plan action and to implement and evaluate it.</p> <p>Counsellor collaboratively sets goals with the clients and looks at therapeutic tasks/interventions that move towards these goals. The actions taken are not only justified from a theoretical perspective, but consistent with the client, their theory of change and their readiness for change (e.g. motivation, engagement, etc.).</p>	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Developing Well (some further learning possible) <input type="checkbox"/> Not yet satisfactory (remediation needed)
<p>PROFESSIONALISM</p> <p>Student demonstrates appropriate communication within the agency; is reliable, punctual, and regular in their attendance; consistently fosters respectful working relationships and practices with clients, staff and visitors; and behaves in a manner that is consistent with professional and ethical expectations of the profession and the workplace.</p>	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Developing Well (some further learning possible) <input type="checkbox"/> Not yet satisfactory (remediation needed)
<p>SUPERVISION & REFLECTIVE PRACTICE</p> <p>Supervisee takes part willingly in a novice supervisory alliance and makes use of structured supervision (e.g. regular attendance; prepare for session, etc.)</p> <p>The supervisee also demonstrates the ability to explore a range of potential issues and receive constructive feedback which is then incorporated into future practice.</p> <p>Demonstrating evidence of reflective practice by actively reflecting on clients and the person of the counsellor in the process, moving to greater awareness of self.</p>	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Developing Well (some further learning possible) <input type="checkbox"/> Not yet satisfactory (remediation needed)
<p>LEARNING JOURNAL</p> <p>Supervisee has maintained their reflective learning journal throughout the placement.</p>	<p>Learning Journal Sighted:</p> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Supervisor should sight the journal only. Supervisor should <i>not</i> read or assess, as students may keep journals private</p>

Requirement	Comments/Details
<p>KNOWLEDGE OF THEORY IN PRACTICE</p> <p>Student is able to articulate practice through the frameworks counselling theory/ theories.</p> <p>The student actively and systematically formulates their counselling work and generate hypotheses informed by theory.</p> <p>Student begins to discuss personal theoretical frameworks informing work.</p>	<p><input type="checkbox"/> Excellent Progress</p> <p><input type="checkbox"/> Developing Well (some further learning possible)</p> <p><input type="checkbox"/> Not yet satisfactory (remediation needed)</p>
<p>KNOWLEDGE OF CLIENT GROUPS & ISSUES</p> <p>Student is able to reflect on, research and bring newly gained understanding into the particular needs of the clients group/s they are serving and/or the specific issues presented by individual clients.</p>	<p><input type="checkbox"/> Excellent Progress</p> <p><input type="checkbox"/> Developing Well (some further learning possible)</p> <p><input type="checkbox"/> Not yet satisfactory (remediation needed)</p>
<p>TEAMWORK & OTHER AGENCY ACTIVITIES</p> <p>Supervisee is willing to be involved and make other positive contributions to life of the agency.</p>	<p><input type="checkbox"/> Excellent Progress</p> <p><input type="checkbox"/> Developing Well (some further learning possible)</p> <p><input type="checkbox"/> Not yet satisfactory (remediation needed)</p>
<p>ANY OTHER COMMENTS</p>	

SUPERVISOR'S SUMMARY

DEMONSTRATION OF RELATIONSHIP BUILDING CHARACTERISED BY CORE QUALITIES

- Excellent
- Good
- Satisfactory
- Poor
- Extremely Poor

COMPETENCY IN SKILLS

- Excellent
- Good
- Satisfactory
- Poor
- Extremely Poor

PROFESSIONAL APPROACH TO AGENCY WORK ENVIRONMENT AND TO SUPERVISION

- Excellent
- Good
- Satisfactory
- Poor
- Extremely Poor

Student's Current STRENGTHS

--

Student's Current AREAS TO WORK ON

--

Areas for Focus in Semester II (Select up to three and consider opportunities for development)

- Forming Counselling Relationships
- Exploring Client's Story
- Facilitating New Understanding
- Therapeutic Action
- Professionalism
- Supervision & Reflective Practice
- Knowledge of Theory in Practice
- Knowledge of Client Groups and Issues
- Teamwork and Other Agency Activities

