Charles Sturt University

FACULTY OF BUSINESS, JUSTICE AND BEHAVIOURAL SCIENCES

SCHOOL OF PSYCHOLOGY

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Placement Student Guidebook
Master of Clinical Psychology

2020

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Section 1: Brief Overview of the Master of Clinical Psychology

This section of the Placement Student Guidebook is intended to provide prospective Supervisors with a very brief overview of the Master of Clinical Psychology programme offered by Charles Sturt University. Further information or clarification can be obtained by contacting the Course Coordinator or the Placement Coordinator (Academic)(contact details at the front of this Student Guidebook). Following this brief overview, the processes and procedures involved in completion of the field placement requirements are explained in detail (Sections 2 to 5).

Clinical Psychologists are specialists in the assessment, diagnosis and treatment of psychological and mental health problems, and work in private practice, hospitals, universities, general medical practices, community health centres, and mental health services. Charles Sturt University's Master of Clinical Psychology provides Registered Psychologists with the opportunity to upgrade their qualifications, knowledge and skills to practice as Clinical Psychologists. The course aims to provide specialist training in clinical psychology with a specific focus on the needs of rural and remote communities. In addition, it aims to instill an awareness of the importance of research in the development of professional psychology, and develop skills to undertake this research. The Master of Clinical Psychology aims to meet two needs: the need for better psychological services in rural Australia, and the need to provide training for those psychologists already working within applied host organisations and who wish to study part-time or by distance education.

1.1. Professional recognition

The Master of Clinical Psychology is accredited by the Australian Psychology Accreditation Council (APAC) as a fifth and sixth year course in psychology, and is approved by the Psychology Board of Australia (PsyBA). Graduates will be eligible to apply for recognition by the Psychology Board of Australia (PsyBA) as a Clinical Psychology Registrar. On completion of two years of supervised experience following graduation from the program, graduates will be eligible to be registered as holding an endorsement in clinical psychology, and to be specialist clinical psychology practitioners with Medicare Australia.

1.2. Work place learning/professional field placement

In each year of the Master of Clinical Psychology course, part-time students are expected to complete one professional field placement (workplace learning) of approximately 250 hours. The four professional placements will be completed in a variety of host organisations, enabling students to acquire skills to work with diverse client populations. Host organisations may include public and private hospitals, community mental health services, neurology and rehabilitation services, educational organisations, private practices, and many more.

Given the varied geographical locations of students enrolled in the course, the responsibility for identifying local placement options rests largely with the student. University staff may assist in locating options should difficulties arise in this process.

As those residing in rural and remote areas may be required to travel a considerable distance for placements, students may undertake placement hours in a single block format (e.g. five days a week for seven weeks), or they may divide their block placement into two or more sections (e.g. four weeks, then three weeks, with time intervening), in order to take advantage of study leave or vacation arrangements. Alternatively, students undertaking placement in host organisations closer to home may complete their placement by attending one or two days per week for a more extended period. Please keep in mind that specific host organisations and supervisors may have a

preference for how the placement is structured (e.g., they may not offer block or 5 day per week placements).

It is also possible that some placement requirements may be completed at a student's current work place, subject to the workplace meeting the requirements of the placement, and the availability of appropriate supervision.

1.3.   Course structure

The course includes twelve 8-credit point (cp) coursework subjects, four 0-credit point placements, and one 32-credit point dissertation subject.

Core subjects
PSY533 Foundations of Clinical Psychology (8 cp)
PSY534 Clinical Psychopathology (8 cp)
PSY535 Adult Assessment (8 cp)
PSY536 Adult Interventions 1 (8 cp)
PSY537 Child Assessment (8 cp)
PSY538 Child Interventions 1 (8 cp)
PSY539 Adult Interventions 2 (8 cp)
PSY540 Clinical Research Methods (8 cp)
PSY541 Clinical Neuropsychology (8 cp)
PSY542 Child Interventions 2 (8 cp)
PSY543 Clinical Health Psychology (8 cp)
PSY544 Clinical Psychology in Practice (8 cp)
PSY545 Clinical Psychology Placement 1 (0 cp)
PSY546 Clinical Psychology Placement 2 (0 cp)
PSY547 Clinical Psychology Placement 3 (0 cp)
PSY548 Clinical Psychology Placement 4 (0 cp)
PSY560 Dissertation 1 (8 cp)
PSY561 Dissertation 2 (8 cp)
PSY562 Dissertation 3 (8 cp)
PSY563 Dissertation 4 (8 cp)

1.4.   Enrolment pattern

Part-time progression

Year 1	Session
PSY533 Foundations of Clinical Psychology (8 cp)	1
PSY534 Clinical Psychopathology (8 cp)	1
PSY535 Adult Assessment (8 cp)	2
PSY536 Adult Interventions 1 (8 cp)	2
PSY545 Clinical Psychology Placement 1 (0 cp)	Either 1 or 2

Year 2	Session
PSY537 Child Assessment (8 cp)	1
PSY538 Child Interventions 1 (8 cp)	1
PSY539 Adult Interventions 2 (8 cp)	2
PSY540 Clinical Research Methods (8 cp)	2
PSY546 Clinical Psychology Placement 2 (0 cp)	Either 1 or 2

Year 3	Session
PSY541 Clinical Neuropsychology (8 cp)	1

PSY560 Dissertation 1 (8 cp)	1
PSY542 Child Interventions 2 (8 cp)	2
PSY561 Dissertation 2 (8 cp)	2
PSY547 Clinical Psychology Placement 3 (0 cp)	Either 1 or 2

Year 4	**Session**
PSY543 Clinical Health Psychology (8 cp)	1
PSY562 Dissertation 3 (8 cp)	1
PSY544 Clinical Psychology in Practice (8 cp)	2
PSY563 Dissertation 4 (8 cp)	2
PSY548 Clinical Psychology Placement 4 (0 cp)	Either 1 or 2

Full-time progression

Year 1	**Session**
PSY533 Foundations of Clinical Psychology (8 cp)	1
PSY534 Clinical Psychopathology (8 cp)	1
PSY537 Child Assessment (8 cp)	1
PSY538 Child Interventions 1 (8 cp)	1
PSY535 Adult Assessment (8 cp)	2
PSY536 Adult Interventions 1 (8 cp)	2
PSY539 Adult Interventions 2 (8 cp)	2
PSY540 Clinical Research Methods (8 cp)	2
PSY545 Clinical Psychology Placement 1 (0 cp)	Either 1 or 2
PSY546 Clinical Psychology Placement 2 (0 cp)	Either 1 or 2

Year 2	**Session**
PSY541 Clinical Neuropsychology (8 cp)	1
PSY543 Clinical Health Psychology (8 cp)	1
PSY560 Dissertation 1 (8 cp)	1
PSY561 Dissertation 2 (8 cp)	1
PSY542 Child Interventions 2 (8 cp)	2
PSY544 Clinical Psychology in Practice (8 cp)	2
PSY562 Dissertation 3 (8 cp)	2
PSY563 Dissertation 4 (8 cp)	2
PSY547 Clinical Psychology Placement 3 (0 cp)	Either 1 or 2
PSY548 Clinical Psychology Placement 4 (0 cp)	Either 1 or 2

1.5. Residential schools

The coursework subjects (PSY533, PSY534, PSY535, PSY536, PSY537, PSY538, & PSY539, PSY540, PSY541, PSY542, PSY543, & PSY544) and the first dissertation subject (PSY560) include compulsory attendance at residential schools on the Bathurst campus. The placement subjects (PSY545, PSY546, PSY547, & PSY548) do *not* require attendance at residential school.

