

Masters of Guidance and Counselling

Host Handbook



JAMES COOK
UNIVERSITY
AUSTRALIA



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Welcome and Overview

Welcome to the Masters of Guidance and Counselling professional experience subject **ED5310 - Practicum in Guidance and Counselling**.

Thank you for hosting our James Cook University Master of Guidance and Counselling students. Your commitment, time and effort are sincerely appreciated.

For us at JCU, we regard placement as an important way of improving and advancing core counselling skills and competencies. The placement process - interactive and evaluative - is central to student counsellor development. At its best, supervision is a facilitative experience that combines didactic and experiential learning in the context of a developmental relationship. As students move toward the conclusion of their placement, they become more integrated regarding personal autonomy, insightful awareness, and reflexivity.

Our subject ED5310 has been designed to give students the best possible opportunity to learn as they contribute. Students are encouraged to commit themselves to the professional experiences you provide with clear objectives of what they can learn within their fieldwork experiences.

Our students have various professional backgrounds, so they bring to placement a multifaceted range of professional life experiences. They have a curious mindset and a willingness to learn and gain through the experiences you are offering.

It is intended that a placement will be a mutually beneficial arrangement and that you benefit firsthand from the work readiness of future graduates and may in fact identify promising candidates for future employment.

Thank you once again for journeying with our students as they translate their academic learnings into fieldwork practice.

Introduction of Course Coordinator [Australia and Singapore]

[Dr Margaret Anne Carter](#) coordinates JCU's Master of Guidance and Counselling course Australia and Singapore. Margaret is the subject coordinator and lecturer for this Practicum in Guidance and Counselling subject.

Dr. Carter has a rich and diverse background, working as a teacher, school counsellor, district counsellor, special education consultant, behaviour change specialist, education consultant (Australia and internationally), published author, editor and academic (JCU Australia and JCU Singapore).

Dr. Carter is passionate about cultivating intercultural understanding and respectful working relationships, being collaborative, building trust and enhancing productivity. Margaret is highly invested in developing and sustaining high quality teaching and learning for students and student counsellors.

For queries regarding ED5310 for the Master of Guidance and Counselling course in general, please contact Dr. Carter - margaret.carter@jcu.edu.au

Introduction of JCU Student Placement Team

JCU supports students undertaking ED5310 by supporting students in sourcing suitable placement opportunities. There is the option of applying for **pre-sourced opportunities**, or students can **self-source** a placement, if it meets the necessary supervisory and learning requirements.

The Student Placement Team communicates with students and placement hosts approximately 3 months prior to each study period. The Student Placement Team works closely with the Course Coordinator regarding the suitability of pre-sourced placement opportunities and the Course Coordinator reviews and approves any self-sourced placements.

For queries regarding administrative components of arranging a placement opportunity please make contact placements@jcu.edu.au or phone: 07 4781 6333.

Placement Dates

Placement can only commence after the Placement and Agreement document have been signed and returned to the Student Placements Team.

ED5310 is offered in both Semester 1 (February to June) and Semester 2 (July - November).

Placement hosts can indicate on the Expression of Interest form their timeframe preference as well as if the preference is for block or staggered dates.

If a placement dates/hours are extended to be more than the initially discussed hours, please advise the Student Placements Team so JCU records can be updated.

We acknowledge the Traditional Owners of the lands and waters where our university is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.

Introduction

Workload during this ED5310 placement is negotiated with the supervisor and student [student counsellor] prior to the practicum commencing. This negotiation accounts for other commitments held by the student and the supervisor and the placement's structure. Continuous and constant practice facilitates professional development.

This subject is scheduled across one study period. The expectation is that will complete the practicum hours within the timeframe of the study period and submit all documentation to the subject lecturer by the due date.

The fieldwork requirements of ED5310 are for students to complete a minimum of 100 fieldwork hours.

Fieldwork hours consist of:

Type of Fieldwork	Minimum number of hours
Associated hours	28 hours (minimum requirement)
Direct counselling	64 hours (minimum requirement)
Supervision hours	8 hours (minimum requirement)
Total	100 hours (minimum requirement)

Associated hours – These hours account for the time spent observing another counsellor in practice, often something you do at the beginning of fieldwork as you familiarise yourself with an organisation's routines and procedures. Further examples of associated hours include working in a team situation with another experienced counsellor where together you work with an individual, pair, or small group of clients, participation in staff meetings and staff development activities, case conceptualization, background research.

Note: Your supervisor decides what is to be counted as associated hours. You therefore need to discuss this with your supervisor prior to starting them.

Direct counselling – These hours are when you specifically work with a client, individually or in group work.

Please note your supervisor decides what is to be counted as direct hours. You therefore need to discuss this with your supervisor prior to starting them.

Note - Associated hours tend to accumulate more rapidly than direct client contact hours.

Supervision hours - When you are working directly with a client, you must be supervised. Using the formula of 8 hours of direct practice per 1 hour of supervision, this translates into a minimum of 64 hours of direct practice and 8 supervision hours.

If it is possible to gain more direct experience and supervision hours, you are strongly encouraged to use this opportunity, but extra hours are not mandatory. If you do complete extra hours make certain these are recorded and signed off. The extra hours might be useful if you are applying to work overseas.

Australian Counselling Association 'What is Supervision?'

