

School of Psychology
Counselling & Psychotherapy

Master of Clinical Psychology
(Post Registration)

Placement Information Handbook 2021

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General Information on Placement Requirements

This Placement Handbook is for students that commence their placement units in 2021.

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The guidelines for the requirements of placements are largely determined by the Australian Psychology Accreditation Council (APAC; 2019).

Placement and Graduate Professional Competencies

Placements at Cairnmillar comprise approximately one third of your course and hence are a key component in the post graduate clinical psychology training program. They are foremost seen as learning opportunities which provide students with experience in integrating theory and practice and developing graduate level professional competencies safely and ethically (see APAC competencies listed below).

Placements enable students to take an important step in preparation for the registrar program and beyond that professional life as a clinical psychologist. In meeting student learning needs, placements provide students with differing and diverse practice experiences. Beyond the task of developing professional competencies, diversity and openness to the full range of clinical experience is an important feature of clinical training, in and of itself. Hence, at this developmental stage, Cairnmillar expects students to embrace any placement that may be on offer, even those outside what may be a current interest or most familiar.

As indicated, it is key to ensure that placements are able to meet student learning needs and, to an expected level, develop and practice their clinical skills in a competent and ethical manner. To ensure that placements provide these learning opportunities, various guidelines have been developed by the Institute, APAC (the Australian Psychology Accreditation Council), and the PBA (Psychology Board of Australia).

Australian Psychology Accreditation Council (APAC)

APAC is a joint committee of members of the PBA and the APS who set the standards for accreditation of Australasian psychology programs. The accreditation process ensures that standards of university training are maintained and remain rigorous. Students must complete accredited courses to be eligible for registration as a psychologist. APAC Accreditation Standards ensure that standards of university training in psychology are maintained and remain rigorous. It is worth noting that these competencies also map comprehensively against existing international and national competencies. New standards that came into play in 1 January 2019 can be viewed via the APAC website.

APAC Graduate Professional Competencies

In short, these are clinical skills that demonstrate how you apply your psychological knowledge. It is recommended that you familiarize yourself with the current competencies listed below. These are documented in the current APAC (2019) accreditation standards as follows:

1. Demonstrate successful (prior or concurrent) achievement of pre-professional competencies.

2. Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
 3. Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.
 4. Perform appropriate standardized psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.
 5. Identify psychological disorders using a recognised taxonomy.
 6. Conduct professional interviews and assessments and synthesise information from multiple sources including assessment of risk, to formulate a conceptualization of the presenting issues to determine the most appropriate interventions, including management of risk.
 7. Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organizational, cultural and community contexts, with care given to the appropriateness of the interventions for the client within your wider context.
 8. Interpret and communicate findings in oral and written formats, including formal psychological reports using culturally appropriate language.
 9. Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.
 10. Demonstrate respect for the skills and contribution of other professionals.
 11. Work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
 12. Operate within boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer to relevant other practitioners where appropriate.
 13. Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with the recognition of different organizational cultures and practices.
 14. Engage in self-reflective professional practice, considering the impact of their own values and beliefs, and taking appropriate actions as a result.
 15. Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
 16. Critically evaluate contemporary scientific literature to inform practice.
 17. Investigate a substantive individual research question relevant to the discipline of psychology.
- (Via the research capstone unit)

Psychology Board of Australia (PsyBA)

Amongst other regulatory functions under health practitioner law in Australia, the PBA registers psychologist and provisional psychologist as well as developing standards, codes and guidelines for the psychology profession. They also oversee Area of Practice Endorsement (AoPE) for Clinical Psychology specialization. It is worth *familiarizing* yourself with the **8 Core Competencies required for Clinical Psychology Endorsement**. This is in anticipation of preparing for your specialization via this course and the registrar program. These are detailed below but can also be accessed via the following link:

<https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-GuidelinesPolicies/Guidelines-area-of-practice-endorsements.aspx>

Clinical psychologists use their knowledge of psychology and mental health for the assessment, diagnosis, formulation, treatment, and prevention of psychological problems and mental illness across the lifespan. They research psychological problems and use their psychological knowledge to develop scientifically based approaches to improve mental health and wellbeing.