1.6. Admission criteria

To be considered for a place in the Master of Clinical Psychology course at CSU, applicants must possess the following
- Personal suitability to undertake professional practice as a Psychologist
- A four year APAC accredited qualification in psychology at Honours 2A level or higher (or an equivalent qualification), and,
- Full registration as a Psychologist

Applicants must attach evidence of Registration as a Psychologist, and complete two additional information forms. Applicants are asked to arrange for two professional and two academic referees to complete and submit their referee report directly to the University's Admissions Office.

While the University encourages applicants to make every effort to obtain the required number of referee reports, it is recognised that some applicants may have difficulty arranging two academic referees. These applicants are advised to explain in a covering letter attached to their application the circumstances that prevented them from meeting this requirement. In these circumstances, applicants should provide additional professional referee reports.

1.7. Selection interview

The most competitive applicants are contacted to participate in a selection interview conducted over the telephone. This is the final stage in the selection process, and a formal offer of a place in the course may follow shortly after a successful interview.

1.8. Graduation requirements

To graduate with the MClinPsych, a student must satisfactorily complete 128 credit points: coursework component (96 points) and a dissertation (32 points). Four placements must have been completed with the Student's performance assessed as "Satisfactory" in each.

1.9. Academic expectations

For each 8 credit point subject at Charles Sturt, students should normally expect to spend between 140-160 hours engaged in the specified learning and assessment activities (such as attending lectures or residential schools, assigned readings, tutorial assistance, individual or group research/study, forum activity, workplace learning, assignments or examinations). The student workload for some subjects may vary from these norms as a result of approved course design.

Students will be assessed on completed assignments, examinations, workplace learning, or other methods as outlined in specific subject outlines.

Where applicable, students are responsible for travel and accommodation costs involved in workplace learning experiences, or attending residential schools (distance education students).

Expectations relating to academic, workplace learning, time and cost requirements for specific subjects are provided in the subject abstracts and in course materials.

1.10. Description of Students

All Students undertaking placement are enrolled in the Master of Clinical Psychology degree offered through Charles Sturt University's Bathurst campus, via the online study mode. They are in their fifth and sixth year equivalents of full-time study in Psychology. They all hold an

Honours degree or equivalent in Psychology, and are fully registered with the Psychology Board of Australia (PsyBA). While the majority of our students have considerable professional experience, they may not have had direct experience in every area of specialisation in which placements may be undertaken. Students in the CSU course undertake their placements in parallel with coursework and we endeavour to facilitate their professional development by integrating coursework and practical experience wherever possible.

Section 2: Overview of Field Placement (Workplace Learning) Requirements

In order to satisfy the workplace learning requirements of the Master of Clinical Psychology degree at Charles Sturt University, students must satisfactorily complete professional placements in four approved host organisations, under the supervision of a qualified and experienced Clinical Psychologist (or other professional Masters or Doctorate qualified professional appropriate to the setting, e.g., a Neuropsychologist). All placements must be approved in writing by the Placement Coordinator (Academic) before commencement.

The four professional field placement subjects are:

> PSY545 Clinical Psychology Placement 1
> PSY546 Clinical Psychology Placement 2
> PSY547 Clinical Psychology Placement 3
> PSY548 Clinical Psychology Placement 4

Students enrolled part-time in the course are required to complete one placement per year. Students enrolled full-time in the course are required to complete two placements per year. It will not be possible to postpone completion of placement subjects until after all course work subjects have been completed. Students may be required to complete some specific coursework subjects before placement commencement.

2.1.   Duration and structure requirements

Each of the four placements involves approximately 250 hours (approximately 33 days) of supervised professional psychological practice. On completion of all four placements, students will have logged a minimum of 1000 hours of placement activity, including direct client contact, client-related activities, clinical supervision, and other relevant placement activities (attendance at meetings, liaison with other professionals, etc.). Section 4 of this Student Guidebook describes the requirements in relation to the breakdown and classification of placement hours.

Given that a placement may necessitate travelling a considerable distance, Students may undertake placement hours in a single block format (5 days a week for 7 weeks), or they may divide their block placement into two or more sections (e.g., 4 weeks, then 3 weeks, with time intervening), to take advantage of study leave or vacation arrangements. Alternatively, Students undertaking placement in host organisations closer to home 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. Please see Section 4.3. 'Time-frame for completing placements' for more information.

2.2. Placement setting requirements

The primary aim of placements is to ensure that students gain experience in the full 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 host organisations. 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 in working in multi-disciplinary host organisations and for familiarisation with the work of professionals in other disciplines. Most importantly, placement in various agencies in the field aims to ensure that our students are properly prepared for roles they will fulfil and the services they will provide as Clinical Psychologists in the community.

As stated in Section 1.3, the four professional placements can be completed in a variety of host organisations, enabling students to acquire skills to work with diverse client populations. Placements can be paid or unpaid, and may include the Student's usual place of work (provided supervision and other requirements can be met). Host organisations may include public and private hospitals, community mental health services, neurology and rehabilitation services, educational organisations, private practices, and many more. The four placements need to include at least *three* different workplaces and work experiences and at least *three* different appropriately qualified and approved supervisors. A workplace is defined as a specific worksite or physical location. Multiple placements can occur within one host organisation provided no more than two placements in the organisation occur within the one workplace. For example, more than one placement may be completed within the same hospital, provided they involve different units or services within that hospital. Students should note that this means that it will not be possible to complete all placement requirements of the course within one host organisation – such as their usual place of work or private practice. The requirements for approval to supervise a placement are described in the following section (2.3).

On commencement of the course, students will discuss their ideas for placement with the Academic Placement Coordinator. The nature of the four placements will be planned in relation to:

- Working with a variety of client populations (ages, gender, culture, problem areas etc);
- Working within a variety of host organisations;
- The student's personal placement goals;
- The opportunities for placement available to the student.

Given the varied geographical locations of students enrolled in the course, the responsibility for identifying or exploring local placement options may rest largely with the student. University staff may assist in locating options should difficulties arise in this process.

2.3. Field Supervisor qualification requirements

Consistent with the standards and requirements of the Australian Psychology Accreditation Council (APAC), and the Psychology Board of Australia (PsyBA), all students on placement must be supervised by a post-graduate qualified (Masters or Doctoral level) Clinical Psychologist with at least two years professional experience and have endorsement with the PsyBA to practice in clinical psychology. 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).

Please 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 Area Practice Endorsement.

Prospective Supervisors who wish to discuss their eligibility to supervise a Master of Clinical Psychology placement can contact the Placement Coordinator (Academic) (contact details provided at the front of this Student Guidebook).

Prospective supervisors will be asked to provide a current copy of their Curriculum Vitae to the Course or Placement Coordinator (Academic). The University is required to make these documents available to APAC or PsyBA on request (for accreditation and audit purposes).

Please see Section 5 of this Student Guidebook for more detail on the requirements for clinical supervision.

2.4.   Amount of clinical supervision requirements

The APAC Guidelines specify the required total number of placement hours (1000) for a Masters level professional course, Master of Clinical Psychology Students at Charles Sturt are required to keep logbook records of Supervision Contact (minimum of 30 hours per placement as per APAC guidelines) and of Supervision-Related Activity (approximately 15 hours). These two categories are described in Sections 4.7 and 4.8 of this Guidebook.

