

PY12 MASTER OF COUNSELLING

School of Psychology and Counselling

personal statement



IMPORTANT INFORMATION: Applications close 30 September

Name of applicant:

1. Tertiary qualifications	Year completed
Undergraduate qualifications:	
Postgraduate qualifications:	
Additional counselling training and/or relevant professional development:	

2. Present position (please tick the box below)

Full time Part time Voluntary

Details of the position

Position:

Organisation:

Description of duties:

Please provide further details if you have more than one position (e.g. part time and volunteer)

Position:

Organisation:

Description of duties:

Please note previous paid or volunteer position with human service organisations providing experience in counselling, human services or community work

Position	Organisation	Duties

3. What draws you to QUT's Master of Counselling compared to other Master of Counselling programs? (100 – 200 words)

4. What counselling skills and/or approaches are you interested in learning more about in the course? Why might these be important for your future career plan? (100 – 200 words)

5. How did you learn about QUT's Master of Counselling?

6. Please name at least one significant mentor and/or supervisor and detail what it was that made them so significant for you. (approx. 100 words)

7. What would this mentor/supervisor suggest you will contribute to the collective learning of the PY12 community? (approx. 100 words)

8. Given the experiential nature of the program, you will be expected to have access to ongoing counselling practice (resulting in the logging of 40 practice hours across the duration of the course). To accommodate this requirement, lectures and workshops will all be held in the evenings and on weekends. Lectures will not be recorded, and students will be expected to attend and engage. Please outline how you will accrue these hours and how you will manage this study/workload in your current life. (50 – 100 words)

9. QUT's Master of Counselling program draws on a particular way of teaching (pedagogy) which aligns with the approach we bring to counselling.

Consider the following excerpt taken from Hinch (2021) and discuss what you are drawn to and why in relation to power and/or learning and/or counselling. (150 – 200 words)

'to teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge'
(Fierre, 2001 p30)

It is in the epistemological position alluded to by Fierre (2001) above, that we find a further parallel between approaches to critical pedagogy and narrative practice. This is a position that understands knowledge as something that is not 'out there' to find, and that can be 'transferred' between minds, but rather something that is communally and collectively constructed through language and in dialogue or, socially constructed. As such this position invites a questioning of taken for granted assumptions and truths as it understands knowledge as time, place, and context dependent. This then makes space for the valuing of multiple perspectives, or interpretations of experience, bringing into question assumptions regarding the hierarchy of knowledge that provides an educator or therapist their traditional position of expertise (Gergen, 2001, Freedman & Combs, 1996, 2002).

SUBMISSION INFORMATION: Save this fully completed form and attach it to the relevant section of your admission application. The form must be attached **PRIOR** to submitting your admission application.