



Charles Sturt  
University

Psychology

# Student Guidebook

## Work-integrated learning

Faculty of Business, Justice & Behavioural Sciences  
Charles Sturt University

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# Welcome to work-integrated learning

Welcome to the Master of Clinical Psychology (MClin), Master of Professional Psychology (MProf), and Master of Psychological Practice (MPsychPrac) Work-integrated Learning (WIL) at Charles Sturt University. Note: MProf and MPsychPrac are also offered in the specialisation of School Psychology.

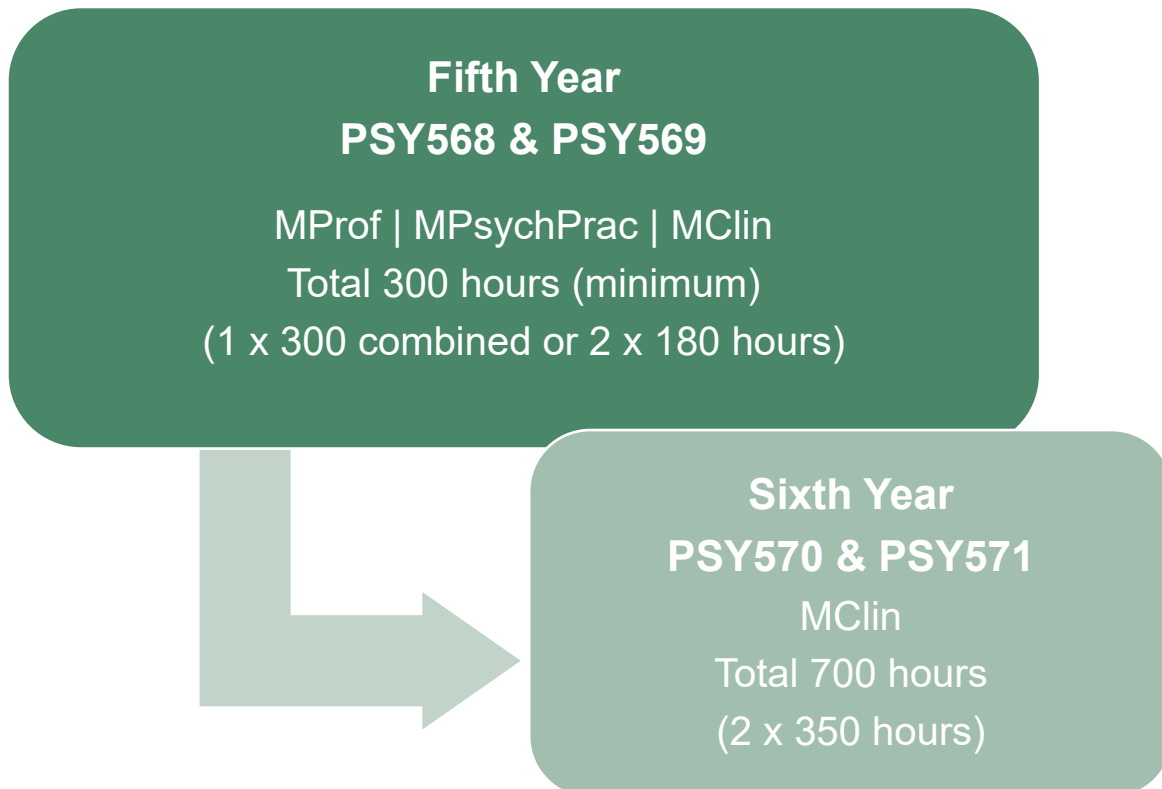
Placements are a critical component of your degree and a personally rewarding journey. This process helps students expand their professional knowledge, enhance their employability skills, and reflect on and evaluate their work practices. WIL provides industry with experienced work-ready graduates. At Charles Sturt, the WIL team oversees the placement processes for WIL subjects.

The MClin, MProf, and MPsychPrac are different courses providing pathways toward registration as a psychologist in Australia. All students will first complete two placement/research subjects in their fifth year (PSY568 and PSY569), unless you have completed an APAC level 3 course and have had your placement credited.

Fifth year students complete the combination of PSY568 and PSY569 subjects. This consists of one placement ((total 300 hours (minimum), or two placements which total 360 (minimum) = 2 x 180 hours)) an online research methods assessment, and a critical research review task.

MClin students will complete the same fifth year coursework and placement subjects, followed by two additional placement units in their sixth year (PSY570 and PSY571). The subjects PSY570 and PSY571 comprise 350 hours of practical placement each (700 hours minimum total).

**Placements must be approved by the university before commencement.** Our academic and professional teams are here to support your journey. We hope your placement experience is fulfilling, inspiring, and fosters a lifelong passion for learning beyond university.



# 1. What is work-integrated learning?

Work-integrated learning (WIL) involves students completing placements with host organisations, linking theoretical learning with practical workplace application. This process helps students expand their professional knowledge, enhance employability skills, and reflect on and evaluate their work practices. WIL provides industry with experienced work-ready graduates.

According to the Australian Psychology Accreditation Council (APAC, 2019, p.29):

“Practice placements provide opportunities in a relevant professional setting for the education and training of psychology students for the purpose of:

- Integrating theory into practice.
- Familiarising the student with the practice environment.
- Building knowledge, skills, and attributes essential for professional practice.

During placements, the provision of safe, high-quality client care and service is always the primary consideration. It’s recognised that a practice placement may be conducted in a number of locations and settings.”

The WIL team oversees the placement processes for WIL subjects. Students are supported by their Placement Coordinator (Academic) (PCA) and a Workplace Learning Officer (WPLO).

## 2. Contacts

### 2.1. Who should I contact if I have any questions?

- Check all available resources first: the Guidebook, Brightspace content, announcements/discussions, weblinks, and ASK Charles Sturt (FAQ).
- Email replies may take up to three business days.
- Placement form processing may take up to three weeks.
- An autoreply from [psychology-wpl@csu.edu.au](mailto:psychology-wpl@csu.edu.au) means your email was received.
- You won’t get an autoreply when responding within an existing email thread.

To ensure your enquiry is managed by the appropriate team member, use the following format in your email subject line:

- Last name, First name - Student ID. Subject Session. Description
  - Example: McFly, Marty - 11223344.PSY569 202660. Placement Application. Start 12/05/2026

### 2.2. Where to direct your enquiries

ITEM	CONTACT	DETAILS
Placement suitability, advice, and enquiries that aren’t answered in the Guidebook, Brightspace or FAQ.	Placement Coordinator (Academic) (PCA)	<a href="mailto:sop-pca@csu.edu.au">sop-pca@csu.edu.au</a>
Placement forms for processing	Work-integrated Learning Officer	<a href="mailto:psychology-wpl@csu.edu.au">psychology-wpl@csu.edu.au</a>
Urgent matters	Work-integrated learning team	<a href="#">Psychology WIL</a>

