



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE

# EDUC7073 & EDUC7074

Practicum in Guidance, Counselling and Careers I & II

## Placement Handbook 2023



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## Overview

The Placement Handbook contains important information for students, supervisors, and academic staff about EDUC7073 and EDUC7074 Practicum in Guidance, Counselling and Careers I & II.

Students in EDUC7073 and EDUC7074 are completing the Master of Educational Studies (Guidance, Counselling & Careers) program at The University of Queensland. The placement or practicum experience can be an important component of this specialisation if students are intending to work in Queensland Schools as a Guidance Officer or Guidance Counsellor.

The placement serves a number of purposes:

- It provides an opportunity for students to synthesize and integrate the knowledge and skills gained in prior and concurrent learning experiences and to apply them across the broad range of guidance and counselling tasks including counselling sessions and with *real* clients in field settings, program development and delivery, and consultation with students, parents, staff and professionals from external agencies.
- It acts as a vehicle for their personal and professional growth and development as guidance and counselling professionals through interaction with their supervisor and/or fellow students.
- It provides an opportunity for students to develop the knowledge and skills required to become competent and effective guidance and counselling professionals.

Students speak highly of their placements and consistently find them stimulating and challenging learning experiences. The School of Education at The University of Queensland appreciates the time and professional expertise that supervisors share with students.

### Course Coordinator:



Dr Elizabeth Edwards  
School of Education  
The University of Queensland  
Brisbane QLD 4072  
E: [elizabeth.edwards@uq.edu.au](mailto:elizabeth.edwards@uq.edu.au)

If you have questions related to the practicum activities and expectations, please contact the Course Coordinator.

### Placements Team:

If you have questions related to administration issues (e.g., placement requests, InPlace), please contact the Placements Team.

E: [education@uq.edu.au](mailto:education@uq.edu.au)

## Eligibility for Placement

To meet the eligibility requirements for placement (i.e., EDUC7073 and EDUC7074) students **MUST**:

- be registered as a teacher with Queensland College of Teachers
- met the prerequisite requirements
- hold a current 'Blue Card' or 'Exemption Card'
- comply with the COVID-19 vaccination requirements of the allocated placement facility
- completed registration in InPlace and provided the required documentation
- be available to attend an online Placement Orientation Session (Wednesday 4-6pm in O Week)

PLEASE NOTE:

- Places in EDUC7073 and EDUC7074 are limited i.e., quotas may apply.
- Students may be allocated a mix of placement and practicum experience to meet the course requirements. Further information can be found under Placements on Page 6.

## Pre-requisite Course

The following course is a pre-requisite:

### **EDUC7008 - Counselling in Professional Contexts: Helping Groups and Individuals**

This course develops attitudes and skills that will enable students to use the basic skills of counselling in different professional contexts. Counselling process models are examined.

## Co-requisite and Other Courses

Students may also have completed the following courses or they may be undertaking them concurrently:

### **EDUC7000 - Dilemmas of Development: Risks of Youth**

This course explores the dilemmas facing, and risks for, young people growing up in the 21st century, with particular focus on the diversity of young people and the recent social, economic, cultural and technological changes affecting the lives of Australia's young people. Attention is given to biological, cognitive, and psychological developments and the implications these have for identity formation. Particular issues such as mental health, sexuality, disability, substance use, employment prospects and the variations in young people's experience are addressed and a range of theoretical approaches to adolescent development are discussed.

### **EDUC7007 - Tasks & Tests: Individual Assessment**

This course provides students with an understanding of the psychometric underpinnings of standardized instruments, opportunities to develop their capacity to effectively evaluate such an instrument, and have had an opportunity to become familiar with a range of instruments useful in individual assessment.

### **EDUC7009 - Career Guidance: Counselling for Life Planning**

This course is designed to equip students with a theoretical knowledge of career development and the knowledge and skills required to plan, develop, and implement career guidance and counselling programs across different educational and work settings.

