



Charles Sturt
University

Master of Professional
Psychology (School Psychology)
& Master of Psychological
Practice (School Psychology)

Student Guidebook (Academic) (DoE)

Workplace Learning

Faculty of Business, Justice & Behavioural Sciences
Charles Sturt University

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Welcome to workplace learning

Welcome to the Master of Professional Psychology (School Psychology) and Master of Psychological Practice (School Psychology) programs at Charles Sturt University. The Master of Professional Psychology (School Psychology) is a one-year, fifth year program that comprises six coursework subjects and two placement subjects, consisting of a total of 300 hours of practical placement and two case reports. The Master of Psychological Practice (School Psychology) is a two-year program comprising both a fourth and a fifth year of study, with the fifth-year program similarly comprising six coursework subjects and two placement subjects.

This guidebook details policies and procedures pertaining to the fifth-year placement subjects.

1. Academic integrity

Charles Sturt University has an Academic Integrity Policy, (refer [resources](#)) and is fundamental to all teaching, learning and research practices. During your enrolment in the program you will be required to complete the Academic Integrity @ CSU course (refer [Interact2](#)).

2. Placements

2.1. Pre-placement competencies

Prior to commencing a placement, it is a prerequisite that students demonstrate sufficient education in professional skills and knowledge, and ethics. 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 also required to demonstrate competence in basic counselling skills through prior successful completion of PSY474 Counselling Skills (or equivalent) OR satisfactory completion of basic counselling skills assessment task.

2.2. Fifth year placements

Students are required to undertake a professional placement of a minimum of 300 hours' duration. For both the Master of Professional Psychology (School Psychology) and Master of Psychological Practice (School Psychology) students this is typically completed as a combined single placement, in one or more NSW Department of Education schools. While doing so, students must enrol in two CSU placement subjects, 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 are required to be supervised by experienced psychologists who are recognised as approved supervisors with the [PsyBA](#).

Placements, whilst allocated by the NSW Department of Education (DoE), must be approved by the [Placement Coordinator \(Academic\)](#) prior to commencement.

Expected start date for placement is late April in the fifth year of study. Placements may continue outside formal university session dates, subject to approval by the [Placement Coordinator \(Academic\)](#) and the DoE.

Students are also required to complete an assignment, in each placement subject, on Therapeutic Treatment Approaches. Specific details are included in the subject outlines which can be found on [Interact2](#).

3. Supervisor qualifications

For all students in the Master of Professional Psychology (School Psychology) and Master of Psychological Practice (School Psychology) programs, DoE will allocate you a supervisor/s. Your supervision will be provided by a psychologist who meets the following criteria:

- holds general registration with the [PsyBA](#);
- has attained and maintained [PsyBA](#) approval to supervise provisional psychologists; and
- has no conditions on their registration with the [PsyBA](#).

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 enrolment will be the relevant description, and students should ensure that they consult the relevant outline for each subject on enrolment. Students may not commence placement until completion of enrolment in the placement subject, met pre-placement competency requirements, and received university approval to commence. It is the student's responsibility to ensure that enrolment has been completed.

4. Placement characteristics

As previously stated, 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. 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.

5. Provisional registration requirements

Once accepted into the Master of Professional Psychology (School Psychology) or completing the fourth year of the Master of Psychological Practice (School 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.

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](#).

Evidence of provisional registration status must be provided to the [Placement Coordinator \(Academic\)](#) prior to commencement of the first placement.

6. Compliance

On application to the program you were required to provide current National Police Checks and Working with Children Checks. Copies must be provided to the [Placement Coordinator \(Academic\)](#) via the [WPL](#) team prior to commencement of the first placement.

You also need to confirm any organisation-specific compliance requirements with the DoE and your supervisor. If compliance checks are required, you should initiate the application process immediately to avoid delays to the commencement of your placement. Compliance checks can take a number of weeks.

7. Commencing placements

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

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

In order 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).
- 100-hours of direct Client Contact (CC) (50-hours for each PSY568 and PSY569).
- 40-hours of clinical Supervision Contact (SC) e.g., one hour of supervision per 7.5-hour day of the placement (20-hours for each PSY568 and PSY569).
- The remainder of placement hours can be comprised of Client-related 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.

8. Forms

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

Summary of [forms](#) to be completed:

- [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

Before placement can commence, the following forms must be completed:

- [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 [Student Placement Agreement](#).