Appendix 9: Journal for Learning and Personal Development Guidance Notes

The University of Queensland Master of Counselling

A journal is a personal, reflective document that provides a number of valuable ways of engaging more deeply with the values that guide your work, with the knowledge that extends your understanding, and with your own integrated personal and academic learning through experience in your day to day practice. It provides the means by which students, as reflective student practitioners, are encouraged to:

- Notice and put into your own words the ideas, perceptions, hunches, practice wisdom, lived experience, hardships, joys, successes, frustrations and failings that are all available in this learning environment.
- Gain an experience of how reflective writing can significantly extend your capacity for reflective practice.
- Maintain your own personal record of significant events and important awareness, perceptions, ideas, facts, resources, theories, hypotheses as well as a considered critique of issues occurring within this learning environment.

Some **basic questions** that would help to **extend the content and experience** of this reflection:

- Setting – Where was I? What could I see, hear and feel in the setting?
- Personnel – Who was I involved with? Who else was in the range of my interaction?
- Content of the activity – What was I doing? Why?
- Account of the interaction – What did I do/say first? How? How could this be perceived by others (the struggle for empathic understanding)?
- What was I thinking at the time? What happened next?

Some questions to **extend self-awareness**:

- How did I notice what was happening for me?
- What was I experiencing in my inner world?
- What was happening in my body? What body sensations did I notice?
- What feelings and emotions were aroused?
- If I sit with the dominant feeling, where does it lead me?
- What other lived experiences come to mind as I seek to be more attentive to what was happening for me in this instance?

Some questions to **extend critique**:

- What are some of my assumptions, values, and beliefs?
- Where do these ideas come from?
- What is it that causes me to maintain these ideas?
- Whose interests are served by my beliefs, and corresponding action?
- What interests are served by my beliefs, and corresponding action?

- What competing views are apparent?
- How do my beliefs and values either constrain or enable my worldview?
- What acts to constrain my view that change may be possible?

Learning Incidents: Guide to reflecting on critical learning on practice

1. **An incident critical to understanding a client.** This would be an experience where you believed that an incident has significantly heightened your awareness of the functioning of a person and provided you with insight that positively affected your ability to work with this person and probably other clients in the future
2. **An incident critical to improving your skills as a counsellor.** This would be an experience where you believed that an incident has significantly heightened your awareness of your abilities as a counsellor and provided you with insight or skills that would positively affected your ability to work with clients.

When using this critical incident technique, you are invited to choose one situation of practice in which you are an actor. It may not be a major event: it may be positive or negative. The following questions can be used to think in some depth about what that situation meant to you.

Consider the situation. Reflect on the actual experience:

- What images do you recall?
- Which people/comments/words struck you?
- What sounds/smells/tactile sensations do you recall?
- Were there any other elements?

Next **consider the affective domain.** Reflect on the feelings:

- What was the high/low spot?
- What was/were your mood/feelings? What do you think was/were the other's mood/feeling?
- Were you surprised/angered/elated/curious/confused/depressed, by anything in the experience?

Now **interpret the events.** What did you learn?

- What can you conclude about your understanding and skills related to the process of assessment/analysis from this experience?
- What was your key insight/learning?
- How does this relate to your framework for assessment/analysis/planning?

Finally consider decisions

- What areas of understanding and skills need to improve as a result of your reflection?
- What would this change require?

Appendix 10: Practicum Portfolio

The University of Queensland Master of Counselling

Task Description

The practicum portfolio consists of three pieces of work including the Summative Supervisor Evaluation of Student Practice Form (Appendix 10A), the Student Evaluation of Agency Form (Appendix 10B) and your completed log of hours and placement activities (Appendix 10C).

Following are templates for use for these assessment items.

Appendix 10A: Summative Supervisor Evaluation of Student Practice Form

The University of Queensland Master of Counselling

To be completed as part of the portfolio for Assignment 2 at the end of Semester 2 and submitted by the student to the COUN7020 / COUN7021 Course Coordinator by the due date specified in the ECP.

