



University of  
**Southern  
Queensland**

# Professional Experience Placement Book

Master of Education  
(Guidance and Counselling)



# Important contacts

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## **Students to use the following email**

[wil@usq.edu.au](mailto:wil@usq.edu.au)

## **Sites to use the following email**

[wil.support@usq.edu.au](mailto:wil.support@usq.edu.au)

## **Professional Experience placement website**

[www.usq.edu.au/education/professional-experience](http://www.usq.edu.au/education/professional-experience)

## **InPlace website**

[inplace.usq.edu.au/](http://inplace.usq.edu.au/)

Work Integrated Learning Team  
University of Southern Queensland  
Toowoomba QLD 4350  
Phone: 07 4631 2359

## **The University of Southern Queensland**

The University of Southern Queensland (UniSQ) has campuses in Toowoomba, Springfield, Ipswich and Stanthorpe as well as an extensive online environment. The University acknowledge the aboriginal peoples' ongoing connection to the land on which the university stands and in the spirit of reconciliation, we recognise the Jarowair, Giabal, Yuggera, Ugarapul and Kambuwal people who have been custodians for many centuries. We acknowledge their living culture and unique role in these regions and offer our deep appreciation for their contribution to, and support of, our academic enterprise.

# Overview of the Professional Experience Placement

The Professional Experience for Guidance and Counselling students enrolled in EDU8336 consists of the following:

Fieldwork and Supervision	Requirements
Professional practice in the field	50 Hours. Assessed by Placement Portfolio logbook and Case Report (Assignment 1).
Site Supervision	8 Hours (Minimum). Refers specifically to your 1-1 supervision/debriefing provided by your Supervising GO. This could include discussions about a case that you observed for the day/week, any training PD you may have sat in on and discussed after, any discussion at all that your supervising GO has provided for you on placement. Assessed by Placement Portfolio logbook.
Case Conference (group supervision)	10 sessions. Assessed by participation (Assignment 2a) and case conference presentation (Assignment 2b).
	50 hours of onsite placement within a school or community setting with a Supervisor

The professional experience is to be negotiated with the Site Supervisor to meet the needs of the host organization (e.g., school, university, TAFE), and may consist of:

- Participation in educational and counselling assessments conducted by the Site Supervisor
- Preparation of reports based on educational and clinical data
- Observation of counselling sessions
- Participation in case management meetings or other meetings relevant to professional practice
- Contribution to the development of support plans for students
- Planning and implementation of interventions to support students (e.g., school well-being strategies)
- Participation in career planning meetings with students

## Assessment

Students must receive a satisfactory level in all assessment items to indicate that they have successfully met all requirements of the unit. Formative Assessment is ongoing and is provided through regular contact and supervision with the EDU8336 Professional Experience Coordinator (or delegate) and your site supervisors during Professional Experience.

- Completion of a work-related Case Report for the academic component of the course.

At the end of the semester, you will submit for summative assessment:

- A Placement Portfolio that includes all the documentation required as evidence of your Professional Experience and Supervision.
- A Case Report. This is not a research project, so no data is to be collected. Students may request to access placement specific documentation (e.g., school crisis management procedure) to support the preparation of their case report.
- Participation in Case Conferences (group supervision)
- Presentation of a case in the Case Conference

## The Professional Experience Placement Process

Please access detailed information and forms using the following link: [www.unisq.edu.au/current-students/academic/education-placements/placement-process](http://www.unisq.edu.au/current-students/academic/education-placements/placement-process)

### Blue Card: Working with Children Check

Working with Children Check information different states can be found at [www.unisq.edu.au/current-students/academic/education-placements/blue-cards](http://www.unisq.edu.au/current-students/academic/education-placements/blue-cards). In Queensland, you must have a current "Blue Card".

Evidence that you hold a current Working with Children Check and further training/certificates (where applicable) is required before you commence your study and once granted the Working with Children Checks and training certificates must remain current while engaging in child-related activities.

If you are in Queensland, you should submit your application through UniSQ for Queensland based students applying for Blue Cards or with the appropriate agency at the time of your enrolment at UniSQ. This will enable the receipt of your Blue Card application or Working with Children Check for processing well before your first professional placement in schools.

