

# Masters of Guidance and Counselling

ED5310 Practicum Workbook



JAMES COOK  
UNIVERSITY  
AUSTRALIA





# Practicum in Guidance and Counselling

## Master of Guidance and Counselling

### Student Practicum Workbook

*The information in this Workbook is designed to be of assistance to Practicum students, their supervisors and their host organisations within which the Practicum will be conducted. It includes Documents 1 – 7 which are to be submitted as assessment items.*

Student Name: \_\_\_\_\_

Subject Title	Practicum in Guidance and Counselling
Subject Code	ED5310
Credit Points	3
Study Period	SP1, 2024
Attendance Mode	External
Campus	Townsville Bebegu Yumba
Prerequisite/s	Successful completion of ED5862 ED5863 AND ED5864
Subject Coordinator/ College	Dr. Margaret-Anne Carter Academy Division College of Arts, Society & Education

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# Placement Contract [Doc. 1]

Supervisee

Student Number

Contact email

Host Name:

Start date

End date

Supervisor/Guidance Officer\*

Contact email

Contact address

Contact telephone

Brief description of the work to be undertaken by the supervisee (including expected hours)

[IDM Core Competencies](#) to be emphasised during this placement (see textbook – Stoltenberg, C. & McNeill, B. (2010). *IDM supervision* (3<sup>rd</sup> ed.). New York, NY: Routledge or Doc. 7 of this workbook)

1. Purpose, Goals and Objectives of Supervision

2. Context and Content of Supervision

3. Method of Evaluation

4. Duties and Responsibilities of Supervisor/Guidance Officer -Supervisee

a. Supervisor/Guidance Officer

b. Supervisee

5. Procedural Considerations

6. Any Additional Notes

I understand that this contract can be revisited at any time, upon request by the Supervisor/Guidance Officer, Preservice Practitioner or Subject Coordinator. I also understand that as supervisor/ Guidance Officer, if I am concerned about the preservice practitioner's performance, I can submit an At Risk Notification form or request a Review of Student Suitability to continue.

We agree, to the best of our ability to uphold the guidelines specified in the Placement Contract and to manage the supervisory relationship process in a professional and ethical manner.

#I have received an electronic copy of the ED5310 Subject Outline and the ED5310 Practicum Workbook. I agree to ensure the supervisee has a solid understanding of the confidentiality, legal and ethical requirements of the practicum workplace. I understand that as Supervisor/Guidance Officer I decide whether time spent on practicum can be counted as Associated, Direct or Supervision hours.

Supervisee activities completed during the practicum must comply with the supervisor or guidance officer employer's policy guidelines and code of ethics.

Supervisor/Guidance Officer signature

Date

Preservice Practitioner's signature

Date

# Examples for completing a Placement Contract

## 1. Purpose, Goals and Objectives of Supervision

- Monitor and promote welfare of clients seen by Supervisee;
- Promote development of Supervisee's professional identity and competence;
- Fulfil ACA membership requirement.

## 2. Context and Content of Supervision:

- Individual supervision at Supervisor's office/email/phone on a ..... basis for one hour;
- A variety of methods will be used within an eclectic framework.

## 3. Method of Evaluation:

- Feedback will be provided each session.
- Records will be limited to session details and major issues relevant to the supervision of the case. A formal evaluation will be conducted every six months. Supervision notes may be shared with Supervisee at Supervisor's discretion and upon request of Supervisee. An unedited video of a one counselling session will be reviewed quarterly if supervision is conducted by phone or email. Written permission of the client will be required at these times.

## 4. Duties and Responsibilities of Supervisor-Supervisee

### a. Supervisor:

Encourage ongoing professional education.  
Challenge Supervisee to validate approach and technique used.  
Monitor basic micro-skills and advanced skills including transference and countertransferences. Provide alternative approaches for the Supervisee.  
Intervene where client welfare is at risk.  
Ensure ethical guidelines and professional standards are maintained.  
Provide consultation when necessary.

### b. Supervisee:

Uphold ethical guidelines and professional standards.  
Discuss client cases with the aid of written case notes and video/audio tapes.  
Validate diagnoses made and approach and techniques used.  
Be open to change and alternative methods of practice.  
Consult supervisor or designated contact person in cases of emergency.  
Implement Supervisor directives in subsequent sessions.  
Maintain a commitment to counsellor education and the counselling profession.