Specific services of clinical psychologists include the assessment and treatment of a range of mental health problems, such as anxiety, depression, substance dependence, pain and somatic symptoms, schizophrenia, bipolar disorder, bulimia, anorexia, binge eating, conduct disorder, separation anxiety, attention deficit and hyperactivity disorder, autism spectrum disorders, and borderline, antisocial and other personality disorders. Clinical psychologists also consult more

broadly with the community on mental health programs, policies, and practices related to children, adolescents, adults and older adults.

To assure consumers that a clinical psychologist is capable of providing the services required, all endorsed clinical psychologists must be competent in the eight core competence areas of clinical psychology in this document. Additionally, all clinical psychologists must be cognisant of the APS Code of Ethics, General Principle 'B.1. Competence' when considering whether they are able to provide a psychological service.

8 Core Competencies required for Clinical Psychology Endorsement

In addition to the generic competencies demonstrated by all registered psychologists, clinical psychologists must have the following specialist skills and possess the following specialist capabilities:

1. knowledge of the discipline:

- a) a broad understanding of mental health and the role of clinical psychologists in providing evidence-based psychological services, including assessment, diagnosis, treatment, prevention, research and consultancy services within the community across diverse settings
- b) knowledge of psychopathology, psychological medicine and psychopharmacology, neurotoxicity, neurobiology and neuropsychology relevant to mental health conditions, diagnostic systems and criteria for mental disorders, and health psychology and behavioural medicine
- c) knowledge of theories of mental health and wellbeing, and the capacity to critically evaluate the strengths and limitations of those models
- d) understanding of scientific approaches to studying mental health problems, including qualitative and quantitative statistics, self-report, interview and observational methods, and genetic, biological and neuroimaging technologies, and
- e) understanding of the theory and application of evidence-based interventions for mental health problems, including psychotherapy, group and family therapy, counselling and behaviour therapy

2. ethical, legal and professional matters:

- a) understanding of ethical issues in various clinical psychology settings and how to appropriately manage them (for example, managing patient confidentiality with the need to communicate to multi-disciplinary professionals), and
- b) competence in communicating clinical psychologists' ethical obligations to others (for example, families, clinical managers, insurance and legal practitioners)

3. psychological assessment and measurement:

- a) knowledge of assessment and measurement theory and research including considerations of reliability and validity, and the possible role of malingering and impression-management strategies
- b) competence in applying multiple methods for assessing the severity and types of mental health conditions
- c) competence in the diagnosis of mental disorders using structured clinical approaches
- d) competence in applying measures to assess progress with psychological and ancillary treatments, and
- e) competence in the use of valid and reliable tests of psychological functioning, including learning, intelligence, emotion, cognition, memory and personality

4. intervention strategies:

- a) knowledge of theory and a critical approach to appraising the scientific evidence base for treatment of mental health disorders
- b) competence in the delivery of evidence-based psychological therapies for mental health disorders

- c) competence in psychotherapy and behaviour change methods, and
- d) knowledge of methods for consulting, supervising, care planning, and designing interventions for mental health problems

5. research and evaluation:

competence in each of the following:

- a) identification of psychological questions that arise from clinical psychology practice and the design of appropriate research strategies
- b) communication of research methods and findings to non-psychologists in clinical and other settings, and
- c) the transformation of research and evaluation findings into policy, applied knowledge, and improved treatments

6. communication and interpersonal relationships:

competence in each of the following:

- a) provision of expert oral and written reports to various stakeholders, including clients, families and carers, health and medical practitioners, and for medico-legal and forensic purposes
- b) provision of consultancy advice and psycho-education about mental health problems and issues
- c) communicating the obligations of a clinical psychologist in various roles and settings (for example, to courts, medical practitioners)
- d) the ability to distinguish between the sceptical and investigative mindset required when undertaking formal assessment, and the therapeutic mindset which is more suited to clinical interventions, and the ability to determine which approach to adopt in order to develop appropriate relationships with the persons to whom the psychological services are being provided, and
- e) the capacity for reflective practice, including consideration of the personality and preferences of others and the self, and how these influence communication and interpersonal relationships

7. working with people from diverse groups: the ability to apply knowledge and understanding of how the practice of clinical psychology is influenced by social, historical, professional and cultural contexts. This includes demonstrating the ability to competently and ethically practise with people who differ from the psychologist in ways including, but not limited to: differences in age, race, colour, culture, gender, geography, language, sexual orientation, educational attainment, and socio-economic status and religious-spiritual orientation. This includes sensitivity and knowledge of working with Aboriginal and Torres Strait Islander peoples.