# 3. How work-integrated learning works

## 3.1. Placement steps

PLACEMENT STEPS	
1. AHPRA registration	<ul style="list-style-type: none"> <li>○ Hold current AHPRA provisional (or general) registration.</li> <li>○ Maintain registration for the entire duration of your course.</li> </ul>
2. Enrolment	<ul style="list-style-type: none"> <li>○ Ensure you're correctly enrolled in the appropriate placement subject(s).</li> <li>○ If unsure, check the course handbook first and confirm with your Course Administration Officer (if needed).</li> </ul>
3. Preparation	<ul style="list-style-type: none"> <li>○ Attend information sessions.</li> <li>○ Review the Guidebook, Brightspace subject materials, discussion forums and the WIL website.</li> </ul>
4. Pre-placement competencies	<ul style="list-style-type: none"> <li>○ Complete all required pre-placement competencies before your first placement.</li> <li>○ Plan for a start date from late April (possibly earlier if you already have completed the pre-requisites and pre-placement competencies).</li> </ul>
5. Networking and host organisation discussions	<ul style="list-style-type: none"> <li>○ Begin early conversations with potential host organisations.</li> <li>○ Preview and access forms via the WIL webpage.</li> <li>○ Gather information about:               <ul style="list-style-type: none"> <li>– Capacity to host and supervise.</li> <li>– Suitability for learning outcomes and competencies.</li> <li>– Required documents: Placement Application (PA) Student Placement Agreement (SPA), Supervisor CV, Supervisor CV, Student Supervisor Plan (SSP).</li> <li>– Discuss and check PsyBA Board Approved Supervisor status.</li> </ul> </li> </ul>
6. External supervisor (if required)	<ul style="list-style-type: none"> <li>○ Engage an external supervisor if no onsite supervisor is available.</li> <li>○ Ensure an onsite manager is present for day-to-day safety and wellbeing.</li> </ul>
7. Placement suitability	<ul style="list-style-type: none"> <li>○ Informally check placement suitability with your PCA to ensure APAC requirements are met.</li> <li>○ Contact via <a href="mailto:SOP-PCA@csu.edu.au">SOP-PCA@csu.edu.au</a> or discuss in Brightspace tutorials.</li> </ul>
8. Submit pre-placement forms	<ul style="list-style-type: none"> <li>○ Submit PA and SPA forms, plus student and supervisor CVs, to <a href="mailto:psychology-wpl@csu.edu.au">psychology-wpl@csu.edu.au</a></li> <li>○ Submit at least three weeks before the proposed start date:               <ul style="list-style-type: none"> <li>– Four weeks required for NSW Health placements</li> </ul> </li> </ul>
9. University approval	<ul style="list-style-type: none"> <li>○ You must receive formal or interim approval prior to commencing placement.</li> <li>○ A SSP invitation is sent by WIL to the primary supervisor, this must be completed within two weeks of your approved start date.</li> </ul>
10. Set up Log Book and Supervision sessions	<ul style="list-style-type: none"> <li>○ Set up your Log Book for placement activities and supervision session records using Brightspace instructions or as directed by the WIL team.</li> <li>○ Keep a backup.</li> </ul>
11. Schedule key placement dates	<ul style="list-style-type: none"> <li>○ Arrange with your supervisor:               <ul style="list-style-type: none"> <li>– Regular supervision sessions.</li> <li>– Completion of the SSP.</li> <li>– Mid Placement Review (MPR)</li> <li>– Post-placement forms (PPF), including the Placement Evaluation (PE) and Student Review (SR).</li> </ul> </li> <li>○ Note: DoE supervisors receive Placement Evaluations at both mid and end placement.</li> </ul>

### 3.2. Pre-placement requirements

It's compulsory for students to demonstrate sufficient education in ethical practice and professional counselling skills prior to attending your first placement.

These pre-placement requirements are irrespective of past training, qualification, other external standing. For example, if you're already a registered psychologist, have completed additional modules in counselling via a private provider, or hold a Doctor of Philosophy (PhD), you will still need to complete this task.

SUMMARY OF PRE-PLACEMENT REQUIREMENTS	
Ethics	○ PSY564 - Foundations of Professional Psychology* *enrolment pre-requisite for PSY568
Counselling	You must demonstrate completion of a video of at least 10 minutes length, demonstrating basic counselling skills. That is the completion of: <ul style="list-style-type: none"><li>- the relevant assessment task in subject PSY474 - Counselling Skills; or</li><li>- the relevant assessment task in PSY568 - Psychological Practice and Research 1; or</li><li>- an equivalent task from another unit and approved by your PCA.</li></ul>

### 3.3. Streams

Students can undertake placement in one of three streams for psychology. Please review the available Student Placement Agreements for the relevant stream that matches your circumstances. The streams are as follows:

- Stream 1:** Placement with new host organisation (where business is not the current employer prior to the placement commencing).  
*This is usually an unpaid role, but maybe paid (subject to what the host offers)*
- Stream 2:** Placement with existing employer (where business is the current employer).  
*This may be paid or unpaid hours depending on what has been negotiated with your employer.*
- Stream 3:** Not applicable to psychology placements.
- Stream 4:** Placement with a host organisation (where you have been contracted to provide services to the host organisation).

*You'll need to ensure you (the student) have arranged appropriate and relevant insurances and indemnity coverage and provide evidence of this directly to the host organisation.*

### 3.4. Sourcing placement

**Students are responsible for securing their own placement.** The [WIL](#) team advises starting your search for potential opportunities early and using your network to secure a placement.

- For your first placement, it's best to wait to submit the pre-placement forms until you have had a chance to show satisfactory progress in your prior placement/pre-requisite skills.
- **Contact your PCA directly if you believe you need approval of your placement prior to this.**
- **Note:** Only students progressing through the school psychology pathways will be provided sites and supervisors via the DoE.
- *If your placement isn't confirmed by the census date, you'll still be charged for the subject as long as you remain enrolled. If you're having difficulty arranging a placement by the census date, please discuss with your PCA or WIL team so we can discuss your options, including requesting an extension or adjusting your enrolment.*

#### PLACEMENT WITHIN MY WORKPLACE

You may complete at least one placement at your current workplace, provided you're delivering psychological services and have access to the necessary supervision for approval. Students will additionally have to outline how their placement is additive to their learning, which will contribute to the development of their competencies versus. completing a placement where they perform 'business as usual'.

#### KEY QUESTIONS TO ASK YOUR HOST / SUPERVISOR

Once you have secured a host organisation, confirm check the following questions with the supervisor:

- Will I need a Working with Children check?

- Will I need an Australian Federal Police check?
- Will I need any types of vaccinations and if so, which ones?
- What pre-placement training, induction and onboarding procedures need to be considered?

If your host organisation requires any of the above or other checks, begin the application process immediately to ensure your start date isn't delayed by any pending compliance outcomes.

### MEDICARE

Provisional psychologists in Australia cannot obtain a Medicare provider number and, therefore, cannot provide services under Medicare (MBS). General registration is required to register for and to access Medicare billing. Provisional psychologists are not permitted to practice independently, and services if paid, are paid privately or at a discount.

**IMPORTANT: When the student on placement sees their own clients in the private practice setting, under no circumstances should they use the supervisor's (or any other practitioner's) Medicare Provider Number.**

### SOURCING YOUR NEXT PLACEMENT

You can proactively work on sourcing your next placement and discuss placement suitability with your PCA. However, you must finalise all placement requirements and have a SY grade before progressing to your next placement.

### EXCEPTIONS TO SOURCING PLACEMENT

**Don't approach state health facilities** such as NSW Health directly. Education Providers are required to approach these facilities on your behalf in accordance with the university's Student Placement Agreements. You must also be health compliant before the university can consider approaching a health facility on your behalf. These placements usually best suited to Sixth Year Master of Clinical Psychology placements.

## 3.5. Placement schedule

WIL subjects are flexible in terms of how placement is undertaken. Placement hours are agreed upon by the student and host organisation, considering the needs of both parties. These hours usually part time, spread over a certain number of days/hours per week or any other agreed upon arrangement until the minimum hours and requirements have been completed. If considering a full-time placement, please discuss with your PCA to ensure placement suitability.