### **EDUC7010 - Proactive Interventions in Guidance, Counselling and Careers**

This course provides students with a sound understanding of the theoretical and practical basis for designing and implementing guidance and counselling interventions used in individual, group, and systemic contexts. Students are provided with instruction and reading in counselling theories and specialised counselling interventions.

Placement Supervisors are encouraged to check which of these courses and/or other elective courses their student has completed. This information will can help to guide the planning of practicum activities

## Blue Card or Exemption Card

Students enrolled in EDUC7073 and EDUC7074 are required to obtain a 'Blue Card' from the Department of Justice and Attorney-General in Queensland. This government body requires students enrolled in teacher-education programs to undergo screening – the Working with Children Check. The Blue Card is proof that a student has successfully undergone screening. Students registered as a teacher with Queensland College of Teachers must obtain an Exemption Card.

Information on how to obtain a Blue Card can be obtained from the School of Education office or at the following link: <https://education.uq.edu.au/our-students/blue-card-information>

Students will not be permitted to attend a placement until they have a current Blue Card or Exemption Card.

## Registration in InPlace

Registration on The University of Queensland's placement management system InPlace is essential in order to receive a placement for EDUC7073 or EDUC7074. It gives students with the opportunity to provide important information for their placement including residential address during placement, their mode of transport and details of any existing conflicts of interest with any schools or organisations. Students are not permitted to undertake a placement at a school or organisation where they currently work. Students should disclose any other potential conflicts of interest to ensure the success of their placement. Individual preferences such as school or organisation type and location cannot be guaranteed.

Students are required to register for EDUC7073 and EDUC7074 separately, as required and in advance. Details on how to register with InPlace can be found at the following link: <https://education.uq.edu.au/current-students/professional-experience>

Students must not source their own placements.

## Placement Orientation Session

Each semester, the Course Coordinator will hold a Placement Orientation Session during **Orientation Week**. The session will contain vital information and students must attend prior to their placement.

The Placement Orientation session includes:

- Information on course requirements for EDUC7073 and EDUC7074
- Essential training on use of the e-portfolio
- Information on 'What to expect when you're on placement'
- Interaction with a range of relevant stakeholders e.g., course coordinator, other students in the course, students who been on placement before, potential supervisors, academic staff, representative from the Placements Team

# Aims

The aims of EDUC7073 and EDUC7074 are to:

- Provide students with opportunities to implement professional knowledge and skills in a field setting;
- Develop students' competencies required to perform tasks related to the professional role of guidance and counselling specialists;
- Develop students' ability to perform a professional guidance and counselling role in a field setting.

## Objectives

After successfully completing the course(s) students should be able to:

1. Understand the role of a guidance and counselling professional
2. Demonstrate the specialised skills of a guidance and counselling professional including counselling, consultancy, group work, and program development and delivery
3. Demonstrate the specialised interpersonal skills that enable effective communication and teamwork with a range of individuals within and beyond the work setting e.g., students, parents, other professionals
4. Demonstrate ethical practice and professional conduct in guidance and counselling work
5. Articulate a personal practice framework

## Placements

Generally, placements will be 1 or 2 days per week, however this can vary. It is expected that students will complete **50 hours of practicum experiences** in each course EDUC7073 and EDUC7074, engaging in a range of guidance and counselling related experiences such as group guidance activities, facilitation of group programs, class talks, work observation and day to day guidance tasks. Students pursuing a career as a School Guidance Officer/Counsellor in Queensland should undertake both courses, as such will complete 100 hours of practicum experiences across one year.

Placements are supervised by, and under the control of, a suitably qualified Placement Supervisor. Placement Supervisors are often a Guidance Officer or Guidance Counsellor but can also be a Counsellor, Careers Counsellor, Psychologist, Social Worker, Mental Health Nurse, Youth Support Worker, and other approved professional. Placements are also overseen by the Course Coordinator.

There is naturally a degree of flexibility associated with placements and activities. Practicum experiences can be completed in one or more placements. Placement Supervisors are encouraged to negotiate practicum arrangements with students that are mutually suitable.