It is the Guidance and Counselling student's responsibility to ensure that they have a Blue Card or equivalent or, if you already have one, that it is up to date and will not expire part way through the year and compromise your ability to undertake professional experience. The Work Integrated Learning Team are required to keep Blue Card/Working with Children Check details for assuring regulatory authorities of Guidance and Counselling student Blue Card/WWCC currency and expiry date.

Approvals can take extended time to be processed. Blue Card holders may apply for renewal of the card, up to 16 weeks before the expiry date. Please ensure you are aware of the required timelines in order to receive your Blue Card approval in time for professional experience by going to [www.bluecard.qld.gov.au](http://www.bluecard.qld.gov.au)

The University of Southern Queensland has no jurisdiction over Blue Card services or equivalent services in other jurisdictions. As such, there can be lengthy delays in processing your application or renewal. Please keep details up to date with Blue Card Services or equivalent services. An expired or close to expiry Blue Card or equivalent such as Working with Children Check excludes the Guidance and Counselling student from undertaking professional experience. It is advisable that Guidance and Counselling students do not enrol in a course that contains a professional experience opportunity unless they can confirm the Blue Card or Working with Children Check is fully current for the entire semester of course enrolment. Untimely expiry will certainly delay progress through the program.

### Conflict of interest in practicum placements

Students should not complete a practicum in a school where there is potential conflict of interest such as when:

- they are employed at the school
- their spouse is employed at the school
- their children attend the school.

## Travel Expectations

Students need to be aware that professional experience may require them to travel and/or live away from home. It is important therefore that they undertake in advance, the necessary planning and budgeting to ensure they are able to fulfil the professional experience requirements of their course. Please be aware this placement may not necessarily be in same location or at a location of your choosing.

## Professional Experience Registration

Students who are enrolled in the Professional Experience placement course are to complete and email a completed Form G (located on the UniSQ Professional Experience Website) to [wil@usq.edu.au](mailto:wil@usq.edu.au). Students are required to source their own placements through the Senior Guidance Officer.

## Notification of Placements

Once the Form G has been processed, you will receive an email alerting you to log into InPlace to view your placement details.

## Variation to professional experience (Change of Date)

Professional experience is a compulsory component of EDU8336 and integral to the completion of assessment tasks. Dates are selected to support students' capacity to apply the theory of the coursework in the professional experience placement and/ or to gather evidence to assist completion of the associated assessment tasks. Guidance and Counselling students are advised not to enrol in EDU8336 in a semester when they are unable to meet the specified requirements of professional experience as outlined.

Additional courses selected for the same semester as a professional experience course are not required to consider the professional experience placement as a reason for an extension request. Therefore, adherence to your advised enrolment pattern may assist to minimise possible assessment conflicts.

Application regarding variation to professional experience will be considered by the professional experience coordinator in line with the UniSQ Assessment Policy. Evidence that meets the policy criteria, is required to support your extension applications. Any unsupported application may be refused and this may also delay program completion. Your request for a change of date needs to be submitted in writing to: [wil@usq.edu.au](mailto:wil@usq.edu.au)

## Placement results

The placements team will follow up your placement results within a week of you completing your placement. There is no need for you to follow up these results with your Site

## Supervisor

You will be able to view your placement result in InPlace. The status of your placement will be updated to "completed" at the end of the semester, around the time of results release.

# Responsibilities During Professional Experience Placement

As visitors to an educational setting and as a professional's students are expected to demonstrate ethical conduct in all aspects of their approach to professional experience.

## Professional Conduct

Guidance and Counselling students must ensure their professional conduct is consistent with registered teacher requirements, the Department of Education requirements and standards for counselling practise relevant to context and associated professional body, such as the Queensland Guidance and Counselling Association ([qgca.org.au/](http://qgca.org.au/)), Australian Counselling Association ([theaca.net.au/](http://theaca.net.au/)), Australian Psychologists and Counsellors in Schools ([apacs.org.au/](http://apacs.org.au/)), or the Career Development Association of Australia ([cdaa.org.au/](http://cdaa.org.au/)).

Site Supervisors and Guidance and Counselling students must ensure the safety and wellbeing of their students/clients. You should know the whereabouts of your Site Supervisor and should be able to summon him/her immediately in cases of where urgent assistance is required and if professional guidance is required.

Sites are under legal and ethical obligations to manage confidential information about students/clients and their families. You are expected to maintain this confidentiality according to relevant legislative and ethical standards. A situation may arise where a student/client at your host site discloses personal information that relates to sexual assault, neglect or abuse. Staff members have legal obligations depending on the type of information disclosed which may require reporting specific events to police, even if this means breaking the student's confidence. The site will have a policy and procedure to follow. You must ensure you know and understand this information and report any incident to the site coordinator.

