



Charles Sturt  
University

Psychology

# Student & Supervisor Guidebook (Academic)

## Work-integrated learning

Faculty of Business, Justice & Behavioural Sciences  
Charles Sturt University

# Contents

<b>Welcome to workplace learning</b> .....	<b>4</b>
<b>1. Academic integrity</b> .....	<b>4</b>
<b>2. Professional placements</b> .....	<b>4</b>
2.1. Pre-placement competencies .....	4
2.2. Fifth-year placements.....	4
2.3. Sixth-year placements.....	5
<b>3. Supervisor qualifications</b> .....	<b>5</b>
3.1. Master of Professional Psychology .....	5
3.2. Master of Clinical Psychology .....	5
<b>4. Placement characteristics</b> .....	<b>5</b>
<b>5. Provisional registration requirements</b> .....	<b>6</b>
<b>6. Compliance</b> .....	<b>6</b>
<b>7. Commencing placements</b> .....	<b>7</b>
7.1. Initial placement interview .....	7
7.2. Activities undertaken while on placement.....	7
7.3. Placements in state and territory health settings .....	8
7.4. Placements in private practice settings.....	8
7.5. Placement hours fifth year of study (PSY568 & PSY569) .....	9
7.6. Placement hours sixth year of study (clinical psychology) (PSY570 & PSY571) .....	9
7.7. Placement hours definition .....	10
<b>8. Forms</b> .....	<b>12</b>
8.1. Pre-placement forms .....	12
8.2. Placement forms .....	12
8.3. Post-placement forms .....	13
8.4. Endorsement of records by the supervisor .....	14
8.5. Collating and submitting placement records .....	14
<b>9. Grading of placements</b> .....	<b>14</b>
9.1. Unsatisfactory completion of placement requirements .....	14
9.2. Conditions for recommending unsatisfactory for placement.....	14
9.3. The possibility of remedial work.....	15
9.4. Consequences of unsatisfactory placement performance.....	15
9.5. Reducing the risk of unsatisfactory grading .....	15
9.6. Procedures for recommending unsatisfactory for placement .....	15
9.7. Grading rubric for placement subjects .....	16
<b>10. Nature and requirements of supervisory contact</b> .....	<b>17</b>
10.1. Providing an induction for the supervisee .....	17
10.2. Supervision hours and meeting times.....	17
10.3. Observation of professional work.....	18
10.4. Scope of involvement in the placement .....	18
10.5. Professional and legal responsibilities of supervisors .....	18
10.6. Professional reports and communication.....	18
10.7. Quantity of client work.....	18
10.8. Adapting supervision to the student's experience .....	18
10.9. Adapting supervision to the student's needs .....	19
10.10. Use of academic and theoretical knowledge .....	19
10.11. Relationship issues .....	19
10.12. Supervisor support .....	19
<b>11. Workplace learning contacts</b> .....	<b>19</b>

11.1. Who should I contact if I have any questions?.....	19
11.2. Academic team .....	19
11.3. Professional team .....	20
<b>12. Insurance.....</b>	<b>20</b>
<b>13. Resources .....</b>	<b>21</b>
<b>14. Glossary .....</b>	<b>22</b>
<b>Appendix A. Log Book example.....</b>	<b>23</b>
<b>Appendix B. Supervision Session &amp; Activity Log Book example .....</b>	<b>25</b>

# Welcome to workplace learning

Welcome to the Master of Clinical Psychology, Master of Psychological Practice and the Master of Professional Psychology at Charles Sturt University. The Master of Psychological Practice and Master of Professional Psychology comprise of six coursework subjects and two placement subjects, consisting of 300-hours of practical placement and an online research methods assessment and one case study on a client. Students in the Master of Clinical Psychology complete the fifth-year coursework and placement subjects, and then a further six coursework subjects and two placement subjects, comprising 700-hours of practical placement and two additional written research assignments completed while on placement.

## 1. Academic integrity

Charles Sturt University has an Academic Integrity Policy, (refer [resources](#)) and is fundamental to all teaching, learning and research practices. During students' enrolment in the course, they are required to complete the Academic Integrity @ CSU unit.

## 2. Professional placements

### 2.1. Pre-placement competencies

Prior to the first placement, it is a prerequisite that students demonstrate sufficient education in professional skills and knowledge, and ethical practice. Students will therefore be required to demonstrate knowledge of ethics through successfully completing a written ethical decision-making task in PSY564 Foundations of Professional Psychology. Students are required to demonstrate competence in basic counselling skills through prior successful completion of PSY474 Counselling Skills (or equivalent) OR satisfactory completion of a basic counselling skills assessment task in the first placement subject (refer subject outlines).

### 2.2. Fifth-year placements

In the fifth-year of study, students are required to undertake two professional placements, each a minimum of 150-hours. Alternatively, students can complete a single placement of no less than 300-hours spanning the two placement subjects. Irrespective, students will need to demonstrate enrolment in both PSY568 and PSY569. This component of the course is designed to provide students with opportunities to integrate and apply to professional practice the academic knowledge gained through successful completion of coursework subjects. Whilst on placement students enrolled in the fifth-year programs are required to be supervised by experienced psychologists who are recognised as approved supervisors with the Psychology Board of Australia ([PsyBA](#)). For MCP students, supervisors must hold general registration with the [PsyBA](#) and also hold an Area of Practice Endorsement (AoPE) in the field of clinical psychology\*

\*Psychologists with other applied/professional post-graduate qualifications and endorsements may also be appropriate in some host organisations (e.g. a Clinical Neuropsychologist in a neuropsychology placement setting).

Placements must be approved in writing by the Placement Coordinator (Academic) ([PCA](#)) prior to commencement.

Given the varied locations of students enrolled in the course, the responsibility for locating placement options rests initially with the student.

Given that a placement may necessitate travelling a considerable distance, students may undertake placement hours in a single block format, or they may divide their block placement into two or more sections. Alternatively, students may complete their placement by attending one or two days per week for a more extended period. The appropriateness of such arrangements needs to be discussed with the prospective supervisor, as some host organisations may not be appropriate for some attendance arrangements. Placements may commence prior to, and/or extend beyond, official session dates, subject to approval by the [PCA](#).

Students are also required to complete an online research methods assessment and one case study on a client. Specific details are included in the [subject outlines](#) which can be found on [Interact2](#).

### 2.3. Sixth-year placements

In the sixth-year of the Master of Clinical Psychology program, students are required to undertake two professional placements, each of 350-hours. Students will need to demonstrate enrolment in both PSY570 and PSY571. This component of the course is designed to provide students with opportunities to integrate and apply to professional practice the academic knowledge gained through successful completion of coursework subjects. Whilst on placement students are supervised by endorsed and experienced clinical psychologists, who are recognised as approved supervisors with the [PsyBA](#). The supervisor must hold an area of practice endorsement (AoPE) in Clinical Psychology.

Placements must be approved in writing by the [PCA](#) prior to commencement.

Given the varied locations of students enrolled in the course, the responsibility for locating placement options rests initially with the student.

Depending on the requirements and availability of the placement sites, students may undertake placement hours in a single block format or they may divide their block placement into two or more sections. Alternatively, Students may complete their placement by attending one or two days per week for a more extended period. The appropriateness of such arrangements needs to be discussed with the prospective supervisor, as some host organisations may not be appropriate for some attendance arrangements. Placements may commence prior to, and/or extend beyond, official session dates, subject to approval by the [PCA](#).