For example, a Guidance Officer/Counsellor may agree to supervise a student on placement for 1 day each week for 10 weeks; school days are usually 5-6 hours thus the student will complete the total 50 hours in one placement. In another example, a Guidance Officer/Counsellor may prefer to supervise a student on a placement for 1 day a week for 6 weeks (30 hours) while the student might also do a second placement within another school setting for a 1-week block (20 hours), to meet their 50 hour requirement. Students may also undertake practicum experience such as reflections on hypothetical practice scenarios and related professional development. During the COVID-19 pandemic, many placement providers are hesitant to take student-counsellors, as such a mix of placement and practicum experience might be necessary to meet the course requirements (50 hours).



## Organisation of Placements

Placements in Guidance Counselling and Careers at The University of Queensland are organised by the Placements Team in the School of Education. Placements are largely determined by suitability for provision of a range of practicum experiences related to guidance counselling and careers. Each year the university are appreciative of placements provided by Department of Education schools, Catholic Education schools, independent schools and a range of community organisations providing counselling and case management services for children, adolescent and families. Students must not contact schools directly.

Should you require a placement outside of Southeast Queensland, you can request a rural/remote placement. Placements cannot be taken outside Australia.

## Policies and Procedures

The School of Education is committed to providing equitable, quality professional experience placements for its Guidance, Counselling and Careers students. It is a requirement of any course with a professional experience component that students sign and lodge a statement that they have read the university's Policies and Procedure for Professional Experience Placements document. It can be found here: <https://education.uq.edu.au/current-students/professional-experience> This document should be read in conjunction with The University of Queensland's policy: <https://ppl.app.uq.edu.au/content/3.10.04-work-integrated-learning-and-work-experience>

## Notification of Placements

In the case of students undertaking placements within Queensland Department of Education (DoE) Schools or Brisbane Catholic Education (BCE) Schools, the UQ Placements Team liaises with the respective Placement Coordinators. Once a placement has been sourced, the Placement Coordinator, who is usually a Senior Guidance Officer (DoE) or Senior Education Officer (BCE) will include the student in the email to the supervising Guidance officer/Counsellor so they can negotiate the details of the placement. Students are required to introduce themselves to their supervisor and make arrangements for their commencement.



# Student's Responsibilities

Students are reminded that while on placement they are representing The University of Queensland. Students must familiarise themselves with the university's policy and insurance cover.

## **The University of Queensland's Policy on Student Placement Courses**

<https://ppl.app.uq.edu.au/content/3.10.04-placements-coursework-programs>

## **Insurance cover for students undertaking course placements and work experience**

<https://my.uq.edu.au/information-and-services/manage-my-program/financial-matters/university-insurance>

Students are required to complete assessments for EDUC7073 and EDUC7074 in an e-portfolio.

It is the responsibility of the student to:

- Comply with the COVID-19 vaccination requirements of the placement facility
- Attend a Placement Orientation Session
- Conduct themselves professionally, within their expected scope of practice, in accordance with any legal and/or policy requirements of the Host Organisation, including completion of any mandatory training; and
- Comply with relevant policies and procedures of The University of Queensland, including the Student Charter, and external regulatory requirements (including visa requirements).
- Ensure they are adequately prepared i.e., attend a Placement Orientation Session, revise any relevant coursework, undertake required reading
- Ensure a signed Supervision Arrangement form is returned to the Placements Team, see Appendix A.
- Ensure s/he receives an induction orientating him/her to the workplace, including occupational health and safety, confidentiality and other workplace policies
- Ensure all necessary signed letters of approval and/or consent are received prior to undertaking any confidential/restricted activities (i.e., check requirements with the Placement Supervisor)
- Remember that Placement Supervisors are volunteering their professional support, as such they will attempt to be as useful as possible by sharing their expertise and providing assistance regarding different aspects of the role, however, in some situations students may require support beyond the supervision arrangement and in some circumstances this may be at their own expense.
- Negotiate with their Placement Supervisor the range of activities and experiences they wish to gain while on placement see Practicum Reflection Tasks (Appendix E).
- Undertake all placement requirements e.g., journal log of placement hours, reflection tasks and projects
  - Complete a weekly log of hours/activities,
  - Complete reflection tasks, see Appendix E
  - Complete a written project
- Approximately half-way through the placement or sooner if there are urgent issues to discuss, email the Course Coordinator to arrange a suitable time to check-in via telephone or online meeting. This check-in meeting is to discuss how things are going on placement. Complete a Supervision Rating Scale and email to the Course Coordinator with the meeting details, see Appendix G.
- Access his/her UQ email regularly so that s/he receives information from the Course Coordinator in a timely manner
- Complete an Evaluation of Placement Experience at the end of the practicum, see Appendix H