Guidance and Counselling students have a significant duty of care for all students/clients within the site. Relationships with students must be based on respect and trust, considering the best interests of the student first. It is inappropriate for you to engage in a personal relationship with a student even after the Professional Experience has been completed.

Abuse of confidentiality and/or criticism of site personnel in a defamatory way could result in a civil court action taken against you by a person who believes he/she has been defamed.

Guidance and Counselling students who are unsure how to act or respond in a particular situation should consult with their Site Supervisor or contact the Professional Experience Coordinator ([wil.support@usq.edu.au](mailto:wil.support@usq.edu.au)).

## Attendance

It is the student's responsibility to notify the site and UniSQ (through your UniSQ Liaison or the Work Integrated Learning Team) of any illness or absence before 8am on the day of absence. In the event of a student not commencing or discontinuing a placement, it is the student's responsibility to notify the site and the university. Failure to do so can result in a fail result for the placement. Any concerns or issues please contact the Work Integrated Learning Team or the allocated liaison.

## Absences

The specified number of hours for professional experience are required to be completed in order to meet the requirements of the course. If you are absent for any reason on a scheduled day, inform the site (before 8am) and the Work Integrated Learning Team. Acceptable reasons for absence from professional experience may include planned or unplanned events.

Planned events may include a university examination which requires documentation and organisation prior to placement. An unplanned event may include a condition supported by documentation. A medical certificate or supporting documentation is required for any absence of three days or more. You must negotiate the make-up day for any absence, public holiday, show holiday or any missed day with the Site Supervisor so that full, specified number of hours are completed.

## Staff Professional Development Days (SPDDs)

With the Site Supervisor's permission, Guidance and Counselling students may participate in Staff Professional Development Days as part of their professional experience. These days are counted as a legitimate part of your professional experience. However, in some instances, a student may not be able to be accommodated due to individual school activities that are planned for the Staff Professional Development Day. In these cases, the students will be required to negotiate a make-up day, so that the required total number of days is completed successfully.

## Communication

The Work Integrated Learning Team is the first contact point and you should be proactive in communicating early in the Professional Experience.

Communication with your placement site must remain professional at all times. Remember that you are a visitor to this workplace. Discuss with your Site Supervisor the best method to communicate with them outside of school/centre hours.

## Dress

Be aware of the context of your environment. Some sites have strict dress codes and you would be advised to contact the site coordinator to confirm their specific requirements.

## Workplace Health and Safety

All workplace sites should have a Workplace Health and Safety Policy and a Risk Management Policy. As you begin your placement you should become familiar with these policies. You may be required to be proactive and ask the Site Supervisor about these policies. You may be required to sign off on your understanding of some of the site's policies. Some sites require you to attend special health and safety preparation. You should ensure that you provide your workplace site with your contact details for health and safety purpose.

## Discrimination

If you encounter any form of discrimination, discuss this issue with your Site Supervisor (if appropriate). You must also contact your UniSQ Work Integrated Learning Team. You can also contact UniSQ Equity Officers. They will advise on procedures available to you.

## Discontinuation of Placement

Please follow these procedures if you make the decision to withdraw from your placement:

Inform the Site Supervisor, Professional Experience Officer, and course examiner immediately if you decide to discontinue with your placement.

If you are withdrawing from the course, you will need to withdraw via UniSQ Study Desk Enrolment (dependent on dates of withdrawal there will likely be academic and/or financial penalties). You will need to contact your Program Coordinator for course progression advice.

Sites can choose to discontinue a placement for a variety of reasons, some of which may not be related to a Guidance Counselling student's conduct. The university's response to the discontinuation of a placement is dependent on the circumstances surrounding the decision. If the discontinuation of a placement is related to internal organizational matters, and for reasons outside the Guidance and Counselling student's control, then the university will endeavour to find a new placement for the guidance and counselling student.

Due to the limited number of placements available, it is also possible that another placement may not be able to be found until the following semester in which the course is offered.

Placements will be discontinued if a Guidance and Counselling student breaches the UniSQ Student Code of Conduct.