STUDENT PLACEMENT AGREEMENT

Once the university has approved your 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 one week after commencement of the placement.

Copies of the signed [Student Placement Agreement](#) should be held by the student, the supervisor and the 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](#)
- [Placement Evaluation](#)

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 Supervision Agreement.

[Mid-Placement Review](#) is provided as a suggested guideline for the content of this meeting. The [Placement Coordinator \(Academic\)](#) can be invited to attend the mid-placement review meeting (usually via telephone). Both student and supervisor should document the mid-placement review meeting and submit the record of the meeting to [WPL](#) team within two (2) weeks following the review, together with completed [Log Book](#) and [Supervision Session and Activity Log Book](#) to date and also an interim Placement Evaluation. This latter form enables student progress to be monitored and to identify any necessary specific actions to be taken or points for improvement, as well as outline future goals and plans for the remainder of the placement.

The supervisor's evaluation of student performance

During the placement, supervisors are encouraged to contact the [Placement Coordinator \(Academic\)](#) 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 [Placement Coordinator \(Academic\)](#). 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 [Placement Coordinator \(Academic\)](#) what action should be taken. The [Placement Coordinator \(Academic\)](#) 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 you to document activities and placement hours completed (refer [appendix](#) for sample).

SUPERVISION SESSION AND ACTIVITY LOG BOOK

The [Supervision Session and Activity Log Book](#) is for you to summarise activities and placement hours completed.

8.3. Post-placement forms

The following forms must be completed:

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

COMPLETED PLACEMENT HOURS SUMMARY

The [Completed Placement Hours Summary](#) is for you to calculate 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 [Student Review](#) which allows them to comment on the placement experience in a structured format.

9. Organisation and administration of placements

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 gate-keeping 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](#). By doing so, the supervisors ensures that the student who has not met the required competencies receives appropriate remedial instruction, and also fulfils their professional obligation as an approved supervisor to ensure that a student who is not yet appropriately skilled is not able to practice.

Where a student is not performing adequately on placement, it is expected that the [Placement Coordinator \(Academic\)](#) 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 (pass) or unsatisfactory (fail) is made by the [Placement Coordinator \(Academic\)](#). Assessment of a student's placement performance inevitably involves personal judgement, and there is probably no task harder or more unpalatable for a supervisor than to recommend the failure of a student after having worked hard to help them overcome their difficulties. The actual frequency of an outright Fail for a student on placement has proven extremely low. The following guidelines are provided with a view to clarifying the assessment process.

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, taking into account 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.

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 [Placement Coordinator \(Academic\)](#), supervisors, the student and The DoE. 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.

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.

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 [Placement Coordinator \(Academic\)](#) and recorded.

A supervisor or a student experiencing difficulties in a placement should contact the [Placement Coordinator \(Academic\)](#). An early phone call to discuss a potential problem may well avoid things becoming more serious or reaching an impasse.

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 [Placement Coordinator \(Academic\)](#) 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, 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 [Placement Coordinator \(Academic\)](#) 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 [Placement Coordinator \(Academic\)](#).
- (iii) The Course or [Placement Coordinator \(Academic\)](#) 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 clinical staff, and/or submit a written account to the [Placement Coordinator \(Academic\)](#).
- (v) The university's 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 [Placement Coordinator \(Academic\)](#) 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 psychologist and agreed to be suitable by all parties involved.

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

Note: The additional assessment item case report/study must also be graded satisfactory along with the placement in order to achieve an overall satisfactory grade. Unsatisfactory grades in either subject will result in a fail grade overall.

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

9.1. Placement hours definition

CLIENT CONTACT (CC)

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, psycho-education, and 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](#).

SUPERVISION HOURS (SC)

Supervision may occur via a combination of individual and group format, with no more than 50% of total supervision time to be accumulated in a group supervisory context, and a minimum of 50% of supervision must be individual with the supervisor. APAC Guidelines specify that “supervision may use a range of methodologies that allow for face-to-face communication either in person or electronically”. 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 or telehealth supervision meetings between the student and the supervisor where cases and professional issues are discussed;
2. Clinical 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. The conducting of 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.
4. Work-related meetings, such as case conferences or reviews, service development meetings, professional development activities and so on, where the supervisor is present.

Note: Supervision Contact hours MUST include direct observation by the supervisor of the student’s practice.

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.