The Australian Counselling Association Supervision policy reflects the position taken by the JCU Master in Guidance and Counselling Course in relation to Supervision – <https://theaca.net.au/wp-content/uploads/2024/05/ACA-Supervision-Policy-v12-1.pdf>

Supervisor Qualifications and Selection Criteria

To supervise JCU Master of Guidance and Counselling students it is required that the supervisor has the following qualifications and meets the selection criteria as set out here.

Essential Qualifications

Practicing as a counsellor, social worker, psychologist, or psychotherapist who holds or is eligible to hold, membership with one of the following accrediting bodies:

- Australian Counselling Association (ACA)
- Australian Association of Social Workers (AASW)
- Australian Health Practitioners Regulation Agency (AHPRA)
- Psychotherapy and Counselling Federation of Australia (PACFA)

A minimum of a bachelor's degree or equivalent in counselling or a related profession with equivalent qualifications, including appropriate professional registration.

A minimum of five years' experience as a helping professional.

Knowledge of JCU's expectations, requirements, and assessment procedures for students on placement.

No conflict of interest and no relationship with the student (i.e., family, counsellor, current educator)

Maintains ongoing professional development in respective profession (e.g., guidance and counselling, social work etc.)

Desirable Qualifications

Hold a recognised supervision qualification.

Legal and administrative information for placement

Working with Children Preplacement Requirements

All students undertaking a Professional Experience within Australia are required by law to hold a valid Working with Children or Vulnerable People check. JCU's Student Placement Team ensure that this mandatory preplacement requirement is met. Placement Hosts may request to view a student's documentation in line with their internal processes.

JCU Student Workplace Health and Safety and Conduct Induction

All students undertaking placement are required to complete the JCU Student Workplace Health and Safety and Conduct Induction. This induction includes – legislation; hazards in the workplace; before a work task – safety; reporting hazards in the workplace; reporting incidents and injuries; reporting sexual misconduct and support available; reporting incidents and injuries; reporting sexual misconduct and support available; student placement: Professional conduct, responsibilities, and policies.

This mandatory preplacement requirement is tracked by InPlace and monitored by the Student Placements Team.

Insurance

Students will receive this document with your confirmation letter once their placement is confirmed. Students can also download the current year insurance document on the JCU website.

Students need to notify the subject coordinator and the placement team of any changes to the supervision arrangement outlined in the Supervision Contract ASAP. This re-approval process is important for WPHS and insurance purposes.

Placement Student Workbook

Students will complete all required assessment placement documentation while on placement.

[Professional Placement Performance Portfolio.](#)

The signed placement contract [document 2] needs to be emailed to the ED5310 subject coordinator PRIOR to placement commencing. Upon receipt of this signed contract, approval from the subject coordinator is required before beginning this placement.

JCU Confidentiality Agreement

All JCU students are required to acknowledge JCU's Confidentiality Agreement. The Student Placement Team ensure that this mandatory preplacement requirement is met. If a placement host has their own requirements regarding confidentiality agreements this should be provided to the student at the commencement of placement.

The terms and conditions in relation to confidentiality must always be strictly adhered to by students.

Placement Roles and Responsibilities

Supervisor Responsibilities (not an exhaustive list)

- Arrange work settings conducive to developing the student's sound work habits and skills as a practitioner in the field.
- Provides induction / onboarding, including the sites structures, procedures, and personnel.
- Work with students in preparing their contract early in their placement.
- Ensure supervision happens as agreed.
- Make sure students understand their responsibilities and their role.
- Set clear expectations that formative and strength-based feedback will be given routinely.
- Supervise and monitor students as they perform placement hours.
- Offer a progression of varied learning tasks and learning activities so students can fulfil their 100 hours (minimum).
- Actively teach and help student counsellor foster their self-care practices.
- Demonstrate willingness to support growth in self-care practices.
- Develop and enhance multicultural competence.
- Intervene where client welfare is at risk.
- Support students with agreed professional development plans and actions.
- Sight and sign the Placement Logbook on a regular basis.
- Prepare and provide feedback identifying areas of knowledge and skill for development and growth.
- Discuss any concerns regarding practices or progress and jointly develop strategies for remediation.
- Advise the subject coordinator / placement team if identified concerns cannot be addressed, ensuring the student is aware of this action.
- Discuss with students at the earliest possible opportunity if the final Placement Report is likely to contain areas of low competency, along with strategies to remediate the situation.
- Provide a final Placement Report on the student's overall competence.

Student Counsellor Responsibilities (not an exhaustive list)

- Proactively and authentically engage in the supervision process.
- Adhere to the expectations and boundaries detailed in the placement contract.
- Maintain confidentiality.
- Undertake and engage with the induction/onboarding provided by the host organisation to ensure they can safely attend placement and undertake required responsibilities.
- Identify and monitor developmental levels and competencies.
- Demonstrate responsibility and accountability.
- Pursue active and ongoing self-reflection and assessment of experiences.
- Initiate sufficient contact with the supervisor.
- Attend to the areas of knowledge and skill identified for development and growth.
- Understand and enact important self-care practices.
- Be open to change and alternative methods of practice.
- Consult supervisor or designated contact person in cases of emergency.
- Maintain a Placement Logbook and ensure that it is regularly sighted and signed by supervisor.
- Notify the subject coordinator of any changes to the supervision arrangement outlined in the Supervision Contract ASAP – This re-approval process is important for WPHS and insurance purposes.
- Gain approval from the subject coordinator for participation in counselling activities outside of the supervised placement a minimum of 2 weeks prior to undertaking the proposed activity.