8. practice across the lifespan: competence with clients in childhood, adolescence, adulthood and late adulthood, as relevant to the work of a clinical psychologist in the context in which the psychologist is employed.

Placement Requirements:

(Also see the [Summary of Placement Requirements table](#) later in this document)

Meeting Graduate Learning Needs

Diversity of Placement Experience:

To reach graduate level professional competencies it is essential that the three placements provide students with experience in dealing with a range of client problems (e.g. acute as well as chronic disorders, low and high prevalence, comorbidly), across varying age ranges (child, adolescent, adult, older adult), settings (e.g. inpatient/outpatient, community), and using of a variety of clinical skills (assessment, treatment, and professional).

Each placement should be different in focus so that each of the above dimensions is covered adequately. Typically, placement opportunities in hospital settings are limited. Equally valuable experiences with a diversity of presentations and learning opportunities are available in other settings (e.g., Community Mental Health Service, University Clinics, Schools, Forensic settings).

Once again, the expectation is that students make the most of any placement opportunity regardless of whether it meets a particular interest or preference.

Threshold for Child and Adolescent Placements:

All students are expected to complete one child/adolescent placement amongst the three placements, which must be undertaken following successful completion of, or concurrent with, unit *CLP603: Psychopathology for Children and Youth*.

For any placement to be considered a child and adolescent placement- 70% or more of the hours need to have been gained by working with this population. However, each case could be looked at in its own right - for instance if a student had completed say 65% of the hours and they put forward the case that they had covered a full range of activities with this population (e.g. assessment, intervention, etc. working with a diverse range of issues and ages within the age range) then this would likely be approved that as a child and adolescent placement.

In total, students are required to complete a minimum of **750 hours** across all placement settings.

Of these 750 hours, at least **300 hours of direct client** must be accrued across the **three placement settings**.

Direct client contact can comprise face-to-face work as well as observation techniques. Detail on each is supplied below:

- **Face-to-face work** is defined as real time verbal communication in the presence of clients who are in the same room with the student or interacting with the student by means of video conferencing technology where there is a real time image of each of the parties, including a clear view of facial expressions. Case work with clients by means of other electronic media or use of simulation is permissible.
- **Observation techniques** are defined as occurring when the student observes other psychologists or mental health professionals working directly with clients. Students are eligible to utilise observation techniques to enhance their learning and increase client contact hours *up to, but not more than 33%* of the total client contact hours for placement. Such techniques can include observing supervisors in session, watching simulated session material, and observing other mental health professional staff conduct assessment and therapy interventions. Students must seek guidance from their supervisor/s about what observational opportunities are appropriate to their learning needs and stage of clinical development before logging any activity as client contact hours.

Please also see **Appendix 3** for further detail on the definitions of Direct Client Contact and Client related Contact.

Students are also required to receive a minimum of **one hour of supervision per day** (7.5 hours) of placement **for the first placement** (Supervised Placement I, CLP661 [CMI Sourcing] / CLP671 [self-sourcing]). For the **remaining placements** (CLP662 [CMI Sourcing] / CLP672 [self-sourcing] & CLP663 [CMI Sourcing] / CLP673 [self-sourcing]) **supervision** is a minimum of **1 hour per 2 days** (15 hours) of placement.

For the first placement (Supervised Placement I, CLP661 [CMI Sourcing] / CLP671 [self-sourcing]) at least 50% of the supervision must be individual supervision and should be provided by a clinical psychologist approved by the Psychology Board of Australia (PsyBA) as a supervisor. The remaining half (no more than 50%) can be made up of group supervision with a Board Approved Clinical Psychologist. For Placements II & III, all supervision **must be individual supervision** and

should be provided by a clinical psychologist approved by the Psychology Board of Australia (PsyBA) as a supervisor.

To fulfill the placement requirements, all students enrolled in the course are required to complete three Placement Units. To gain a wide range of experiences at least one field placement should be devoted to working with children/youth and one to adult (including older adults) work.

Placements also need to provide adequate diversity of client presentations, including more severe, low prevalence and comorbid disorders.