2.5.   Activities/duties 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. Firstly, prior to negotiation of a placement, the Student should be interviewed by the prospective Supervisor to determine the suitability of the Student and the appropriateness of the placement. The interview should include:

(i)   A detailed discussion of what experience is to be provided in the placement

(ii)   A detailed discussion of the Supervisor's expectations in relation to knowledge and preparation for placement work (before and during the placement);

(iii)   A detailed discussion of 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. Once the Student is approved by the Supervisor for the placement and the placement begins, the following should occur:

(a)   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 supervision agreement, which is acceptable to all parties.

(b)   The Student should undergo an induction period (see Section 5.1) when they will be more fully acquainted with the duties, roles, and case work of the supervising Clinical Psychologist.

(c)   The Student should be introduced to other agency or unit staff members, and be familiarised with the functions of the unit or agency.

(d)   The Student should, as soon as competence and circumstances permit, make a positive contribution to the work of the host organisation. While on placement, the student should function as if they were a member of staff, not merely an observer.

(e)   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 programmes. They should be able to carry out the range of clinical activities consistent with their level of competence, as negotiated with their Supervisor. The Supervisor will arrange clinical activities for Students in accordance with the host organisation's procedures. In a typical 250 hour placement, at least 100 hours should involve direct client contact (see Section 4.5 for more information).

(f)   In therapy host organisations, 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.

(g)   Any work done by the Student as therapist should be formally supervised by the Clinical Psychologist via pre and post-session discussion, unobtrusive observation (e.g., through one-way mirror), direct observation in session, or audio/video-recording of sessions.

(h)   According to the 2010 APAC standards: The Supervisor and Student should, at a minimum, have one hour of supervisory contact per 7½ hours of placement. Hours per week of supervisory contact will vary depending upon the number of days per week devoted to a placement. See Section 4.7 for details. Given the ratio of one hour of supervision for every 7½ hours of placement, approximately 30 of the 250 hours in each placement should be related to supervisory activity.

(i)   Where possible, the Student should have the opportunity to directly observe some of the Supervisor's clinical work.

(j)   Where possible, the Supervisor should have the opportunity to directly observe an agreed proportion of the clinical work of the Student.

(k)   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.

(l)   In addition to case 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 Clinical 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.

(m)   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).

(n)   At mid-placement, the Student's work and the placement experience should be reviewed in a meeting set aside specifically for this purpose.

(o)   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. 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.

2.6. Placements in private practice

Students may undertake any of their placements in private practice organisations, including independent private practices, private hospitals, or other private agency organisations. As is the case for students employed in the public sector, a student may be given approval to complete the requirements of two placements in their own private practice, provided it is supervised appropriately and meets other requirements.

There may be some differences between completing a placement in a private sector organisation and a public sector organisation. Traditionally, the typical Masters 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:

1. Payment for psychological services provided by students, and
2. Payment for clinical supervision provided by supervisors.

If the student's role in the organisation is purely as an observer, the first point is not likely to be at issue. In other words, the fully qualified private practitioner is providing the service, and both client and practitioner allow the student (often on their first placement with little clinical experience) to sit in and observe – making small contributions by administering tests or contributing to case formulations. In this case, the client is still paying for the fully-qualified practitioner's services, the student remains unpaid, and the supervisor may receive no additional payment for the time spent discussing the cases with the student (supervision). However, for all field placements at the Masters level, active involvement by the student in the direct provision of psychological services is a requirement.

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.
1. To whom is the client's fee paid? (i.e., to the student, the supervisor, the organisation, etc.).
2. Is the student required to pay for the private practitioner's time when obtaining clinical supervision?
3. 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 do so using the Supervisor's (or any other practitioner's) Medicare Provider Number.

All students currently enrolled in the part-time distance education option of the Master of Psychology course at Charles Sturt are fully registered as Psychologists, so they are eligible to apply for their own provider number under the Medicare scheme. If the client is to have access to a rebate or bulk billing under the relevant Medicare scheme, the student must first obtain their own Medicare Provider Number.

There are a number of options in relation to undertaking placement in a private practice, and these need to be discussed/negotiated with the person who is considering having in their practice as placement. Here are a few examples of arrangements that may be suitable. Please note that this is not an exhaustive list, and other options may be suitable.

1. The Student initially undertakes placement as an observer. This option would not involve Students seeing their own clients independent of the Supervisor. As noted above, this would not, in itself, satisfy the requirements of the placement the professional Masters course, but it may be part of an induction period that leads to later direct service provision by the Student (see options 2 and 3).

2. The Student undertakes placement with their own Medicare provider number to enable clients to use the Medicare system to access their services. Whether the Student pays the Supervisor for their supervision time and/or use of rooms, etc. would need to be negotiated.

3. The Student undertakes placement offering their services either pro bono (without charge) or for a non-Medicare-based fee. The latter would be difficult to justify if you are, indeed, eligible for a provider number within the Medicare system. Once again, how the Student reimburses the Supervisor for their time and facilities would need to be negotiated.

In addition to the Student Placement Agreement (Form B) required in the standard documentation, students and Supervisors are encouraged to prepare a separate contract or agreement that specifies the payment and service arrangements that apply to the placement. Prior to placement commencement, students are encouraged to discuss the proposed payment and service arrangements with the Academic Placement Coordinator.

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 in to 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.

Section 3: The Organisation & Administration of Placements

3.1. Identification of potential field placement host organisations

Students are encouraged to begin thinking about completion of field placement requirements prior to enrolment in the course. The availability of placement sites and access to appropriate clinical supervision should be taken into account when undertaking study through the online mode. Students are encouraged to aim to broaden their experience when planning their placement programme. Diverse host organisations are available in most regions, and students should take advantage of the opportunity to explore new areas of potential interest. Students must discuss their local placement options with the Placement Coordinator (Academic) to ensure each placement's suitability.

In arranging placements, the Student's preferences, prior experience, and current needs should all be considered. Given the varied geographical locations of Students enrolled in the course, the initial responsibility for identifying local placement options rests largely with the Student. Some organisations prefer to be contacted in the first instance by the Student, and others prefer to be contacted first by the Academic Placement Coordinator.

Placements can be undertaken within a wide variety of host organisations, including the public or private sector, non-government organisations, or charitable organisations, provided appropriate supervision is available. The work undertaken by Students on placement may be paid or unpaid. Students will not be permitted to do all their placements within the same setting (e.g. their usual place of work) or with the same Supervisor. A field placement setting (including the Student's workplace) can be used for a maximum of two (2) placements, provided there is a change of target population or Supervisor. Similarly, a Supervisor can be used for a maximum of two (2) placements, provided there is a change of target population or setting.

3.2. Qualifications and location of Supervisors

As stated in Section 2.3.:

Consistent with the standards and requirements of the Australian Psychology Accreditation Council (APACand the Psychology Board of Australia (PsyBA), all students on placement must be supervised by a post-graduate qualified (Masters or Doctoral level) Clinical Psychologist with at least two years professional experience and be eligible for endorsement with the PsyBA to practice in clinical psychology. The supervising clinician must have no conditions on their registration with the Psychology Board of Australia, 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).

Please 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 field placement, unless the person is also a member of an appropriate APS College (e.g., College of Clinical Psychologists, College of Clinical Neuropsychologists, etc.) or has been assessed as eligible for the APS College of Clinical Psychologists (e.g., holds a Medicare Provider Number for the higher clinical psychology rebate).

If potential supervisors are unclear as to whether they are eligible to supervise a Master of Clinical Psychology placement, they should contact the University's Placement Coordinator (Academic) for clarification (contact details at the front of this Student Guidebook).

A Student on placement may receive clinical supervision from more than one Supervisor. In many workplaces, the supervisory duties involved in offering placement to Master of Psychology students may be shared by a number of appropriately qualified professionals. All participating Supervisors need to be formally approved by the University.