## 3.6. Placement in private practice

Students may undertake placements in a variety of private practice environments, including independent private practices, private hospitals, and other private agencies. Placements in private practice may be either paid or voluntary. While many aspects of placement are consistent across settings, there are important differences between private and public sector arrangements. Often in public sector agencies, students typically observe and provide services without payment. Supervisors, who are employed by the agency, also provide supervision without additional remuneration. These arrangements generally operate on goodwill and mutual benefit. Private hospitals often follow a similar model.

### PRIVATE PRACTICE CONSIDERATIONS

When placement is proposed within an independent private practice, several matters must be negotiated and agreed upon before approval can be granted. These include:

- Discuss reasonable caseload and number of clients
- Payment arrangements
  - Payment for psychological services provided by students
  - Payment for supervision

If clients are charged for services delivered by a student, the following must be clarified in advance:

- The recipient of the client fee (e.g. the student, supervisor, or practice).
- Whether the student is required to pay the supervisor for supervision.
- Whether the student is responsible for additional costs, such as room hire or test materials.

## DUAL RELATIONSHIP CONSIDERATIONS

If the supervisor is also the practice owner and the student will effectively be working in an employee capacity, both parties must discuss the implications of this dual relationship. The supervisor–supervisee relationship will coexist with an employer, employee relationship, and expectations for each role should be clearly defined. Areas where expectations may differ, such as workload, should be identified and discussed.

### ABN

**Important:** Provisional psychologists cannot work as contractors under their own ABN. Any paid placement must be structured as an employer-employee arrangement.

## 3.7. Telehealth placements

Your total training plan must satisfy the requirements for breadth of experience, which usually necessitates a significant proportion of face-to-face, in-person, or adequately supervised, high-quality, real-time remote interaction. Please discuss completing multiple placements in a telehealth setting with your PCA. Usually only one telehealth placement will be approved, it is expected that students will attend a mix of face-to-face and telehealth placements. Please discuss with your PCA if you're seeking a telehealth placement in your sixth year.

## 3.8. Overseas placement

Due to current AHPRA requirements, placements must be undertaken within Australia, as they are designed to meet Australian competency standards. Overseas placements, or placements completed remotely while residing overseas, are not permitted.

## 3.9. Early placement

There are some difficulties associated with commencing placement early (outside of usual session dates), such as:

- Availability of subject outline materials and other resources.
- Pre-placement academic assessment items need to be completed before your placement begins.
- Pre-placement forms require approval before your placement begins. Learning outcomes/topics in the WIL subjects won't have been covered to assist students. Students wishing to apply for early placement commencement need to contact the [WIL](#) team and provide details outlining the request.

If early placement is approved, it's your responsibility to:

- Be correctly enrolled in the placement subject
- Establish contact with the PCA to obtain details of pre-placement assessment items and other resources (if applicable).
- Ensure required assessment items are submitted before your placement begins.
- Obtain approval of the [Placement Application](#) and [Student Placement Agreement](#) before your placement begins.

## 3.10. Late placement and delays to end date

It's common for placements to continue beyond the official end of session date, but need to be completed within 12 months from the end of the session they are enrolled in. Students can complete any remaining hours after the official session ends. If this occurs, the WPLO will advise you to apply for a Work-integrated Learning Grade Pending (GP) to allow for additional time to complete the requirements.

## 3.11. Unable to find placement

If you're unable to find a placement and have exhausted all possible options, please contact your PCA or WIL team for support.

## 3.12. Still unable to find placement

If you're still unable to find a placement, consider withdrawing before census date to avoid incurring a debt (refer to [Principal Dates on the Student Portal](#) for the annual date) and re-enrol in a future session to allow sufficient time to secure one.

If it's past the census date, please discuss a long term extension (GP) or approved withdrawal (AW) with your PCA and apply for [Special Considerations](#) (if applicable).

## 4. Fifth year placement requirements

All PSY568 and PSY569 placements are coordinated by the Fifth-Year PCA, whose contact details are provided in your subject outline and via [SOP-PCA@csu.edu.au](mailto:SOP-PCA@csu.edu.au)

Students enrolled in the MClIn, MProf, or MPsyPrac must first complete professional placements across PSY568 (Psychological Practice and Research 1) and PSY569 (Psychological Practice and Research 2). A minimum of 300-360 placement hours is required across the fifth year.

Students may complete placements via:

- One combined placement of at least 300 hours, or
- Two separate placements, each a minimum of 180 hours (minimum total 360 hours).

Exemptions to these requirements may be granted if prior credit has been approved and applied against PSY568 and or PSY569 and is shown on your transcript.

### PLACEMENT SCOPE AND COMPETENCY REQUIREMENTS

Placements are designed to support development of the APAC core competencies (Standards 3.1–3.18). Suitable activities include psychological assessment, diagnostic interviewing, case formulation, intervention, outcome monitoring, ethical practice, and professional communication. Placement settings may include public and private hospitals, community mental health services, rehabilitation services, educational settings, and private practices.

Note: Public hospitals and health services require additional compliance and are generally more suitable for second or later placements. Consult your PCA if unsure.

Supervised workplace practice can include, but is not limited to, role-playing and skills practice, observation of supervisors working with clients and/or direct contact with clients.

Supervision must be provided by a psychologist who:

- Holds general registration with the Psychology Board of Australia (PsyBA).
- Is an approved supervisor for provisional psychologist.
- Has no conditions on their registration.
  - Supervisor eligibility can be confirmed via the PsyBA supervisor search tool.

### 4.1. Department of Education (DoE) School Psychology pathway

Students completing the DoE School Psychology pathway typically complete a combined placement of a minimum of 300 hours and are allocated their supervisors by the DoE. Students must still follow the university pre-placement processes and obtain approval from the PCA before commencing placement.

### 4.2. Fifth year placement hours

#### SUMMARY FIFTH YEAR PLACEMENT HOURS AND REQUIREMENTS

Requirement	Option 1: combined placement (PSY568 and PSY569)	Option 2: two separate placements (PSY568 then PSY569)
<b>Total hours</b>	300 hours (minimum)	2 x 180 hours (minimum)
<b>Direct Client Contact (CC)</b>	120 hours (minimum)	2 x 60 hours (minimum)
<b>Supervision Contact (SC)</b>	Maintain ratio of: One hour per 7.5 hours placement hours ( <b>40 hours minimum</b> )	Maintain ratio of: One hour per 7.5 hours placement hours ( <b>48 hours minimum</b> )
<b>Supervision observations</b>	Six observations	Three observations per placement (Six observations in total)
<b>Placement record</b>	Combined placement record is set up under PSY569. Grade for both PSY568 and PSY569 finalised at the completion of PSY569.	Recorded separately under each subject. Placement 1 is set up under PSY568 and the placement 2 is set up under PSY569.

<b>Assessments</b> <i>(in addition to placement, refer to subject outlines)</i>	– PSY568: Research Methods Assessment – PSY569: Critical Research Review	– PSY568: Research Methods Assessment – PSY569: Critical Research Review
<b>Placement structure</b>	One continuous placement	Two distinct placements at different sites
<b>Description</b>	– Typical of most placements. – The main DoE School Psychology pathway.	Students seeking varied experience across two settings or host availability.
<b>Additional information</b>	– Remaining hours may include Client Related (CR), Supervision Related (SR), or Other (O) approved activities. – Total hours equate to approximately 40 placement days. – Host organisation or client needs (duty of care) may require additional time (e.g. completing assessments or reports). – Students must notify the <a href="#">WIL</a> team if a placement extends beyond the approved end date.	