## 5. Procedural Considerations

- a. Supervisee's written notes, action plans and videos may be reviewed in sessions.
- b. Issues related to the Supervisee's professional development will be discussed.

# Placement Logbook [Doc 2.1]

Student Name

Student ID

Associated Hours (minimum 28 hours)

Date	Type of Activity	Hours

TOTAL HOURS		
Supervisors Signature		



# Placement Logbook [Doc 2.2]

Student Name

Student ID

**Direct Experience (minimum 64 hours)**

Date	Type of Activity	Hours

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TOTAL HOURS		
Supervisors Signature		

# Placement Logbook [Doc 2.3]

Student Name

Student ID

Supervision Hours (minimum 8 hours)

Date	Type of Activity	Hours



TOTAL HOURS		
Supervisors Signature		

Placement Logbook [Doc      ]Additional pages

Student Name		Student ID
Supervision Hours (minimum 8 hours)		
Date	Type of Activity	Hours
TOTAL HOURS		
Supervisors Signature		

# Placement Report [Doc. 3]

Preservice Practitioner:

Placement Setting:

Date Placement Commenced:

The aim of this report is to provide:

1. Information on whether the supervisee has reached a satisfactory level of performance in their placement.
2. The supervisee with feedback on their performance and identify areas of strength and those requiring development.

It is requested that this report be completed at the *end* of the supervisee's placement. The report should be discussed with and signed by the supervisee prior to submission to James Cook University.

## Notes on Report Sections:

Professional Practice – supervisees must gain a Satisfactory rating on all ten (10) items to pass their placement.

## Required

### PROFESSIONAL PRACTICE

*(All 10 areas must be Satisfactory for overall Competency)*

Punctuality/attendance	
Work standards e.g., agency commitments, adequate preparation, workload	
Response to advice and feedback from supervisor	
Relationship with other professionals and staff of the agency	
Protection of confidential information	
Knowledge and practice of professional ethics	
Organisation of time	
Oracy (professional oral communication skills)	
Literacy (professional reading and writing communication skills)	
Numeracy (professional mathematical skills)	

I have signed the logbook and certify the supervisee has completed:

\_\_\_\_\_ hours of associated hours (total minimum 28 hours)

\_\_\_\_\_ hours of direct client contact (total minimum 64 hours)

\_\_\_\_\_ hours of formal supervision (total minimum 8 hours)

Supervisor/Guidance Officer Name (Please Print):

Contact details:

Signature:

Date:

## Optional (completion of the remainder of this report is optional)

<b>COMMUNICATION AND ORGANISATION SKILLS</b>	
General record keeping	
Ability to organise material	
Ability to communicate ideas and opinions in writing	
Ability to write in a professional manner	
Ability to target reports to the appropriate audience	
Oral communication skills e.g., case presentation	
Performance at meetings and conferences	
Initiative/independence e.g., accessing information	
Other (specified in contract):	
<b>ASSESSMENT SKILLS</b>	
Selection of appropriate assessment methods	
Obtaining information through observation	
Knowledge of test administration and technical aspects	
Establishes rapport with clients during test administration	
Interpretation of test results and/or protocols	
Understanding of rationale for assessment methods used	
Integration of information obtained in assessment	
Ability to provide assessment feedback to clients	
Other (specified in contract):	
<b>INTERVIEWING SKILLS</b>	
Establishing early rapport with clients	
Maintains effective relationship with client	
Shows empathic understanding of the client's situation	
Awareness of own strengths/limitations and impact upon clients	
Demonstrates appropriate blend of styles of questioning	
Demonstrates appropriate listening techniques	
Shows good exploration and clarification of problem related information	
Shows congruency between non-verbal and verbal behaviours	
Other (specified in contract):	



## INTERVENTION AND THERAPY SKILLS

Demonstrates ability to identify presenting problems	
Demonstrates ability to formulate and analyse presenting problems	
Demonstrates ability to plan relevant intervention programs for different problems	
Good use of theory and/or research in choosing interventions	
Uses intervention techniques effectively in therapy	
Demonstrates good management of time during the session	
Maintains focus on relevant problems during the session	
Demonstrates ability to implement total intervention programs	
Regularly monitors and reviews intervention progress	
Shows good use of relevant homework assignments between sessions	
Works well with others in implementing interventions	
Shows good attention to maintenance and follow up	
Demonstrates ability to terminate relationships appropriately	

Other (specified in contract):

## SUMMING UP THE PRACTIUM

General Strengths:

Areas for Future Development:

Summary Comments:

# Review of Student's Suitability to Continue in a Course Involving Placement

[Refer to this link for JCUs current policy per your current handbook](#)

## At Risk Notification

The At-Risk Notification is to be used during the practicum to alert the Student/Supervisee/Preservice counsellor and James Cook University (JCUA and JCUS) to concerns you may have about the preservice practitioner's performance.