## Placement Supervisor Responsibilities

The University of Queensland greatly appreciates the contribution of the Placement Supervisors. They are highly valued for their willingness to share their expertise and knowledge with students. Supervisors are required to undertake the following duties/tasks:

- Conduct an induction process for the student (Including occupational health and safety, confidentiality and other workplace policies) to orient the student to the workplace.
- Use all reasonable endeavours to provide the student a meaningful and appropriate learning experience.
- Provide supervision, as required. This can be formal or informal, comprising regular check-ins to monitor the student's progress and provide suitable debriefs as needed.
- Verify student's placement hours. This will be a weekly email to endorse the number of hours the student attended placement. Instructions will be provided.
- Complete a Placement Review, see Appendix F. The review would usually be completed towards the end of placement. The format of the review comprises an opportunity for the student to self-evaluate using the review form followed by a 1:1 meeting with the supervisor to received feedback on student's progress.

## Practicum Supervision

Placement Supervisors and Students find it useful to refer to the Queensland Guidance and Counselling Association Supervision Practice Guide. If you are a member of QGCA you may download this document from the Members section of the website, [www.qgca.org.au](http://www.qgca.org.au) and share it with your supervisor/student as necessary.

## Course Coordinator Responsibilities

The Course Coordinator is a full-time academic from The University of Queensland. As the academic responsible for overseeing placements the Course Coordinator will:

- Check-in with the student via telephone or online meeting during the placement and discuss how the student is progressing
- Check-in with Placement Supervisor via telephone, online or face-to-face during placement and discuss student's progress
- Assist with resolving any difficulties regarding placement, student, supervision
- Mark all assessments for EDUC7073 and EDUC7074 i.e., reflection tasks and projects.

## Placement Progress and Evaluation

Should a student or Placement Supervisor have a concern regarding progress on placement, they should contact the Course Coordinator immediately on: +61 481 906968

## Ethics and Conduct

Students are expected to have read the Queensland Guidance and Counselling Association Code of Ethics prior to beginning their placement. Details can be found at the following link:

<https://qgca.org.au/aboutqgca/code-of-ethics/>

## APPENDIX A: SUPERVISION ARRANGEMENT FORM

SUPERVISION ARRANGEMENT			
<b>NAME OF SCHOOL OR ORGANISATION:</b>			
<b>ADDRESS OF SCHOOL OR ORGANISATION:</b>			
<p>EDUC7073 and EDUC7074 are practicum courses in the Master of Education Studies (Guidance, Counselling &amp; Careers). The placements are designed to enable students to gain skills, knowledge and experience relevant to guidance and counselling work through a range of practicum experiences in settings such as schools and community agencies.</p> <p>In undertaking the role of Placement Supervisor/Student, you confirm that you have read and understood the details provided in the Placement Handbook and agree to follow the outlined principles and procedures.</p> <p>You have also understood that the student must receive notification of approval of his/her practicum placement from The University of Queensland prior to undertaking any practicum placement. All practicum hours should also be entered into the e-portfolio journal log by the student and sent to the Placement Supervisor for approval (i.e., electronically, via email).</p>			
<p>If you have questions related to the <b>practicum activities and expectations</b>, feel free to contact the Course Coordinator.</p> <p>E: elizabeth.edwards@uq.edu.au</p> <p>If you have questions related to <b>administration issues</b> (e.g., placement agreements) please contact the Placements Team.</p> <p>For students – E: education@uq.edu.au</p> <p>For supervisors – E: prac@uq.edu.au</p>			
<b>PRACTICUM COMMENCEMENT DATE:</b>			
<b>PRACTICUM COMPLETION DATE:</b>			
<b>TOTAL NUMBER OF INTENDED PRACTICUM HOURS:</b>			
<b>STUDENT'S NAME:</b>		<b>EMAIL:</b>	
<b>STUDENT'S SIGNATURE:</b>		<b>PHONE:</b>	
<b>SUPERVISOR'S NAME:</b>		<b>EMAIL:</b>	
<b>SUPERVISOR'S SIGNATURE:</b>		<b>PHONE:</b>	
<b>DATE OF SIGNING:</b>			

