



## Statement of Inherent Requirements

<b>Faculty</b>	Health
<b>Disciplines</b>	Counselling
<b>Courses</b>	<b>Undergraduate Course</b>  <b>Postgraduate Courses</b> Graduate Diploma in Counselling [342JA] Master of Counselling [341JA]

### Ethical Behaviour

#### Inherent Requirement

- Demonstrate knowledge and practice of ethical and professional behaviour in academic and professional environments, through compliance with standards and codes of ethics applicable to the profession.

#### Rationale

- Compliance with relevant professional standards and/or codes of conduct, and commonly accepted standards of professional behaviour facilitates safe, competent interactions and relationships for students and the people they engage with in all contexts. This supports the physical, psychological, emotional and spiritual wellbeing of all.

Related Professional Requirements: <http://www.pacfa.org.au/practitioner-resources/ethical-standards/>  
<http://www.theaca.net.au/download-documents.php>

#### Examples

- Demonstrate knowledge of codes, guidelines and policies governing practice in counselling as per accreditation and professional guidelines requirements.
- Apply ethical behaviour in the management of confidential and sensitive personal information.
- Reflect on ethical dilemmas and issues, and take responsibility for ensuring awareness of ethical behaviour.
- Operate within own role and responsibilities in the clinical setting.
- Demonstrate ability to meet the requirements of professional registration body and abide by professional code of ethics.

### Legal Compliance

#### Inherent Requirement

- Comply with Australian Law, professional regulations and/or scope of practice relevant to the profession.

## Rationale

- Knowledge, understanding and compliance with Australian law and professional regulations facilitates effective, professional, responsible and accountable occupational therapists, and is necessary to work effectively and meet professional registration requirements.

Related Professional Requirements: [Privacy Act 1988](#), [Health Practitioner Regulation National Law \(ACT\)](#), [Australian Health Practitioner Regulation Agency \(AHPRA\) http://www.pacfa.org.au/practitioner-resources/ethical-standards/](#)

## Examples

- Comply with the requirements for student registration with the Australian Health Practitioner Regulation Agency (AHPRA), and policies of clinical facilities (e.g. Work Health and Safety Act and uniform requirements).
- Obtain informed consent prior to assessment and intervention in the clinical setting.
- Prepare and provide documentation according to legal requirements and accepted procedures and standards.
- Comply with PACFA code of ethics and professional requirements for accreditation and membership.

## Communication Skills

### 1. Expressive Communication Skills

#### Inherent Requirement

- Ability to communicate effectively, in English, to a standard that allows clear, scholarly, and professional-level messages and text with language use and style appropriate to the audience.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### Examples

- Construct coherent written communication to an academic and professional standard as appropriate to the circumstances.
- Advocate for the needs of others and facilitate behavioural change and self-management in others.
- Constructing patient notes, reports and information sheets in a timely manner that meets legal and professional standards.

### 2. Receptive Language Skills

#### Inherent Requirement

- Ability to assess concepts and meanings in English, using knowledge of language, background knowledge, critical thinking skills, and self-reflection.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Participate in tutorial and clinical discussions.
- Engage in verbal reflections with peers, tutors and clients.

## 3. Interpersonal Communication Skills

### Inherent Requirement

- Respectful communication with others, including the ability to listen, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
- Establish and build rapport with clients in order to engage them in effective counselling while on placement.
- Effectively using interpersonal skills to manage the therapeutic alliance with clients.
- Respond appropriately to requests from clients, academic staff, supervisors and other health professionals in the clinical setting.
- Cultural competence, sensitivity and willingness to work with individuals in a complex and diverse Australian educational setting.

## Behavioural Stability

### Inherent Requirement

- Behaviour that is adaptable to effectively manage changing situations and maintain academic and professional standards and relationships. Behaviour that demonstrates self awareness and reflective capacity in order to ensure safe and effective practice.

### Rationale

- Behavioural stability is essential in managing personal emotional responses and behaviour in academic and complex professional environments, including situations of potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines and ambiguously defined problems.
- Counselling practice requires sound self-awareness and a capacity for reflection. This requires practitioner to consistently take into account and reflect on their own values, actions and behaviours and consider how these impact on their relationship and work with clients.

### Examples

- Reflecting on practice and responding appropriately to constructive feedback.
- Coping with own emotions and behaviour effectively when dealing with individuals in the clinical setting (e.g. maintaining professional empathy and objectivity in the context of a dying patient).

- Identifying limitations in clinical skills/abilities (personal issues or lack of clinical expertise where it might negatively impact the therapeutic outcome).
- Reflecting on ethical issues arising from the therapeutic setting/alliance.
- Bringing to supervision difficult areas of practice.
- Manage own work schedule to maximise safety, efficiency and effectiveness.

Sensory Skills
<p><b>Inherent requirement</b></p> <ul style="list-style-type: none"> <li>• Sufficient sensorimotor skills, including visual and auditory acuity to function with the scope of training and practice.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Counselling requires visual and auditory capacity to be able to consistently provide safe and effective care and minimise the risk of harm to self and others.</li> </ul>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Ability to engage with clients in a purposeful therapeutic process, observe body language, hear their statements and respond appropriately.</li> </ul>

Cognitive Skills
<p><b>Inherent Requirement</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive, numeracy and literacy skills, including focus, memory, and attention to detail.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Cognitive skills are essential in acquisition and application of knowledge in both the academic and professional environment.</li> </ul>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Ability to conceptualise and use appropriate knowledge in response to academic assessment items.</li> <li>• Ability to conduct sessions for clients based on relevant therapeutic intervention plan on placement.</li> </ul>

ICT Capacity
<p><b>Inherent Requirement</b></p> <ul style="list-style-type: none"> <li>• Acquire and employ information and communications technology (ICT) skills in an appropriate and effective manner, utilising a range of systems in both the academic and professional setting.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Competent ICT skills are essential to successfully access, apply and communicate information.</li> </ul>

### Examples

- Creating electronic clinical records.
- Developing accessible resources for clients.
- Researching electronic journals and submitting assignments online.

## Sustainable Performance

### Inherent requirements

- Consistently completes tasks in a timely manner and within a designated period, where required, while maintaining consistency and quality of performance.

### Rationale

- Tasks must be completed consistently and with respect to industry or workplace defined timeframes.

### Examples

- Participation in lectures and tutorials as required.
- Submission of assignments within reasonable timeframe.
- Management of administrative and clinical aspects of professional practice during required framework including in placement (s).
- Appropriate and consistent placement practice as required by the learning agreement contract and within the timeframe negotiated with placement agency.