Please note the notification process should be used if the Supervisor/Guidance Officer is concerned about your progress, and it is considered you may succeed with assistance from subject staff. The process should not be used with a student who is clearly not competent to proceed although it may be used early in the practicum to try to get them to a satisfactory level.

The Supervisor/Guidance Officer will fill out an At Risk Notification Report and email it to the Student Placement Team and to the Subject Coordinator.

As a student if you have concerns regarding your placement the first step should be to have a conversation with your Supervisor/Guidance Officer to try to find a resolution. If you require assistance please contact your Subject Coordinator or Student Placement Team.

# Australian Counselling Association extract 'What is supervision?'

The following outlines the general position taken by the Master in Guidance and Counselling Course JCUA and JCUS on the nature of what it considers as 'good practice' Supervision. Downloaded from ACA site

## **Professional Supervision - What is it?**

There is a lot of talk about supervision and the need for it, but there seems to be little understanding of what supervision actually entails and why it is required. Clinical members of ACA are now required to receive supervision to maintain their level and professional and qualified members are required to receive supervision to upgrade their membership to the next higher level. Supervision is a mandatory requirement of most professional organisations and should be written into any contracts where a counsellor is employed. Counsellors in private practice are required to organize their own supervision or apply to organisations such as ACA to be referred to a registered supervisor. Supervision is the process whereby a counsellor can speak to someone who is trained to identify any behavioural and/or psychological changes in the counsellor that could be due to an inability to cope with issues of one or more clients. A supervisor is also responsible for challenging practices and informing clients of alternative theories and/or new practices, as well as changes in the industry. The supervisor is responsible for observing the mental health of their client in turn protecting the public from unhealthy counsellors. Counsellors can face issues such as transference and burn out without any recognition of the symptoms. A professional supervisor would notice the symptoms long before the counsellor.

Supervision is a learned discipline separate from counselling. Counselling skills such as advanced micro-skills are used as well as a good knowledge of theories old and new and a working knowledge of the industry. Being a qualified counsellor does not make you a supervisor. A supervisor needs to be able to see through the smoke screen thrown up by a counsellor who is having problems. The old adage that doctors make the worst patients is valid for counsellors; counsellors are generally the last to acknowledge they are having problems. A supervisor needs to be experienced and have advanced communication skills to supervise effectively. A session in supervision will usually cover several aspects of counselling.

A supervisor will discuss recent sessions that a counsellor has given, paying attention to how and why the counsellor used theories and what the motives to challenging were. They would listen to detect if the counsellor had any agendas that were not the clients. Is the counsellor owning the clients' issues? Did the counsellor detach from their clients after sessions in a healthy way? Is the counsellor dwelling on a client's issue or not sleeping or resting due to intrusive thoughts related to a client's issue. Is the counsellor getting sufficient rest and recharging or are they burning out? A supervisor needs to check all these issues and more without being intrusive or threatening. The supervisor must respect counsellor-client confidentiality and adhere to the same ethical conditions as a counsellor.

Supervision is similar to counselling in as much as a counsellor should not receive formal counselling from a friend, colleague, relative or co-worker. Supervision should be on a contractual basis with an agreed sum of money for services. Being a professional service can make this a tax-deductible item. Supervision does not need to be face to face, it can be conducted over the phone just as effectively, particularly if you are isolated due to distance. The net may not be a good idea unless you have a secure line. Supervision needs to be conducted no less than once a month for all those who are seeing clients on a professional basis. Once a fortnight may be needed for counsellors who work in excess of 20 client hours a week.

## Professional Supervision - What's involved?

There still seems to be a lot of confusion about what Professional Supervision is and what it encompasses. The following sets out a general framework of what constitutes Professional Supervision and discusses some issues related to supervision. First, we will identify what Professional Supervision is not.

### Professional supervision is not:

- Someone watching over your shoulder whilst you practise.
- A discussion between two practitioners;
- Being supervised whilst on a field placement or completing a course;
- Discussing personal matters with a counsellor.