It is recommended that at least one placement is in an acute inpatient, or outpatient tertiary mental health setting (i.e.: hospital based or area mental health service team).

Placements may vary in how much opportunity there is to accrue direct client contact hours.

Although students in this course bring prior experience as generally registered psychologists, students in Placement I may see fewer clients in a day owing to their inexperience in the clinical field, and the degree of work that is required outside of sessions to prepare.

Students should monitor their hours closely and be active in communicating their progress to their supervisor/s and the Placement Coordinator. The approximate hours per placement provided later in this document are intended as a guide only and students are advised to remember that the cumulative totals (i.e. the total hours across all placements) are most important for successful completion of the course and eligibility for the registrar program.

Students will be assessed as “Satisfactory” or “Not Satisfactory” for their placements by their supervisor. When a supervisor’s satisfactory final report has been received and endorsed by the Placement Coordinator, a final result will be recorded. Placements sometimes extend beyond the semester dates and this may affect the recording of results.

In cases where students are not making the gains expected on placement, this feedback is communicated formally to students at a mid-placement review, and/or end of placement review with the Placement Coordinator present.

In our experience, going back to a student role can be challenging to generally registered psychologists, especially those with extensive practice experience. At times, successful completion of a placement may require changes in existing practice and the acquisition of new knowledge and skills. The Course Coordinator and Placement Coordinator invite students to express concerns about balancing existing practices with the development of new knowledge and skills.

Specific Information for Placements I to III - CLP661, CLP662, & CLP663 (CMI Sourcing) CLP671, CLP672, & CLP673 (Self Sourcing)

NOTE: Summer School (Nov 2021-Mar 2022) available for completion of placement units – as negotiated

CLP661/CLP671 - Supervised Placement I (200 hours)

Placement I (CLP661 [CMI Sourcing] /CLP671 [self-sourcing]) will occur in a range of settings and as such the activities that students will undertake will vary. All placement activities should support the student in acquiring the core competencies of a clinical psychologist. Primarily, these competencies will include therapeutic relationship skills, psychological assessment, risk

management, formulation, diagnostics, intervention design, delivery and evaluation, with a range of clients across the life span, including severe and chronic problems.

Placement I (CLP661 [CMI Sourcing] /CLP671 [self-sourcing]) is approximately **27 days** in length (total 200 hours) and students should aim to obtain **60 direct client contact hours**. **Placements must occur for a maximum of 22.5 hours a week for placement.**

Requirements for Clinical Supervision

For Placement I, students are required to receive a minimum of **one hour of individual supervision each day of placement** (minimum of **27 hours**). For the first placement (Supervised Placement I, CLP661 [CMI Sourcing] / CLP671 [self-sourcing]) at least 50% of the supervision must be individual supervision and should be provided by a clinical psychologist approved by the Psychology Board of Australia (PsyBA) as a supervisor. The remaining half (no more than 50%) can be made up of group supervision with a Board Approved Clinical Psychologist.

Assessment Requirements for Placement I (CLP661 [CMI Sourcing] /CLP671 [self-sourcing])

Students are required to complete **at least four full Mental State Examinations** and **four written formulations of different clinical disorders**, signed off by their clinical supervisor prior to submission.

The 4 mental status examinations & 4 case formulations should be for a total of 4 clients, with a mental status examination and a case formulation for each one. Each MSE/formulation needs to be signed and dated by yourself and your supervisor and uploaded to your Unit folder on myPlacement (i.e. both MSE and formulation for Client A etc.).

The MSEs need to be more detailed than in your clinical notes and include 2 paragraphs. Please include information including appearance, behaviour, mood and affect, speech, thought form and content, insight and judgment. You can discuss the structure and content with your supervisor prior to submission for further guidance on standard structure and content, if needed.

When constructing your formulation, you can use the 5 P's below as a guiding structure. Please ask your supervisor for further guidance, if needed:

- presenting problem;
- predisposing factors;
- precipitating factors;
- perpetuating factors;
- protective factors.

Please ensure that your MSE's/Formulation are in pdf format and signed by yourself and your supervisor before uploading to myPlacement.

Audio/Visual Recordings

Students are required to have their **clinical work directly observed by a supervisor on at least two separate occasions** (e.g., via co-therapy, video or audio recording, sitting in.)