## 5. Sixth year placement requirements

All PSY570 and PSY571 placements are coordinated by the Sixth-Year PCA, whose contact details are provided in your subject outline and via [SOP-PCA@csu.edu.au](mailto:SOP-PCA@csu.edu.au). Students enrolled in the Master of Clinical Psychology (MClIn) **must complete two separate professional placements** in their sixth year:

- PSY570 - Advanced Psychological Practice 1
- PSY571 - Advanced Psychological Practice 2

Each placement must be a minimum of 350 hours, with a combined total of at least 700 hours. Placements must be distinct, demonstrating sufficient variation to meet Psychology Board of Australia (PsyBA) and APAC requirements (e.g. different populations, settings, or clinical focus).

### PLACEMENT SCOPE AND COMPETENCY REQUIREMENTS

Sixth year placements must support development of the competencies outlined in APAC Standard 4.2 (refer [resources](#)). The primary aim is to ensure students gain experience across a broad range of clinical presentations, client groups, and service contexts.

Placements must:

- Have a focus on the area of clinical psychology and provide opportunities for diagnosis, case formulation, and evidence-based interventions.
- Include work with diverse clinical problems.
- Provide experience with clients across the lifespan (e.g. early childhood, adolescents, young adults, middle-aged, older adults).
- Occur in distinct settings (e.g. inpatient vs. private practice; assessment focused vs. intervention focused).
- Offer opportunities to work in multidisciplinary teams and understand the roles of other professions.
- Include a mix of face to face and telehealth where possible (students should not complete all placements solely via telehealth).

Placements should be completed:

- At different locations
- With different host organisations
- With different supervisors

**Students must consult their PCA if unsure whether a proposed placement meets these requirements.**

Students must provide evidence and demonstrate that the second placement offers a substantially different experience and is supervised by a different supervisor.

### SUPERVISOR REQUIREMENTS

In accordance with APAC Standard 4.2, supervisors for PSY570 and PSY571 must:

- Hold general registration with the Psychology Board of Australia
- Be an approved supervisor for provisional psychologists
- Have no conditions on their registration
- Hold an Area of Practice Endorsement (AoPE) in Clinical Psychology

Board approved supervisor eligibility can be checked via the PsyBA find a supervisor search tool

<b>SUMMARY SIXTH YEAR PLACEMENT HOURS AND REQUIREMENTS</b>			
<b>Requirement</b>	<b>PSY570 - Advanced Psychological Practice 1</b>	<b>PSY571 - Advanced Psychological Practice 2</b>	<b>Total requirements</b>
<b>Total hours</b>	350 hours (minimum)	350 hours (minimum)	700 hours (minimum)
<b>Direct Client Contact (CC)</b>	150 hours (minimum)	150 hours (minimum)	300 hours (minimum)
<b>Supervision Contact (SC)</b>	Maintain ratio of: One hour per 15 hours placement hours ( <b>24 hours minimum</b> )	Maintain ratio of: One hour per 15 hours placement hours ( <b>24 hours minimum</b> )	48 hours (minimum)
<b>Supervisor observations</b>	Three observations per placement (minimum)	Three observations per placement (minimum)	Six observations in total
<b>Host organisation, supervisor and setting</b>	e.g. inpatient, community, private practice, telehealth	Distinctly different setting, host, location, or supervisor	Two distinctly different placements. Ideally not the same provider, location, or supervisor
<b>Population, setting and clinical focus</b>	<ul style="list-style-type: none"> <li>- Distinctly different population, ages, settings, or clinical focus from PSY571</li> <li>- Should include work with varied age groups</li> </ul>	<ul style="list-style-type: none"> <li>- Distinctly different population, ages, settings, or clinical focus from PSY570</li> <li>- Should include work with varied age groups</li> </ul>	Must demonstrate breadth across lifespan stages, settings, and clinical presentations
<b>Placement structure</b>	One continuous placement	One continuous placement	Demonstrated two distinctly different and unique placements
<b>Additional information</b>	<ul style="list-style-type: none"> <li>- Must demonstrate advanced clinical competencies - APAC Standard 4.2</li> <li>- Students are to demonstrate that the second placement (PSY571) is substantially different and is supervised by a different supervisor.</li> <li>- Remaining hours may include Client Related (CR), Supervision Related (SR), or Other (O) approved activities.</li> <li>- Total hours equate to approximately 93 placement days (minimum).</li> <li>- Host organisation or client needs (duty of care) may require additional time (e.g. completing assessments or reports).</li> <li>- Students must notify the <a href="#">WIL</a> team if a placement extends beyond the approved end date.</li> </ul>		

## 6. Placement hours definitions

### 6.1. Client Contact (CC) hours

The PsyBA uses the term client to refer to “a party or parties to a psychological service provided by the provisional psychologist. Clients may be individuals, couples, dyads, families, groups of people, organisations, communities, facilitators, sponsors, or those commissioning or paying for the professional activity.” ‘Direct client contact’ refers to providing psychological services to clients using this broad definition.

Direct client contact activities might include the following:

- Face-to-face and/or videoconference contact with clients for the purposes of intake, interview, assessment, psychoeducation, therapy.

- Telephone or videoconference contact with clients where issues relevant to the provision of psychological services are discussed.
- Observation and/or sitting in with sessions conducted by other professionals while they are engaged in direct client contact (e.g. observing assessment or therapy sessions, intake interviews).
- In some contexts, the “client” will be defined broadly. For example, working in some settings may require contact with referrers, parents, siblings, spouses, or teachers of the primary client. This contact should be included in the client contact hours, as these people are also usually considered “clients” of the service.
- Psychological services delivered to a group should be recorded in relation to the duration of contact with the group (as if an individual client), not in relation to the number of people in the group.

Direct Client Contact should be logged as CC in the Log Book, this should include a description, client initials, age, presenting issue, and what service was delivered.

## 6.2. Client Related (CR) hours

According to APAC (2019, p28): “*Client-Related (CR) activities are those activities that don’t involve direct contact with the client, but are activities undertaken in the normal course of providing psychological services to clients*”. Additional activities which may be identified as CR include:

- Scoring and interpretation of psychological tests.
- Writing case notes, progress reports, discharge summaries, etc.
- Liaison with other professionals in the organisation regarding client issues.
- Team meetings.
- Professional development activities.
- Activities undertaken in preparation for client contact, such as:
  - Reading relevant literature on the problem area or intervention.
  - Becoming familiar with psychological tests or procedures before administration.
  - Reading case files, reports or other records.
  - Preparing formulations and treatment plans, psychoeducational material, etc.
  - Travel for the purposes of client care - this should comprise no more than 20% of client-related activity hours.

## 6.3. Supervision Contact (SC) hours

Supervision contact hours can be accumulated through group and individual supervision. However, no more than 50% of total supervision time can be accumulated in a group supervisory context, and a minimum of 50% of supervision must be individual with the supervisor. Time spent by the supervisor reviewing and providing feedback on audio-visual recordings of the student engaged in client-related activities, and in reviewing notes, reports and other correspondence generated by the student, is also considered supervision time.