Student	Supervisor	Agency	Date	Evaluation
				SUMMATIVE OUTCOME <input type="checkbox"/> PASS <input type="checkbox"/> FAIL

Assessment Method		
The following evaluation is based on assessment of the student using these methods (Tick all appropriate):		
<input type="checkbox"/> Discussion in Supervision	<input type="checkbox"/> Direct Observation	<input type="checkbox"/> Indirect Observation Use of DVD: Yes <input type="checkbox"/> No <input type="checkbox"/>

Overall Recommendation:

Acceptable Standard PASS

The student is deemed to have achieved a satisfactory or better level of knowledge, skills and application to counselling practice and behaves in an ethical and professional manner at all times.

Remediation Required

The student is advised to undertake a remedial program that is designed to address the following specific areas (to be planned by UQ Academic Coordinator for the course in consultation with the agency supervisor and the student at a joint meeting):

- 1.
- 2.
- 3.
- 4.

Requirement	Comments/Details
<p>FORMING COUNSELLING RELATIONSHIPS</p> <p>Student consistently demonstrates the ability to form safe therapeutic relationships with clients through:</p> <ul style="list-style-type: none"> ○ Demonstrating professional and ethical conduct ○ Demonstrating core qualities such <ul style="list-style-type: none"> ▪ Empathy - understanding clients from their point of view, being with them in their world ▪ Non-critical acceptance - being able to suspend judgement and criticism, listen by giving complete attention ▪ Genuineness - the ability and willingness to be open, real and consistent in relationships with clients ○ Demonstrating communication and process skills that effectively build alliance with the client 	<input type="checkbox"/> PASS (Demonstrating acceptable standard) <input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development) <input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)
<p>EXPLORING CLIENT'S STORY</p> <p>Student effectively uses presence, attentiveness and careful active listen sequences to enable clients to disclose with increasing depth and detail.</p> <p>Using appropriate interpersonal skills (e.g. reflection, paraphrasing, questioning, etc.) the counsellor facilitates the client in exploring their life events and lived experience with clarity and accuracy, leading to focus on specific concerns.</p>	<input type="checkbox"/> PASS (Demonstrating acceptable standard) <input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development) <input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)
<p>FACILITATING NEW UNDERSTANDING</p> <p>Enables clients to help to see themselves and their situations in new perspectives and to generate options for possible changes.</p> <p>Counsellor facilitates and influences process to enable initially unspoken aspects of story (e.g. client strengths/resources; themes and patterns; immediacy of process; giving information; more empathic or compassionate understanding).</p> <p>Counsellor also to generate alternative hypotheses for clients' concerns and to formulate from multiple perspectives.</p>	<input type="checkbox"/> PASS (Demonstrating acceptable standard) <input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development) <input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)

Requirement	Comments/Details
<p>THERAPEUTIC ACTION (as appropriate)</p> <p>Clients are helped to consider possible ways to act, to look at consequences, to plan action and to implement and evaluate it.</p> <p>Counsellor collaboratively sets goals with the clients and looks at therapeutic tasks/interventions that move towards these goals. The actions taken are not only justified from a theoretical perspective, but consistent with the client, their theory of change and their readiness for change (e.g. motivation, engagement, etc.).</p>	<p><input type="checkbox"/> PASS (Demonstrating acceptable standard)</p> <p><input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development)</p> <p><input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)</p>
<p>PROFESSIONALISM</p> <p>Student demonstrates appropriate communication within the agency; is reliable, punctual, and regular in their attendance; consistently fosters respectful working relationships and practices with clients, staff and visitors; and behaves in a manner that is consistent with professional and ethical expectations of the profession and the workplace.</p>	<p><input type="checkbox"/> PASS (Demonstrating acceptable standard)</p> <p><input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development)</p> <p><input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)</p>
<p>SUPERVISION & REFLECTIVE PRACTICE</p> <p>Supervisee takes part willingly in a novice supervisory alliance and makes use of structured supervision (e.g. regular attendance; prepare for session, etc.)</p> <p>The supervisee also demonstrates the ability to explore a range of potential issues and receive constructive feedback which is then incorporated into future practice.</p> <p>Demonstrating evidence of reflective practice by actively reflecting on clients and the person of the counsellor in the process, moving to greater awareness of self.</p>	<p><input type="checkbox"/> PASS (Demonstrating acceptable standard)</p> <p><input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development)</p> <p><input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)</p>
<p>LEARNING JOURNAL</p> <p>Supervisee has maintained their reflective learning journal throughout the placement.</p>	<p>Learning Journal Sighted:</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Supervisor should sight the journal only. Supervisor should <i>not</i> read or assess, as students may keep journals private</p>