Students are also required to complete a written research assignment, for each placement subject. Specific details are included in the [subject outlines](#) which can be found on [Interact2](#).

## 3. Supervisor qualifications

### 3.1. Master of Professional Psychology

While on placement, supervision will be provided by a psychologist who meets the following criteria:

- holds general registration with the [PsyBA](#)
- and is a PsyBA approved supervisor.

The supervising clinician must have no conditions on their registration with the PsyBA, and have maintained any required supervisor recognition status with the PsyBA.

### 3.2. Master of Clinical Psychology

While on placement, supervision will be provided by a psychologist who meets the following criteria:

- holds general registration with the [PsyBA](#) and holds an Area of Practice Endorsement (AoPE) in the field of clinical psychology\*
- and is a PsyBA approved supervisor.

The supervising clinician must have no conditions on their registration with the PsyBA and have maintained any required supervisor recognition status with the PsyBA.

\*Psychologists with other applied/professional post-graduate qualifications and endorsements may also be appropriate in some host organisations (e.g. a Clinical Neuropsychologist in a neuropsychology placement setting).

**Note:** that a post-graduate research only qualification (i.e. PhD without professional coursework) is not appropriate in relation to eligibility to supervise a Master of Clinical Psychology placement, unless the person also holds an AoPE in Clinical Psychology and is a PsyBA approved supervisor.

## 4. Placement characteristics

Individual [subject outlines](#) will provide the most up-to-date details regarding subject expectations, relevant policies and documentation. The description within the subject outline in the year of student's enrolment will be the relevant description, so they should ensure that they consult the relevant one for each subject on enrolment. Placement may not commence until student is enrolled in the placement subject, met pre-

placement competency requirements (first placement), and received university approval to commence, and it is the student's responsibility to ensure that enrolment in the appropriate placement subject has been completed.

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 the 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 is recognised that a practice placement may be conducted in a number of locations and settings.”

Placements are designed to provide students with opportunities to integrate and apply to professional practice the academic knowledge gained through successful completion of coursework subjects, and to support the development of the core competencies described by the Australian Psychology Accreditation Council (APAC) standards 3.1 to 3.17 (refer [resources](#)). Therefore, placements should provide students with the opportunity to develop skills in a range of activities including but not limited to psychological assessment, diagnostic interviewing, case formulation, psychological interventions, monitoring of outcomes, ethical practice, and professional communications. Placement settings may include public and private hospitals, community mental health services, neurology and rehabilitation services, educational settings, private practices, and many more. 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.

Students enrolled in the Master of Clinical Psychology must meet the additional competencies described by the APAC standard 4.2 (refer [resources](#)). The primary aim of field placements in the Master of Clinical Psychology course is to ensure that students gain experience in a wide range of clinical work undertaken by others in their profession. This should include exposure to a range of clinical problems, with a variety of clients and in a variety of settings. The placements need to include populations that vary across the life span. For example, while all placements may be with adult populations, it is important that there is exposure to a range of ages in the adult spectrum, from younger to older adults. There is a need for experience working in multi-disciplinary settings and for familiarisation with the work of professionals in other disciplines. Most importantly, placement in various agencies or organisations aims to ensure that our students are properly prepared for roles they will fulfil and the services they provide as psychologists and clinical psychologists in the community.

## 5. Provisional registration requirements

Once accepted into the Master of Psychological Practice and Master of Professional Psychology, students must apply to the [PsyBA](#) for provisional registration. Online application for provisional registration is available from the Australian Health Practitioner Regulation Agency (AHPRA) (refer [resources](#)) under the heading Graduate Applications. This also applies to students in the Master of Clinical Psychology who are not yet registered.

Provisional registration must be maintained for the entire duration of the program. Additional information, including documentation, relevant to this process may be obtained from the PsyBA.

Provisional registration status, or general registration status (for those students already generally registered) will be confirmed by the [PCA](#) prior to commencement of the first placement.

## 6. Compliance

Students need to confirm any organisation-specific compliance requirements with their host organisation. If compliance checks are required, they should initiate the application process immediately to avoid delays to the commencement of the placement. Compliance checks can take a number of weeks.

Some host organisations will require students to have cleared one or more of the following compliance checks:

### WORKING WITH CHILDREN CHECK (WWCC)

A WWCC is a requirement for people who work or volunteer in child-related industries. It involves a national criminal history check and a review of findings of workplace misconduct (refer [resources](#)).

For more information on WWCC requirements in each state or territory (refer [resources](#)).

### AUSTRALIAN FEDERAL POLICE CHECK (AFP)

Australian Federal Police checks can be completed online or on a downloadable form (refer [resources](#)).

**Note:** Compliance requirements can differ between states and territories, students should ensure they have the correct compliance for the state or territory within which they are completing their placement.

### VACCINATIONS

Some placement sites will require evidence of current immunisation status. It is the student's responsibility to ensure they are compliant with placement site requirements, and the [PCA](#) will liaise with them on that matter.

Students undertaking placement in NSW public and private health facilities must meet all NSW Health requirements for placement, irrespective of their location or placement host site, and this typically includes mandatory vaccination for COVID-19.

## 7. Commencing placements

### 7.1. Initial placement interview

Firstly, prior to negotiation of a placement, the student should be interviewed by the prospective supervisor to determine suitability of the student and placement. The interview should include a detailed discussion of:

- what experience is to be provided in the placement;
- the supervisor's expectations in relation to knowledge and preparation for placement (before and during);
- the needs, interests, goals and previous experience of the student.

The supervisor is in the best position to judge whether the student possesses the specific skills and knowledge necessary to undertake the placement. If the supervisor has concerns or reservations regarding the student's suitability for the placement, they may decline to have the student on placement, or alternatively defer commencement until the student has completed adequate preparation for the placement.

Initially a placement will be arranged between the placement site, supervisor/s, student and the [PCA](#). Once this has been arranged, and the placement approved, the student is responsible for commencing their placement as arranged with the site.

### 7.2. Activities undertaken while on placement

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

Once the student is approved by the supervisor for the placement and the placement begins, the following should occur:

1. The specific learning objectives of the placement should be established prior to the placement, and tasks/activities undertaken to achieve these objectives formalised in a written Student Placement Agreement ([section 8.1](#)), which is acceptable to all parties.
2. The student should undergo an induction period ([section 10.1](#)) when they will be more fully acquainted with the duties, roles, and case work of the supervising psychologist.
3. The student should, as soon as competence and circumstances permit, make a positive contribution to the work of the unit or agency. While on placement, the student should function as if they were a part-time member of staff, not merely an observer.
4. Consistent with the above point, the student should have the opportunity to work as a therapist or primary assessing clinician on some individual cases or treatment programs. They should be able to carry out the range of professional activities consistent with their level of competence, as negotiated with their supervisor. The supervisor will arrange activities for students in accordance with the agency/unit's procedures.