Placement Expectations

Placement Host Induction

At the start of placement, JCU asks all placement hosts to induct the student counsellor into their organization. This should include general information such as toilets, lunch areas, break times, emergency exits and procedures. This induction should not be onerous and be aligned with how you would induct a new staff member joining the organization.

Hours and Attendance

Placement should reflect the reality of the workplace and typical work hours for the agency. These hours may vary in different settings.

The student's physical presence in a placement setting is required unless they have arranged to complete bona fide placement activities in settings such as libraries, client homes (home visits) or other agencies. All stakeholders must agree on any deviation from the agreed placement arrangements.

Punctuality

Students are expected to be punctual and develop appropriate work habits.

Confidentiality on Placement

Ethics is an important theme within the Master of Guidance and Counselling core subjects.

Students are required to observe professional standards and protocols, such as keeping all agency matters confidential.

The need for confidentiality extends to any information concerning clients. Client information may need to be de-identified before the student shares in interviews, telephone conversations, written documents, meetings with university staff or discussions with other students. Sensitive information about agency personnel, other students and the community must also be kept confidential.

When on a placement the students may only work with clients who have consented to their involvement.

Falsification of any placement documentation will result in immediate placement termination and the placement being graded unsatisfactory and undertake required responsibilities.

Negotiating the Workspace

It is important to understand that other agency personnel may not be counsellors or guidance officers. Further, colleagues from other disciplines have different professional standards and codes of ethics. This needs to be understood, respected, and appreciated by students. It is also important that students respect the workspace and foster an attitude of respect, courtesy, and fairness toward other staff and students.

Equipment

Some placement sites require students have access to laptop / iPad so they can view relevant placement site orientation material, and relevant documentation pertaining to their placement. Students are encouraged to discuss equipment requirements during initial meetings before placement.

Communication and Meetings

Open and fluid verbal and, where appropriate, written communication in the student relationship is desirable. Regular formal meetings to discuss issues and promote professional development are strongly recommended.

It is important that students initiate sufficient contact with their supervisor.

If students have concerns regarding their placement the first step should be to have a conversation with their supervisor to try to find a resolution. If they require assistance, they can contact the subject coordinator or student placements team.

The table below identifies some focal points for communication and meeting. Note that this is not an exhaustive list.

Suitability topic	Discussion points	Further examples
Professionalism	<ul style="list-style-type: none"> – Professionalism in the context of defining suitability includes the ACA code of practice. 	<ul style="list-style-type: none"> – Identifying and evaluating behaviour – Practicing emotional intelligence and use of self – Considering language – Respecting colleagues and clients – Demonstrating compassion and empathy – Following policy and procedure – Maintaining respectful interactions with clients – Responding to ethical dilemmas.
Openness to learning	<ul style="list-style-type: none"> – Preparation for placement – Ethical dilemmas and overwhelming difficulties – Balance between competing priorities – Self-care strategies – Learning initiative and motivation – Application of theory to practice. 	<ul style="list-style-type: none"> – Seeking new experiences and learning opportunities – Seeking and receiving feedback – Reflecting on practice – Integrating observations, practice, and theory – Valuing difference – Exploring ethical issues and dilemmas.
Context of placement	<ul style="list-style-type: none"> – Quality of supervision – Compatibility with supervisor – Cultural aspects – Placement site background – Culture within the placement site – Policy and procedure. 	<ul style="list-style-type: none"> – Understanding the connection between professional practice and the personal self – Identifying areas for learning – Planning future practice and the development of transferable skills.
Critical reflection	<ul style="list-style-type: none"> – Awareness of personal values, beliefs, and attitudes, and how these impact practice – Skills, strengths, and previous experiences. 	<ul style="list-style-type: none"> – Clarifying expectations for students to have job-specific skills (e.g., interpersonal, presentation, case noting and communication skills).

Recording Structured Supervision Sessions

While it is not an essential requirement, keeping a record of structured supervision sessions is good professional practice for students. Ideally, the student and the supervisor will agree on a recording format / template. Two possible templates are provided below.

Supervision Record Template 1

Supervision Notes

Attendees: _____

Date and time: _____

General discussion:

- I. Intervention skills competence:
- II. Assessment techniques:
- III. Interpersonal assessment:
- IV. Client conceptualization:
- V. Individual differences:
- VI. Theoretical orientation:
- VII. Treatment plan and goals:
- VIII. Professional ethics:

_____ Date:

Supervision Record Template 2

Supervisee name:	Date:
Supervisor name:	Duration:
Topic/s discussed:	
Action items:	
Agenda for next session:	
IDM domains addressed:	
Comments:	
Student signature:	
Supervisor signature:	

Managing Challenges on Placement

Academic Integrity

To many professions acting with integrity is a non-negotiable value. Similarly universities expect their students to act with integrity, known as academic integrity, as they complete their degrees. Academic integrity is the expectation that student and all other members of the academic community act with honesty, trust, fairness, respect and responsibility.



Breaching academic integrity is known as 'academic misconduct' or 'academic dishonesty'. Academic misconduct encompasses a range of unethical behaviours that undermine the principles of honesty and integrity in academic settings such as placement, internship and work integrated learning. These behaviours include plagiarism, contract cheating, collusion, cheating in exams or quizzes, and falsification.