Requirement	Comments/Details
<p>KNOWLEDGE OF THEORY IN PRACTICE</p> <p>Student is able to articulate practice through the frameworks counselling theory/ theories.</p> <p>The student actively and systematically formulates their counselling work and generate hypotheses informed by theory.</p> <p>Student begins to discuss personal theoretical frameworks informing work.</p>	<p><input type="checkbox"/> PASS (Demonstrating acceptable standard)</p> <p><input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development)</p> <p><input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)</p>
<p>KNOWLEDGE OF CLIENT GROUPS & ISSUES</p> <p>Student is able to reflect on, research and bring newly gained understanding into the particular needs of the clients group/s they are serving and/or the specific issues presented by individual clients.</p>	<p><input type="checkbox"/> PASS (Demonstrating acceptable standard)</p> <p><input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development)</p> <p><input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)</p>
<p>TEAMWORK & OTHER AGENCY ACTIVITIES</p> <p>Supervisee is willing to be involved and make other positive contributions to life of the agency.</p>	<p><input type="checkbox"/> PASS (Demonstrating acceptable standard)</p> <p><input type="checkbox"/> MARGINAL PASS (Demonstrating acceptable standard, with feedback for further development)</p> <p><input type="checkbox"/> FAIL (Not currently demonstrating acceptable standard)</p>
<p>ANY OTHER COMMENTS</p>	

SUPERVISOR'S SUMMARY:

DEMONSTRATION OF RELATIONSHIP BUILDING CHARACTERISED BY CORE QUALITIES

- Excellent
- Very Good
- Good
- Satisfactory
- Poor
- Very Poor
- Extremely Poor

COMPETENCY IN SKILLS

- Excellent
- Very Good
- Good
- Satisfactory
- Poor
- Very Poor
- Extremely Poor

PROFESSIONAL APPROACH to AGENCY WORK ENVIRONMENT AND TO SUPERVISION

- Excellent
- Very Good
- Good
- Satisfactory
- Poor
- Very Poor
- Extremely Poor

Student's Current STRENGTHS

Student's Current AREAS TO WORK ON

Appendix 10B: Student Evaluation of Agency

The University of Queensland Master of Counselling

To be completed as part of the portfolio for Assignment 2 at the end of Semester 2 and submitted by the student to the Course Coordinator by the due date specified in the ECP.

Student's Name:		Supervisor:	
Semester/Year:		Date:	

This form offers the student the opportunity to evaluate their placement at the end of the placement. It provides valuable insight and feedback on placement experiences.

Satisfaction Levels

1 = Very Unsatisfactory 2 = Mostly Unsatisfactory 3 = Neutral 4 = Mostly Satisfactory 5 = Very Satisfactory

Part 1: Individual Supervision					
	1	2	3	4	5
1. Formalisation of your relationship in terms of your expectations and your supervisor's expectations of you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The level of interest shown by the supervisor in your activities during placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Supervisor's ability to provide constructive feedback in a way that leads to constructive change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supervisor's use of formal goal setting and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Supervisor's professional conduct, i.e. punctuality, confidentiality, and ability to deal with ethical issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Empathy – supervisor's ability to listen and see situations from the student's perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The supervisor's willingness and ability to deal constructively with issues relating to the student's personal approach and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Satisfaction Levels