Sites may exclude a student from a placement if the organisation considers on reasonable grounds that the Guidance and Counselling student's conduct during the placement is inappropriate or that student is not suitable to undertake or to continue the placement. The Site Supervisor will notify UniSQ Work Integrated Learning Team who will advise the student not to attend the site. In most cases, the student will receive a failing grade for the unit if excluded on the basis of inappropriate conduct. Other disciplinary actions may also be taken in accordance with university rules.

## Photographs

It is an offence to take photos of minors without the express written permission and consent of their legal parents or guardians. There is no requirement for photographs as part of the course and assessment requirements of EDU8336. Guidance and Counselling students should refer to the policy of the site before taking photographs. It is not the role of the Placement Office to manage permission for the photography or for making observations. Request clarification from the Site Supervisor.



# Resources for Guidance and Counselling Students

Personnel are in place to support a Guidance and Counselling student during their placement. Initial support is provided by the Work Integrated Learning Team, the course examiner and, if necessary, the program coordinator.

It is important that Guidance and Counselling students engage with EDU8336 coursework and the Case Conferences (which are part of summative assessment).

If an issue occurs while you are on Professional Experience, please contact Professional Experience as soon as possible. Remember though that the severity of an issue may dictate an immediate request for support, rather than trialing different options.

## Counselling Services

The University's Counselling Service provides a professional, confidential and free counselling service to Guidance and Counselling students. Professional Experience can become a stressful time for a number of reasons. Making those times less stressful is a major goal of the counselling staff at UniSQ.

### RELEVANT RESOURCES

UniSQ Counselling Service:  
[www.unisq.edu.au/current-students/support/counselling](http://www.unisq.edu.au/current-students/support/counselling)

24 hours UniSQ Student Advice Line (1300 932 483)

## Students With Disability

If you have a disability/medical condition and you are enrolled in a Professional Experience course, you can discuss your individual situation with a Student Equity Officer to determine what additional support/arrangements can be provided.  
[www.unisq.edu.au/disability](http://www.unisq.edu.au/disability)

For more information visit the UniSQ Supporting Students with Disability web page:  
[www.unisq.edu.au/current-students/support/disability](http://www.unisq.edu.au/current-students/support/disability)

## Equity Services

For information access the Equity in Education Policy and Procedure: [policy.usq.edu.au/documents/13319PL](http://policy.usq.edu.au/documents/13319PL)

## Financial services

If you are experiencing financial hardship during Professional Experience, you may be able to access some financial assistance. The following website offers a range of short-term services provided through UniSQ to assist you with financial hardship: <https://www.unisq.edu.au/current-students/support/welfare/hardship-assistance>

## Insurances

Guidance and Counselling students on UniSQ pre-approved course related placements, which have been confirmed by InPlace, are covered (subject to limitations) under the university's Personal Accident, Public Liability, and Professional Indemnity Insurance.

Students who participate in work and voluntary experiences of their own volition or undertake placements that have not been confirmed by InPlace are not covered under university insurance policies.

## Discrimination and Harassment

Prevention of Discrimination, Bullying and Harassment Procedure: [policy.usq.edu.au/documents/13238PL](http://policy.usq.edu.au/documents/13238PL)

Harassment and Discrimination Complaint Resolution for Students Policy and Procedure: [policy.usq.edu.au/documents/13333PL](http://policy.usq.edu.au/documents/13333PL)

UniSQ Student Code of Conduct Policy:  
[policy.usq.edu.au/documents/142753PL](http://policy.usq.edu.au/documents/142753PL)

Anti-Discrimination Commission Queensland: getting to know the law: [www.qhrc.qld.gov.au/your-rights/discrimination-law](http://www.qhrc.qld.gov.au/your-rights/discrimination-law)

# Role Expectations

This section outlines the role expectations of all involved in the professional experience placement. It is important that site coordinators and supervising Guidance Officers are aware of their role as well as what is expected of guidance and counselling students and UniSQ liaisons.

## University

UniSQ is committed to providing support to schools and Site Supervisors in a range of ways including professional development, university liaisons and contact with the relevant Program Coordinator to assist where required.

A professional experience guide is available online for pre-service teachers, schools and school staff to access at any time. This documentation is provided to support the site in understanding the Guidance and Counselling student's development and a framework for evaluating their progress.

## Site Coordinators

The site coordinator is usually a member of the site's leadership team. The site coordinator may provide both educational support to Guidance and Counselling students and administrator support to a Site Supervisor involved in the professional experience.