More information about Academic Integrity

- [JCU Student Academic Integrity Page](#)
- [Tertiary Education Quality and Standards Agency \(TEQSA\) Academic Integrity Information](#)

What to do if you suspect academic dishonesty has occurred?

As a supervisor of students on placement, should you suspect a student of engaging in academically dishonest behaviours please contact the ED5310 subject coordinator in the first instance to discuss your worries and any further actions.

JCU Policies and Procedures

- [Academic Misconduct Procedure](#)
- [Coursework Academic Integrity Policy](#) and [Procedure](#).

At-Risk Notification

Refer to the University's policy: [https://www.jcu.edu.au/policy/learning-and-teaching/review-of-a-students-suitability-to-continue-a-course-involving-](https://www.jcu.edu.au/policy/learning-and-teaching/review-of-a-students-suitability-to-continue-a-course-involving-placement) placement

The At-Risk Notification Report is to be used during the placement to alert the university to concerns the supervisor may have about their performance. This process enables the subject coordinator to organise assistance.

The supervisor completes an At-Risk Notification Report, informing the student why the placement is –

- In possible danger of breakdown.
- In probable danger of breakdown.
- In grave danger of breakdown.

The student signs the form to confirm receipt of the notice. This form provides a final opportunity to plan ways to satisfactorily progress with placement. However, if these plans are not met or if the student's performance is not satisfactory, the placement will be terminated.

Placement will be immediately terminated if stakeholder relationships have become non- functional, if there has been a criminal action or if there is some form of significant risk to a stakeholder or an associated party (e.g., a client or other agency personnel). The placement will remain terminated while the matter is investigated or resolved.

Rupture Identification and Repair

Ruptures in the supervision relationship have been defined as a negative shift in the supervisory relationship, usually resulting from misunderstandings or / and conflicts linked with the supervision alliance, contract, logbook hours, IDM tasks, goals, roles and responsibilities. Ruptures can also result from interpersonal conflicts grounded in individual and professional differences. Notwithstanding the cause of the ruptures, it is essential that supervisors and preservice counsellors have an agreed action plan to address ruptures *before* they happen. This involves identifying, processing and discussing ruptures as they occur, as well as enacting practices to restore the supervision alliance.

Placement Breakdown

Sometimes students might be ready to undertake another placement. Sometimes, they may need to engage in further work or preparation to be ready for another placement experience. The subject coordinator and the student will consider the best way forward.

The student will write a critical reflection on their placement experience by answering the following questions:

- What did I learn about guidance and counselling during the placement?
- What did I learn about myself during placement?
- What aspects of my guidance and counselling practice require further attention and / or development?
- What are my learning needs and requirements to successfully progress in a placement?
- What supports and structures might be useful and essential to my learning?

Students will end this critical reflection with a written summary starting with: “A placement that would support my learning involves”.

This critical reflection explores how the student perceives their learning and whether they are ready for another placement experience. The subject coordinator will assess the critical reflection by considering the student’s ability to:

- Critically reflect on self.
- Understand guidance and counselling practices in an organisational context.
- Identify when and how their actions impact others.
- Identify and implement support strategies.
- Positively respond to and implement feedback from others.

After their assessment, the subject coordinator will meet with the student and discuss recommendations for ways forward.

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

Self-awareness is critical to developing and upholding professional values in practice. Students can develop self-awareness by identifying and managing challenges in their practice, and by developing their capacity to be reflective, non-judgmental, compassionate, and empathic. Importantly, students need to demonstrate an openness to learning on placement. For example, students must be open to feedback, take initiative around their own learning experience and respect colleagues’ diversity in practice.

However, some students may not be ready or suitable for professional social work practice. These students may show an inability to demonstrate key values, skills and knowledge required for professional practice. This is often identified when a student displays a lack of professionalism, respect or socially just practice. Students who are not prepared or willing to address this behaviour are not suitable for placement, and in some circumstances, they may not be suitable for continuing their guidance and counselling studies.

At Risk Notification Report

To be judged 'Competent' a student ***must have demonstrated competence in all TEN outcome areas as identified in the Placement report.*** Please email a summary indicating areas of concern, and where the student counsellor is experiencing difficulty.

Student Name		
Student Number		
Host Organisation		
Name of person completing form		Signature:
Contact Details	Role: Email: Phone:	

Please indicate the areas of concern as linked to the report outcomes and email to:
dtesplacements@jcu.edu.au If the matter is urgent then also phone (07) 4781 6333.

AREA	COMMENTS
Punctuality/attendance	
Work standards e.g. agency commitments, adequate preparation, workload	
Response to advice and feedback from Supervisor	
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)	

PLEASE PROVIDE THE STUDENT WITH A COPY OF THIS ADVICE

Assessment Requirements - Professional Placement Performance Portfolio

This ED5310 Placement Student Workbook details the structure of the placement and the professional placement portfolio of work the student must complete. This portfolio includes a log of client contact hours, observations of counselling sessions in the form of a reflective statement, and a report by the supervisor. In all, there are eight tasks student counsellors must successfully complete to pass the subject.

Placement (100-hours minimum)

- Mindful Self-Care Scale - Standard (MSCS, 2018) [Doc. 1] x 2 (start of ED5310 and end of ED5310)
- Placement Contract [Doc. 2]
- Placement Logbooks A, B, C [Docs. 3.1, 3.2, 3.3]
- Placement Report [Doc.4]
- Development Questionnaire [Doc. 5] x 2 (pre-practicum – at intensive workshop - and post-practicum)
- Professional Development Reflection 1000 words [minimum] [Doc. 6]
- Placement Feedback [Doc. 7.]
- Self-Development Reflection 250- 500 words [minimum] per subject) [Doc.8.]