1 = Very Unsatisfactory 2 = Mostly Unsatisfactory 3 = Neutral 4 = Mostly Satisfactory 5 = Very Satisfactory

Part 1: Individual Supervision (Continued)					
	1	2	3	4	5
8. Education – the degree to which the supervisor has added to the student's conceptual understanding of the therapeutic process and the effectiveness of various strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Education – the degree to which the supervisor has taught practical skills relevant to counselling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The degree to which the supervisor conveys her or his personal commitment and enthusiasm for her or his own therapeutic activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The degree to which the supervisor solicits and responds to student feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assistance given in the selection, application and interpretation of specialised assessment and intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Overall evaluation of individual supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Any overall comments on any of the questions above? (What have been the positive aspects? What have been the negative aspects? Etc.)</i>					
<i>Do you have any suggestions for improvement?</i>					

Part 2: Placement Activities					
	1	2	3	4	5
14. The degree to which you were familiarised with the organisation and structure of the placement setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Access to rooms, materials, staff, and reference materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Selection and assignment of your case load.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Workload – hours spent in therapy, record keeping and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Administrative tasks – organisation, goals and relevance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Research involvement – organisation, goals and relevance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Case presentations – the goals and procedures and responses received when presenting a case to the agency staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Clinical group meetings – the extent to which attendance at these meetings adds to your general professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Overall, how have you found the general activities of this placement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Any overall comments on any of the questions above? (What have been the positive aspects? What have been the negative aspects? Etc.)</i>					
<i>Any suggestions for change?</i>					

Thank you for your comments

Appendix 10C: Log of Hours and Activities on Placement

The University of Queensland Master of Counselling

To be submitted as part of the placement portfolio at the end of Semester 2. Students should submit to the Course Coordinator by the due date specified in the ECP. Please do not change the layout of the form. Indicate where counselling has been delivered through telehealth (eg mark your hours with a "T").

Date Activity Performed	Hours of Attendance	Client Contact Hours	Supervision Hours	Supervisor's Signature
Totals Brought Forward				
Running Totals:				

Signed by Agency Supervisor: Date:

Appendix 12: Definition of Client Contact, Non-Contact and Supervision Hours

The University of Queensland Master of Counselling

(Adapted from the PACFA Training Standards, 2014)

Client Contact: Real life person-to-person contact with the client

A client may be an individual, a couple, a family or a group. Clients must have no pre-existing, personal or professional relationship with the counsellor. Client contact involves a range of experiences of the trainee working directly with clients where there are no dual relationships between the client and trainee:

- One to one counselling
- Couples counselling
- Family counselling
- Group counselling
- Co-therapy (as an active participant).
- Facilitation of client group workshops
- Crisis response/follow-up
- Psychological first aid
- Informal counselling/support
- Supervising clients whilst they perform some task
- Supervising child contact
- Home visits
- Assessments

Note: The following forms of 'remote' counselling can only count towards hours after an initial 40 hours of direct face to face client contact has been achieved:

- Telephone counselling
- Skype counselling
- Online counselling
- Email counselling

Clinical Supervision: Opportunity for reflection and discussion of work to enhance practice

The process of clinical supervision is an opportunity for supervisees to present relevant material regarding their clinical practice via case discussion, recordings of client sessions, role plays, etc, allowing a space for reflective review by the supervisee and feedback by the supervisor:

Format of Supervision sessions includes but is not limited to:

- One to one supervision
- Group supervision (up to 12 members for the first 20 hours whilst in training, then up to 6 members)

Activities within Supervision sessions include but are not limited to:

- Observation of counselling
- Formal case presentation
- De-briefing about client issues
- Case consultation/formulation/discussion
- Case presentation at UQ workshops/courses
- Role plays, practice sessions

Note: **Peer** supervision does not count unless practitioners have at least 5 years clinical experience.