The approved Supervisors may be on-site, or off-site (i.e., internal or external to the placement setting).

3.3. Approaching potential placement host organisations and supervisors

Host organisations and supervisors vary in relation to whether they prefer initial inquiries from the Student or from a University staff member. Every State and Territory health department has their own procedures for arranging student placements. In recognition of this variation, Students can begin by generating a list of possible placement options (including possible Supervisors) in their preferred geographical area. If the Student is familiar with the service and the prospective clinical supervisor, they may make informal contact as part of the initial inquiry. If the initial inquiry indicates the possibility of placement, the Student should contact the Placement Coordinator (Academic) to provide the placement and supervisor details for follow-up contact. If the Student is not familiar with the service or the prospective supervisor, they should contact the Placement Coordinator (Academic) and provide the prospective placement details. It is preferred that Students do not make a written inquiry prior to consultation with the Academic Placement Coordinator.

3.4. Placements in State and Territory Health host organisations

In 2012, **NSW Health** introduced an online placement request and approval system called ClinConnect that is to be used to request, arrange, and monitor field placements for all disciplines working within NSW Health, including psychology (see http://www.heti.nsw.gov.au/clinconnect/). On the basis of the students' expressions of interest, the Placement Coordinator (Academic) will liaise with Workplace Learning staff to request placements via the ClinConnect system. The Placement Coordinator (Academic) 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 or not approve the request. Students will be notified of timelines, placement options, and requirements via the Master of Clinical Psychology Course Forum, accessible to all students enrolled in the Master of Clinical Psychology. The Placement Coordinator (Academic) can request a placement no less than 21 days in advance of commencement. The student must be fully verified within the ClinConnect system (see Section 3.5. below) 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 found in the Master of Clinical Psychology Interact2 course website.

Victorian and South Australian Health host organisations also have an online placement management system called Placeright. 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 is not currently funded to pay fees for placements, we are unable to place students in any Victorian Health Department host organisations that require payment of fees. More information about Placeright can be found at:
https://www.placeright.net.au/About

Placements in **ACT Health host organisations** also utilise an online placement system called Student Placements Online (SPO). For more information on clinical placements within ACT Health, go to:
http://www.health.act.gov.au/professionals/student-clinical-placements, and
http://www.health.act.gov.au/professionals/act-health-clinical-placement-office-cpo/studentstrainees

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. More information on placements in Queensland Health host organisations can be found at: https://www.health.qld.gov.au/employment/clinical-placement

3.5.   Pre-requisites for undertaking placement

Pre-requisites for undertaking placement in an organisation may include a formal institutional level Agreement between Charles Sturt and the prospective placement organisation. The Agreements are legal documents that detail the obligations and responsibilities of all parties (the University, the Student, the Supervisor, and the host organisation) that are usually signed at the level of the Vice-Chancellor or Deputy Vice Chancellor of the University. Charles Sturt has existing Agreements for placement with most of the NSW Local Health Districts, ACT Health, and Queensland Health. Each time a placement is negotiated however, an additional Schedule may need to be signed (usually by the Head of School) to allow a specific placement to proceed. Private Hospitals and other organisations also sometimes require the existence of a formal agreement between the institutions. If a Student is seeking placement at a new organisation where no such Agreement exists, but is required, it may take some time for an Agreement to be developed and approved by the respective legal departments. Host organisations need to inform the Student and the University if a Schedule needs to be signed, or an Agreement has to be established, before the placement can proceed.

Students wishing to undertake placement in Government Health host organisations, for example, will need to demonstrate to their host organisation that they have been successfully inoculated against Adult diphtheria/tetanus/and possibly pertussis; Hepatitis B; Influenza; Measles/mumps/rubella; Varicella (chickenpox); Tuberculosis. The list of conditions is updated from time to time and may extend beyond those conditions mentioned here. Students should negotiate this with their host organisation during their initial contacts. Students will need to arrange immunisation and screening requirements through their own General Medical Practitioner. The cost of immunisation and screening requirements is the responsibility of the Student. Completion of these requirements, and having the relevant documentation sighted and verified by Health staff can take some months (at a minimum), so any student who may seek to undertake placement in a State or Territory Health organisation within the four years of course enrolment is encouraged to begin this process as soon as possible.

While every State Health Department will have specific requirements for Students undertaking placement in their organisations, individual District or Area Health Services within each State or Territory may differ slightly in their requirements. Most host organisations require that a National Criminal Records Check be undertaken prior to commencement of the placement. The University will provide access to information on the requirements in each State and Territory Health Service. For example, details of this process as it applies to NSW Health can be located at the following website.

http://www.health.nsw.gov.au/careers/student_clearance/pages/default.aspx

Students who are likely to be working with children during placement will need to undertake a "Working with Children Check" (or comparable screening process relevant to working with children). Even if individuals have this clearance already in their current workplace, it is likely that

the placement setting will require this to be undertaken again. Students will need to finalise this in advance of commencing a placement. Students will be required to sign a Prohibited Employment Declaration at the commencement of the course. Students should ascertain the requirements of a specific placement setting during their initial contacts. In NSW, Students can find the latest necessary paperwork at:

http://www.kidsguardian.nsw.gov.au/Working-with-children/working-with-children-check

3.6. Placement Application (Form A)

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 (Form A).** 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 (Form B)**

Students <u>cannot</u> commence placement until the Placement Application (Form A) has been approved and notification of approval has been received from
psychology-wpl@csu.edu.au

3.7. Student Placement Agreement (Form B)

Once the University has approved a Placement, **Student Placement Agreement (Form B)** is required to be completed by the Student and Field Supervisor. This agreement should be completed in a meeting between the Supervisor and the Student prior to the commencement of each placement, or within 2 weeks after commencement of the placement. If a more detailed agreement is preferred, some Supervisors may wish to extend upon the basic agreement provided. In defining the agreement, consideration should be given to both the range of opportunities available in the placement and the needs, interests, and previous experience of the Student. Particular effort might be made to either capitalise on, or to fill major gaps in, the Student's experience.

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 University the completed and signed Student Placement Agreement no later than two weeks following commencement of the placement via email to psychology-wpl@csu.edu.au.

3.8. Mid-Placement Review (Form C)

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. Supervisors may wish to use the **Placement Evaluation (Form G)** as a guide when giving mid-placement feedback to supervisees. 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 (Form C) is provided as a suggested guideline for the content of this meeting. The Supervisor will be contacted by a University staff member on or around the date of the mid- placement review. If preferred, 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, together with logbook and supervision logs completed to date, to psychology-wpl@csu.edu.au within two (2) weeks following the review.

3.9. The Supervisor's evaluation of Student performance

During the placement, Supervisors are encouraged to telephone the Placement Coordinator (Academic) if any problems arise (see contact details in the front of this Student Guidebook). 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 Academic Placement Coordinator. 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. Academic Placement Coordinator University staff will endeavour to maintain regular contact via the telephone (and, where available, email) with the Supervisor throughout the placement to provide support, and to seek feedback on the Student's progress.

3.10. Formal feedback on overall Student performance

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 **Student Evaluation (Form G)** 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 choose to discuss this form with Students prior to forwarding it to psychology-wpl@csu.edu.au or alternatively Supervisors may choose to give their feedback to Students themselves in a different manner. Supervisors may prefer to send the completed **Student Evaluation (Form G)** to psychology-wpl@csu.edu.au separately. Issues of concern for the Supervisor should be raised well beforehand, if possible at the mid-placement review, to allow the Student the opportunity to address areas of concern.