5. In therapy settings, the student should have the opportunity to assume responsibility for at least one client/case or project (e.g. a group programme) from initial assessment through to completion of intervention/therapy.
6. Any work done by the student as therapist should be formally supervised by the supervisor via pre- and post-session discussion, unobtrusive observation (e.g. through one-way mirror), direct observation in session, or audio/video recording of sessions. There should be at least three occasions of direct supervision (including review of audio or video) of the student's practice with clients during the placement. Consent forms are provided for student use on the WPL website.
7. Where possible, the student should have the opportunity to directly observe some of the supervisor's professional work.
8. Within the limits of their knowledge and competence, the student should add to their experience as wide a range of activities as is possible within the agency or organization.
9. In addition to client work, the student should participate in the ancillary activities such as case conferences, report-writing, conferring with referring agents, etc., that are undertaken by other psychologists in the agency. If the student's undertaking of or participation in such activities is inappropriate or undesirable from the agency's point of view, then the opportunity to at least observe such activities would be appreciated.
10. All reports, case notes, and other professional documents prepared by the student on placement must be co-signed by the supervisor (as required by professional and accrediting bodies).
11. At mid-placement, the student's work and the placement experience should be reviewed in a meeting set aside specifically for this purpose ([section 8.2](#)).
12. At the completion of the student's placement, the supervisor should provide an evaluation of the student's performance by completing the rating form provided (refer Placement Evaluation). If the rating form provided does not satisfy the supervisor's needs in allowing them to provide feedback, other evaluation and feedback methods can be discussed with university staff.

### 7.3. Placements in state and territory health settings

NSW Health has an online placement request and approval system called ClinConnect (refer [resources](#)) that is to be used to request, arrange, and monitor field placements for all disciplines working within NSW Health, including psychology. On the basis of the students' expressions of interest, the [PCA](#) will liaise with the WPL team to request placements via the ClinConnect system. The university will liaise with the prospective supervisor or relevant contact person at the setting. Once the placement has been formally requested via ClinConnect, it is then up to the host organisation to approve/not approve the request. The PCA can request a placement no less than 21 days in advance of commencement. The student must be fully verified within the ClinConnect system no less than a week before the planned start date. If the student is not fully verified in the system by that date, the system will automatically cancel the placement. Instructions on becoming verified in the ClinConnect system can be obtained from the [WPL](#) team. Students who are hoping to complete placement in NSW Health settings should commence the process of verification as soon as possible, as it can take considerable time to complete.

Victorian and South Australian Health Services also have an online placement management system called Placeright (refer [resources](#)). As of 2017, Victorian health host organisations instituted fees, payable by the university to the health service, for psychology placements. As the School of Psychology at Charles Sturt University is not currently funded to pay fees for placements, we are unable to place students in any Victorian Health Services host organisations that require payment of fees.

Placements in ACT Health host organisations also utilise an online placement system called Student Placements Online (SPO) (refer [resources](#)).

Queensland Health does not use an online placement system to manage placements at this time. Placements within Queensland Health host organisations require that an individual schedule be signed for each Health District (refer [resources](#)).

### 7.4. Placements in private practice settings

Students may undertake any of their placements in private practice settings, including independent private practices, private hospitals, or other private agency settings. There may be some differences between completing a placement in a private sector setting and a public sector setting. Traditionally, the typical professional placement arrangements involve a student observing and working in a public agency, without payment, and a supervisor who is also employed by the same agency, also not receiving additional payment for their supervisory services. The system traditionally functions on good will and mutual benefit. This is largely

the way it operates in places such as private hospitals too. The main issues to be negotiated if the placement is in an independent private practice involve:

- Payment for psychological services provided by students, and
- Payment for supervision provided.

Where a client is paying for psychological services provided by a student, the following issues need to be clarified and agreed upon **before** the placement can be approved to proceed.

- To whom is the client's fee paid? (i.e. to the student, the supervisor, the agency, etc.)
- Is the student required to pay for the private practitioner's time when obtaining supervision?
- Is the student required to pay any additional expenses, such as consultation room rental or costs of test materials used?

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.

If the prospective supervisor is the practice owner and the student will be essentially working as an employee within the practice, both student and supervisor should discuss the implications of entering into what is essentially a dual relationship. The supervisor-supervisee relationship will co-exist with the employer-employee relationship. Both parties should discuss expectations for each role and seek to anticipate where these expectations may come into conflict. For example, workload expectations may differ depending on whether the student is seen as an employee or as a student on placement.

### 7.5. Placement hours fifth year of study (PSY568 & PSY569)

To be eligible to satisfactorily complete the placement requirements of the fifth year program of study, students must complete, at minimum, the following:

- Total of 300 placement hours (150-hours for each PSY568 and PSY569). These hours can be combined into one placement.
- Within the 300-hours, there must be 100-hours of direct Client Contact (CC) (50-hours for each PSY568 and PSY569). These hours can be combined into one placement, and
- 40-hours of clinical Supervision Contact (SC) (i.e. one-hour of supervision per 7.5-hour day of placement (20-hours for each PSY568 and PSY569). These hours can be combined into one placement.
- The remainder of placement hours can be comprised of Client-Related (CR) activities, Supervision-Related (SR) or Other (O) activities specified below.

These hours equate to approximately 40 days of placement activity. This may be the minimum required, as the needs of the client may, from time to time, dictate that additional time must be spent at the placement location. For example, additional time may be required to finalise assessments, interventions, provision of reports. Student actions should be negotiated in collaboration with the supervisor. **Please notify the [WPL team](#) if your placement is extended beyond the previously specified date.**

### 7.6. Placement hours sixth year of study (clinical psychology) (PSY570 & PSY571)

To be eligible to satisfactorily complete the placement requirements of the sixth year program of study, students must complete, at minimum, the following:

- Total of 700 placement hours (350-hours for each PSY570 and PSY571).
- Within the 700-hours, there must be 300-hours of direct Client Contact (CC) (150-hours for each PSY570 and PSY571), and
- 48-hours of clinical Supervision Contact (SC) e.g. one-hour of supervision per 15-hours of the placement, which equates to 24-hours for each PSY570 and PSY571).
- The remainder of placement hours can be comprised of Client-Related (CR) activities, Supervision-Related (SR) or Other (O) activities specified below.

These hours equate to approximately 93 days of placement activity. This may be the minimum required, as the needs of the client may, from time to time, dictate that additional time must be spent at the placement location. For example, additional time may be required to finalise assessments, interventions, provision of reports. Student actions should be negotiated in collaboration with the supervisor. **Please notify the [WPL team](#) if your placement is extended beyond the previously specified date.**

## 7.7. Placement hours definition

### 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.” The term direct client contact therefore relates to time spent providing psychological services to the client, however broadly this may be defined, under the guidance of a supervisor.

Direct client contact activities might include the following:

1. Face-to-face and/or videoconference contact with clients for the purposes of intake, interview, assessment, psychoeducation, therapy.
2. Telephone or videoconference contact with clients where issues relevant to the provision of psychological services are discussed.
3. 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).
4. 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.
5. 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 and presenting issue.

### CLIENT-RELATED (CR) HOURS

According to APAC (2019, p28):

“Client-related activities support students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken and are distinct from direct client activities (though supportive of it). Client-related activities may include the following activities: phone calls, focus groups, and meetings in the service of data-gathering or case management in support of service provisions to clients; file review; report-writing; team reporting and meetings where the student reports to the team to advise of client progress; delivery of psychoeducational content to service providers/organisation; completing log books and assessment tasks for the placement”.....” professional development activities (e.g. simulated activities, role plays, workshops); travel with regard to client sessions. Travel, in regard to client care, should be limited to a maximum of 20% of client-related activity hours; this is particularly relevant for regional and remote interns.”