## Lachlan Sample

0412 XXX XXX | email@lockysample.com | linkedin.com/in/lockysample/

### Interest

(write a paragraph to describe why you are interested in doing a placement and what you hope to gain from the practicum experience – maximum 100 words)

### Qualifications

#### The University of Queensland

January 2021 – Current

Master of Educational Studies (Guidance, Counselling & Careers)

*Courses completed:*

- EDUC7008 - Counselling in Professional Contexts: Helping Groups and Individuals
- EDUC7010 - Proactive Interventions in Guidance, Counselling and Careers
- EDUC7007 - Tasks & Tests: Individual Assessment
- EDUCXXXX
- EDUCXXXX

#### James Cook University

January 2010 – December 2013

Bachelor of Education (Early Childhood Studies)

### Memberships and Awards

#### Career Industry Council of Australia

Current

*Professional Member (Member# 1234)*

#### Australian Counselling Association

Current

*Student Member*

#### James Cook University

2012

*Dean's List for Academic Excellence*

### Employment History

#### Rockingham State School

January 2020 – Current

*Special Education Teacher*

#### Working Holiday – United Kingdom

January 2018 – December 2019

*Casual relief teaching*

#### Kindness State School

January 2014 – December 2017

*Year 6 Teacher*

#### Centrelink

July 2008 – December 2009

*Customer Service Officer*

## Volunteer Experience

### **Lifeline Broadbeach**

**May 2021 – Current**

#### *Telephone Counsellor*

- Completed 6 months training program (Nov 2019)
- Fortnightly telephone counselling shifts
- Provision of practical crisis support

### **Paradise Kids Arundel**

**June 2020 – February 2022**

#### *Paradise Kids Buddy*

- Completed volunteer training (Sep 2019)
- Provision of individual support for children participating in grief and loss groups

## Referees

### **Susie Jones**

Principal

Rockingham State School

+61 1234 5678

email@rockss.edu.au

### **Lionel Long**

Lifeline Shift Supervisor

Lifeline Broadbeach

02 1234 5678

email@lifeline.org.au

## APPENDIX C: DEPARTMENT OF EDUCATION SCHOOL PLACEMENT REQUEST (Students must have QCT registration)

### Request for Consideration of Guidance Practicum

**Please note** - guidance work is busy, complex & often confidential. Many guidance practices (e.g. testing) are restricted. Guidance Officers are not resourced to support practicum placements. Therefore, practicum experience with any one guidance officer will be limited.

STUDENT DETAILS			
<b>Date</b>	Click or tap to enter a date		
<b>Name of Student</b>	Click here to enter student's name		
<b>Address</b>	Click here to enter student's address		
<b>Student's phone number</b>		<b>Student's email address</b>	
<b>QCT registration number</b>	Click here to enter registration number		
<b>University/Institution</b>	The University of Queensland		
<b>Name of Course</b>	Master of Educational Studies – Guidance, Counselling & Careers		
<b>Course Coordinator</b>	Dr Elizabeth (Liz) Edwards		
<b>Course Coordinator's Contact Details</b>	Phone: 0481 906968 E: <a href="mailto:elizabeth.edwards@uq.edu.au">elizabeth.edwards@uq.edu.au</a>		
<b>UQ Placement Team Contact Details</b>	Phone: (07) 3365 6550 For students – E: <a href="mailto:education@uq.edu.au">education@uq.edu.au</a> For supervisors – E: <a href="mailto:prac@uq.edu.au">prac@uq.edu.au</a>		
DETAILS OF REQUEST			
<b>Dates being considered</b>			
<b>Number of hours being considered</b>			
<b>Geographical Area or Schools</b>	Click here to enter details of geographical area or schools being considered		
<b>Any restrictions to practicum (e.g. travel, family, disability needs etc.)</b>			
Regional Office use only			
<b>Name of SGO</b>	Click here to enter SGO name		
<b>Date</b>	Click here to enter date		
<b>Action taken</b>	Click here to enter information about action taken		
<b>Notes</b>	Click here to include any additional notes		