The role of the site coordinator includes:

1. Ensuring the student is placed in appropriate learning environments.
2. Organising the orientation and induction of the student.
3. Facilitating an introduction of the student to Site Supervisor.
4. Allocating suitable workspace for the student.
5. Distributing professional experience guides to the Site Supervisor or the online link to access all necessary documents.
6. Discussing expectations of placement with the Site Supervisor
7. Monitoring the placement through conversations and observations.
8. Conferring with the UniSQ Liaison and identifying actions required around At-Risk students.
9. Providing support to the Site Supervisor in the assessment of Guidance and Counselling students.
10. Completing the online reporting within five (5) days of the placement conclusion and coordinating pay claims.

## Site Supervisor in All Contexts

The Site Supervisor plays a critical role in the nature and quality of the professional experience placement.

The role of the Site Supervisor includes:

1. Possessing professional qualifications and relevant professional registration suitable for counselling practice (e.g., Guidance Officer, Psychologist, Social Worker)
2. Being familiar with UniSQ professional experience requirements as well as assessment and reporting requirements.
3. Being available to speak to the Guidance and Counselling student before placement for pre-planning purposes.

4. Providing written and verbal feedback to the Guidance and Counselling student on their progress on a regular basis.
5. Discussing the requirements for successful completion with the Guidance and Counselling student, including demonstrations of particular skills as required.
6. Being available to meet the UniSQ liaison and coordinating (where possible) liaison observation opportunities.
7. Alerting the UniSQ liaison immediately should there be instances of unprofessional behaviour; excessive absences or where the Guidance and Counselling student is at risk of failing (Refer to At-Risk process) generally before Day five (5) of the placement.
8. Ensuring pay claim details are provided to the site coordinator.
9. In most cases, when a Guidance and Counselling student needs to be placed At-Risk opportunities are afforded to improve specific practices before a fail grade can be applied. The exception occurs in the case of gross misconduct where dismissal is immediate.
10. Where the Guidance and Counselling student does not meet the requirements of the At-Risk action they will receive a fail grade.
11. Exceptions to the At-Risk process need to be discussed with the Professional Experience Convenor who can be contacted through the placement team.

## Site Supervisor in School Contexts

The following information about Site Supervisors is specific to school contexts and the role of Guidance Officer in Queensland:

12. Advocate, provide counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents concerning educational, behavioural, career development, mental health and family issues.
13. Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs.
14. Provide a counselling and referral service to assist students in decision making about critical educational, personal, social, emotional and career development, and provide ongoing support during the implementation phase of their decision.
15. Conduct activities such as student observation and psychoeducational assessment in order to determine the nature of student learning difficulties, disability, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions.



16. Assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes that may involve the development of individualised student plans, including Educational Support Plans.
17. Provide specific support in secondary schools that may include involvement in the process of Senior Education and Training (SET) planning, career development and future pathway options counselling.
18. Balance the ethical issues of privacy and confidentiality for each student with the appropriateness of sharing information with others and maintain a comprehensive and professional record keeping system that complies with policy and legal requirements of parental and legal access to official records.
19. Participate in relevant professional development and prepare and implement professional and personal skill development programs and in service activities for administrators, teachers and parents.
20. Provide leadership and specialised support in response to student protection issues; critical incidents and emergencies; and the transition of students into alternative education programs, and their reintegration back into mainstream schooling.

Guidance Officers (Intensive Behaviour Support) work collaboratively with other school based support personnel to assess and address the needs of students requiring the most intensive behaviour support

The role of Guidance Officer in Queensland includes the following mandatory requirements:

- Current full registration or current provisional registration with eligibility for full registration, as a teacher in Queensland.
- A minimum of two (2) years full-time, supervised experience working with children and young people in an education, child protection or counselling environment;

AND one of the following:

- Completed coursework Masters, majoring in guidance and counselling, or an equivalent completed Masters including study in the areas of psycho-educational assessment, counselling and mental health.

OR

- Full registration as a psychologist through the Australian Health Practitioner Regulation Agency (AHPRA) Psychology Board or a fourth year qualification in psychology that will enable general registration as a psychologist through the AHPRA Psychology Board following completion of the board approved internship or accredited sequence of study.

OR

- Qualifications relevant to the role, which in the opinion of the Director-General of the department are acceptable.