Client-Related (CR) activities are those activities that do not 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:

1. Scoring and interpretation of psychological tests.
2. Writing case notes, progress reports, discharge summaries, etc.
3. Liaison with other professionals in the organisation regarding client issues.
4. 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.

### SUPERVISION CONTACT (SC) HOURS

According to APAC (2019, p31)

“Supervision is the process of guiding students in their acquisition of graduate competencies (Levels 3 or 4) through their direct client activities in a workplace or simulated learning environment. It can be undertaken either individually or in a group. Supervision may use a range of methodologies that allow for face-to-face communication either in person or electronically.”

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:

1. Face-to-face, telephone or videoconference supervision meetings between the student and the supervisor where cases and professional issues are discussed.
2. 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.
3. 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) during the placement.**
4. 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.
5. 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 is expected that the activities described in items 1 to 3 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 categories 1 and 2. Supervision hours accrued through group supervision should not exceed the number of hours accrued through individual supervision (face-to-face or via electronic communication). Hours accrued through activities described in item 4 or 5 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 5 is two (2) hours.**

Supervision Contact hours should be logged as supervision contact (SC).

Each supervision session (SC) between student and supervisor requires completion of [Supervision Session and Activity Log Book](#). This form provides a summary of, and opportunity to reflect on, the supervision session and sets out the agenda for future supervision sessions.

Refer to [section 10](#) for detailed information on the nature and requirements of supervisory contact.

### SUPERVISION-RELATED (SR) HOURS

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

1. 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);
2. Group supervision meetings where the nominated supervisor is not present.
3. 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.

### 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:

1. Time devoted to becoming familiar with organisational/agency procedures, services, policies, e.g. orientation activities.
2. Agency-related meetings where the supervisor is not present, nor is there any other professional attending in a supervisory role.
3. 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.

These activities should be logged as Other (O) in the [Log Book](#).

**Examples of activities that should NOT be counted toward placement hours include:**

4. Travel from home to the placement setting, and from the placement setting to home.
5. Significant breaks taken away from the placement setting and staff (e.g. lunch break taken outside of the placement setting not involving contact with the placement setting staff).

Professional development activities that are undertaken by the student independently (i.e. those that are not undertaken on the recommendation of the supervisor and that are not directly related to the placement work).

## 8. Forms

Forms are an important **compulsory** component of the placement process and must be submitted to the [WPL](#) team.

The [forms](#) to be completed and submitted are:

- [Placement Application](#)
- [Student Placement Agreement](#)
- [Mid-Placement Review](#)
- [Log Book](#)
- [Supervision Session and Activity Log Book](#)
- [Completed Placement Hours Summary](#)
- [Placement Evaluation](#)
- [Student Review](#)

Forms are available from the WPL website (refer [resources](#)).

### 8.1. Pre-placement forms

Pre-placement forms are:

- [Placement Application](#)
- [Student Placement Agreement](#)

#### PLACEMENT APPLICATION

It is expected that the prospective supervisor and student will initially meet to discuss the student's background, experience, and the nature of the placement. If it is likely that the placement will proceed, the student should, with the assistance of the supervisor, complete the [Placement Application](#). This is the form upon which the university's formal approval of the placement will be based.

The supervisor and the student may wish to arrange for a second meeting, closer to the proposed starting date for each placement. This second meeting would be appropriate for negotiating exact dates and days per week, providing details on any specific preparation that may be required, and for completion of the [Student Placement Agreement](#).

#### STUDENT PLACEMENT AGREEMENT

Once the university has approved the placement, the [Student Placement Agreement](#) is required to be completed by the student and supervisor. This Agreement should be completed in a meeting between the supervisor and the student prior to the commencement of each placement, or within two weeks after commencement of the placement.

Copies of the Student Placement Agreement should be held by the student, supervisor and university. It is the student's responsibility to provide the completed and signed Student Placement Agreement no later than two weeks following commencement of the placement to the [WPL](#) team.

### 8.2. Placement forms

The following forms must be completed:

- [Mid-Placement Review](#)
- [Log Book](#)
- [Supervision Session and Activity Log Book](#)

## MID-PLACEMENT REVIEW

There should be a further meeting between the supervisor and the student towards the middle of the placement to review how well the planned experience has materialised, to give mid-placement feedback to the student on their performance, and to allow the student to comment on the placement experience. Deficits in the student's performance should be discussed and translated into specific goals to be worked towards for the remainder of the placement. Of course, these matters are likely to be discussed on various occasions, but it is advantageous to have a formal meeting set aside for this purpose. If either party has any concerns about the placement performance, the concerns should be raised in this meeting. If possible, a date for this meeting should be set at the start of the placement and recorded on the [Placement Application](#).

The [Mid-Placement Review](#) is provided as a suggested guideline for the content of this meeting. The [PCA](#) can be invited to attend the mid-placement review meeting (usually via telephone or videoconference). Both student and supervisor should document the mid-placement review and submit record of meeting to the [WPL](#) team within two weeks, together with completed [Log Book](#) and [Supervision Session and Activity Log Book](#) to date.

During the placement, supervisors are encouraged to contact the [PCA](#) if any problems arise. If at any time the supervisor feels that the placement is not working out or that the student is in some way unsuited to the placement, immediate contact should be made with the PCA. In cases where a student has displayed unsatisfactory behaviour, such as regular and serious lateness for appointments, the student should be left in no doubt about the problem. The supervisor should discuss with the PCA what action should be taken. The PCA will be available for regular contact with the supervisor throughout the placement to provide support, and to receive feedback on the student's progress as needed.

## LOG BOOK

The [Log Book](#) is for the student to document activities and placement hours completed. When documenting Client Contact (CC) or Client Related (CR) hours, you should include the client's age as a record of the client population you are working with on your placement (refer [appendix](#) for sample). Please note that Supervision Contact (SC) is recorded in two ways 1) As an entry in the general Log Book, and 2) as a more detailed record in your Supervision Session and Activity Log Book. Every entry identified as SC in your Log Book must be accompanied by documentation in the Supervision Session and Activity Log Book.

## SUPERVISION SESSION AND ACTIVITY LOG BOOK

The [Supervision Session and Activity Log Book](#) is used to detail discussions and activities that took place during the supervision sessions, including student reflections (refer [appendix](#) for sample).

## 8.3. Post-placement forms

The following forms must be completed when finalising the placement:

- [Completed Placement Hours Summary](#)
- [Placement Evaluation](#)
- [Student Review](#)

## COMPLETED PLACEMENT HOURS SUMMARY

The [Completed Placement Hours Summary](#) provides a breakdown of the total placement hours completed.

## PLACEMENT EVALUATION

At the end of the placement, the supervisor should give the student detailed feedback on their professional performance during field placement. The university asks that the supervisor complete the [Placement Evaluation](#) to serve as standard feedback on the student's performance and to assist in the decision as to whether the student's performance on placement can be described as satisfactory or unsatisfactory. Supervisors may prefer to send the completed Placement Evaluation to the [WPL](#) team separately. Issues of concern for the supervisor should be raised well beforehand, if possible at the mid-placement review meeting, to allow the student the opportunity to address areas of concern.