Supervision Contact hours might therefore include the following:

- Face-to-face, telephone or videoconference supervision meetings between the student and the supervisor where cases and professional issues are discussed.
- Activities where the student and supervisor are both involved in providing psychological services (e.g. co-therapy with individuals or groups). These types of activity can be counted as direct client contact OR supervisory activity, not both.
- Clinical activities where the supervisor is only present in an observer capacity (i.e. the supervisor is not actually participating in the assessment or therapy session but is observing the student’s work). Supervision must include at least three occasions of observation of the student’s practice with clients (in the room, or via audio or video recording) per fifth year MCP placements. As a result, if a student takes fifth year placements via two separate sites, they will need to conduct three observations per site (accumulating in six by the end of the year). If they conduct their fifth year placement in one longer 300-hour placement, the six need to be spread out throughout their placement. Sixth year student placements also require six observations of their practice across their placements, with each placement requiring three and six observations of their practice by their supervisor within the total 300-hour placement for MPP placements. Students can access several different client consent forms on the WPL website (refer [resources](#)) if the placement setting does not have standard consent forms.
- Time spent by the supervisor independently (i.e. not in your presence) reviewing video or audio recordings of your professional work or reviewing your written work.

- Work-related meetings, such as case conferences or reviews, service development meetings, professional development activities and so on, where a nominated supervisor is present and able to observe your professional skills or practice (maximum two hours per day).

It's expected that the activities described in points one to three will account for at least half of required Supervision Contact hours, with the proportional contribution decreasing as one moves down the list. In other words, the largest number of supervision hours should be accrued through activities in points one and two. Hours accrued through activities described in points four or five should never exceed the number of hours accrued in any other logged type of supervisory activity. The maximum number of logged hours per placement for item five is two hours.

Each supervision session between a student and supervisor requires routine completion of their Log Book. This should include a summary description of their session and activities contained within supervision. This provides the opportunity to reflect and set out future supervision sessions.

#### 6.4. Supervision Related (SR) hours

When recording Supervision-Related (SR) activities, it's suggested that the following types of activity be included:

- Time spent with other professionals who are not the nominated and approved supervisors for the placement, but who are providing guidance or feedback on clinical practice (i.e. taking a supervisory role for a specific activity).
- Group supervision meetings where the nominated supervisor is not present.
- Activities undertaken in preparation for supervision, such as:
- Preparing an agenda for a supervision meeting.
- Preparing a case summary for presentation in supervision (group or individual).
- Reading and consulting resources recommended by your supervisor for discussion in supervision.

#### 6.5. Other Placement (O) hours

Placement hours that are not classified in any of the preceding categories can be classified as "Other" (O). Other professional activities also occur in addition to direct client contact and supervision hours, and these activities occur routinely within every professional placement setting. Such activities might include the following:

- Time devoted to becoming familiar with organisational/agency procedures, services, policies, e.g. orientation activities.
- Agency-related meetings where the supervisor is not present, nor is there any other professional attending in a supervisory role.
- Professional development activities that are relevant to the placement setting, but where the supervisor is not attending, nor is there any other professional attending in a supervisory role.

## 7. Placement activities

While the actual range of experiences and duties undertaken by the student while on placement are subject to negotiation between the student, supervisors, and staff associated with the relevant institutions, the following general expectations should apply:

- Learning objectives must be established prior to commencement, and the tasks/activities required to meet these objectives must be documented in the SSP agreed upon by all parties.
- An induction period should occur at the beginning of the placement to familiarise the student with the supervisor's duties, roles, and casework.
- Students are expected to contribute to the work of the agency as soon as their competence and circumstances allow. While on placement, students should function as active members of the team rather than passive observers.
- Students should have opportunities to act as a therapist or primary assessing clinician on individual cases or programs, undertaking professional activities appropriate to their level of competence, as negotiated with their supervisor. Supervisors will allocate activities in line with agency procedures.
- In therapy settings, students should assume responsibility for at least one client, case, or project (e.g. a group program) from initial assessment through to completion of intervention.

- All therapeutic work must be formally supervised, including pre- and post-session discussions, unobtrusive observation (e.g. one-way mirror), direct in-session observation, or review of audio/video recordings. Students must receive at least three occasions of direct supervision (including audio/video review). Consent forms are available on the WPL website.
- Where possible, students should observe their supervisor's professional work to broaden their understanding of clinical practice.
- Within their level of competence, students should engage in as wide a range of activities as possible within the agency or organisation.
- In addition to client work, students should participate in ancillary professional activities, such as case conferences, report writing, and liaison with referring agents. If direct participation is not appropriate, opportunities to observe these activities should be provided.
- Students must attend and actively engage in regular supervision as required by the placement.
- All professional documentation (e.g. reports, case notes) prepared by the student must be co-signed by the supervisor, in accordance with professional and accreditation requirements.
- At mid-placement, a formal review meeting must be held to evaluate the student's progress and placement experience.
- At the completion of the placement, the supervisor must provide an evaluation of the student's performance by completing the designated Placement Evaluation rating form. If the standard form does not allow the supervisor to provide feedback in the level of detail, they consider necessary, alternative evaluation or feedback methods may be discussed with the PCA or WIL team.

## 8. Compliance

Students must hold the appropriate provisional or general AHPRA registration for the duration of their course and placement. Confirm any organisation-specific compliance requirements with your host organisation. If compliance checks are required, initiate the application process immediately to avoid delays in starting your placement, as these checks can take several weeks to complete.

Examples of host organisations requirements are:

### WORKING WITH CHILDREN CHECK (WWCC)

A WWCC is required for individuals working or volunteering in child-related industries. It involves a national criminal history check and a review of findings of workplace misconduct. Students can apply for a WWCC through [Service NSW](#). For more information on WWCC requirements in each state, refer to [National Criminal Checks in Australia](#).

### AUSTRALIAN FEDERAL POLICE CHECK (AFP)

Australian Federal Police checks can be completed online or on a downloadable form. For more information refer to [National Police Checks](#).

**Important note:** Compliance requirements can differ between states, so ensure you have the correct compliance for the state that your placement is being conducted.

### VACCINATIONS

Certain placement sites may require proof of current immunisation status. Charles Sturt is a NSW based university, and students must complete the NSW Health student compliance process even if they are planning placement in another state. This is so the evidence provided, as part of this process, can be verified by a qualified health professional.

**Note:** Health placements can take months to set up. Please allow up to 6-12 months when seeking a placement in a health facility. This process is also subject to overarching Student Placement Agreement, Deeds or schedules which need to be established. There are also state government platforms such as ClinConnect, PlaceRight systems that the WIL team need to utilise to request and seek approval for placements. Please review the current process on the Compliance tab available on the WIL webpage: Psychology - Faculty of Business, Justice and Behavioural Sciences.

## 9. Insurance

Charles Sturt University provides insurance for students undertaking an approved unpaid work placement with external organisations (Stream 1). This coverage, detailed in the university's policies available on the website, applies while students are on approved placement and travelling directly to and from the organisation.

The personal accident insurance coverage is limited; medical benefits paid only after Medicare and private insurance claims have been made. The university's insurance doesn't cover students undertaking unapproved work experience unrelated to their course, nor does it cover motor vehicle insurance.

Where a student is undertaking their placement with an organisation with which they engaged in paid employment (Stream 2), the employer is required to provide insurance cover. Charles Sturt's insurance policy for students on approved placements does not cover students in paid positions.

Where a student is undertaking their placement with a host organisation as a contractor (Stream 4), the student agrees to obtain their own liability insurance policy, and workers' compensation insurance for the duration of placement. This is required to be submitted to the host organisation prior to the start date of the placement.

For more details on Charles Sturt's insurance policies, please refer to the university's website.