SUPERVISION-RELATED HOURS (SR)

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:

- Reading relevant literature on the problem area or intervention.
- Becoming familiar with psychological tests or procedures before administration.
- Reading case files, reports, and other records.
- Preparing case formulations and treatments plans.
- Preparing an agenda for a supervision meeting.
- Preparing a case summary for presentation in supervision (group or individual).

Note: Both the student's Supervision Contact and Supervision-related activity are recorded in two ways: 1) as brief entries in the [Log Book](#) as more detailed records in the [Supervision Session and Activity Log Book](#).

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

OTHER CLIENT RELATED ACTIVITIES AND TOTAL PLACEMENT HOURS (O)

The [PsyBA](#) defines client related activities as those activities "*considered necessary to provide a high standard of service to clients and to support the provisional psychologist's achievement of the core competencies*".

Therefore, client related activities that might occur within routine professional practice might include:

1. Interpretation of psychological tests.
2. Writing case notes, reports of assessment, progress reports, discharge summaries.
3. Activities undertaken in preparation for client contact, such as skills development and practice in role-plays, reading relevant literature, familiarising with psychological tests or procedures before administration, reading case files, reports, and other records and preparing case formulations and treatments plans, psycho-educational materials.

These activities are not to be included as direct client contact hours and should be logged as Client-related (CR) hours.

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.
4. Travel time required to attend client appointments within the working day e.g., undertaking home visits or providing outreach services.

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

10. Nature and requirements of supervisory contact

10.1. Providing an induction for the student

If the student is coming to work within an organisation (school, educational establishment) to complete a placement (undertake workplace learning), 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.
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).
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 you show them 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 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 you have any concerns about your supervisory arrangements and whether they will meet requirements, contact the Course or [Placement Coordinator \(Academic\)](#) 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. If the supervisor is to give the student accurate and constructive feedback, it is essential that s/he makes first hand observations of the student's performance. Placements differ in the most appropriate opportunities for such direct contact. 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 six observations of their practice by their supervisor within the total 300-hour placement.

10.4. Scope of involvement in the placement

It is expected that supervisors will involve students in all aspects of their professional role, not only in work with clients. Students may also 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 contract prior to any student involvement.

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 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 clinical 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.

11. Documentary requirements

11.1. Collating and submitting placement records

In addition to the [Log Book](#) and [Supervision Session and 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 month of completion. If there is a delay in submission of the final documentation, contact the [WPL](#) team as soon as possible to explain the reasons for the delay and request an extension to the due date.

Students must keep their own copies of all material pertaining to each placement for the duration of their enrolment in the course. This documentation may also be requested by other professional bodies following completion of the course. Copies submitted by the student to the university will not be returned to the student after marking.

The DoE will also keep a copy of all placement paperwork for each student.

All student placement activities must be logged appropriately and according to requirements. All documentation is available and downloadable from Interact2 (refer [resources](#)).

12. Workplace learning contacts

12.1. Who should I contact if I have any questions?

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

psychology-wpl@csu.edu.au

12.2. Academic team

The WPL academic team can be contacted as follows:

NAME	POSITION	DETAILS
Rhonda Shaw	Associate Professor & Head of School	Phone: 02 6582 9365 Email: rhshaw@csu.edu.au
Tim Hannan	Associate Professor & Course Director	Phone: 02 6338 4450 Email: thannan@csu.edu.au
Jase Moussa	Associate Professor & NSW DoE Academic Coordinator	Email: jmoussa@csu.edu.au
Stephanie Quinton	Placement Coordinator (Academic) Master of Professional Psychology (School Psychology) and Master of Psychological Practice (School Psychology)	Phone: 02 6338 6118 Email: squinton@csu.edu.au

12.3. Professional team

The WPL professional team can be contacted as follows:

CAMPUS	NAME	POSITION	DETAILS
Wagga Wagga	Jenny Grainger	Manager, Workplace Learning	Phone: 02 6933 4280 Email: psychology-wpl@csu.edu.au
Wagga Wagga	Kirrily Welsh	Senior Workplace Learning Officer	Phone: 02 6933 2911 Email: psychology-wpl@csu.edu.au
Wagga Wagga	Loren Edmanson	Workplace Learning Officer	Phone: 02 6933 2481 Email: psychology-wpl@csu.edu.au
Wagga Wagga	Rebecca Salmon	Workplace Learning Officer	Phone: 02 6933 2618 Email: psychology-wpl@csu.edu.au
Wagga Wagga	Judy Wong	Workplace Learning Officer	Phone: 02 6933 2698 Email: psychology-wpl@csu.edu.au

13. 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 Division of Finance 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 Division of Finance website (refer [resources](#)).