## STUDENT REVIEW

To ensure that the supervisor also receives feedback, the student should have ample opportunity to comment on the placement experience and the supervision received. Students will also complete the [Student Review](#) which allows them to comment on the placement experience in a structured format.

## 8.4. Endorsement of records by the supervisor

Each submitted Log Book and Supervision Session and Activity Log Book must be signed by the 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 is 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.

## 8.5. Collating and submitting placement records

All student placement activities must be logged appropriately and according to requirements. All documentation is available from the workplace learning website (refer [resources](#)).

In addition to the Log Book and Supervision Session Activity Log Book students should take responsibility for collating all information pertinent to placement experiences (e.g. copies of contracts, outlines and information, correspondence). This information will assist in the later writing of curriculum vitae and professional applications. Any client-related documentation must be de-identified.

On completion of each placement, both Log Books and the remaining required documentation must be submitted to the WPL team. All relevant documentation is to be submitted within a calendar month of completion. If there is a delay in submission of the final documentation, contact the [WPL](#) team as soon as possible to explain reasons for the delay and request an extension to the due date.

**Note:** The student should keep copies of all placement forms forwarded to the university. Generally, placement documentation will not be returned to students after marking however if you require it, please contact the WPL team.

# 9. Grading of placements

## 9.1. Unsatisfactory completion of placement requirements

For the supervisor, one of the rewards of supervision is to see the student develop growing competence and confidence as the placement progresses. The supervisor might reasonably see their main function as helping this development process along, through encouragement and ongoing feedback. There is, however, also an important gatekeeping function to be performed by the supervisor.

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](#). Not to do so would in the long term be a disservice to the student and to the profession.

Where a student is not performing adequately on placement, it is expected that the [PCA](#) would 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 fail) is made by the PCA. The following guidelines are provided with a view to clarifying the assessment process.

## 9.2. Conditions for recommending unsatisfactory 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:

- (a) 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.
- (b) Failed to demonstrate an acceptable general or global level of competence, considering the stage of training of the student.

(c) Failed to complete sufficient work, as set out in the [Student Placement Agreement](#) or otherwise agreed at the mid-placement review meeting, for their general level of competence to be assessed.

**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.

### 9.3. 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 may take place either in the placement setting to obtain a satisfactory grade in the placement subject or be undertaken by university staff and completed before the student undertakes a further placement. In the case of a student repeatedly failing to meet remedial goals, he or she may receive an unsatisfactory grading for the placement and will be required to re-enrol to complete the placement subject.

### 9.4. 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 terminated. University staff may also contact the relevant section of the [PsyBA](#) for advice and possible notification.

### 9.5. Reducing the risk of unsatisfactory grading

The [Student Placement Agreement](#) 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 [Mid-Placement Review](#) mentioned previously has two important functions, those of:

- (i) Reviewing the original placement agreement to see if the planned activities are taking place, and
- (ii) 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](#). An early phone call to discuss a potential problem may well avoid things becoming more serious or reaching an impasse.

### 9.6. Procedures for recommending unsatisfactory for placement

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:

- (i) If unsatisfactory is to be recommended by the supervisor, this should be discussed with the student and the reasons for the decision clarified.
- (ii) 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.
- (iii) The Course 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.
- (iv) 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.
- (v) The university's academic teaching staff will meet to consider all available reports, written and oral, from all the relevant parties.
- (vi) 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.

### 9.7. Grading rubric for placement subjects

The final grade of satisfactory or unsatisfactory for the placement subjects is based on several of components of assessment, as shown in the following table. Consult [subject outlines](#) for more information on the components of assessment.

COMPONENT	UNSATISFACTORY	SATISFACTORY
<a href="#">Completed Placement Hours Summary</a>	<ul style="list-style-type: none"> <li>Form is not included in submitted documentation, OR</li> <li>not submitted within one calendar month of completion (and an extension has not been sought), OR</li> <li>not signed by student and supervisor, OR</li> <li>contains errors or omissions, OR</li> <li>does not match Log Book records, OR</li> <li>does not indicate that required targets for hours have been reached.</li> </ul>	<ul style="list-style-type: none"> <li>Form is included in submitted documentation within one calendar month of completion or by the date of an approved extension, AND</li> <li>signed by student and supervisor, contains no errors in addition or omissions, matches Log Book records AND</li> <li>indicates required targets for hours in each category have been met.</li> </ul>
<a href="#">Log Book</a>	<ul style="list-style-type: none"> <li>Form not submitted within a calendar month of placement completion and no extension has been sought, OR</li> <li>is unclear or illegible, OR</li> <li>is incomplete or inaccurate, OR</li> <li>has not been endorsed by the supervisor, OR</li> <li>does not contain all necessary information as per Student Guidebook (Administrative).</li> </ul>	<ul style="list-style-type: none"> <li>Log Book submitted within a calendar month of placement completion or by the date of an approved extension, AND</li> <li>Log Book is clear and legible, AND</li> <li>Log Book is complete and accurate, AND</li> <li>Log Book has been endorsed by the supervisor, AND</li> <li>Log Book contains all necessary information as per Student Guidebook (Administrative).</li> </ul>
<a href="#">Supervision Session &amp; Activity Log Book</a>	<ul style="list-style-type: none"> <li>Supervision Session and Activity Log Book hours not submitted within a calendar month of placement completion and no extension has been sought, OR</li> <li>Supervision Session and Activity Log Book hours is illegible, OR</li> <li>Supervision Session and Activity Log Book hours is incomplete or inaccurate OR</li> <li>Supervision Session and Activity Log Book hours has not been endorsed by the supervisor OR</li> <li>Supervision Session and Activity Log Book hours does not contain all necessary information.</li> </ul>	<ul style="list-style-type: none"> <li>Supervision Session and Activity Log Book hours submitted within a calendar month of placement completion or by the date of an approved extension, AND</li> <li>Supervision Session and Activity Log Book hours is clear and legible AND</li> <li>Supervision Session and Activity Log Book hours is complete and accurate AND</li> <li>Supervision Session and Activity Log Book hours has been endorsed by the supervisor AND</li> <li>Supervision Session and Activity Log Book hours contains all necessary information.</li> </ul>
<a href="#">Placement Evaluation</a>	<ul style="list-style-type: none"> <li>Supervisor has recommended unsatisfactory on the Placement Evaluation, AND</li> <li>this has been confirmed to be the supervisor's recommendation by the Course or PCA.</li> </ul>	<ul style="list-style-type: none"> <li>Supervisor has recommended satisfactory on the Placement Evaluation.</li> </ul>
Final Subject Grading	<ul style="list-style-type: none"> <li>Opportunities to address problems in relevant areas above have not been acted upon, OR</li> <li>have been acted upon to a standard that remains unsatisfactory (refer Student Guidebook (Administrative) for more details on the final grading of a placement subject as unsatisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Student has achieved satisfactory in all areas, OR</li> <li>opportunities to address any unsatisfactory grading in relevant areas have been acted upon appropriately and to a satisfactory standard.</li> </ul>

# 10. Nature and requirements of supervisory contact

## 10.1. Providing an induction for the supervisee

If the student is coming to work within an organisation to complete a placement, it will be vital that the supervisor or other appropriate person be prepared to provide an induction for the student as they enter the organisation. An induction period assists the student to adapt to the requirements of the organisation and assists the organisation to accept and acknowledge the student's presence on placement. Regardless of the level of experience of the student, a placement typically involves unfamiliar surroundings, and possibly a very different organisational structure.