All documentation needs to be completed on every placement site.

Mindful Self-Care Scale - Standard (MSCS, 2018) [Doc. 1] x 2

The Mindful Self-Care Scale - Standard (MSCS, 2018) (Cook-Cottone & Guyker, 2018) is a 33-item scale measuring the self-reported frequency of behaviors that measure self-care behaviours. Note, there are an additional three questions for a total of 36 items.

Students will self-evaluate twice, once at the start and end of ED5310.

Placement Contract [Doc.2]

This template is used to work with the supervisor to prepare a placement contract. This signed placement contract needs to be emailed to the ED5310 subject coordinator PRIOR to placement commencing. Approval is required from the subject coordinator before beginning this placement.

Placement Logbook [Docs. 3.1, 3.2,3.3]

The logbooks, signed frequently by the supervisor, provides evidence of the hours accumulated in direct counselling practice, supervision hours and associated hours.

Placement Report [Doc. 4]

This report reflects the eight core competencies identified by Stoltenberg and McNeill (2010) and records students' level of development in relation to the Integrated Development Model [IDM] as perceived by the supervisor.

Achievement of competency is based upon students entering a level of counselling experience and growth over the placement period. Competency on placement, as measured by their supervisor, must be achieved for ED5310 Supervised Placement to be awarded a grade of satisfactory for the subject.

Professional Development Questionnaire [Doc. 5] x 2

This questionnaire reflects the eight core competencies identified by Stoltenberg and McNeill (2010) and records students' self-perceived level of development in relation to the IDM.

Students will self-evaluate twice, once at the start of supervised practice and again at the end of the supervised placement.

Professional Development Reflection [Doc. 6]

The two self-assessments must be submitted along with a reflective statement (1000 words [minimum]) regarding their overall development as a counsellor. The reflective statement is an informal personal reflection that revisits the eight core competencies.

Placement Feedback [Doc 7]

This report is to assist the university to understand the placement experiences from the viewpoint of the student counsellor. Thoughtful completion will help strengthen the course.

Placement Self-Development Reflection [Doc. 8]

In this report students need to list the subjects they have studied in their course so far, synthesising what they have learnt from each subject, and detail how this learning has been helpful for their placement (250-500 words [minimum] per subject).

Mindful Self-Care Scale [Doc. 1]

Source: Cook-Cottone, C. P., & Guyker, W. M. (2018). The development and validation of the Mindful Self-Care Scale (MSCS): An assessment of practices that support positive embodiment. *Mindfulness*, 9(1), 161-175.

The Mindful Self-Care Scale (MSCS, 2018) is a 33-item scale that measures the self-reported frequency of behaviors that measure self-care behavior. Note, there are an additional three general questions for a total of 36 items.

Self-care is defined as the daily process of being aware of and attending to one's basic physiological and emotional needs including the shaping of one's daily routine, relationships, and environment as needed to promote self-care. Mindful self-care addresses self-care and adds the component of mindful awareness.

Mindful self-care is seen as the foundational work required for physical and emotional well-being. Self-care is associated with positive physical health, emotional well-being, and mental health. Steady and intentional practice of mindful self-care is seen as protective by preventing the onset of mental health symptoms, job/school burnout, and improving work and school productivity.

This scale is intended to help individuals identify areas of strength and weakness in mindful self-care behavior as well as assess interventions that serve to improve self-care. The scale addresses 6 domains of self-care: mindful relaxation, physical care, self-compassion and purpose, supportive relationships, supportive structure, and mindful awareness. There are also three general items assessing the individual's general or more global practices of self-care: engaging in a variety of self-care activities, planning self-care, and exploring new ways of bringing self-care into the individual's life.

Contact information: Catherine Cook-Cottone, Ph.D. at cpcook@buffalo.edu

Circle the number that reflects the frequency of your behavior (how much or how often) within past week (7 days):

Never (0 days)	Rarely (1 day)	Sometimes (2 to 3 days)	Often (4 to 5 days)	Regularly (6 to 7 days)
1	2	3	4	5

Reverse-Scored:

Never (0 days)	Rarely (1 day)	Sometimes (2 to 3 days)	Often (4 to 5 days)	Regularly (6 to 7 days)
5	4	3	2	1

The questions on the scale follow.

Mindful Relaxation (6 items)

I did something intellectual (using my mind) to help me relax (e.g., read a book, wrote)	1	2	3	4	5
I did something interpersonal to relax (e.g., connected with friends)	1	2	3	4	5
I did something creative to relax (e.g., drew, played instrument, wrote creatively, sang, organized)	1	2	3	4	5
I listened to relax (e.g., to music, a podcast, radio show, rainforest sounds)	1	2	3	4	5
I sought out images to relax (e.g., art, film, window shopping, nature)	1	2	3	4	5
I sought out smells to relax (lotions, nature, candles/incense, smells of baking)	1	2	3	4	5

Total _____

Average for Subscale = Total/# of items _____

Physical Care (8 items)