General forms, including Consent forms can also be found via my.CMI
<https://my.cairnmillar.edu.au/knowledgebase/general-placement-forms-guides/>

You should be aiming to have completed 1 recording prior to your Mid-Placement Review (MPR) & 1 before your Final Placement review.

Students are to share a OneDrive link (not via myPlacement). The person receiving the link doesn't need to have a CMI account. Further guidance about this can be found via my.CMI <https://my.cairnmillar.edu.au/knowledgebase/submitting-audio-visual-recordings-for-marking/>

Please refer here for how to share a OneDrive link:
<https://my.cairnmillar.edu.au/knowledgebase/share-files-and-folders-using-onedrive/>

CLP662 (CMI Sourcing) / CLP672 (Self Sourcing) - Supervised Placement II & CLP663 (CMI Sourcing) / CLP673 (Self Sourcing) - Supervised Placements III (275 hours each)

Placements II (CLP662 / CLP672) and III (CLP663 / CLP673) will occur in a range of settings and as such the activities that students undertake will vary. All placement activities should support the student in acquiring the core competencies of a clinical psychologist. Primarily, these competencies will include therapeutic relationship skills, psychological assessment, formulation, diagnostics, intervention design, delivery and evaluation, with a range of clients across the life span, including severe and chronic problems.

Placement II (CLP662 / CLP672) and Placement III (CPL663 / CLP673) are each approximately **36 days** in length and students should aim to obtain **120 direct client contact hours** in each placement (**Total 240 client contact hours**). **Placements must occur for a maximum of 22.5 hours a week for placement.**

Requirements for Clinical Supervision

For Placements II & III (CLP662 / CLP672 & CLP663 / CLP673), students are required to receive a minimum of **an hour of individual supervision per 2 days of placement** (minimum of **18 hours of total supervision for each placement**), which must be individual supervision with a Clinical Psychologist with Board approved supervisor status.

Assessment Requirements for Placement II & III (CLP662/ CLP672 & CLP663 / CLP673)

Students are required to complete **at least two case reports** for each of Placements II and III (i.e., **four case reports in total** across these two placements). These reports must be sighted and signed off by their Board Approved Clinical Supervisor prior to submission. The case reports can either be comprehensive psychological assessment reports or reports on a course of treatment. All case reports **must include a report of a clinical interview, mental state examination, formulation and diagnostic considerations** (not necessarily a diagnosis).

Of the four case reports, **one must include a cognitive assessment** and **one must include a personality assessment** using **a standardized assessment tool**, e.g., WAIS-IV, WISC-V, PAI. Typically, students will have the opportunity across Placements II and III to complete the minimum requirements of one cognitive assessment report and one personality assessment report. However, in the event that a placement does not provide the opportunity to meet these minimum requirements, then assessments undertaken during other placements could be used to demonstrate the student's ability to undertake these assessments. For this reason, students are advised to consider these requirements ahead of time and if necessary, volunteer for appropriate assessment opportunities when possible. While other arrangements can be made with the Placement Coordinator to undertake these assessments and demonstrate those competencies

(e.g., simulated activity) students should make every effort to meet these requirements during their placements.

Students are required to have their **clinical work directly observed by a supervisor on at least two separate occasions**, for each placement (e.g., via co-therapy, video or audio recording, sitting in). As with placement one, you should be aiming to have completed 1 recording prior to your Mid-Placement Review (MPR) & 1 before your Final Placement review.

General forms, including Consent forms can also be found via my.CMI
<https://my.cairnmillar.edu.au/knowledgebase/general-placement-forms-guides/>

Students are to share a OneDrive link (not via myPlacement). The person receiving the link doesn't need to have a CMI account. Further guidance about this can be found via my.CMI
<https://my.cairnmillar.edu.au/knowledgebase/submitting-audio-visual-recordings-for-marking/>

Please refer here for how to share a OneDrive link:
<https://my.cairnmillar.edu.au/knowledgebase/share-files-and-folders-using-onedrive/>

External Supervisors:

In cases where an external agency does not have a Board approved clinical psychologist supervisor onsite, students are required to discuss this with the Placement Coordinator or Course Coordinator before commencing placement. If the external agency is considered appropriate to meet the student's learning needs students can source an external supervisor. Students are not permitted to start placement or external clinical supervision without approval by the Placement Coordinator or Course Coordinator.