## University Liaison

The UniSQ liaison is the contact point between the site coordinator, Site Supervisor, Guidance and Counselling student and the course examiner. It is a requirement that a liaison is allocated and visits the site either physically or by virtual connection during the placement.

The role of the liaison includes:

1. Connecting with the site coordinator prior to the placement.
2. Connecting with the Guidance and Counselling student prior to the placement.
3. Contacting the site coordinator on the first day of placement to confirm attendance of Guidance and Counselling students
4. Maintaining regular contact with the Site Supervisor to ensure the Guidance and Counselling student is achieving the goals and expectations of the placement.
5. Maintaining contact with the Guidance and Counselling student to ensure they are achieving the goals and expectations of the placement.
6. Observing (where possible) the Guidance and Counselling student undertaking teaching tasks and providing feedback on performance.
7. Reminding the site of reporting requirements, assisting where necessary or requested.
8. Reminding the Guidance and Counselling student of the requirement to collect, store and upload their professional experience reports.
9. Advising the placement team of any concerns as soon as they are identified.
10. Supporting the site as necessary to make an At-Risk decision, thus implementing the full process.
11. Completing the At-Risk forms for actioning an 'A team' member.
12. Receiving and forwarding the Formal Feedback report generated by the Site Supervisor to support the decision of actioning the At-Risk process.
13. Attending all required days of the placement in a timely manner. The block allocation of professional experience is scheduled for consecutive days to enable best practice opportunities for developmental learning (and to meet external requirements). Illness days should be rescheduled as urgently as possible for minimizing placement disruptions and ensuring optimal opportunity to collect appropriate data for assessment requirements if/as required.
14. Please note: Withdrawal or termination before completion of professional experience will constitute a fail result

## At-Risk process

1. If the At-Risk process is initiated, it is important that the Guidance and Counselling student accept all additional support offered.
2. It is the responsibility of the Guidance and Counselling student to undertake to improve skills, behaviours and practices in the areas required and to demonstrate sufficient improvement to be considered for a passing grade.

## Guidance and Counselling Student

There are expectations that all Guidance and Counselling students are required to meet. These expectations should be seen as information provided about courses, programs, assessment, and administrative procedures as identified in the UniSQ Student expectations and responsibilities policy.

The role of the Guidance and Counselling student includes:

1. Enacting relevant professional standards and codes of ethics.
2. Applying appropriate professional knowledge, practice, engagement, skill and conduct while attending the professional experience.
3. Planning relevant, coherent, purposeful learning episodes as directed by the Site Supervisor.
4. Being involved with as many aspects of professional practice as practicable or permissible during the placement.
5. Engaging with the feedback provided by all supervisory staff.
6. Contacting the site coordinator and Site Supervisor before commencing professional experience placement.
7. Pre-planning with the site before professional experience.
8. Communicating in a professional manner with all members of the community at the site and professional staff at UniSQ.
9. Exercising a duty of care for all clients and following reasonable instructions for your own safety.
10. Collecting evidence of your professional experience including observation and feedback of your professional practice.
11. Returning all resources at the completion of placement or the point of withdrawal.

## General Activities

Practicum students should only engage in work where they have the expertise to do so. This might include:

- Attending case meetings and other guidance related PD activities which have been organised
- Observing the GO at work
- Participating in supervision sessions between the supervising GO and SGO (as appropriate).
- Observations of students in classroom and playground settings
- Co-leading group activities
- Interviewing/meeting with a student (with supervision of GO)
- Attending team meetings

In general, after observing the GO on a number of occasions, discussing it with the GO etc., the trainee may then be able to take on a new activity. For some tasks this would never occur. One way to proceed is: 1. Observation; 2. joint work with the GO, but GO leading; 3. joint work with the GO, but trainee leading.

## Assessment Activities

- Students should not administer any R2 tests or R1 tests that require training (e.g. the ABAS is an R1 test that GOs are required to be trained in) though they may observe an assessment. GOs are not able to train practicum students in any restricted tests.
- If training in a test has been arranged for Guidance Officers to attend, practicum students may also attend the training and have access to test kits during the session (but not after the training has concluded).
- Practicum students may look through the restricted tests held by the GO but the test kits should not be removed from the GO's office. Test security is of high importance.
- If the student has completed a psychoeducational assessment subject they may administer an R1 test under the direct supervision of the GO and only if the GO is proficient in the administration and interpretation of the test and the practicum student has demonstrated the prerequisite skills.