I drank at least 6 to 8 cups of water	1	2	3	4	5
I ate a variety of nutritious foods (e.g., vegetables, protein, fruits, and grains)	1	2	3	4	5
I planned my meals and snacks	1	2	3	4	5
I exercised at least 30 to 60 minutes	1	2	3	4	5
I took part in sports, dance or other scheduled physical activities (e.g., sports teams, dance classes)	1	2	3	4	5
I did sedentary activities instead of exercising (e.g., watched tv, worked on the computer) <i>*reverse scored*</i>	5	4	3	2	1
I planned/scheduled my exercise for the day	1	2	3	4	5
I practiced yoga or another mind/body practice (e.g., Tae Kwon Do, Tai Chi)	1	2	3	4	5

Total _____

Average for Subscale = Total/# of items _____

Self-Compassion and Purpose (6 items)

I kindly acknowledged my own challenges and difficulties	1	2	3	4	5
I engaged in supportive and comforting self-talk (e.g., “My effort is valuable and meaningful”)	1	2	3	4	5
I reminded myself that failure and challenge are part of the human experience	1	2	3	4	5
I gave myself permission to feel my feelings (e.g., allowed myself to cry)	1	2	3	4	5
I experienced meaning and/or a larger purpose in my <u>work/school</u> life (e.g., for a cause)	1	2	3	4	5
I experienced meaning and/or a larger purpose in my <u>private/personal</u> life (e.g., for a cause)	1	2	3	4	5

Total _____

Average for Subscale = Total/# of items _____

Supportive Relationships (5 items)

I spent time with people who are good to me (e.g., support, encourage, and believe in me)	1	2	3	4	5
I scheduled/planned time to be with people who are special to me	1	2	3	4	5
I felt supported by people in my life	1	2	3	4	5
I felt confident that people in my life would respect my choice if I said “no”	1	2	3	4	5
I felt that I had someone who would listen to me if I became upset (e.g., friend, counselor, group)	1	2	3	4	5

Total _____

Average for Subscale = Total/# of items _____

Supportive Structure (4 items)

I maintained a manageable schedule	1	2	3	4	5
I kept my work/schoolwork area organized to support my work/school tasks	1	2	3	4	5
I maintained balance between the demands of others and what is important to me	1	2	3	4	5
I maintained a comforting and pleasing living environment	1	2	3	4	5

Total _____

Average for Subscale = Total/# of items _____

Mindful Awareness (4 items)

I had a calm awareness of my thoughts	1	2	3	4	5
I had a calm awareness of my feelings	1	2	3	4	5
I had a calm awareness of my body	1	2	3	4	5
I carefully selected which of my thoughts and feelings I used to guide my actions	1	2	3	4	5

Total _____

Average for Subscale = Total/# of items _____

General (3 items – not to be averaged)

I engaged in a variety of self-care activities	1	2	3	4	5
I planned my self-care	1	2	3	4	5
I explored new ways to bring self-care into my life	1	2	3	4	5

Total Score Summary

Be sure you have correctly scored your reversed-scored item

Averaged

Subscale Score

- _____ Mindful Relaxation
- _____ Physical Care
- _____ Self-Compassion and Purpose
- _____ Supportive Relationships
- _____ Supportive Structure
- _____ Mindful Awareness

General – 3 separate scores:

- _____ Variety
- _____ Planning
- _____ Exploring

Shade in your average score for each subscale below:

5						
4						
3						
2						
1						
Scale	Mindful Relaxation	Physical Care	Self-Compassion & Purpose	Supportive Relationships	Supportive Structure	Mindful Awareness

For a long version of the scale and a detailed description of the source scale see:

Cook-Cottone, C. P. (2015). *Mindfulness and yoga for embodied self-regulation: A primer for mental health professionals*. New York, NY: Springer Publishing.

Placement Contract [Doc. 2]

Please note that your signed placement contract [document 2] needs to be emailed to the ED5310 subject coordinator PRIOR to placement commencing. Approval is required from the subject coordinator before beginning the placement.

Student counsellor		Student Number
Contact email		
Host Name		
Start date	End date	
Supervisor		
Contact email		
Contact address		
Contact telephone		
<p>Brief description of the work to be undertaken by the student counsellors <u>including what work will be recorded as formal hours, associated hours, and supervision hours</u> as well as the expected number of formal, associated and supervision hours.</p>		

[IDM Core Competencies](#) to be emphasised during this placement (see textbook – Stoltenberg, C. & McNeill, B. (2011). *IDM supervision: An integrative developmental model for supervising counselors and therapists* (3rd ed.). Routledge/Taylor Francis or Doc. 5 of this workbook. Brief description of how the IDM competencies will be pursued and reflected on during this placement.

1. Purpose, Goals and Objectives of Supervision

2. Context and Content of Supervision

3. Method of Evaluation

4. Duties and Responsibilities of Supervisor – Student Counsellor

Supervisor

Student Counsellor

5. Procedural Considerations (e.g., the number and frequency of supervision sessions, and when these will occur; preparation for supervision sessions including what information the student counsellor needs to provide and when this is due; the selection of sessions to be reviewed during supervision sessions; professional behaviours expected such as case notes being completed within what timeframe after a session, which staff meetings the student counsellors attends, being on time etc.); what the student counsellor should do in case of an emergency, including the site's emergency procedures, roles and responsibilities)

6. Additional Comments

I understand that this contract can be revisited at any time, upon request by the Supervisor, Student Practitioner or Subject Coordinator.