Supervisors should try to set aside personal feelings about Students, either positive or negative, when making evaluations. If they are seriously unhappy about particular aspects of a Student's performance, they should regard themselves under obligation to the profession to indicate them. Feedback should be detailed and constructive, and designed to help Students improve their performance where necessary. Supervisors should avoid a situation in which they are providing entirely negative criticism, which does not encourage or guide the Student in developing a range of effective and appropriate skills.

3.11. The Student's evaluation of the field placement experience

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 (Form H)** which allows them to comment on the placement experience in a structured format.

3.12. 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 (Form G)**. 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 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 Academic Placement Coordinator. 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.

3.13. Conditions for recommending Unsatisfactory for placement

The Supervisor should <u>not</u> 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 (Form G)**. 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 (Form B)** or otherwise agreed at the mid-placement review, for their general level of competence to be assessed.

[**NB:** 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, etc.) assessment of the placement may be deferred until a later date and not recorded on the Student's transcript as Unsatisfactory].

3.14. 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, 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 required to re- enrol to complete the placement subject.

3.15. 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 Psychology Board of Australia (PsyBA) for advice and possible notification.

3.16. Reducing the risk of Unsatisfactory grading

The Student Placement Agreement (Form B) 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) (see contact details in the front of this Student Guidebook). An early phone call to discuss a potential problem may well avoid things becoming more serious or reaching an impasse.

3.17. 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.
The Supervisor should indicate on the **Student Evaluation (Form G)** 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 Academic Placement Coordinator.

(ii) 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.

(iii) 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).

(iv) The University's teaching staff will meet to consider all available reports, written and oral, from all the relevant parties.

(v)   The final decision to submit an "Unsatisfactory" grade for placement will ordinarily be based on the opinions of both the University Supervisor(s) 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 Clinical 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. Please see the relevant Subject Outlines for more information on the components of assessment.

Component of assessment	Unsatisfactory	Satisfactory
Completed Placement hours Summary (Form F)	-Form is not included in submitted documentation, OR -not submitted within one month of placement completion (and an extension has not been sought), OR - not signed by both the Student and Supervisor, OR - contains errors or omissions, OR - does not match logbook records, OR - does not indicate that required targets for hours have been reached.	- Form is included in submitted documentation within one month of placement completion or by the date of an approved extension, AND is signed by both the Student and Supervisor, contains no errors in addition or omissions, matches logbook records AND Indicates that required targets for hours in each category have been met.
Logbook (Form D)	- From 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 instructions).	- Placement Logbook submitted within a month of placement completion or by the date of an approved extension, AND - Placement Logbook is clear and legible, AND - Placement Logbook is complete and accurate, AND - Placement Logbook has been endorsed by the Supervisor, AND - Placement Logbook contains all necessary information (as per Student Guidebook instructions).
Supervision Session & Activity Logbook (Form E)	- Logbook of Supervision Hours not submitted within a month of placement completion and no extension has been sought, OR - Logbook of Supervision Hours is illegible, OR - Logbook of Supervision Hours is incomplete or inaccurate OR - Logbook of Supervision Hours has not been endorsed by the Supervisor OR - Logbook of Supervision Hours does not contain all necessary information.	- Logbook of Supervision Hours submitted within a month of placement completion or by the date of an approved extension, AND - Logbook of Supervision Hours is clear and legible AND - Logbook of Supervision Hours is complete and accurate AND - Logbook of Supervision Hours has been endorsed by the Supervisor AND - Logbook of Supervision Hours contains all necessary information.
Placement Evaluation (Form G)	- Supervisor has recommended 'Unsatisfactory' on the Professional Development Feedback form, AND - This has been confirmed to be the Supervisor's recommendation by the Course or Academic Placement Coordinator.	- Supervisor has recommended 'Satisfactory' on the Professional Development Feedback form
Final Subject Grading	- Opportunities to address problems in relevant areas above have not been acted upon, OR Have been acted upon to a standard that remains 'Unsatisfactory'. See Placement Student Guidebook for more details on the final grading of a placement subject as 'Unsatisfactory'.	- 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.

3.18. Documentation and forms

All Students will be expected to access the Placement Student Guidebook via each placement subject's Interact2 site and on the Course Interact2 site.

The master set of forms is as follows:

Placement Application (Form A)
Student Placement Agreement (Form B)
Mid-Placement Review (Form C)
Logbook (Form D)
Supervision Session & Activity Logbook (Form E)
Completed Placement Hours Summary (Form F)
Placement Evaluation (Form G)
Student Review (Form H)

3.19. Clinical Placement Administration Process

All forms are to be submitted to psychology-wpl@csu.edu.au.

The Workplace Learning Officer (WPLO) is responsible for supporting the Placement Coordinator (Academic) and student through the administrative process associated with placement as well as monitoring and recording all information for the University.

- Student submits completed signed **Placement Application (Form A)** for approval along with Student's CV and the CVs of all Prospective Supervisors to psychology-wpl@csu.edu.au

- WPLO registers placement on InPlace (Charles Sturt's Workplace Learning reporting system) and forwards documents along with any of the student's previous placement documents to Placement Coordinator (Academic) for consideration of approval.

- If not approved the Placement Coordinator (Academic) or the WPLO will contact the student to discuss.

- On approval WPLO contacts both the Student and Supervisor(s) via email notifying of approval and the next step of completing **Student Placement Agreement (Form B)**.

- Student must submit the Student Placement Agreement no later than 2 weeks after commencement of placement for approval.

- WPLO will continually monitor placements by following up with student via email and phone and updating InPlace to ensure that all documentation is submitted in a timely manner.

- Student to notify via email to psychology-wpl@csu.edu.au of any unexpected changes to the placement (eg timeframe and/or supervisor/s) during the approved placement.

- Student must submit the **Mid-Placement Review (Form C), together with logbook and supervision logs completed to date,** within 2 weeks of the interview.

- Completed signed Forms D, E, F, G & H must be submitted by student no later than 4 weeks after the end of the placement.

- All completed placements will be forwarded to the Placement Coordinator (Academic) for marking. The Placement Coordinator (Academic) will then update Grade Centre or submit Change of Grade form.

- Students will be notified at this point that their placement has been marked and that grades will be available:
  - Via their transcript when grades are released at the end of session (is placement is completed within the enrolled session) or
  - Via their transcript in the near future allowing time for processing of a Change of Grade (if the placement is completed after the end of the session in which the student is enrolled).

- All placement documentation will be stored on the University's electronic file management system.

- Any student not completing placement within the session in which they are enrolled will be requested to complete Workplace Learning Grade Pending (Form I) near the end of the session.

N.B. THE STUDENT SHOULD KEEP A COPY OF ALL PLACEMENT PAPERWORK THAT IS FORWARDED TO THE UNIVERSITY. PLACEMENT DOCUMENTATION WILL <u>NOT</u> BE RETURNED TO STUDENTS AFTER MARKING

Section 4: Student's Record of Placement Activities

Written records or logbooks must be kept by the Student of the work they have undertaken while on placement. This record must be submitted to the University on completion of the placement. University staff may ask to see a Student's logbooks at any point during placement completion and hence logbooks should be recorded contemporaneously. The records, signed by the Supervisor, constitute the evidence of completion of the required placement hours. They can also be used by the Student when planning future placements, preparing Curriculum Vitae, and applying for membership of professional organisations.

4.1. Format and content of students' placement records

In Section 3.8 students have been provided with links to all forms which are intended to serve as a record of all professional practice activities and supervision completed during the placement. Students may modify the format of these records, provided the same information/level of detail is recorded.