### Supervision is:

- A formal arrangement for counsellors to discuss their work regularly with someone who is experienced in counselling and supervision. The task is to work together to ensure and develop the efficiency of the counsellor/client relationship.
- Professional supervision is a process to maintain adequate standards of counselling and a method of consultancy to widen the horizons of an experienced practitioner.
- Counselling exposes counsellors to situations that impose a great demand on practitioners. This demand can lead to becoming enmeshed, over-involved and being ineffective. Counsellors **cannot in all cases be objective** about their own abilities, agendas and practices.
- A supervisor can be objective and help the counsellor to grow and learn. The supervisor can ensure that the counsellor is meeting the needs of their clients and keeping to ethical and professional standards.
- Supervisors are most likely to identify potential mental health issues in the Supervisee before they become a problem.
- Supervisors will also help counsellors relate practice to theory and vice versa.
- Supervision is a contractual agreement made between a Supervisor and a Supervisee. The supervision is usually a paid-for service or in an agency it can be part of your employment requirement.

## What makes someone a Supervisor?

The Master in Guidance and Counselling Course Practicum of JCUS Singapore ensures that it complies with best contemporary practice as outlined by SAC in its Code of Ethical Practice and associated guidance on this matter. Similarly, the Practicum within JCUA complies with best contemporary practice as outlined by ACA in its Code of Ethical Practice and associated guidance on this matter. Please refer to the relevant Professional Association Website for further details.

## Who benefits from Professional Supervision?

- All practising counsellors;
- Any person whose job has a large component that involves them dealing with people in crisis;
- Most professionals who work in the Human Services industry;
- Any other person who believes it would be advantageous;
- Professional Supervisors



### How often do you need to have Professional Supervision?

Please look to Professional Counselling Association Websites for details of contemporary best practice. The MGC refers as it does to ACA Guidelines in Australia and to SAC Guidelines in Singapore.

### What are the ACA Supervisor Criteria?

The ACA has two criteria to be able to offer supervision to an ACA member. A Supervisor must meet one of the following criteria: 1. Registered with the ACA College of Supervisors; or 2. Be eligible for membership to ACA at a minimum of level 2 membership and the following: a. Have a minimum of 3 years post qualification counselling experience; plus b. Have completed a minimum of 50 hours of post qualification Supervision; plus c. Have completed a Supervisor training course that meets ACA standards; plus d. Undergoes regular supervision as a Supervisor; plus e. Be registered with a peak body like ACA as a counsellor and/or supervisor.

### What should a Supervision contract cover?

- Costs per session and any extras eg, STD phone calls;
- Session times;
- Amount of sessions per client contact time;
- Basic framework of sessions;
- Any journals and signing off procedures;
- Confidentiality;
- Reporting procedures for any occurrences that involve ethical and/or legal issues;
- Penalties for late cancellations.

### What should a session consist of?

The supervisors' primary role is to ensure that their clients are receiving appropriate therapeutic counselling. By ensuring the counsellor continually develops their professional practice in all areas, the supervisor ensures a counsellor remains psychologically healthy. The supervisor is also responsible for detecting any symptoms of burn out, transference, hidden agendas etc in the supervisee.

The four following topics need to be discussed in sessions over time (this is not an exhaustive list):

#### Evaluation:

- Supervisee's counselling;
- Developing process of self-review;
- Quality assurance;
- Best practice;
- Service outcomes of service delivery; Identifying risk for supervisee and clients;
- Referrals;
- Follow up on client progress;
- Helping the counsellor assess strengths and weaknesses.

#### Education:

- Establishing clear goals for further sessions;
- Providing resources;
- Modelling;
- Explaining the rationale behind a suggested intervention and visa versa;
- Professional development;
- Interpreting significant events in the therapy session;
- Convergent and divergent thinking;
- Use of self;
- Topping up;
- Facilitating peer connection;
- Duty of care;
- Legal responsibilities.

#### Administration:

- Procedures;
- Paperwork;
- Links;
- Accounting;
- Case planning;
- Record keeping;
- Insurance.

#### Support:

- Advocate;
- Challenge;
- Confront;
- Empower;
- Affirm;
- Availability;
- Empowering;
- Use of self.