Preparing for Placement

There are two options for arranging placement and supervision, which impact costing for the Master of Clinical Psychology (Post Registration) placement units (CLP661 / CLP671, CLP662 / CLP672, & CLP663 / CLP673).

Option 1- CMI Sourced

Cairnmillar Institute will provide the placement coordination and placement supervision.

This is the traditional way a student is enrolled and participates in postgraduate psychology programs. Cairnmillar both sources placement sites and provides the supervision with a suitably trained and experienced psychologist. These places are limited and are based in Victoria.

Option 2 – Self Sourced

Cairnmillar Institute will provide the placement coordination only.

This is an alternative way where students will arrange their own placements and supervision. The Cairnmillar Institute is offering this option following consultation with potential applicants who highlighted that as registered psychologists who are already networked, they may be able to confidently negotiate their own placement and payment for supervision (if required). There are more student places available for this option.

While enabling costs to be kept to a minimum, this option also allows students to undertake placements in their own State/location.

Proposed supervision arrangements will need to be approved by the Cairnmillar Institute Placement Coordinator and meet APAC and course requirements such as the three placements focusing on different areas of development. The Placement

Coordinator will review documentation and ensure compliance with APAC and the Psychology Board of Australia.

Application Process for Placements

Option 1 - CMI Sourced:

The application process for Placements usually involves the following steps:

1. Students should liaise with the Placement Coordinator about their competency requirements and preferences for an external placement prior to the commencement of the placement unit. All efforts will be made to facilitate students undertaking their placements in settings aligned with their clinical interests, however, the priority in placing students is ensuring that they meet the clinical competencies required for the successful completion of the program. Most placements require students to attend an interview. Selection for placements can be very competitive and selection of students by agencies is beyond the control of the Placement Coordinator and Cairnmillar staff. Owing to these factors, sometimes students cannot be placed according to their preferences.
2. The Placement Coordinator will discuss with students a range of placement opportunities to which students can then follow the steps on my.CMI on [how to submit their preferences](#). Most agencies have a selection procedure and students should treat this as a job application, with a current CV and cover letter well prepared for each placement agency that they wish to apply.

Submitting agency preferences does not guarantee that you will receive your preference. However, your preferences are considered during allocation to best fit you with your preferred/most suitable placements.

3. Please note that the professional behaviour of Cairnmillar Institute's students also influences the likelihood that agencies will agree to accept placement students in the future. Thus far, the reputation of the Cairnmillar Institute has generally been enhanced by the performance of our students and we hope and expect this pattern to continue in the future.
4. Students who are successful at interview should inform the Placement Coordinator of the outcome as soon as possible.
5. Students are reminded that accepting a placement offer is considered a professional commitment and students should not continue to apply for other placements once a placement has been secured.

Option 2 - Self Sourced:

Students may arrange their own placements by contacting the external agency and arranging supervision. The agency and role must be approved by Cairnmillar as an appropriate clinical psychology placement, and the supervisor must be a Board approved clinical psychologist. If the supervisor and supervisee are known to each other they will need to complete a [conflict of interest form](#).