## 10. Student Placement Agreement

In accordance with the university Work-Integrated Learning Placement Delivery and Management Procedure, students must complete either:

- [Student Placement Agreement](#) (Stream 1); or
- [Student Placement Agreement](#) (Stream 2); or
- [Student Placement Agreement](#) (Stream 4); or
- Be directed by the WIL team regarding the provision of an overarching Student Placement Agreement (if applicable), where schedules and additional requirements may need to be met

As part of the pre-placement requirements, you need to submit the SPA (a legal contract that needs to be signed by you, your host organisation and the university) to the [WIL](#) team **before** your placement can begin. This is a mandatory requirement, and non-compliance may result in a fail grade for the subject and/or the need to repeat placement hours.

The Agreement is a legal document that establishes a contract between you, host organisation and the university. It provides insurance coverage while you're on placement and ensures compliance with the *Fair Work Act 2009*.

Once the Agreement is finalised the WIL team will email a copy to both you and the host organisation. For Stream 1 students the insurance Certificate of Currency detailing the types of coverage, will be included.

## 11. Forms

Forms and documentation are compulsory and a key component of the placement process and must be submitted to the [WIL](#) team. Non-compliance along with poorly completed forms and documentation may result in a fail grade for the subject and/or the need to repeat the subject and or placement hours. Forms may be updated periodically and changes announced via your subject site announcements or email. Current forms and requirements are available on the WIL website (refer [resources](#)).

Summary of required forms:

### PRE-PLACEMENT FORMS AND REQUIREMENTS

- Placement Application
- Student Placement Agreement (Stream 1, 2 or 4)
- Student CV

- Supervisor CV

#### STUDENT SUPERVISOR PLAN

- Student Supervisor Plan (unique link will be emailed directly to your primary supervisor)

#### MID-PLACEMENT REVIEW

- Mid-Placement Review
- Placement Evaluation (**DoE students only**) (*dedicated unique link will be emailed directly to your primary supervisor*)
- Log Book and Supervisor Sessions
- Checklist form MPR

#### POST-PLACEMENT FORMS

- Log Book and Supervisor Sessions
- Completed Placement Hours Summary
- Student Review (unique link will be emailed directly to you)
- Placement Evaluation (unique link will be emailed directly to your primary supervisor)

Forms and or previews of online forms are available on the WIL website (refer [resources](#)).

### 11.1. Pre-placement forms and requirements

**All forms** must be submitted to the [WIL](#) team and approved placement can begin; the following forms are required:

#### PLACEMENT APPLICATION

**Due: A minimum of 3-4 weeks before proposed placement start date**

If a placement begins before any formal approval is granted, any hours completed won't be counted. The start date can't be backdated for insurance reasons.

After you have obtained placement suitability approval from your PCA, the placement application form can be completed and submitted to the [WIL](#) team before your placement begins. The [Placement Application](#) will be reviewed and approved by the PCA. You must allow a minimum of three weeks processing time when proposing your start date. You'll be notified once your application has been approved.

#### STUDENT PLACEMENT AGREEMENT

**Due: A minimum of 3-4 weeks before proposed placement start date**

After your host organisation and supervisor agree to host and or supervise you, arrange a meeting to confirm a placement attendance schedule that suits both parties. Complete the [Student Placement Agreement](#) including start and end dates, student and supervisor signatures and tick boxes for the Agreed Terms. The SPA is submitted with your PA. Incomplete forms will be returned.

If you experience delays completing your placement by the date specified in finalised the Agreement, contact the WIL team to advise the new expected end date and request an extension.

#### Completing placement without Placement Application and/or Student Placement Agreement approval

**It's vital to secure all pre-placement approvals before starting any placement activities. Non-compliance may result in a fail grade for the subject and/or the need to repeat placement hours.**

#### LOG BOOK AND SUPERVISION SESSIONS

The Log Book and Supervision Sessions are for documenting your activities and completed placement hours. The Log Book and Supervision Sessions spreadsheet is a continuous document. It must be regularly signed by the primary supervisor as an accurate account of your placement experience. Any documents submitted without the supervisor's signature will not be counted toward the required hours.

While the university provides guidance on what types of activities can be counted toward direct client contact, client-related activities, supervision contact, supervision-related and other placement hours, the supervisor must also have input into how these hours are counted in their placement setting. The supervisor has agreed to give the student the opportunity to complete their hours under their supervision and in most cases to design a placement experience that is appropriate to the setting and the client population. The student and supervisor need to discuss, at the outset, how hours will be counted and classified. For example, it's expected that students may need to complete preparatory reading or other activities outside of

times they are onsite, but supervisors vary in whether they consider time spent engaged in such necessary preparation should be counted towards the hours of activity.

It's advised to **keep your own copies of all placement forms** forwarded to the university. Placement documentation is not returned to students after marking. If you required, please contact the WIL team to discuss options.

For DoE students some placement records are provided to the DoE.

## 11.2. Student Supervisor Plan

### **Due: Within two weeks of start date**

The WIL team send the primary supervisor a unique link to complete the SSP as part of the placement approval process. A preview of the SSP is available in the resources to use when negotiating a placement and collecting relevant information to submit once you're ready. It's expected that the SSP is completed collaboratively by the primary supervisor, the student and any other additional supervisors, if applicable. **It must be submitted within two weeks of the approved start date.**

## 11.3. Mid Placement Review

**Due:** Withing **two weeks** of MPR review meeting date approved on PA. (Note: **DoE students** must submit within **one week** of approved end date).

As nominated on your PA, you will meet with your primary supervisor to evaluate your SSP goals and complete a MPR. You're to return this mid-placement review form along with your Log Book (complete to date), to the WIL team for review.

## 11.4. Post-placement forms

**Due:** A within **four weeks** of approved end date (Note: **DoE students** must submit within **one week** of approved end date).

Submit **all PPF** to the [WIL](#) team within four weeks after the placement ends (earlier if possible). Upon completing your placement, the following forms must be submitted:

- [Log Book and Supervision Sessions](#)
- [Student Review](#)
- [Placement Evaluation](#)

### STUDENT REVIEW

Due: Within four weeks of approved end date (Note: **DoE** students due date is **one week**).

The [Student Review](#) is an opportunity to reflect on your placement experience and plays a key role in enhancing the quality and process of future placements.

### PLACEMENT EVALUATION

Due: Within 4 weeks of approved end date (Note: **DoE** students due date is **one week**).

Before the last day, schedule a meeting with your supervisor to discuss your performance and complete the [Placement Evaluation](#) together. Once your supervisor submits it, the evaluation will be accessible in InPlace. This Evaluation will support your final academic assessment by reflecting on your strengths and areas for improvement. Be sure to check with your supervisor to submit that they have submitted this form.

## 11.5. What happens if I can't submit the forms on time?

Reach out to your PCA to request an extension and outline the circumstances preventing you from submitting the requirements on time.

## 11.6. Placement date extensions

The [WIL](#) team acknowledges that unexpected circumstances can arise, potentially affecting the completion of placement hours within the approved period. If you encounter any delays, please contact the WIL team to inform them of the new expected end date and request an extension if needed. Any changes to the dates authorised in the [Student Placement Agreement](#) must be reported immediately. **This is essential to maintain continued insurance coverage and compliance with the *Fair Work Act 2009*.**

# 12. Grading of placements

## 12.1. Difficulty completing placement requirements

Supervisors have a role both in supporting the development of supervisee's clinical skills and ensuring students don't progress to the next stage of training if key competencies have not been attained. Where the supervisor considers that a student has not demonstrated an acceptable level of competence by the end of the placement, it is their responsibility to indicate this on the Placement Evaluation.

Where a student is experiencing issues or not performing adequately on placement, it is expected that the student is in contact with the PCA and the PCA would then be in regular contact with the supervisor and would consult with them about the problems. The final decision to describe the placement performance as Satisfactory (SY or pass) or Unsatisfactory (US) or Grade Pending Working Towards is made by the PCA. The following guidelines are provided with a view to clarifying the assessment process.