### **What are the Supervisor's Responsibilities?**

Legally, if a counsellor is sued and has been receiving professional supervision, the counsellor could consider acting against their supervisor. The precedent for this has been set. For those who see supervision as an easy way to make good money, think again. Supervisors carry the responsibility of their supervisees. A supervisor who has many clients carries a lot of responsibility on their shoulders. For each supervisee, the supervisor is responsible for the development and practice of the counsellor and the wellbeing of the clients, within reason.

### **What are the Counsellor's responsibilities?**

The supervisee is responsible for carrying through with any work or practices that are agreed upon in a session. Supervisees who pay lip service to supervisors cannot hold their supervisor responsible if things go wrong. It is also the supervisee's responsibility not to carry out any unethical practices that a poor supervisor may suggest. 'I was told to' is not a defence.

### **What is an impaired Supervisor?**

Unfortunately, being a supervisor does not necessarily mean a person is ethical or functional. There have been cases where impaired supervisors have justified improper practices by colluding with supervisees and passing on those improper practices to 'spawn' similar practitioners. By building a group of impaired practitioners the supervisor can justify improper practices and by numbers convince others that it is appropriate. In some ways this is similar to forming a cult. Being a supervisee can put you in a vulnerable situation. If in doubt, seek help from your association or another supervisor. Any supervisor that advises you to breach any part of the code of practice should be reported to the association and another supervisor sought.

Of all improper practices conducted by impaired supervisors, sexual exploitation is the most common. Sexual relationships with supervisors, supervisees, current or past clients are not acceptable and can lead to legal action and deregistration from professional bodies, even years after the event.

### **Is there anyone a Supervisor should not supervise?**

A supervisor should not supervise any person with whom they have an emotional or physical relationship currently or prior to a contract of supervision, or any member of their immediate family. The reason for this is that in any relationship a power base is established by those involved. This power base is generally functional for the personal relationship and is part of the dynamics for the decision-making processes within the relationship. It would be realistic to expect these dynamics to be carried across into a business/professional relationship, whether consciously or unconsciously. These dynamics would in most cases not be conducive to an objective and fair relationship between a supervisor and supervisee.

### **Is the gender of the Supervisor important?**

Gender can be an issue. A woman who has been brought up with an overbearing father may seek approval from a male supervisor. A male who has been brought up with an unemotional father may seek a female supervisor, assuming they will be unemotional as well. A counsellor needs to reflect on why they may prefer a gender because they may be going into supervision with a hidden agenda. Counsellors who find they prefer a gender due to a previous unpleasant experience may need to consider whether they have dealt with the issue satisfactorily. A female counsellor who has been a victim of domestic violence and therefore seeks out a female supervisor because of power issues with males would need to consider whether they take these issues into their practice. In this scenario the counsellor needs to consider counselling in relation to that issue. A male counsellor who has been brought up by an abusive stepmother may seek a female supervisor so as not to put themselves in the position of being subordinate to a female. Again, this counsellor needs to consider their agendas and dealing with the issue.

### **Is gender an issue for Supervisors?**

Supervisors may use the supervisor/supervisee relationship to play out unresolved issues. A female supervisor from a feminist background may use the relationship to cause change in male clients. A male supervisor may have traditional ideas as to the roles of the sexes and use the relationship to stall careers of female clients. Female supervisors may over identify with female supervisees emotionally. Male supervisors may encourage male supervisees only to deal cognitively with cases. All these examples are inappropriate for supervisors. The conditioning of the supervisor may see them employing tactics to subvert supervisees without being conscious of their agendas. Supervisors need to be aware of the broader issues. There are obviously more considerations and points of discussion that have not nor is it practical to cover on this site. It is also the counsellor's responsibility to research this subject further.

# Development Questionnaire [Doc. 4]

Please note four tasks must be submitted.

Task 1 – Complete Development Questionnaire before your practicum

Task 2 – Complete Development Questionnaire after your practicum

Task 3 – Complete Counsellor Development Profile to compare the pre-practicum assessment with the post-practicum assessment

Task 4 – Complete your 1000 words reflective statement where you reflect on your Counsellor Development Profile

## Professional Development Questionnaire [Doc. 4]

Please complete this questionnaire as fully and as accurately as you can at the start and at the end of your practicum. Translate your results using the attached "Counsellor Development Profile".

Analyse the results each time you complete the questionnaire. Write a reflection (1000 words) on your perception of your development as a counsellor. Use the eight core competencies in McNeill and Stolenberg (2010) and their Integrated Development Model to guide your reflection. The reflective statement is an informal personal reflection that revisits the eight core competencies. It is for you to discuss the changes that occurred in the pre- and post- self-assessment Questionnaires and whether you think these changes are accurate.