## APPENDIX D: OTHER SCHOOL/ORGANISATION PLACEMENT REQUEST

### Request for Consideration of Guidance/Counselling Practicum

**Please note** – Use this form if you are requesting a placement in a school or organisation OTHER THAN a Queensland State School. You should provide a list of as many options as possible to assist us with finding a placement that suits you.

STUDENT DETAILS			
Date	Click or tap to enter a date		
Name of Student	Click here to enter student's name		
Address	Click here to enter student's address		
Student's phone number		Student's email address	
QCT registration number (if applicable)	Click here to enter registration number		
University/Institution	University of Queensland		
Name of Course	Master of Educational Studies – Guidance, Counselling & Careers		
Course Coordinator	Dr Elizabeth (Liz) Edwards		
Course Coordinator's Contact Details	Phone: 0481 906968 E: <a href="mailto:elizabeth.edwards@uq.edu.au">elizabeth.edwards@uq.edu.au</a>		
UQ Placement Team Contact Details	Phone: (07) 3365 6550 For students – E: <a href="mailto:education@uq.edu.au">education@uq.edu.au</a> For supervisors – E: <a href="mailto:prac@uq.edu.au">prac@uq.edu.au</a>		
DETAILS OF REQUEST			
Dates being considered			
Number of hours being considered			
Geographical Area or Schools/Organisation	Click here to enter details of geographical area or schools being considered		
Any restrictions to practicum (e.g. travel, family, disability needs etc.)			

## APPENDIX E: PRACTICUM REFLECTION TASKS

<p>The following reflection tasks appear in the student's course requirements for EDUC7073 and EDUC7074. Students are required to develop self-reflective practice as part of their training in guidance, counselling and careers. While on placement, they are required to complete a minimum of five (5) reflection tasks for each of EDUC7073 and EDUC7074. Each reflection is related to a different practicum activity or experience. Reflections are based on the SEAL framework: Situation, Effect, Action, Learning. This list can be used for planning.</p> <p>Mark N/A if the activity is not possible or not relevant to the placement setting.</p>		N/A
<b>EARLY PLACEMENT EXPERIENCES/ACTIVITIES</b>		
01. Challenges in a new workplace*		
02. Interview with a guidance officer/counsellor in your context		
03. Observations of a counselling session		
04. Observation of a parent interview*		
05. Observation of a psychometric assessment		
06. Classroom or playground observation		
07. Initial intake interview with a young person*		
08. Disability/diversity/social justice issue		
09. Parent contact*		
10. Recordkeeping and/or reporting skills		
11. Challenging interpersonal communication		
12. Attending a challenging meeting*		
<b>MID PLACEMENT EXPERIENCES/ACTIVITIES</b>		
13. Research supervision models*		
14. Review school-wide programs		
15. Ethical issue*		
16. Making a referral*		
17. Building the therapeutic relationship*		
18. Counselling microskills (e.g., empathy, effective listening, paraphrasing, minimal encouragers)		
19. Self-assessment of counselling skills and knowledge		
20. Career conversation*		
21. Subject selection conversation		
22. Administration of an assessment (e.g., social emotional, developmental, language, reading, achievement, cognitive ability).		
23. Challenging interaction with a child		
24. Challenging interaction with an adolescent*		