## 12.2. Conditions for recommending working towards for placement

The supervisor should not recommend that a student's placement performance be graded as satisfactory if, in the supervisor's view, the student has:

- Shown serious and persistent failings in any of the areas covered by the Placement Evaluation. This would include unprofessional conduct as well as lack of competence in applied practice.
- Failed to demonstrate an acceptable general or global level of competence, considering the stage of training of the student.
- Failed to complete sufficient work as set out in the Student Supervisor Plan or otherwise agreed at the mid-placement review meeting, for their general level of competence to be assessed.
- If a student does not appropriately respond to a remediation plan, established via the supervisor while on placement.

**Note:** Where a student has completed insufficient work in a placement due to factors beyond their control (e.g. prolonged absence through illness, lack of suitable referrals) assessment of the placement may be deferred until a later date and not recorded on the student's transcript as unsatisfactory.

## 12.3. The possibility of remedial work

Where important deficits in the student's skills or professional behaviour are still felt to remain at the end of the placement, remedial work may be negotiated by the PCA, supervisors, and the student. This remedial work or formal remediation plan may take place either in the placement setting to obtain a satisfactory grade in the placement subject or be undertaken with conjunction with university staff and completed before the student undertakes a further placement. Remedial work would usually be recommended where a student has identified as 'working towards' on one or two competencies.

In the case of a student being identified as 'working towards' in three or more competency domains, or repeatedly struggling to meet remedial goals, they may receive an unsatisfactory grading for the placement and will be required to re-enrol to complete the placement subject.

## 12.4. Consequences of unsatisfactory placement performance

In general terms, a student who demonstrates persistent incompetence or failure to observe ethical/disciplinary guidelines will have their training placement terminated. University staff may also contact the relevant section of the PsyBA for advice and possible notification.

## 12.5. Reducing the risk of unsatisfactory grade

The SSP provides space for an outline of the activities to be undertaken while on placement. The planned activities constitute the work upon which the student will be assessed. The more clearly this plan is constructed, the easier it will be to identify potential shortcomings as the placement progresses.

The MPR has two important functions:

- Reviewing the original placement agreement to see if the planned activities are taking place
- Giving preliminary mutual feedback.

Both functions are essential to alerting those present to the possibility that an unsatisfactory rating may be recommended at the end of the placement.

Where a student feels that factors have affected their work or that the supervisor's assessment of their current performance is misleading, this should be communicated to the PCA and recorded. A supervisor or a student experiencing difficulties in a placement should contact the PCA to discuss. An early discussion or arranged phone call to discuss a potential problem may be able to engage support, clear up misunderstanding and well avoid matters escalating or result in things becoming more serious or reaching an impasse.

## 12.6. Procedures for recommending unsatisfactory placements

If, at the end of the placement, the supervisor is considering recommending an Unsatisfactory or Fail rating, or is undecided, they should contact the PCA or Course Coordinator to talk the matter over. If the supervisor ultimately decides to recommend unsatisfactory, the following procedures then apply:

- a. If unsatisfactory is to be recommended by the supervisor, this should be discussed with the student and the reasons for the decision clarified.
- b. The supervisor should indicate on the Placement Evaluation that the placement is recommended as unsatisfactory. The form should then be forwarded to the PCA as soon as possible. It should be noted that this is a recommendation from the supervisor and that the decision will ultimately be made in consultation with PCA.
- c. The Course Coordinator or PCA will contact the supervisor (if they have not already done so) to discuss the reason for the recommendation and to gather any additional information which may be relevant.
- d. If the student wishes, they may also discuss the situation with the university's academic teaching staff, and/or submit a written account to the PCA.
- e. The university's academic teaching staff will meet to consider all available reports, written and oral, from all the relevant parties.
- f. The final decision to submit an unsatisfactory grade for placement will ordinarily be based on the opinions of both the PCA and supervisor. Where any disagreement exists between supervisors, or upon request of one of the supervisors, a third party may be asked to examine the problematic issues, interview the supervisors and the student, and offer an opinion. This person should be an experienced registered psychologist and agreed to be suitable by all parties involved.

# 13. Responsibilities

## 13.1. Student responsibilities on placement

Your responsibilities on placement include, but aren't limited to, the following:

- Attend the workplace as per the agreement.
- Adhere to the workplace dress code.
- Maintain confidentiality of individuals, as well as commercial and organisational matters.
- Behave in a professional manner as representatives of the university.
- Report critical incidents.
- Refer to [social media](#) for guidance on use.

## 13.2. What is the supervisor and/or host organisation responsibilities?

Supervisors and host organisations are expected to give students a clear and supportive start to placement through a thorough induction to the workplace, including orientation to staff, procedures, facilities, communication systems, and relevant resources or training. They hold responsibility for overseeing the student's professional and administrative work, guiding them in effective written and oral communication, and ensuring they receive an appropriate and manageable client workload. Supervision should be adapted to the student's level of experience and individual needs, balancing support with growing independence, encouraging critical use of academic knowledge, and helping students develop their own professional style. Supervisors may also address relationship or personal issues that affect the student's work and maintain open, supportive dialogue.

Host organisation/supervisor responsibilities on your placement include, but aren't limited to, the following:

- provide a safe working environment
- offer a variety of placement activities
- ensure adequate and professional supervision

- give regular feedback regarding performance
- approve the [Log Book](#)
- complete the [Placement Evaluation](#)

## 14. In case of emergency and duty of care

### 14.1. Emergencies on placement

Students must report any accidents or incidents that occur during placement by contacting one or more of the staff listed in the [contacts](#). An emergency could include, but isn't limited to, the following situations:

- **An accident:** occurring on the way to, at the location of, or travelling home from the placement site.
- **Serious illness:** on-site, or travelling to/from the placement site, requiring medical treatment.
- **Health or occupational hazard exposure:** at the placement site.
- **Threat, or criminal incident:** such as a bomb threat or criminal activity, at placement site.
- **Fire event:** (not a fire drill) at the placement site.
- **Exposure to harassment or abuse:** sexual, physical or verbal abuse at the placement site.
- **Natural disaster:** such as an earthquake, fire, or flooding.

If any of the above events or other situations, that you deem to be unsafe, occur while you're on placement you should in the first instance:

- **Remove yourself from the environment.**
- **Seek appropriate assistance:** such as ambulance, police or fire services if required (Ring 000).
- **Contact the WIL team** for guidance on the appropriate course of action for your situation.

### 14.2. Reporting incidents or hazards

Students and supervisors are responsible for reporting all workplace incidents relating to health, safety and wellbeing. Reporting ensures that these events are investigated, where necessary, and action is taken to prevent recurrence and minimise risk. All accidents, incidents, hazards and near misses must be logged in the *Incident Risk Management System (IRMS)* within 24 hours or as soon as possible after it occurs. Incidents or hazards may include sexual assault or sexual violence.

## REPORT AN INCIDENT VIA IRMS

### 14.3. Student counsellors

During your placement, you may encounter sensitive material or distressing situations. The university is here to help, and we encourage you to reach out. Support options available include:

- Call 1800 ASK CSU (1800 275 278)
- Email [ask@csu.edu.au](mailto:ask@csu.edu.au) or [counselling@csu.edu.au](mailto:counselling@csu.edu.au)
- Book an appointment to [talk to a counsellor](#)
- Explore [counselling options](#)

You're not alone - support is always available.