Regardless of the format used, the logbook of placement activities should include - all case work (cases seen, their nature and student's level of involvement); skills acquired and tested (e.g., types of assessment or intervention); and all activities in which the student was involved (such as preparation, supervision, conferences, meetings, projects, observations, visits, etc.). **Logbook (Form B)** hours should essentially be a record of the activities undertaken, accounting for every hour devoted to placement. The completed hours will need to be classified as:
- Client Contact (see Section 4.5); or
- Client-Related activity (see Section 4.6); or
- Supervision Contact (see Section 4.7); or
- Supervision-Related activity (see Section 4.8); or
- Other (see Section 4.9)

Logbook (Form D) includes codes to identify entries as:
CC (Client Contact),
CR (Client-Related activity),
SC (Supervision Contact),
SR (Supervision-Related activity)
O (Other).

If you are unsure about how to code an activity, you should discuss this with the Supervisor. If further advice is needed, please contact the Placement Coordinator (Academic).

All client-related logbook entries and materials submitted <u>must </u>be de-identified.

4.2. Duration requirements for placements

As stated previously, Students must complete a minimum of 1000 hours placement within the Master of Clinical Psychology course. These placement hours are divided into four specified placements of approximately 250 hours each. For each of the 250 hour placements, approximately 100 hours needs to be accounted for through direct Client Contact (see Section 4.5), and approximately 45 hours needs to be accounted for through Supervision Contact (30 hours, see Section 4.7) plus Supervision-Related Activity (maximum 15 hours, see Section 4.8). On completion of the four required placements, students should have recorded at least 400 hours of Client Contact and at least 180 hours of Supervision and Supervision-Related Activity. The remaining 420 or so logged hours will be classified as either Client-Related activity hours (see Section 4.6) or Other (see Section 4.9). It is anticipated that the majority of the remaining hours will be client-related activity.

If unanticipated circumstances arise on placement where the Master of Clinical Psychology Student becomes concerned that they will not be able to accrue approximately 100 hours of Client Contact and approximately 30 hours of Supervisory Contact, they should contact the Placement Coordinator (Academic) as soon as possible for advice. As the requirements apply to the minimum total of 1000 hours of placement across the entire course, it may be possible to determine whether minor shortfalls in each area can be covered through placements already completed, or through placements yet to be completed. As the minimum duration for a placement is 200 hours, there will be limit on how many extra hours accrued can be counted toward subsequent placements.

4.3. Time-frame for completing placements

Part-time Students essentially have from the beginning of Session 1 (usually late February) until the end of Session 2 (usually late October) to complete each placement. How placement completion is structured (i.e., number of days per week over a specified time period) is not dictated by the University, but should be a matter for negotiation between the Student, the Supervisor, and the host organisation. For example, if a placement necessitates travelling a considerable distance from home, Students may seek to relocate temporarily to undertake placement hours in a block format (5 days a week for 7 weeks), or they may divide their block placement into two or more sections (e.g., 4 weeks, then three weeks, with time intervening). Students may seek the same format to take advantage of study leave or vacation arrangements to complete placements. Students undertaking placement in host organisations closer to home may prefer to complete their placement by attending one or two days per week for a more extended period.

Students will need to seek out placement opportunities where their preferred format for completion can be accommodated. Many host organisations require that a Student attend placement on one or two day per week basis, to allow time for on-going contact with clients from intake to discharge.

A significant number of Supervisors also work in organisations part-time, making completion of the placement full-time inappropriate.

Please keep in mind the requirements for supervision hours when planning the format for placement completion. The current requirements equate to approximately one hour of supervision for every day Students are on placement. If Students are completing placement in a block format (full-time), this means around 5 hours of supervision per week. Unless Students are literally working beside the Supervisor (e.g., running a group treatment programme together) this can be extremely difficult to achieve. Similarly, if Students are undertaking one or more placements in their full-time work place, it is recommended that they designate one or two days to record as "placement" days, and arrange supervision for those cases rather than the entire caseload. Otherwise Students will find that they will far exceed the required placement hours in order to meet the required proportion of supervision hours.

4.4. Endorsement of records by the Supervisor

The Logbook (Form D) should be endorsed (via signature) by the Supervisor as an accurate account of that Student's placement experience. The Supervisor must regularly sign the log book for these activities to count towards the hours required for satisfactory completion of the Master of Clinical Psychology course. At a minimum, the record should be signed by the Supervisor at least once every five placement days.

While the University provides guidance on what types of activities can be counted toward direct client contact, client-related activities, supervision contact, supervision-related hours, 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 placement hours under their supervision, and in most cases to design a placement experience that is appropriate to the setting and client population. The Student and Supervisor need to discuss, at the outset, how placement 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 on site at the placement, but Supervisors vary in whether they consider time spent engaged in such necessary preparation should be counted toward the final 250 hours of placement activity.

Please keep in mind that placement host organisations vary widely in terms of the nature of activities and opportunities that are available. Students and Supervisors should discuss the following guidelines for counting and classifying placement hours in relation to what is acceptable and feasible within the specific placement setting. It is hoped that agreement can be reached between the Supervisor and Student as to how the placement hours will be accrued and classified for each specific placement experience, using these guidelines as a starting point for discussion. **Placement Agreement (Form B)** incorporates specification of these details into the Supervision Agreement between Student and Supervisor.

4.5. Requirements for Client Contact hours

When recording **Client Contact (CC)**, it is suggested that the following types of activity be included.

1. Face-to-face meetings with clients for the purposes of intake, interview, assessment, psycho-education, therapy, etc.

2. Telephone or videoconference contact with clients (more than 5 minutes in duration) where issues relevant to the provision of psychological services are discussed.

3. Observation of other professionals while they are engaged in direct client contact (e.g., observing assessment or therapy sessions, intake interviews, etc.).

4. In some contexts, the "client" will be defined broadly. For example, working in some host organisations 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.

Please Note: Placements that primarily involve assessment interviews and standardised psychometric testing (e.g., neuropsychology placements) may, by their very nature, provide fewer direct Client Contact hours. Relatively more placement hours may be devoted to Client-Related Activities that do not necessitate further direct contact with clients (e.g., scoring of tests, interpretation, and writing assessment reports). In such instances, the Student and Supervisor may negotiate to count both Client Contact hours and Client-Related Activities hours toward the required Client Contact hours total. This should only occur with the Supervisor's agreement, and if the placement activities primarily involve undertaking standardised psychological assessments and report-writing. Students should continue to identify the relevant hours as Client Contact and Client-Related Activity as appropriate in their logbooks. The only difference will be that the two sub-totals may be added together as Client Contact at the conclusion of the placement.

4.6. Requirements for Client-Related activity hours

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. When recording Client-Related activities, it is suggested that the following types of activity be included.

1. Scoring of psychological tests;

2. Interpretation of psychological tests;

3. Writing case notes, reports of assessment, progress reports, discharge summaries, etc.

4. Liaison with other professionals in the agency or unit regarding client issues;

5. Agency-related case-focused meetings where the Supervisor is <u>not</u> present.

6. 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, and other records;
   - Preparing case formulations and treatments plans, psycho-educational materials, etc.;

4.7. Requirements for Supervision Contact hours

When recording **Supervision Contact (SC) hours**, the emphasis is on the opportunities the Supervisors have had to observe your professional behaviour in a variety of contexts, including provisional of psychological services to clients, interacting with other professionals within and external to the placement organisation, and daily functioning within the organisation unit where you are placed. The following types of activity should therefore be included in the total supervisory contact hours:

1. Face-to-face supervision meetings between the Student and the nominated Supervisor(s) where cases and professional issues are discussed;

2. Telehealth supervision meetings between the Student and the nominated Supervisor(s) where cases and professional issues are discussed.