The supervisor will need to be familiar with any organisational requirements for students, such as undergoing criminal record checks, specific health checks, and working with children checks, prior to commencing placement. Some workplaces may require participation in occupational health and safety training, CPR or first aid training, or aggression management training, prior to commencing placement.

At a very practical level, supervisors might consider the following steps in the process of induction. The applicability of each point will vary with the nature of the work setting.

1. In addition to an oral induction, provide the student with a written description of the organisation, services provided, population served, and so on.
2. From the first day, ensure that the student is always wearing visible identification (if this is standard practice in the agency). This should include their name, affiliation, and status (e.g. Tom Black, Charles Sturt University, clinical psychology student).
3. Ensure that the student is in possession of keys or codes that will assist them as they move around the setting (as appropriate).
4. Familiarise the student with contact procedures within the organisation (e.g. provide an internal phone directory and directions on using the paging system or organisational teleconferencing platforms).
5. Try to provide a reasonably private or quiet workspace for the student. Even if this workspace is shared with other students on placement, provision of a designated desk would be appreciated.
6. Take the student on a tour of the facility and introduce them to all encountered staff. If the site is a large one (e.g. a hospital setting), consider providing the student with a map of the facility which can be followed as they are being shown around. Familiarise them with staff refreshment facilities, lunch rooms, tea rooms.
7. If possible, provide the student with a list of the names and designations of key staff in the agency, including a flow chart showing lines of accountability.
8. Introduce the student to administrative and reception staff and put in place any procedures that will enable the student to use equipment such as computers and photocopiers, and to receive and make telephone calls.
9. Consider using a single sheet timetable (electronic or hardcopy) to schedule the student's daily activities. This might include the time and location of regular meetings, case conferences, professional development opportunities, in addition to staff break periods (such as lunch and morning tea).
10. Ensure that the student is familiar with any procedures for accessing or removing patient files, and that they have been introduced to any staff responsible for maintaining the files.
11. To familiarise the student with the nature of the work undertaken in the setting, it can be helpful initially to provide them with de-identified samples of written professional work, such as case notes, formulations, treatment plans, reports, and so on.
12. It may also be helpful to prepare a reading list for the student, either before they commence placement, or shortly after commencement. This might include relevant professional literature, policies and procedures documents, the clinical paperwork used by the organisation, and so on.
13. Students might also be asked to familiarise themselves with specific testing or assessment procedures before commencing placement.

## 10.2. Supervision hours and meeting times

The supervisor and student should meet regularly for a formal, scheduled supervision session. More, or less intensive supervision may be thought necessary, depending upon the stage of training. In addition to formal supervision appointments, supervisors are encouraged to make themselves available for more informal discussion of matters that arise between scheduled supervision sessions.

If students or supervisors have any concerns about the supervisory arrangements and whether they will meet requirements, contact the Course or [PCA](#) to discuss the relevant issues. Planning and implementing placements is a highly individualised process and each proposed placement and supervision plan must be evaluated on a case-by-case basis.

### 10.3. Observation of professional work

In addition to discussing professional work, it is important that the student and supervisor have opportunities to see each other at work. The student can learn much from watching the supervisor working with clients. If the supervisor is to give the student accurate and constructive feedback, it is essential that they observe the student's performance when working with clients. Placements differ in the most appropriate opportunities for such direct observation of student work with clients.. Some may use joint clinical work of some kind. Others may prefer audio-recordings, video-recordings, or one-way screen however, some form of mutual observation of professional work should be regarded as essential. **It is expected that students should achieve a minimum of three observations of their practice by their supervisor within each placement.** Students can access several different client consent forms on the WPL website (refer [resources](#)) if the placement setting does not have standard consent forms.

### 10.4. Scope of involvement in the placement

It is hoped that supervisors will involve students in all aspects of their professional role, not only in work with clients. Students may value the opportunity to participate in any research, educational, and organisational work in which the supervisor is involved. Involvement in such activities should be agreed upon by both parties and recorded in the Student Placement Agreement.

### 10.5. Professional and legal responsibilities of supervisors

All direct supervision of the student's professional and administrative work while on placement is the responsibility of the supervisor. University staff function is to administer the placement and its written requirements, to provide general support to the student, and to be available to discuss issues with the supervisor if the need arises.

### 10.6. Professional reports and communication

Communication with other members of professional teams involves both written and oral reports. Since the relative importance of oral and written communication is likely to vary between host organisations, supervisors will need to identify the most important channels of communication in their setting, and to inform the student of the effective and efficient use of these channels. Training in effective communication will involve both observation of the supervisor's behaviour, and practice by the student with ample opportunity for feedback. In placements involving outreach activity in other professional host organisations (e.g. general practice or legal host organisations) communication and liaison with other professionals needs to be a key focus of supervision.

### 10.7. Quantity of client work

Supervisors should ensure that students do appropriate quantity of client work. There are dangers in both extremes. Students who are receiving limited amounts of professional experience have little opportunity for learning. On the other hand, it is unhelpful for students to be allowed to become so overburdened that they cannot give adequate time to planning their work. Supervisors should keep in mind the necessity for gradual development of conceptual frameworks and systems as prerequisite for later efficient treatment decisions with a heavier and more realistic workload.

### 10.8. Adapting supervision to the student's experience

Supervisors may need to adapt their style of supervision to the stage of the course a student has reached. While all students begin placement in their fifth year of study, students on their first placement are likely to require more support from their supervisor when compared with students undertaking their third or fourth placement. Students on their first placement in a professional setting are likely to feel somewhat unsure of their knowledge and skills. It may be necessary to describe basic procedures in detail, to ensure that students have an adequate grasp of techniques they are asked to use. Though they should be encouraged to work with increasing independence, supervision should continue to have an educational, not merely a monitoring function.

## 10.9. Adapting supervision to the student's needs

Students and supervisors may find that they have different interests and orientations. Where this happens, tolerance should be shown on both sides. Students should be helped to see that they may learn much that is valuable from a supervisor whose approach they may not ultimately wish to adopt.

Supervisors should see it as one of their functions to help students develop their own interests in an appropriate way. Where supervisors decide that they must overrule the way the student wishes to work, they should explain their reason with care, rather than simply asserting that this is how things should be done. If students can present sound reasons for adopting a different approach, the supervisor should be prepared to support this unless they had serious doubts about its effectiveness or the possibility of harm to the clients.

## 10.10. Use of academic and theoretical knowledge

Supervisors have a critical role in contributing to the integration of theoretical and practical aspects of the professional post-graduate degree programmes. The limitations of the academic setting in this process are clear. Supervisors can assist by discussing literature relevant to the professional work at hand and suggest suitable reading to the student. In general, it is hoped that they will help students to develop a scholarly, critical, and reflective approach to their professional work.

## 10.11. Relationship issues

Supervisors should be prepared to discuss seriously and sympathetically any general issues of relationships with clients or staff that arise in the course of professional work. They should also be sensitive to any personal issues that arise for the student in relation to their clients and be prepared to raise these issues for discussion in a supportive way when they are considered to affect the student's work.