14. Resources

DESCRIPTION	LINK
Adobe: Acrobat Reader - Desktop Version	rebrand.ly/adodepdf

Adobe: Acrobat Reader - Mobile Version	rebrand.ly/adobepdfmob
Australian Health Practitioner Regulation Agency (AHPRA)	rebrand.ly/ahpra1
Australian Psychology Accreditation Council (APAC) Standards	rebrand.ly/apacstand
Compliance: Office of the Children's Guardian (NSW) Working with Children Check	rebrand.ly/nswwwcc
Compliance: National Crime Check (Fed) Working with Children Check	rebrand.ly/natwwcc1
Compliance: National Police Check	rebrand.ly/npc
Psychology Board of Australia (PsyBA) Provisional Registration	rebrand.ly/psybareg
Charles Sturt: Academic Integrity Policy	rebrand.ly/csupolaip
Charles Sturt: Career Development Service	rebrand.ly/csustudcar
Charles Sturt: CSU Global	rebrand.ly/csuglobal
Charles Sturt: Disability Services	rebrand.ly/csudissup
Charles Sturt: Division of Finance - Insurance Certificate (Domestic)	rebrand.ly/csuiinsdom
Charles Sturt: Division of Finance - Insurance Certificate (International)	rebrand.ly/csuiinsint
Charles Sturt: Interact2 (Subject Outlines)	rebrand.ly/csuinteract2
Charles Sturt: Professional Placement Equity Grant	rebrand.ly/csufinequ
Charles Sturt: Scholarship Opportunities	rebrand.ly/csuschol
Charles Sturt: Student Charter	rebrand.ly/csupolstudchart
Charles Sturt: Student Misconduct Rule 2020	rebrand.ly/csupolstudmisc
Charles Sturt: Student Portal	rebrand.ly/csustudpor
Form: Placement Application	rebrand.ly/psyforma
Form: Student Placement Agreement	rebrand.ly/psyformb
Form: Mid-Placement Review	rebrand.ly/psyformc
Form: Log Book	rebrand.ly/psyformd
Form: Supervision Session & Activity Log Book	rebrand.ly/psyforme
Form: Workplace Learning Grade Pending	rebrand.ly/psyformi
Form: Completed Placement Hours Summary	rebrand.ly/psyformf
Form: Placement Evaluation	rebrand.ly/psyformg
Form: Student Review	rebrand.ly/psyformh
WPL: Frequently Asked Questions (Student)	Available Soon
WPL: Student Guidebook (Academic)	rebrand.ly/psyquidacad
WPL: Student Guidebook (Administrative)	rebrand.ly/psyquid
WPL: Host Guidebook (Administrative)	Available Soon
WPL: Website (Student)	rebrand.ly/wplpsyweb

**Web addresses are listed as Tiny URLs to minimise line wrapping and provide details if typing link direct into browser is required.*

15. Glossary

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

TERMINOLOGY & ACRONYMS	DESCRIPTION
Campus	Location responsible for control of courses and subjects.
Course	An approved sequence of subjects leading to an award. For example, Bachelor of Criminal Justice.
Charles Sturt	Charles Sturt University.
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.
Host Supervisor	Person at host organisation responsible for student during placement.
I	Internal: Mode of study. Students attend classes on campus during session at the university.
Interact2	Online learning management system used to communicate with students regarding subject related information.
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.
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"> • 20XX30: Session 1 (February-June) • 20XX60: Session 2 (July-October) • 20XX90: Session 3 (November-February)
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.
SO	Subject Outline.
WPL	Workplace Learning.
WPLO	Workplace Learning Officer.
WPLT	Workplace Learning Team.

Appendix 1. Log Book example



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>

- 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 EVERY FIVE DAYS OF PLACEMENT BY STUDENT AND SUPERVISOR

Log Book No.	Date	Description of activity including your role	Duration (minutes)	*Hour type
1	1/5/22	Client - AB - individual therapy session anxiety	60	CC
2		Writing up case notes with client AB	30	CR
3		Supervision with primary supervisor - DJ	60	SC
4		Staff meeting	60	O
5	2/5/22	Prepare for supervision meeting - agenda, notes, reading about anxiety	90	SR

*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