Examples of Non-Contact time:

- Case notes, write-ups, reports etc
- Preparation for group workshops, presentations etc
- Research related to client issues or for agency purposes
- Sending client feedback forms, arranging client referrals etc
- Filing/creating resources, brochures, handouts, forms, manuals, booklets etc
- Budgeting, data reporting, writing minutes/agenda for counselling meetings etc
- Self-care, professional development, team building, performance review etc
- Network meetings, steering committees etc
- Fire exercise/training/OH&S

Appendix 14: Case Report Structure

The University of Queensland Master of Counselling

This may be a useful template to use to prepare case reports for your agency meetings and can also be used as a framework for delivering case presentations during your placement workshops.

Client Code of Pseudonym:	
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Date of Birth:		Age:		Sex:	
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Referral Information (eg details of referring person or agency and circumstances of referral)

Presenting Problem (as described by client. Include collateral information where possible)

History of Presenting Problem (including date of onset, development and course of the difficulty. Contextual factors related to relief or exacerbation)

Previous Psychological / Emotional History (Include previous problems as described by client and their history. Other information useful to convey the life situation may be personality, interpersonal relations, cognitive functioning, and optimum previous functioning of the client. Include previous experience with human services and helping professions where relevant.)

Family System (include relevant social, psychiatric and medical history of family members and inter-relationships with client)

Current Support Adjustment (living arrangements, social support network etc)

Personal History (collect relevant history of personal development, education, occupation and relationships history. This may then be related to levels of current functioning for your client.)

Assessment of Current Functioning

Consider holistic functioning including as many of the realms: physical, psychological, social and spiritual. Make a summary of observations of all aspects of a client's mental and physical state. Integrate this information from a variety of sources if possible. Also, include current medical and alcohol and drug status and any other relevant health information.

Clarification of Problems

Be specific and record your understanding of the complete nature of your client's psychological, behavioural and emotional issues at presentation. Provide a summary of your ongoing perceived and reflected upon client issues after your interviews with your client.

Progress of Interviews

Provide a brief but thorough account of the counselling sessions undertaken with your client. Include the hypotheses you made as to the causes and needs of the person, the means by which you ascertained what was relevant, the goals decided on, and interventions considered. Remember that as your client begins to work on deeper material your hypotheses may change as time goes by. Constant awareness and observation with carefully recorded notes will help you to chart the dynamic nature of the therapeutic relationship and to shift your ideas of what is relevant and the future interventions considered based on this fluidity of knowledge. This cyclical process is the basis of reflective practice.

Current State of affairs and actions still required

Be aware that action may be required as you become more aware of the specific needs of your client. For example, a letter to the referring agent, some further study involving academic counselling or other human behaviour literature, ongoing counselling, referral, extra supervision session etc.

Appendix 15: Client Progress Notes

The University of Queensland Master of Counselling

NOTE: Many agencies will have their own forms that are used to keep case and progress notes. (Make sure you are familiar with any legal requirements adhered to by the agency). If not, the student may use the one provided below to maintain his or her own records. These would remain the property of the agency on leaving the placement and should be left on the client's file at the time of the student completing the placement.

Client Code:

Counsellor:

Date:

Issues considered during the session

Specific Session Goals

Activities Client to Consider Before Next Session

Suggested Directions for Next Session

Appendix 16: Recording Consent Form for Student Counselling Session

The University of Queensland Master of Counselling

1. Recordings are made to enable students to observe practice and to receive feedback on their developing skills.
2. The recordings will be viewed by the student and relevant university staff.
3. Please indicate your preference by signing your initials next to the preferred outcome:

a. The recording will be destroyed as soon as the feedback / consultation process is complete.	
b. The recording will be kept by the student who was counselling me for further learning purposes.	
c. The recording will be returned to me.	

4. I understand that I have the right to request that the recording equipment be turned off at any point during the counselling sessions and the recording destroyed/returned to me.

I hereby consent to have a recording made of my counselling sessions (as client) on the above conditions.

Name (Block Letters)	Date	Signature
Client		
Student Counsellor		