3. Clinical activities where the Student and nominated Supervisor(s) are both involved in providing psychological services (e.g., co-therapy with individuals or groups). *NB., these types of activity can be counted as direct client contact OR supervisory activity, not both.*

4. Clinical activities where the nominated Supervisor is there to observe the Student's practice only (i.e., the supervisor is not actually participating in the assessment or therapy session as is the case above). This includes time spent reviewing video or audio recordings of the Student's clinical practice sessions, and providing feedback on written reports or notes. *NB: Time involved in observing, but not participating in, the clinical practice of the supervisor counts toward client contact hours <u>not</u> supervision hours. See point 3 in the preceding section.*

5. Time spent by your nominated Supervisor independently (i.e., not in your presence) reviewing video or audio recordings of your professional work, or reviewing your written work.

6. Group supervision activities where a nominated Supervisor is present.

7. Work-related meetings, such as case conferences or reviews, service development meetings, professional development activities and so on, where a nominated Supervisor is present.

It is expected that the activities described in items 1 to 5 will account for at least half of required Supervisory Contact hours, with the proportional contribution decreasing as one moves down the list. On 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 7 should *never* exceed the number of hours accrued in any other logged type of supervisory activity.

For the above activities to count toward your Supervision Contact hours, each occasion of contact <u>must</u> be recorded on a separate **Supervision Session & Activity Logbook (Form E)** that is signed by your Supervisor.

Please note: Both the Student's Supervision Contact and Supervision-Related Activity are recorded in two ways: 1) as brief entries in the general Placement Logbook as more detailed records in the Supervision Session and Activity Logbook.

4.8.   Requirements for Supervision-Related activity hours

In many host organisations, Students may receive clinical supervision from highly experienced professionals other than the nominated Supervisors. This may occur, for example, if you have an approved nominated Supervisor who is off-site (e.g., external to the organisation) and an on-site Psychologist supervisor who may not be officially eligible to supervise the Master of Clinical Psychology placement. Students may also receive supervisory input from other Psychologists or professionals from other disciplines (such as Social Workers, Nurses, and Medical Practitioners). **It is recommended that Students keep records of all supervision received, over and above the 30 hours required with the approved nominated Supervisor(s).** This is important for two reasons:

- It indicates that the Student's clinical work is being appropriately supervised from an ethical/professional perspective (in addition to the APAC requirements for Masters placement supervision being met);
- If there are *minor* shortfalls in the number of Supervision Contact hours accrued at the end of the course, additional input received from other clinical supervisors may be taken into account.

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 <u>not</u> 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).

Please note: Both the Student's Supervision Contact and Supervision-Related Activity are recorded in two ways: 1) as brief entries in the general Professional Practice Logbook as more detailed records in the Supervision Session and Activity Logbook.

4.9. Other logged placement hours

Placement hours that are not classified in any of the preceding categories can be classified as **Other (O)**. These would include any activities that would be counted toward paid hours if the Student was an employee of the service in question. Examples of other types of activities that are likely to be undertaken while on placement and counted as "Other" (O) in placement records include:

1. Time devoted to becoming familiar with organisational/agency procedures, services, policies, etc. (e.g., induction period).

2. Agency-related meetings where the nominated Supervisor is <u>not</u> present (nor is any other professional in a supervisory role).

3. Professional development activities that are relevant to the placement setting, but that were <u>not</u> attended by the nominated Supervisor or any other person 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). NB: *this does NOT include travel from home to the placement setting or from the placement setting to home.*

5. Significant breaks taken within the placement setting that involve other agency staff (e.g., lunch breaks in the placement setting staff room).

4.10. Negotiating counting of hours toward placement

It is assumed that all Students will need to do some reading and preparation while on placement at the direction of their Supervisor, but Supervisors vary as to whether they approve of these hours being counted toward required placement hours. Whether reading and preparation is completed within or outside of actual placement hours, we do suggest that it is reasonable to count some preparation time (e.g., 60 - 90 minutes per placement day) toward the required placement hours. The Supervisor, however, should have input into the final decision as to whether preparation, research, and reading undertaken outside of placement attendance is to be counted at all in their placement hours. How the hours are counted toward placement should be negotiated with your Supervisor at the outset (with input from University staff as needed), and re-negotiated if problems arise or clarification is required.

Examples of activities that should clearly <u>NOT</u> be counted toward placement hours include:

1. Travel from home to the placement setting, and from the placement setting to home;

2. Significant breaks taken away from the placement setting and staff (e.g., lunch break taken outside of the placement setting not involving contact with placement setting staff);

3. 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.

4.11. Approximate targets for each placement

As a general guide, the table below suggests target hours in each category for each 250 hour placement.

Client Contact	Client-Related Activity	Supervision Contact	Supervision Related Activity	Other	Total Hours for one placement
Approximately 100 hours	Approximately 60 hours	Approximately 30 hours	Approximately 15 hours	Approximately 45 hours	**Approximately 250 hours**

These numbers should serve as a guide only. Placements will inevitably vary in the distribution of activity types. Please contact the University Placement Coordinator (Academic) if you have any concerns.

The Placement Coordinator (Academic) will correspond with all Students about setting targets for their *final* placement hours that may take into account excess hours accrued on previous placements. There are a couple of caveats to keep in mind:

1. The *minimum* duration for a 'placement' is 200 hours (an APAC requirement).

2. There still needs to be an appropriate ratio of supervision hours to placement hours. For example, if a Student has excess supervision hours but needs to make up client hours, that clinical work still needs to be appropriately supervised. If the Student has excess client hours and need to accrue more supervision hours, he or she will still need to complete an appropriate amount of clinical practice that is commensurate with the amount of supervision needed.

3. Any changes to hours required must be negotiated in advance of the placement commencement. It is not appropriate for the Student to inform the Supervisor during a placement that they think they need to do fewer hours than originally agreed. If a change is mutually convenient however, the University Placement Coordinator (Academic) can be contacted to approve the change.

4. Any changes to hours required must have the Supervisor's approval.

5. Any changes to hours required must have the University Academic Placement Coordinator's approval. On request, the University Placement Coordinator (Academic) can prepare a summary of minimum targets required for the final placement.

4.12. Summary of completed placement hours

When submitting **Logbook (Form D)** and **Supervision Session & Activity Logbook (Form E)** at the end of the placement, Students will need to complete **Summary of Completed Placement Hours (Form F)** single form that provides a breakdown of the hours completed. This form should be completed, signed by the Student and the Supervisor, and attached as the last page of the compiled extended logbooks prior to their submission.

4.13. Collating and submitting placement records

In addition to the Logbook and Supervision Session and Activity Logbook, Students should take responsibility for collating, preferably in a file, all information pertinent to placement experiences (e.g., copies of contracts, outlines and information, correspondence, etc.). This information will assist in the later writing of Curriculum Vitae and professional applications. Students are encouraged to bring the file to meetings between themselves, University staff and Supervisors. This information can help in the business of placement planning or discussions about academic course content. Any client-related documentation must be de-identified.

On completion of each of the four placements, both logbooks and the remaining required documentation must be submitted to the Workplace Learning team in PDF format via [psychology-wpl@csu.edu.au.](mailto:psychology-wpl@csu.edu.au) All relevant documentation is to be submitted within a month of placement completion. If there is a delay in submission of the final documentation, the Student should contact the Workplace Learning 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.

Section 5:   Nature and Requirements of Supervisory Contact

5.1. Providing an induction for the Student

If the Student is coming to work within an organisation to complete a placement (undertake work place 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 (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).