I also understand that as supervisor, if I am concerned about the student practitioner's performance, I can submit an [At-Risk Notification form](#) or request a Review of Student Suitability for further details).

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, the ED5310 Student Workbook and the Host Placement Handbook. I agree to ensure the student counsellor has a solid understanding of the confidentiality, legal and ethical requirements of the placement workplace. I understand that as Supervisor I decide whether time spent on placement can be counted as direct, associated, and supervision hours.

The student counsellor's activities completed during the placement must comply with the supervisor employer's policy guidelines and code of ethics.

Please note that this signed placement contract [document 2] needs to be emailed to the ED5310 subject coordinator PRIOR to placement commencing. Approval is required from the subject coordinator before beginning this placement.

Supervisor signature	Date
Student Counsellor signature	Date

Examples for Completing a Placement Contract

1. Purpose, Goals and Objectives of Supervision

- a. Monitor and promote welfare of clients seen by the student counsellor.
- b. Promote development of student counsellor's professional identity and cultural humility.
- c. Fulfil ACA membership requirement.

2. Context and Content of Supervision

- a. Individual supervision at supervisor's office/ phone on a consistent basis.
- b. Humanistic supervision situated within a person-centered approach.
- c. Developmental approach to supervision, based on the Integrated Developmental Model (IDM; Stoltenberg & McNeill, 2010).

3. Method of Evaluation

- a. Regular supervision.
- b. Ongoing feedback.
- c. Session notes and progress notes.
- d. An unedited video of a one counselling session will be reviewed if supervision is conducted by phone or online. Written permission of the client will be required at these times.

4. Responsibilities of Supervisor-Student Counsellor

a. Supervisor Responsibilities

- Arrange work settings conducive to developing the student's sound work habits and skills as a practitioner in the field.
- Provides induction / onboarding, including the sites structures, procedures, and personnel.
- Collaborate with student counsellor in preparing placement contract.
- Ensure supervision happens as agreed.
- Make sure students understand their responsibilities and their role.
- Set clear expectations that formative and strength-based feedback will be given routinely.
- Supervise and monitor students as they perform placement hours.
- Offer a progression of varied learning tasks and learning activities so students can fulfil their 100 hours (minimum).
- Actively teach and help student counsellor foster their self-care practices.
- Develop and enhance multicultural competence.
- Intervene where client welfare is at risk.
- Ensure ethical guidelines and professional standards are maintained.

–

b. Student Counsellor Responsibilities

- Proactively and authentically engage in the supervision process.
- Adhere to the expectations and boundaries detailed in the placement contract.
- Maintain confidentiality.
- Undertake and engage with the induction/onboarding provided by the host organisation to ensure they can safely attend placement and undertake required responsibilities.
- Demonstrate responsibility and accountability.
- Identify and monitor developmental levels and competencies.
- Pursue active and ongoing self-reflection and assessment of experiences.
- Initiate sufficient contact with the supervisor.
- Attend to the areas of knowledge and skill identified for development and growth.
- Understand and enact important self-care practices.
- Be open to change and alternative methods of practice.
- Consult supervisor or designated contact person in cases of emergency.
- Maintain a Placement Logbook and ensure that it is sighted and signed by your supervisor monthly.
- Maintain a supervision logbook.

5. Procedural Considerations

- a. The number and frequency of sessions, and when these will occur, as well as you will contact each other.
- b. Preparing for the supervision session, including setting the agenda.
- c. Student counsellor's written notes, action plans and videos will be reviewed in sessions.
- d. Issues related to the student counsellor's professional development.
- e. How the student counsellor's IDM core competencies will be observed and / or evaluated.
- f. What the student counsellor should do in case of an emergency.

Placement Logbook [Doc 3.1]

Student Name

Student ID

Associated Hours (minimum 28 hours)

Date	Type of Activity	Hours

TOTAL HOURS		
Student signature		
Supervisor signature		

Placement Logbook [Doc 3.2]

Student Name

Student ID

Direct Experience (minimum 64 hours)

Date	Type of Activity	Hours

--	--	--

TOTAL HOURS		
Student signature		
Supervisor signature		

Placement Logbook [Doc 3.3]

Student Name

Student ID

Supervision Hours (minimum 8 hours)

Date	Type of Activity	Hours

TOTAL HOURS		
Student signature		
Supervisor signature		

Placement Logbook [Doc 3.3] Additional pages

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

Placement Report [Doc. 4]

Student:

Placement Setting:

Date Placement Commenced:

The aim of this report is to provide:

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

This report needs to be completed at the *end* of placement.

The report needs to be discussed with and signed by the student counsellor prior to submission to James Cook University.

Professional Practice section: Student counsellors 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	Choose an item.
Work standards e.g., agency commitments, adequate preparation, workload	Choose an item.
Response to advice and feedback from supervisor	Choose an item.
Relationship with other professionals and staff of the agency	Choose an item.
Protection of confidential information	Choose an item.
Knowledge and practice of professional ethics	Choose an item.
Organisation of time	Choose an item.
Oracy (professional oral communication skills)	Choose an item.
Literacy (professional reading and writing communication skills)	Choose an item.
Numeracy (professional mathematical skills)	Choose an item.
<p>I have signed the logbook and certify the student counsellor has completed:</p> <p>Click or tap here to enter text. hours of associated hours (total minimum 28 hours)</p> <p>Click or tap here to enter text. hours of direct client contact (total minimum 64 hours)</p> <p>Click or tap here to enter text. hours of formal supervision (total minimum 8 hours)</p>	
Supervisor Name (Please Print):	
Contact details:	
Signature:	Date:

Optional

Whilst completion of the remainder of this report is optional, students appreciate your insightful feedback it contributes significantly to their placement experiences.