<b>LATE PLACEMENT EXPERIENCE/ACTIVITIES</b>	
25. The supervisor-supervisee relationship	
26. Self-awareness and self-care*	
27. Counselling skills/techniques	
28. SET plan creation	
29. Staff and student/client relationships	
30. Legal issue	
31. Group versus individual supervision	
32. Functional behaviour analysis (FBA)	
33. Planning, facilitating/co-facilitating a group intervention/session	
34. Conducting/preparing a case study	
35. Making a case presentation	
36. Parents/carers issue	
37. HEADSS Assessment	
38. Complex case analysis	
39. Monitoring progress in counselling (minimum of 3 sessions)	
40. End of placement reflection	

\* Hypothetical Practice Reflection Scenarios available on Blackboard

## APPENDIX F: PLACEMENT REVIEW FORM

COURSE COORDINATOR	Dr Elizabeth Edwards	DATE OF REVIEW		
STUDENT'S NAME				
STUDENT'S EMAIL				
PROGRAM	MEdStudies (Guidance, Counselling & Careers)			
SEMESTER				
COURSE CODE	EDUC7073 or EDUC7074			
SUPERVISOR'S NAME				
SUPERVISOR'S EMAIL				
PLACEMENT (SCHOOL OR AGENCY)				
PLACEMENT DATES		HOURS TO DATE		
<b>REVIEW</b>				
<p><b>Section A</b> is used to rate the student's <b>competencies</b> using a modified version of the Skill Development Rating Scale (SDRS). Competencies are divided into six (6) domains and rated using a developmental approach from Stage 1 (Beginner) to Stage 4 (Competent). Ratings reflect judgments that best matches the student's <b>current</b> performance. If uncertain or not observed, tick N/A (not applicable). Additional comments are optional.</p> <p><b>Section B</b> is used to grade the student's <b>overall progress</b>.</p>				
<b>SECTION A</b>				
The following descriptors are used to grade student's clinical competencies in <b>Section A</b> .				
<b>STAGE 1- BEGINNER</b>	Knowledge, skills, attitude-value and relationship competencies are yet to be developed or at an early stage of development, and are on par with students commencing training without any practicum experience. Frequent minor or major inadequacies may be apparent, including difficulty applying knowledge to practice, difficulty managing sessions or conducting specific tasks, or little awareness of process issues.			
<b>STAGE 2- BASIC COMPETENCE</b>	Knowledge, skills, attitude-value and relationship competencies are developing and while more basic competencies are demonstrated under some circumstances, they may be inconsistent or not generalised. More complex competencies may be absent. Minor inadequacies occur frequently and major problems may occur occasionally, although insufficient to cause serious harm.			
<b>STAGE 3- MODERATE COMPETENCE</b>	The student demonstrates a moderate repertoire of basic knowledge, skills, attitude-value and relationship competencies which are generalised to a wide range of common contexts, with more complex competencies emerging. There is a growing independence and responsibility for their own practice, with only minor lapses occurring.			
<b>STAGE 4- COMPETENT</b>	The student demonstrates a wide repertoire of basic to advanced knowledge, skills, attitude-value and relationships competencies applied across a wide range of contexts. Performance is consistent with competencies of student graduating with a Master level degree in Guidance, Counselling and Careers. There is an appropriate level of independence and development of adequate professional identity.			
Rate the student's competencies by placing an X along the scale as shown or tick N/A if not applicable or not observed in this placement.	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
		X		