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, etc.

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.

5.2.   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.

Students are required to keep careful and complete records of all placement activities in **Logbook (Form D)** and this includes a brief record of both formal and informal supervisory contact. A summary sheet for recording more detailed *content* of supervision sessions **Supervision Session & Activity Logbook (Form E)** is also provided.

For a single 250 hour placement, approximately 30 of these hours should be devoted to supervisory contact and activities (as per APAC Standards and course approval guidelines for the APS College of Clinical Psychology). The ratio of supervision to placement hours required is 1 to 7½. The number of supervision hours per week will therefore depend on the way the placement has been structured (e.g. block versus a certain number of days per week).

Please see Section 4.7. (Requirements for Supervision Contact Hours) for a description of the types of activities Students may include in their supervisory contact records.

If you have any concerns about your supervisory arrangements and whether they will meet requirements, please contact the Course or Placement Coordinator (Academic) to discuss the relevant issues (contact details at the front of this Student Guidebook). 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.

5.3. 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.

5.4. 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/patients. 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 contract.

5.5. 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.

5.6. Insurance cover for students on placement

The University has appropriate insurance cover whereby the Student and the University are insured in the event that a Student, during the course of the placement, becomes legally liable for injury caused by negligent act to any person or damage to property directly related to the placement. Supervisors will be asked to provide the details of a person to whom a letter from the University's Division of Finance (Insurance) can be forwarded. The letter confirms the insurance arrangements each time a new Student begins placement with them.

5.8   Some general points on supervision

Surveys of various post-graduate student groups, in Australia and overseas, have attempted to elicit the students' views on the characteristics of "good" placement supervision. Following are some of the points that have been made. Many see good placement supervision as characterised by:

(i)   Early establishment of the student's role in the agency and their expected contribution.
(ii)   Clear work load specification.
(iii)   A very structured contract.
(iv)   Introduction to other staff members.
(v)   Offering a wide variety of clients and treatment approaches.
(vi)   Some opportunity to observe their supervisor interviewing clients and administering tests.
(vii)   Detailed feedback regarding test interpretation and report writing.
(viii) Critical feedback regarding all aspects of their performance.
(ix)   The supervisor taking the initiative in indicating what students could expect of them as supervisors; this includes some discussion of the supervisor's readiness to offer praise and criticism.
(x)   A relationship in which students were permitted to be frank about their weaknesses.
(xi)   A regular scheduled time for supervision as well as the opportunity to consult the supervisor at other times.
(xii)   Being available and approachable.
(xiii) Sensitivity to the student's feelings of competence, and appreciation for the personal stresses related to training.

5.9.   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.

There is wide variation within the profession in how clinical reports are written and presented, particularly with respect to the amount of detailed information that is provided. Within a training course, it is important to develop a policy about basic and essential aspects of reporting, and to avoid a situation where Students are given contradictory advice by different Supervisors. If there is an agreement about minimal requirements of clarity and relevance in reports, exposure to individual differences between Supervisors is more likely to be a constructive rather than a confusing aspect of training. In general, Students should be encouraged to write reports that are appropriate to the recipient, to avoid jargon, distinguish clearly between fact and opinion, and to provide consistent clarity of expression. Both Supervisor and Student should be aware of the potential conflict between communicating fully to professional colleagues and maintaining confidentiality.

The APAC Rules for Accreditation and Accreditation Standards for Masters level courses include the following requirement:

5.3.22 All reports and case notes written by the student arising from training undertaken as part of any internal or external placement must bear the signature of the responsible supervisor.

5.10. Quantity of clinical work

Supervisors should ensure that Students do an appropriate quantity of clinical work. There are dangers in both extremes. Students who are receiving limited amounts of clinical 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 a prerequisite for later efficient treatment decisions with a heavier and more realistic caseload.

5.11. 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 first year of the Masters course, Students on their first placement are likely to require a considerable amount of their Supervisor's time. Students on their first placement in a clinical 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. A different style of supervision may be needed for Students reaching the end of their training. Though they should be encouraged to work with increasing independence, supervision should continue to have an educational, not merely a monitoring function.

5.12. Differences in orientation between Supervisor & Student

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. On the other hand, 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. On the other hand, if students can present sound reasons for adopting a different approach, the supervisor should be prepared to support this unless s/he has serious doubts about its effectiveness or the possibility of harm to clients.

5.13. Use of academic and theoretical knowledge

Supervisors have a critical role in contributing to the integration of the theoretical and practical aspects of the Master of Clinical Psychology 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.

5.14. Relationship issues

Supervisors should be prepared to discuss seriously and sympathetically any general issues of relationships with patients/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 her/his patients/clients and be prepared to raise these issues for discussion in a supportive way when they are considered to affect the Student's work.

5.15. 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.

Appendix 1: Online Forms

Placement Agreement (Form A)
Student Placement Agreement (Form B)
Mid-Placement Review (Form C)
Logbook (Form D)
Supervision Session & Activity Logbook (Form E)
Completed Placement Hours Summary (Form F)
Placement Evaluation (Form G)
Student Review (Form H)

Appendix 2: Example of completed Form D

CHARLES STURT UNIVERSITY
MASTER OF CLINICAL PSYCHOLOGY
LOGBOOK (Form D)
[*SAMPLE DOCUMENT ONLY*]

PLACEMENT FOR ☒ PSY545 ☐PSY546 ☐PSY547 ☐PSY548

Name of Student: Jacinta Kelly

Setting: Avonlea Community Mental Health Centre

Date	Description of activity, including your role	Supervisor Signature	Duration (Minutes)	Hour Type*
22/5/14	Supervision Session - Individual		90 mins	SC
	Client – MK Own therapy session OCD		60 mins	CC
	Client – MK Write up case notes		30 mins	CR
	Lunch break in staff room		30 mins	O
	Client – HG Therapy session first appointment Supervisor observing		90 mins	SC
	Supervision Session – individual supervision. Feedback on observed session		30 mins	SC
	Client – HG Write up case notes		30 mins	CR
	Meeting - Regular staff meeting. Supervisor not present	*Mandy Black*	60 mins	O
23/5/14	Supervision session - Individual supervision		60 mins	SC
	Client – PB Research and develop a graded exposure programme		120 mins	CR
	Preparation for case (LK). Reading relevant literature		60 mins	CR
	Lunch break in staff room		30 mins	O
	Client – LK Joint Therapy session with supervisor –		60 mins	SC
	Client – JY Observe supervisor assessment		90 mins	CC
	Meeting Team case management meeting. Supervisor present	*Mandy Black*	60 mins	SC
29/5/14	Staff Development -Own case presentation for all staff. Supervisor present		60 mins	SC
	Supervision session – Individual. Feedback on presentation		30 mins	SC
	Client - PB Own therapy session		90 mins	CC
	Client – PB Write up case notes		30 mins	CR
	Lunch break in staff room		30 mins	O
	Group session – Mindfulness exercises		120 mins	CC
	Write entries in each participants' file	*Mandy Black*	30 mins	CR

**CC=Client Contact, CR=Client-Related activity, SC=Supervisory Contact, SR=Supervision-Related activity;
O=Other [See Field Placement Student Guidebook for more details**]**

SUBTOTALS this page:
CC: 360
CR: 300
SC: 480
SR: 0
O: 150

CUMULATIVE SUBTOTALS:
CC: 660 (11 hrs)
CR: 600 (10 hrs)
SC: 500 (8 hrs 20 mins)
SR: 80 (1 hr 20 mins)
O: 200 (3 hrs 20 mins)
OVERALL CUMULATIVE TOTAL:2040
(34 hours)