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

INTERVENTION AND THERAPY SKILLS	Choose an item.
Demonstrates ability to identify presenting problems	Choose an item.
Demonstrates ability to formulate and analyse presenting problems	Choose an item.
Demonstrates ability to plan relevant intervention programs for different problems	Choose an item.
Good use of theory and/or research in choosing interventions	Choose an item.
Uses intervention techniques effectively in therapy	Choose an item.
Demonstrates good management of time during the session	Choose an item.
Maintains focus on relevant problems during the session	Choose an item.
Demonstrates ability to implement total intervention programs	Choose an item.
Regularly monitors and reviews intervention progress	Choose an item.
Shows good use of relevant homework assignments between sessions	Choose an item.
Works well with others in implementing interventions	Choose an item.
Shows good attention to maintenance and follow up	Choose an item.
Demonstrates ability to terminate relationships appropriately	Choose an item.
Other (specified in contract):	
SUMMING UP THE PRACTIUM. Please consider your feedback carefully as it contributes significantly to the student counsellor's overall placement experiences.	
General Strengths:	
Areas for Future Development:	
Summary Comments:	

Development Questionnaire [Doc. 5 and Doc. 6]

Task 1 – Complete Development Questionnaire before your placement Doc 5.

Task 2 – Complete Development Questionnaire after your placement.

Task 3 – Complete Counsellor Development Profile to compare the pre-placement assessment with the post-placement assessment [Doc. 5].

Task 4 – Complete your 1000 words [minimum] reflective statement where you reflect on your Counsellor Development Profile [Doc. 6].

Please note all tasks must be submitted.

Professional Development Questionnaire [Doc. 5]

This questionnaire needs to be completed at the start and at the end of your placement. Translate your results using the attached "Counsellor Development Profile". Analyse the results each time you complete the questionnaire.

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		13	35	10	13	24	10	13	8	6	21	22	31	27	26	21	24	30
	19	16	13	19	2	4	19	41	13	19	33	13	29	9	15	27	39	34	29	33	27	40	31
	29	20	19		9	13	38	42	20	27	35	19	38	20	18	38	41	37	32	40	32	46	34
	22				22		43			42	25			20		45			42	42	36	47	37
	40						45			45	28		42						38	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. 6]

Using document 5 as your reference, write a 1000-word professional development reflection on your perception of your development as a counsellor.

Use the eight core competencies in Stoltenberg and McNeill (2010) and their Integrated Development Model to guide this reflection. Discuss the development in the pre- and post- self-assessment questionnaires and whether you think these changes are accurate. Ensure to substantiate your reflections with evidence from your placement.

Kolb's 'What? So what? Now what?' critical reflection model is one of the approaches you could choose to guide this reflection. Consider the suggested prompts under each heading to help you get started.

What? – The Descriptive Stage. What happened? Establish a context by describing the experience with enough detail to support the following 'So what?' section. For example, you can describe who, what, why, when, and where.

So What? – The Interpretive Stage. What have you learned from this? Why does it matter? This is the sense-making section where you can discuss what resonated with you or those things that challenged your opinions / beliefs.

- What about this experience made an impact and why?
- How is this connected to concepts that are relevant to ED5864?
- Are there any links to readings, theories, discussions, journals, etc.?
- What does it make you think about?
- How does it make you feel and why?
- Does this make you think of any past experiences you might have had? What is the link? What about other current events?

Now What? – The Action Planning Stage. What are you going to do because of your experiences? This section is where you make connections from the experience and link it to future action.

- What would you do differently / the same next time? Why?
- How will you apply what you have learned?
- What are the key points / lessons learnt you would like to share?
- What kind of critical questions does this raise that you might want to pursue further?
- Where might this reflection lead in the future? Ask questions or propose new connections here.

Placement Evaluation [Doc. 7]

Name

Student ID

Dates of Placement

Details of Placement (name, location)

Please comment on the following

How did your experience of supervision align with your hopes at the start of supervision?

How were self-care practices fostered in supervision?

What did you think of the quality of the supervision experience overall?

Did you have access to regular and appropriate supervision?

How was supervisor observational feedback tailored to your developmental level and competence?

How did you incorporate what you were learning into supervision?

How did you implement supervisor feedback into placement?

Were there challenges associated with accumulating associate hours and direct hours, and if so, what were they?

How did your placement site pay attention to difference and diversity?

Additional information.

If you undertook placement with more than one organisation, please complete additional report/s.

Thank you for taking time to complete this document. Your feedback is appreciated and it will help future students.

Placement Self Development Reflection [Doc. 8]

JCU and our accrediting bodies consider it good practice that counsellors maintain an ongoing 'personal record' or reflective journal that monitors their self-development throughout their study in the Master of Guidance and Counselling.

List all subjects you have studied / are currently studying [core and elective]. Identify key learning from the subjects. Explain how/to what extent these learnings have been helpful as preparation for your placement (250-500 words per subject as a guide).

Provide a reflective 'taking stock' summary of your placement experience and where you are now in terms of your student counsellor developmental journey.