Submit both completed Questionnaires and your reflective statement (1000 words) with the bundle of documents forming your final assessment task.

### Personal Data

Name	Date
Current Educational status	
Highest degree earned	
Previous supervision received if any (number of weeks and/or hours)	
Counselling/therapy experience (number of weeks and/or hours)	
Other relevant experiences	
Future career plans	

### Scoring Key

Self and Other Awareness: 1,2,3\*,5,7\*,8\*,9,11\*,15,16,17\*,21,22\*,23\*,26\*,31\*,34\*,37,41,43,44,45,46,47

Motivation: 12\*,13\*,18\*,20\*,24\*,27\*,29\*,33\*,36\*,38,40,42

Dependency Autonomy: 4,6\*,10\*,13\*,14,19\*,20\*,25,28,30,32,35\*,39

Note: \* Indicates reverse scoring.

The subscales are based on three developmental structures identified in the Integrated Developmental Model described in C.D. Stoltenberg & U. Delworth (1987). Supervising counsellors and therapists: A developmental approach. San Francisco; Jossey-Bass.



## Questionnaire

In terms of your own current behaviour, please answer the items below according to the following scale:

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Half the time
- 5 = Often
- 6 = Most of the time
- 7 = Always

1. Within supervisory and counselling/therapy relationships, I am sensitive to my own dynamics.	
2. I feel genuinely relaxed and comfortable in my counselling/therapy sessions.	
3. I find myself using the same specific techniques in most of my therapy sessions	
4. I am able to critique counselling tapes and gain insights with minimum help from my supervisor.	
5. I am able to be spontaneous in counselling/therapy; yet my behaviour is relevant.	
6. I lack self-confidence in establishing counselling relationships with diverse client types.	
7. I find it difficult to express my thoughts and feelings clearly in counselling/therapy.	
8. My verbal behaviour in counselling/therapy is pretty much the same with most clients.	
9. I can apply a consistent personalised rationale of human behaviour in working with my clients.	
10. I tend to get confused when things don't go according to plan and lack confidence in my ability to handle the unexpected.	
11. I find myself intellectualising about my clients' problems without being in touch with their feeling states.	
12. The overall quality of my work fluctuates: on some days I do well, and on other days I do poorly.	
13. I depend on my supervisor considerably in figuring out how to deal with my clients.	
14. During counselling/therapy sessions, I am able to focus completely on my client.	
15. I find myself working with my clients as I think my supervisor, or some other counsellor/therapist I know of, would.	
16. I feel comfortable in confronting my clients.	
17. My motivation fluctuates from day to day.	
18. I feel most comfortable when my supervisor takes control of what we do in supervision.	
19. At times, I wish my supervisor could be in the counselling/therapy session to lend a hand.	
20. Much of the time in counselling/therapy, I find myself thinking about my next response instead of fitting my intervention into the overall picture.	
21. Because there is so much to learn, I am highly motivated to use my supervisor as an education resource.	
22. I find myself focusing less on learning new techniques and approaches to counselling/therapy and thinking more about my general professional development.	
23. During counselling/therapy sessions. I find it difficult to concentrate because of my concern with my own performance.	
24. In describing clients and/or viewing videotapes, I am very concerned about my supervisor's evaluation of my performance.	
25. Although at times I really want advice/feedback from the supervisor, at other times I really want to do things my own way.	
26. In counselling/therapy sessions, I am very concerned about my client's evaluation of my skills.	
27. The more I learn, the more impressed I am with the counselling process.	
28. Sometimes my supervisor is too structured and too directive with me.	
29. Sometimes the client's situation seems so hopeless that I just don't know what to do.	
30. It is important that my supervisor allows me to make my own mistakes.	