<b>1. Counselling and interpersonal competencies</b> <i>Demonstrates appropriate counselling/communication skills, empathy and capacity to develop productive relationships.</i>	Stage 1	Stage 2	Stage 3	Stage 4
Comments- <input type="checkbox"/> N/A				
<b>2. Assessment and observation competencies</b> <i>Performs adequate assessments and observations in a timely and sensitive manner, and assesses risk.</i>	Stage 1	Stage 2	Stage 3	Stage 4
Comments- <input type="checkbox"/> N/A				
<b>3. Case conceptualisation competencies</b> <i>Appropriately integrates information from multiple sources to inform case management, recommendations/referrals.</i>	Stage 1	Stage 2	Stage 3	Stage 4
Comments- <input type="checkbox"/> N/A				
<b>4. Ethical attitude and behaviour</b> <i>Demonstrates knowledge and application of ethical and professional codes (i.e., QGCA Code of Ethics).</i>	Stage 1	Stage 2	Stage 3	Stage 4
Comments- <input type="checkbox"/> N/A				
<b>5. Professionalism and leadership</b> <i>Demonstrates effective organisation/time management, professional demeanour and capacity to provide leadership.</i>	Stage 1	Stage 2	Stage 3	Stage 4
Comments- <input type="checkbox"/> N/A				
<b>6. Reflection and response to supervision</b> <i>Demonstrates insight/reflection on own practice, self corrects, and an openness to and effective use, of feedback.</i>	Stage 1	Stage 2	Stage 3	Stage 4
Comments- <input type="checkbox"/> N/A				



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**SECTION B**

Please tick the appropriate box to rate the student's overall progress.

☐**Unsatisfactory**

Serious concerns about student's competencies and/or rate of progress.

☐**Satisfactory**

Student has demonstrated competencies at or exceeding expected standards at this stage of training.

**Supervisor's Comments-**

**SUPERVISOR'S SIGNATURE**

**DATE**

**STUDENT'S SIGNATURE**

**DATE**

## APPENDIX G: SUPERVISION RATING SCALE

<b>STUDENT</b>		<b>DATE</b>	i.e., date completed
<b>SUPERVISOR</b>		<b>PLACEMENT</b>	i.e., school
I need my ratings/comments to be confidential		Yes <input type="checkbox"/> No <input type="checkbox"/>	

<b>INSTRUCTIONS</b>
Place a mark on the dotted lines to indicate how you feel about your supervision sessions.

APPROACH		
In general my supervision sessions are not focussed		In general my supervision sessions are focussed

RELATIONSHIP		
In general my supervisor and I do not understand each other in the sessions		In general my supervisor and I understand each other in the sessions

MEETING MY NEEDS		
In general supervision sessions are not helpful to me		In general supervision sessions are helpful to me

COMMENTS	
Provide any additional comments, if necessary	

This rating scale is a modified version on the Leeds Alliance in Supervision Scale (LASS; Wainwright, 2010)

Wainwright, N. A. (2010). The development of the Leeds Alliance in Supervision Scale (LASS): A brief sessional measure of the supervisory alliance. *Unpublished Doctoral Thesis*. University of Leeds.

## APPENDIX H: EVALUATION OF PLACEMENT EXPERIENCE

<b>STUDENT'S NAME</b>					
<b>PROGRAMME &amp; COHORT</b>	Master of Education Studies (Guidance, Counselling & Careers)				
<b>COURSE CODE</b>	(e.g., EDUC7073, EDUC7074)				
<b>LOCATION OF PLACEMENT</b>					
<b>PLACEMENT SUPERVISOR</b>					
<b>DATES OF PLACEMENT</b>	Start:		End:		
<b>FEEDBACK ON SUPERVISION ARRANGEMENTS</b> Provide details of the amount and type of supervision (e.g., number of hours 1:1, paired, group, per week), location and availability of supervisor.					
<b>COMMENTS</b> Provide a brief description of your activities during the placement (e.g., tasks, assessments, interventions, evaluations, attendance at meetings etc). Comment on areas of placement and/or supervision that you found useful or needed improvement.					
Students are asked to provide constructive feedback on his or her placement experience, facilities available, and the overall organisation of the placement. Feedback is intended for use by the Course Coordinator, Placements Team and (if required) Programme Lead and other relevant staff to optimise the practical aspects of placements.					

	Poor	Below Average	Average	Above Average	Excellent
1. I felt the overall organisation of the placement was	1	2	3	4	5
2. The supervisor clearly specified their expectations of me early in the placement	1	2	3	4	5
3. I clearly specified my expectations of the supervisor early in the placement	1	2	3	4	5
4. The resources available to me during the placement were	1	2	3	4	5
5. Overall, the placement was	1	2	3	4	5



CREATE CHANGE

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