When consent is sought for the school Guidance Officer to work with a student and the practicum student will be involved, consent will also be obtained for the practicum student. The parent needs to be fully informed of the practicum student's role e.g. observe a test being administered, co-lead a group activity.

# EDU8336 Professional Experience Placement Guidelines

*This section provides details of student activity required during professional experience.*

## Professional Experience: 50 hours of onsite placement within a school or community setting with a supervisor

The professional placement course is designed to provide students with a structured situation in an education setting in which counselling skills can be developed to high levels of competency. It gives the student the opportunity to examine applied problems from a theoretical perspective and apply theoretically derived interventions. It promotes a scientist-practitioner model of the professional counsellor. Students will be encouraged to approach counselling scenarios and skill-based learning through observation and intervention. The emphasis is on skill development in a supervised, structured environment. Expert feedback on performance is seen as an essential feature of the learning process and strong emphasis is placed on skill development under adequate supervision.

**Required experiences:** Throughout this Professional Experience placement, it is expected that the UniSQ student will comply with the professional ethics, confidentiality and conduct as required by the profession.

Professional practice in the field (50 hours)	
<b>Required Experience</b>	To site, environment, and individual class(es). Students are to provide printed copies of placement guidelines and placement report to supervisor
<b>Orientating</b>	50 Hours of placement hours (Minimum) to be completed within the trimester enrolled for the course. Assessed by Placement Portfolio logbook and Case Report (Assignment 1, EDU8336)
<b>Professional practice Site supervision</b>	In collaboration with the supervisor: <ul style="list-style-type: none"> <li>8 hours (minimum) included in the 50 hours of placement. Specifically 1-1 Supervision/debriefing provided by your Site Supervisor. Assessed by Placement Portfolio logbook</li> </ul>
<b>Attending</b>	Participation in case management meetings or other meetings relevant to professional practice
<b>Reflecting</b>	Counselling scenarios and skill-based learning through observation and intervention
<b>Professional learning conversations /Observing and documenting</b>	Participation in educational and counselling assessments conducted by the Site Supervisor <ul style="list-style-type: none"> <li>Planning and implementation of interventions to support students (e.g., school well-being strategies)</li> <li>Participation in career planning meetings with students</li> <li>Engaging in regular discussions and professional learning conversations with your Supervisor and University Liaison</li> </ul>
<b>Planning / Learning experiences</b>	<ul style="list-style-type: none"> <li>Preparation of reports based on educational and clinical data</li> <li>Observation of counselling sessions</li> <li>Participation in case management meetings or other meetings relevant to professional practice</li> <li>Share planning and seek regular feedback</li> </ul>
<b>Collecting of G &amp; C artefacts</b>	<ul style="list-style-type: none"> <li>Professional Experience Log of Hours</li> <li>Client Progress note</li> </ul>
<b>Teaching</b>	Negotiate with your Supervisor when the following occurs: <ul style="list-style-type: none"> <li>Apply basic micro-counselling skills</li> <li>Apply case conceptualisation principles to case conference scenarios. and planning for teaching and assessing</li> </ul>
<b>Associated Course Assessment Tasks</b>	Formative Assessment is ongoing and is provided through regular contact and course coordinator and your site supervisors during Professional Experience. A Placement Portfolio that includes all the documentation required as evidence of your Professional Experience and Supervision. <ul style="list-style-type: none"> <li>A Case Report. The case report is not a research project (as in "Case Study" method). Students may request to access placement-specific documentation (e.g., school crisis management procedure) to support the preparation of their case report but such information must be given approval from an appropriate authority at the site.</li> <li>Active participation in Case Conferences (group supervision in EDU8336) is an assessable learning activity essential for developing professional competencies. Active participation means attending case conferences, presenting cases, engaging in discussions about cases presented by other students, and ethical matters.</li> <li>Presentation of a case in a Case Conference is an assessable learning activity.</li> </ul>

# Checklists for a Successful Professional Experience Placement

## Checklist for Site Supervisor

This section provides guidelines and a checklist for the Site Supervisor to assist in the successful completion of professional experience. Being a Site Supervisor with a focus on a successful professional experience requires preparation before the Guidance and Counselling student arrives, support when they are working with you and finally, assessment of their progress. This section will assist you in providing a meaningful experience for the guidance and counselling student with minimal disruption to your usual practices.