31. Regarding counselling/therapy, I view my supervisor as a teacher/mentor.	
32. Sometimes I question how suited I am to be counsellor/therapist.	
33. I find myself becoming so in touch with my clients' emotions that I find it difficult to regain my objectivity.	
34. Given my current state of professional development, I believe I know when I need consultations from my supervisor and when I don't.	
35. I find myself becoming so in touch with my clients' emotions that I find it difficult to help them see alternatives.	
36. Sometimes I feel that counselling/therapy is so complex that I will never be able to learn it all.	
37. Regarding counselling/therapy, I view my supervisor as a peer/colleague.	
38. I think I know myself well and am able to integrate that into my therapeutic style.	
39. I find myself more inclined to think about how to help clients solve their problems than to empathise with how they feel.	
40. I believe I know my strengths and weaknesses as a counsellor sufficiently well to understand my professional potential and limitations.	
41. I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.	
42. I find I am able to understand my clients' view of the world yet help them objectively evaluate alternatives.	
43. At my current level of professional development, my confidence in my abilities is such that my desire to do counselling/therapy doesn't change much from day to day.	
44. I find I am able to empathise with my clients' feeling states but still help them focus on problem resolution.	
45. I am able to assess my interpersonal impact on clients adequately and use that knowledge therapeutically.	
46. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counsellor without undue over involvement with my clients.	
47. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counsellor without excessive distance from my client.	

## Counsellor Development Profile

Date																								
	Intervention Skills Competence			Assessment Techniques			Interpersonal Assessment			Client Conceptualisation			Individual Differences			Theoretical Orientation			Treatment Goals & Plans			Professional Ethics		
Level 3 Integrated (mean ≈ 6)																								
Level 3 (mean ≈ 5)																								
Level 2 (mean ≈ 3)																								
Level 1 (mean ≈ 2)																								
	M	A	DA	M	A	DA	M	A	DA	M	A	DA	M	A	DA	M	A	DA	M	A	DA	M	A	DA

Related Questions		3					8			3	4		1			9		13	1		12	1	6
		7					33			23	6		3			11		21	3		17	3	28
	13	14	10		1		35	10	13	24	10	13	8	6	13	21	18	27	26	10	21	24	30
	19	16	13	19	2	4	19	13	19	33	13	19	9	15	29	22	31	29	33	13	27	40	31
	29	20	19		9	13	38	20	27	35	19	29	20	18	38	39	34	32	40	15	32	46	34
		22			22		43		29	42	25		42	20		41	37	38	42		36	47	37
		40					45			45	28		42			45			44				

M= Motivation, A= Awareness, DA = Dependency/Autonomy

**How to fill out the chart.**

**Make certain you observe the reverse scoring requirements!**

- Add up the total score for the first column (answers to questions 13, 19 & 29), calculate the mean then plot this score on to the chart. For example, Level 2 has a mean of approximately 3, so scores of between about 2.5 and 3.5 would be in the Level 2 box.
- Joining the dots across the columns can help you see your profile (-^--^--^ etc)
- This is not an exact science – it is a rough guide to where your strengths lie, where you need to focus increased energy, and helps you see if any changes have occurred over a 6-month period thus giving you something to reflect upon.

## Professional Development Reflection [Doc. 5]

Write a reflection (1000 words) on your perception of your development as a counsellor.

Use the eight core competencies in McNeill and Stolenberg (2010) and their Integrated Development Model to guide your reflection. The reflective statement is an informal personal reflection that revisits the eight core competencies. It is for you to discuss the changes that occurred in the pre- and post- self-assessment Questionnaires and whether you think these changes are accurate.

Submit both completed Questionnaires and your reflective statement (1000 words) with the bundle of documents forming your final assessment task.









# Placement Feedback [Doc. 6]

Name	Student ID
Dates of Practicum	
Details of Placement (name, location)	
<b>Please comment on the following</b>	
Access to appropriate supervision	
Quality of offered supervision	
Ability to accumulate individual/group counselling hours	
Ability to accumulate related activity hours	
Any other information related to this specific placement that you consider relevant	
If you undertook practicum with more than one organisation, please complete additional report/s	
<i>Thank you. Your feedback will help future students.</i>	

## Placement Self Development Reflection [Doc. 7]

Both SAC and ACA consider it an indication of good 'reflective' practice that practitioners maintain an ongoing 'personal record' or reflective journal that monitors their self-development" throughout their study in the Master of Guidance and Counselling (see ACA Accreditation of Counsellor Higher Education Programs 2013 p. 10).

Please (briefly) list the subjects you have studied in your course so far, then most importantly, reflect on then describe what you have learnt from each subject?

Detail how/to what extent this learning has been helpful as preparation for your Practicum (250-500 words per subject as a guide) and provide a reflective 'taking stock' summary of your Practicum experience and where it has left you now in terms of your pre-service Counsellor developmental journey? .