## 10.12. Supervisor support

University staff are committed to continued improvement in the organisation and administration of professional placements. We are mindful of the heavy workload of participating practitioners and are therefore constantly trying to minimise any additional burdens involved in offering placement opportunities. We are working toward finding a realistic balance between meeting the needs of those training in the profession and those already working within it. Suggestions and advice from all those involved, (present and prospective supervisors, students and other interested professionals) would be gratefully received.

# 11. Workplace learning contacts

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

Enquiries should be directed by email. Include name, student number (if known) and relevant subject code in the subject line to assist allocating the enquiry to the appropriate team member:

[psychology-wpl@csu.edu.au](mailto:psychology-wpl@csu.edu.au)

## 11.2. Academic team

The WPL academic team can be contacted as follows:

NAME	POSITION	DETAILS
vacant	Workplace Learning Coordinator	Phone: Email: <a href="mailto:psychology-wpl@csu.edu.au">psychology-wpl@csu.edu.au</a>
Robyn Brunton	Associate Professor & Head of School (Acting)	Phone: 02 6338 4093 Email: <a href="mailto:rbrunton@csu.edu.au">rbrunton@csu.edu.au</a>
Tim Hannan	Associate Professor & Course Director, School Psychology	Phone: 02 6338 4450 Email: <a href="mailto:thannan@csu.edu.au">thannan@csu.edu.au</a>
James Collison	Course Director, Postgraduate Psychology	Phone: 02 6338 4012 Email: <a href="mailto:jcollison@csu.edu.au">jcollison@csu.edu.au</a>
Katherine Widman	Placement Coordinator (Academic) Master of Clinical Psychology	Email: <a href="mailto:kwidman@csu.edu.au">kwidman@csu.edu.au</a>

Stephanie Quinton	Placement Coordinator (Academic) Master of Professional Psychology	Phone: 02 6338 6118 Email: <a href="mailto:squinton@csu.edu.au">squinton@csu.edu.au</a>
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### 11.3. Professional team

The WPL professional team can be contacted as follows:

CAMPUS	NAME	POSITION	DETAILS
Wagga Wagga	Kirrily Welsh	Manager (Acting)	Phone: 02 6933 2911 Email: <a href="mailto:psychology-wpl@csu.edu.au">psychology-wpl@csu.edu.au</a>
Wagga Wagga	vacant	Senior Workplace Learning Officer	Phone: Email: <a href="mailto:psychology-wpl@csu.edu.au">psychology-wpl@csu.edu.au</a>
<b>Wagga Wagga</b>	<b>Michelle Burton*</b>	<b>Workplace Learning Officer</b>	<b>Phone: 02 6933 2283</b> <b>Email: <a href="mailto:psychology-wpl@csu.edu.au">psychology-wpl@csu.edu.au</a></b>
Wagga Wagga	Judy Wong	Workplace Learning Officer	Phone: 02 6933 2698 Email: <a href="mailto:psychology-wpl@csu.edu.au">psychology-wpl@csu.edu.au</a>

*\*first contact point*

## 12. Insurance

Insurance is provided for students of Charles Sturt University who may be undertaking an approved work placement with an external organisation. Insurance coverage is provided under the policies available on the website and applies whilst students are on approved placement and whilst travelling directly to and from the organisation.

The extent of the insurance available to students under the personal accident insurance is limited and medical benefits are only paid after Medicare and private insurance claims have been made.

The university insurance does not cover students undertaking work experience that is not approved and not related to their course. Insurance does not cover motor vehicle insurance.

Further details on Charles Sturt insurance policies can be obtained from the website (refer [resources](#)).

# 13. Resources

DESCRIPTION
<a href="#">Adobe: Acrobat Reader - Desktop Version</a>
<a href="#">Adobe: Acrobat Reader - Mobile Version</a>
<a href="#">Australian Health Practitioner Regulation Agency (AHPRA)</a>
<a href="#">Australian Psychological Society's Code of Ethics</a>
<a href="#">Australian Psychology Accreditation Council (APAC) Standards</a>
<a href="#">Charles Sturt: Academic Integrity Policy</a>
<a href="#">Charles Sturt: Career Development Service</a>
<a href="#">Charles Sturt: CSU Global</a>
<a href="#">Charles Sturt: Disability Services</a>
<a href="#">Charles Sturt: Insurance Certificate (Domestic)</a>
<a href="#">Charles Sturt: Insurance Certificate (International)</a>
<a href="#">Charles Sturt: Professional Placement Equity Grant</a>
<a href="#">Charles Sturt: Scholarship Opportunities</a>
<a href="#">Charles Sturt: Student Charter</a>
<a href="#">Charles Sturt: Student Misconduct Rule 2020</a>
<a href="#">Charles Sturt: Student Portal</a>
<a href="#">Charles Sturt: Subject Outlines</a>
<a href="#">Compliance: National Crime Check (Fed) Working with Children Check</a>
<a href="#">Compliance: National Police Check</a>
<a href="#">Compliance: Office of the Children's Guardian (NSW) Working with Children Check</a>
<a href="#">Form: Completed Placement Hours Summary</a>
<a href="#">Form: Log Book</a>
<a href="#">Form: Mid-Placement Review</a>
<a href="#">Form: Placement Application</a>
<a href="#">Form: Placement Evaluation</a>
<a href="#">Form: Student Placement Agreement (Stream 1)</a>
<a href="#">Form: Student Placement Agreement (Stream 2)</a>
<a href="#">Form: Student Review</a>
<a href="#">Form: Student Supervisor Plan</a>
<a href="#">Form: Supervision Session &amp; Activity Log Book</a>
<a href="#">Form: Workplace Learning Grade Pending</a>
<a href="#">Psychology Board of Australia (PsyBA) Provisional Registration</a>
<a href="#">State Health ACT: Clinical Placement Office</a>
<a href="#">State Health ACT: Student Placement Office</a>
<a href="#">State Health NSW: ClinConnect</a>
<a href="#">State Health QLD: Clinical Placements</a>
<a href="#">State Health VIC: Placeright</a>
WPL: Frequently Asked Questions (Student) <i>(available soon)</i>
WPL: Host Guidebook (Administrative) <i>(available soon)</i>
<a href="#">WPL: Student Guidebook (Academic)</a>

# 14. 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 is allocated a place in one or more subjects each session. It includes payment of appropriate fees, completion of required documents and signing of an agreement to abide by the By-law, regulations and rules of the university.
GP	Grade Pending
HECS	Higher Education Contribution Scheme
HECS census	Date in academic calendar that students must withdraw subject from enrolment so not to incur a fee.
Host Organisation	Organisation where student will undertake placement.
I	Internal: Mode of study. Students attend classes on campus during session at the university.
O	Online: Mode of study. Students study off campus using university study materials and are not required to attend regular lectures, tutorials, seminars, laboratory or practical classes however residential schools or other specific attendance may be required.
PCA	Placement Coordinator (Academic)
RPL	Recognition of Prior Learning (also known as Credit).
Session	Prescribed teaching and assessment period. Sessions in an academic year include session 1, 2 and 3: <ul style="list-style-type: none"><li>• 20XX<u>30</u>: Session 1 (February-June)</li><li>• 20XX<u>60</u>: Session 2 (July-October)</li><li>• 20XX<u>90</u>: Session 3 (November-February)</li></ul>
SO	Subject outline
Subject Convenor	Academic staff member responsible for overall content and structure of subject.
Subject Lecturer	Academic staff member responsible for delivering subject to a cohort of students.
Supervisor	Person at host organisation responsible for student during placement.
WPL	Workplace learning
WPLO	Workplace Learning Officer
WPLT	Workplace Learning team

# Appendix A. Log Book example



Charles Sturt  
University

Faculty of Business, Justice and Behavioural Sciences

## Psychology Log Book

Form  
D

To enable this electronic form, first save then reopen as a PDF file as it will not function properly within a browser window.