### Prior to Professional Experience placement

Meet with the Guidance and Counselling student either in person or via phone/email and:

1. Outline expectations and responsibilities within the class and the school.
2. Outline routines that you expect and behaviour management policies.
3. Provide details for pre-planning including class demographics and specific learning needs of students.
4. Discuss the implications of client needs with the Guidance and Counselling student to support their preparation.
5. Be familiar with the requirements of the professional experience.
6. Be familiar with the assessment and reporting requirements.
7. Be in contact with site coordinator and UniSQ liaison.

### During

8. Remain in contact and provide updates to the site coordinator and UniSQ liaison.
9. Provide guidance and feedback on prior to learning episodes.
10. Provide feedback for learning episodes that the Guidance and Counselling student undertakes (observation forms are available via the online site).
11. Discuss requirements of a successful completion of the professional experience with the Guidance and Counselling student as early as possible during the professional experience.
12. Provide support around the collection of evidence of their professional practice.
13. Do not leave the Guidance and Counselling student unattended or out of contact from yourself.
14. Involve Guidance and Counselling student in all your work and provide feedback where possible.
15. Complete the Formal Feedback report and advise the site coordinator and liaison of enacting the At-Risk process if this is necessary.
16. Be prepared for a UniSQ liaison to visit and observe practice of the pre-service educator and to discuss progress (utilising Formal Feedback report). If the Guidance and Counselling student has breached any school, department or the UniSQ Codes of Conduct please notify the Site coordinator and UniSQ Liaison immediately. This may result in immediate dismissal from the site.

### After

1. Remind the Guidance and Counselling student to return all resources that were borrowed or loaned.
2. Complete the final professional experience report and provide a copy to the site coordinator and the Guidance and Counselling student prior to their departure.
3. If you have any concerns with the program please contact the Program Coordinator to provide feedback for continuous improvement.

### Please note the following:

1. Guidance and Counselling students may be required to complete additional training at the request of the school principal (code of conduct, ethical practise...).
2. Guidance and Counselling students will be assessed by the Site Supervisor
3. UniSQ liaison officers will engage in discussions with the Site Supervisor or site coordinator regarding a Guidance and Counselling student's progress or performance.
4. Communication by UniSQ liaison officers to the site may be verbal, written, or electronic.
5. A Guidance and Counselling student's professional experience placement may be terminated at any point in time due to a student breach of school/centre requirements, unprofessional behaviour, unethical behaviour.
6. If a Guidance and Counselling student is asked to leave due to an unsatisfactory performance or unprofessional behaviour, the placement will result in a Fail Grade and a notice will be sent to the Guidance and Counselling student in relation to UniSQ Student Code of Conduct Policy Section 4.1 to 4.5 inclusive.
7. Academic penalties will be imposed on Guidance and Counselling students whose behaviour is deemed unprofessional, unethical or a breach of UniSQ, Department of Education Qld or any other jurisdiction, Catholic Schools Office or Independent School Code of Conduct.

# Checklist for Guidance and Counselling students

This section provides guidelines and a checklist for Guidance and Counselling students to assist in the successful completion of professional experience. It is important as a Guidance and Counselling student that you are aware of your own and others' roles and responsibilities towards making the professional experience a success.

**To define your professional experience as successful you need to consider the following:**

- ☐ Did you engage in pre-planning with your Site Supervisor?
- ☐ Have you met all expectations as listed above from the university?
- ☐ Did you complete all tasks and show initiative?
- ☐ Did you dress appropriately?
- ☐ Did you consistently interact professionally with all staff and students/clients?
- ☐ Did you take on board all appropriate feedback and modify your practice?
- ☐ Did you take a range of written observations of your Site Supervisor and others?
- ☐ Did you apply these ideas in your own practice?
- ☐ Have you collected evidence of your practice for inclusion in your portfolio?
- ☐ Did you return all resources and thank your Site Supervisor?
- ☐ The importance of being a responsible, ethical and professional Guidance and Counselling student needs to be emphasised.
- ☐ Remember you are not just representing yourself but also representing the university.

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# Client Progress Notes

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

<b>Client Name/Code:</b>	
<b>Counsellor</b>	
<b>Date:</b>	

## Issues considered during the session

## Specific Session Goals

**Activities Client to Consider Before Next Session**

**Suggested Directions for Next Session**

**Other:**

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study@unisq.edu.au  
[www.unisq.edu.au/future-students](http://www.unisq.edu.au/future-students)

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