### 14.4. Crisis counselling

Charles Sturt University After-Hours Crisis support line:

- **Telephone:** 1300 572 516
- **Text:** 0480 087 002

The [After-Hours Crisis](#) support line operates on weeknights (5pm to 9am), weekends (5pm Friday to 9am Monday) and public holidays. You can text or call this service for help to:

- Find immediate relief from emotional distress.
- Explore coping strategies for current problems or a crisis.

- Open pathways to find longer-term solutions.
- Help you determine the next steps to take.
- Manage safety concerns.

**Note:** If you're in a dangerous situation, call 000 (emergency services). This service doesn't offer ongoing counselling but can connect you with university and community counselling, wellbeing services and resources. If you need immediate crisis counselling, call the appropriate [State Centre](#) immediately.

### 14.5. Student wellbeing

Charles Sturt prioritises the safety of students during placement. If you have any concerns regarding your placement, whether related to your host organisation, supervisor or the support provided by Charles Sturt, please contact the [WIL](#) team. Any concerns raised will be handled with appropriate discretion.

## 15. Accessibility and inclusion

If you have a condition that might prevent you from undertaking a placement or if you need special equipment or additional support due to a physical or mental condition, please indicate this when submitting your [Placement Application](#). Charles Sturt has guidelines for supporting students that require assistance, and we're committed to helping all students to complete their placements.

Students can register their condition with Accessibility and Inclusion (refer [resources](#)).

## 16. Academic Integrity

Charles Sturt University has an Academic Integrity Policy (refer [resources](#)) and this is fundamental to all teaching, learning and research practices. All students must complete the Academic Integrity subject through Brightspace.

## 17. Student Misconduct Rule 2020

The Student Misconduct Rule 2020 applies to all Charles Sturt students and outlines the expected standards of behaviour and the consequences of misconduct (refer [resources](#)).

## 18. Student Charter

The Student Charter outlines the expectations for Charles Sturt students as well as what students can expect from the university. It reflects our community's shared values of being *Insightful, Inclusive, Impactful and Inspiring*, along with our commitment to excellence, integrity, and sustainability in teaching and research (refer [resources](#)).

## 19. Professional behaviour

Your performance during placement is evaluated based on your conduct in a workplace environment. Appropriate behaviour is fundamental and underpins all aspects of professionalism. Being punctual and following the required notification procedures when unwell or unable to fulfil work commitments are key aspects of professional behaviour. Respect for clients, workplace colleagues, your supervisor is extremely important, and it's crucial that you develop and exhibit these behaviours.

### 19.1. Email addresses

The [WIL](#) team advises you to carefully consider the email address you provide Charles Sturt, ensuring it doesn't contain any characters or words that could be perceived as inappropriate. The professionalism of your email address is of utmost importance, as it will be provided to your supervisor during placement.

Unsuitable email addresses may lead to supervisors forming preconceived judgements about you. If necessary, update your email with an appropriate address via the Student Portal website (refer [resources](#)).

If you use multiple email addresses, please regularly monitor the university-registered address as all WIL system-generated correspondence will be sent to it.

## 19.2. Social media

It's quite common for students to be members of social networking sites. While these sites are excellent for staying connected with friends, please think carefully how comments about workplaces, supervisors and clients could be perceived. It's strongly recommended not to invite supervisors or other staff to join your social networking site. Accessing social networking while on placement is unprofessional unless explicitly directed by your supervisor and is task relevant.

## 19.3. Confidentiality

During placement, you may be exposed to confidential information. Students are expected to maintain the strictest confidentiality with details. Many organisations will have a Code of Conduct or privacy policies which you'll be expected to read and follow while on placement. Familiarise yourself with expectations regarding maintaining confidentiality. These expectations will often be consistent with the Australian Psychological Society's Code of Ethics. If in doubt discuss concerns with your supervisor, host organisation and or PCA where relevant.

# 20. Helpful hints

## 20.1. Career Development Service

The Career Development Service is available to help you develop and review cover letters and résumés. To make an appointment refer to the [resources](#).

## 20.2. On placement

While on placement, ensure you:

- Develop a clear understanding of your supervisor's expectations for all aspects of the placement.
- Discuss your own placement expectations with your supervisor.
- Seek your supervisor's approval to explore available resources, practice technical skills and if possible, spend time with other staff to maximise your learning experience.

# 21. Student checklist

I have...

✓ Tick when completed

Obtained advice on placement suitability from my PCA before submitting pre-placement forms	
Obtained any additional compliance requirements required by the host organisation such as WWCC, Police Checks or vaccinations.	
Submitted all pre-placement forms at least 3-4 weeks before the proposed start date.	
Received approval to commence placement from the WIL team before commencing placement.	
Scheduled appointments with my supervisor for key dates such as the SSP, MPR and PPF requirements.	
Download and set up the Log Book and Supervision Sessions.	
Submitted the <a href="#">Student Review</a> no later than 14 days after the conclusion of the placement?	

## FINALLY

*Good luck with your placement! The Work-integrated Learning team wishes you every success in your WIL subjects and hopes you find them to be a rewarding experience.*

# 22. Resources

DESCRIPTION
<a href="#">Academic Integrity subject</a>
<a href="#">Accessibility and Inclusion</a>
<a href="#">Career Development Service</a>
<a href="#">CSU Global</a>
<a href="#">Incident Risk Management System (IRMS)</a>
<a href="#">Insurance Certificate (Domestic)</a>
<a href="#">Insurance Certificate (International)</a>
<a href="#">Pathways to Practice - Placement Scholarship</a>
<a href="#">Scholarship Opportunities</a>
<a href="#">Student Charter</a>
<a href="#">Student Misconduct Rule 2020</a>
<a href="#">Student Portal</a>
<b>Forms and guidebooks:</b>
* <a href="#">Psychology work-integrated learning</a>

## 23. Glossary

Common terminology and acronyms at Charles Sturt that may be referred to in this document:

TERMINOLOGY & ACRONYMS	DESCRIPTION
Brightspace	Online learning management system used to communicate with students regarding subject-related information.
Campus	Location responsible for control of courses and subjects.
Charles Sturt	Charles Sturt University
Course	An approved sequence of subjects leading to an award. For example, Bachelor of Criminal Justice.
Enrolment	Process whereby a student secures a place in one or more subjects each session, including payment of fees, completion of required documents and signing of an agreement to abide by the university's By-law, regulations and rules.
GP	Grade Pending
HECS	Higher Education Contribution Scheme
HECS census	Date in academic calendar by which students must withdraw from a subject to avoid incurring fees.
Host Organisation	Organisation where the student will undertake placement.
I	<b>Internal:</b> mode of study where students attend on-campus classes.
O	<b>Online:</b> mode of study where students study online using university materials and don't attend regular in-person activities, though specific attendance like intensive schools may be required.
PCA	Placement Coordinator (Academic): Academic staff member responsible for the overall content and structure of a subject.
RPL	Recognition of Prior Learning (also known as Credit)
Session	Prescribed teaching and assessment period, including Session 1, 2 and 3: <ul style="list-style-type: none"><li>• <b>20XX30:</b> Session 1 (February-June)</li><li>• <b>20XX60:</b> Session 2 (July-October)</li><li>• <b>20XX90:</b> Session 3 (November-February)</li></ul>
SO	Subject Outline
Subject Lecturer	Academic staff member responsible for delivering a subject to a cohort of students.
Supervisor	Person at the host organisation responsible for the student during placement.
WIL	Work-integrated learning
WPL	Workplace learning
WPLO	Workplace Learning Officer
WPLT	Workplace Learning team