The current version of Adobe Acrobat Reader is required for full functionality.

- Computer version: <https://rebrand.ly/adobeacrd>

- Mobile app version to assist with form on devices: <https://rebrand.ly/adobeacrdmob>

• This form must be submitted with the Mid-Placement Review and also following the completion of placement.

• Charles Sturt will handle your personal information contained in this form pursuant to its obligations contained in the *Privacy and Personal Information Protection Act 1989 (NSW)* and the university's Privacy Management Plan.

Course  Subject  Session

### SECTION 1: Student Details

Family name  First name   
Student ID  Email   
Preferred contact number  Host organisation

Log Books must be signed regularly by student and supervisor throughout placement

Log Book entry must be continuous (one number per line of entry) and follow on from previous page when using multiple pages

Log Book Entry No.	Date	Description of activity including your role	Duration (minutes)	*Hour type
1	26/3/2022	Supervision session (individual)	90	SC
2	26/3/2022	Orientation and induction session	120	O
3	26/3/2022	Observe supervisor with client - HG (10yrs)	60	CC
4	26/3/2022	Supervision session (individual) discussing client - HG (10yrs)	60	SC
5	26/3/2022	Review case file for HG (10yrs)	30	CR
6	26/3/2022	Supervision session (group) - supervisor present (varied)	60	SC
7	29/3/2022	Case review meeting - supervisor present (varied)	60	SR
8	29/3/2022	Preparation for and reflection on supervision session	30	SR
9	29/3/2022	Preparation for client assessment session - PB (15yrs)	60	CR
10	29/3/2022	Photocopy DASS forms for use in the ward	30	O
11	29/3/2022	Client assessment session - PB (15yrs) - supervisor observing	60	CC
12	29/3/2022	Write up case notes for client - PB (15yrs)	30	CR

\*CC=Client Contact. CR=Client-Related. SC=Supervisory Contact. SR=Supervision-Related. O=Other

#### SUBTOTALS this page:

CC:  CR:  SC:   
SR:  O:

#### CUMULATIVE TOTAL:

CC:  CR:  SC:   
SR:  O:

Jan Smith

Name Student

Jan Smith  
Digitally signed by Jan Smith  
Date: 2023.01.13 19:23:45 +11'00'

Signature Student

20/4/2022

Date Student

Nick Jones

Name Supervisor 1

Nick Jones  
Digitally signed by Nick Jones  
Date: 2023.01.13 19:24:21 +11'00'

Signature Supervisor 1

20/4/2022

Date Supervisor 1

N/A

Name Supervisor 2

Signature Supervisor 2

Date Supervisor 2



To enable this electronic form, first save then reopen as a PDF file as it will not function properly within a browser window.  
The current version of Adobe Acrobat Reader is required for full functionality.

- Computer version: <https://rebrand.ly/adobe.pdf>

- Mobile app version to assist with form on devices: <https://rebrand.ly/adobe.pdf.mobi>

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Course  Subject  Session

**SECTION 1: Student Details**

Family name  First name   
Student ID  Email   
Preferred contact number  Host organisation

**Log Books must be signed regularly by student and supervisor throughout placement**

Log Book entry must be continuous (one number per line of entry) and follow on from previous page when using multiple pages

Log Book Entry No.	Date	Description of activity including your role	Duration (minutes)	*Hour type
13	31/3/2022	Staff meeting (supervisor present)	90	SC
14	31/3/2022	Training session on new database (supervisor not present)	120	O
15	31/3/2022	Observe supervisor with client - OL (8yrs)	60	CC
16	31/3/2022	Supervision session (individual) discussing client - OL (8yrs)	60	SC
17	31/3/2022	Review case file for OL (8yrs)	30	CR
18	31/3/2022	Supervision session (group) - supervisor present (varied)	60	SC
19				
20				
21				
22				
23				
24				
25				

\*CC=Client Contact. CR=Client-Related. SC=Supervisory Contact. SR=Supervision-Related. O=Other

**SUBTOTALS this page:**

CC:  CR:  SC:   
SR:  O:

**CUMULATIVE TOTAL:**

CC:  CR:  SC:   
SR:  O:

Name Student

Signature Student

Date Student

Name Supervisor 1

Signature Supervisor 1

Date Supervisor 1

Name Supervisor 2

Signature Supervisor 2

Date Supervisor 2

# Appendix B. Supervision Session & Activity Log Book example



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University

Faculty of Business, Justice and Behavioural Sciences

## Psychology Supervision Session & Activity Log Book

Form  
E

- This form must be submitted no later than 4 weeks following completion of placement.
- Charles Sturt will handle your personal information contained in this form pursuant to its obligations contained in the *Privacy and Personal Information Protection Act 1989 (NSW)* and the university's Privacy Management Plan.

Course **M. Prof Psych** Subject **PSY568** Session **202330**

Student ID **111111111** Student name **Jan Smith**

Date **26/3/2022** Log Book entry number **1** Duration **90mins**

Type of session ☒ Individual ☐ Group

Type of contact ☒ Face-to-Face ☐ Other (provide details)

☐ Telephone

☐ Videoconference

Attendees **Jan Smith and Nick Jones**

### Issues discussed/activity undertaken

- The range of services provided by the hospital clinic.
- The range of activities that can be engaged in while on placement.
- A typical working day for a psychologist in this clinic.
- Expectations for placement reiterated.
- Finalised the Student Placement Agreement.
- Plan to observe Nick with a client (HG) later in the day.

### Comments/reflection by supervisor and/or student

Student - Nick was very welcoming and my initial nerves quickly settled. I'm looking forward to learning a lot from him and the rest of the team. The clinic is very busy and I hope I can make a positive contribution once I have learned a bit more.  
Supervisor - this was a good first supervision session. Jan seems keen to get started with client work, as she has done some good preparatory reading on the most commonly presenting problems in this clinic.

### Proposed date and agenda for next meeting

Later today (19/04/22) after the observation session. Discussion of client HG.

Supervision Session and Activity Log Books must be submitted with the Mid-Placement Review and no later than 4 weeks following the completion of placement to [psychology-wpl@csu.edu.au](mailto:psychology-wpl@csu.edu.au)

**Jan Smith**

Name Student

**Jan Smith**

Digitally signed by Jan Smith  
Date: 2023.01.13  
19:21:24 +11'00'

Signature Student

**20/4/2022**

Date Student

**Nick Jones**

Name Supervisor 1

**Nick Jones**

Digitally signed by Nick Jones  
Date: 2023.01.13  
19:22:38 +11'00'

Signature Supervisor 1

**20/4/2022**

Date Supervisor 1

**N/A**

Name Supervisor 2

Signature Supervisor 2

Date Supervisor 2

bjbsp/psysforme.pdf-20220801

Charles Sturt University - TEQSA Provider Identification: PRV12018 (Australian University). CRICOS Provider: 00005F. ABN: 83 878 708 551.

Page 1 of 1