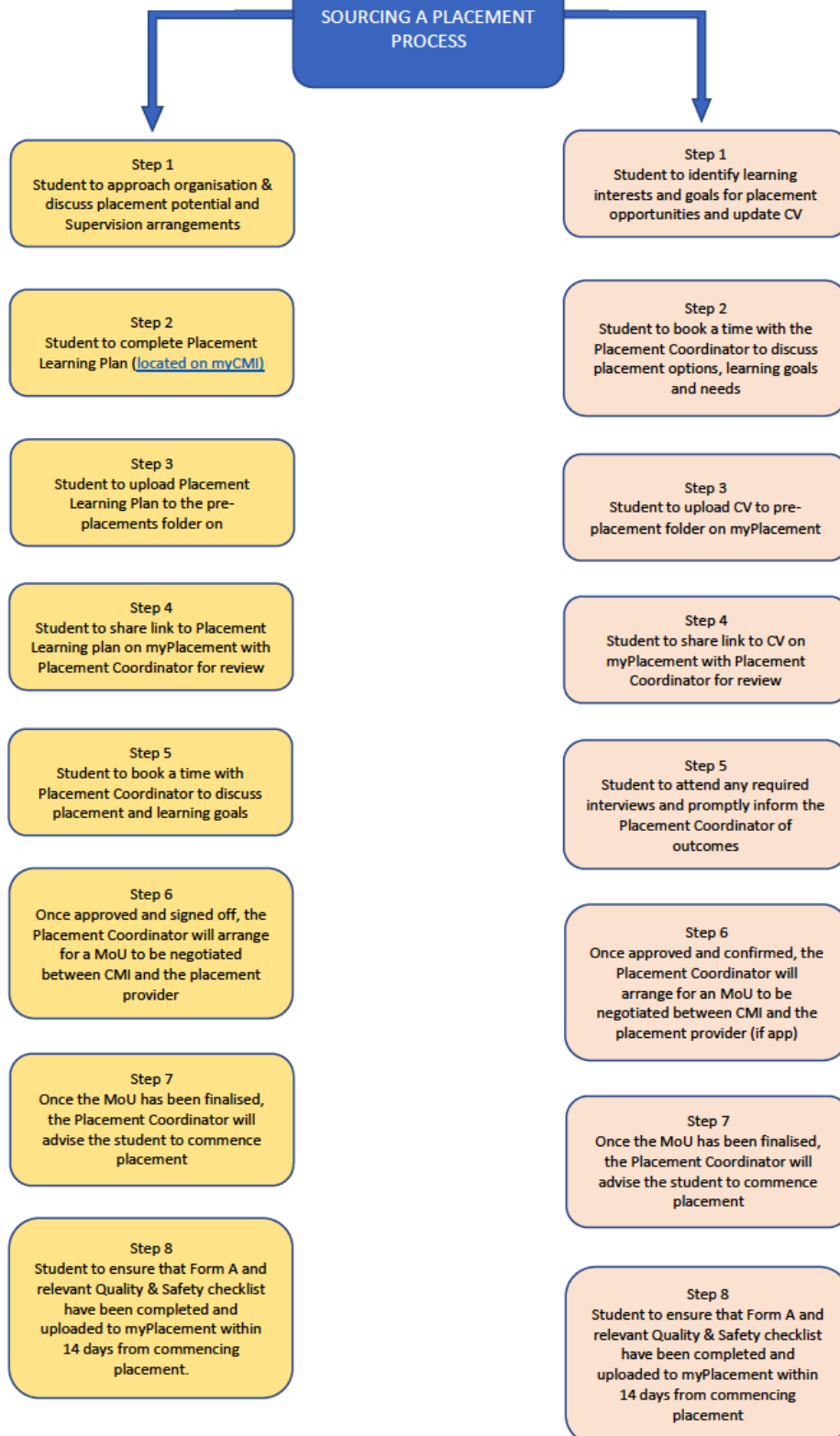
As stated above, it is recommended that at least one placement setting is in an acute inpatient, or outpatient tertiary mental health service.

Cairnmillar will provide placement coordination for placements organised by students

SELF - SOURCED STREAM

SOURCING A PLACEMENT PROCESS

CMI – SOURCED STREAM



Employment & Enrolment Considerations

Placement Undertaken at Student's Workplace

Students who are employed in relevant psychological work while enrolled in the course may complete one of the placements at their individual workplace if the scope of work is consistent with clinical psychology, and a suitable supervision arrangement is established.

No more than one of the placement units (approximately 33% of placements) may be undertaken at any one workplace where the student is employed. Students must rotate between placement settings in order to meet the requirements and competencies for successful completion of the program.

Students are able to seek paid opportunities to complete their placement. However, this agreement is between the student and the organisations and The Cairnmillar Institute would not be able to advise on the financial arrangements of this agreement. Any paid opportunity must also meet the criteria for a suitable placement opportunity, with the scope of work is consistent with clinical psychology, and a suitable supervision arrangement is established. This also includes the expectation that students will be undertaking a learning opportunity and should therefore carry a smaller case load (e.g. 4 clients daily) to allow for development opportunities, reflection and planning within the placement context.

A formal learning contract must be established from the outset, with supervisory arrangements and placement days clearly defined. The on-site clinical supervisor is not recommended to **be in a line management relationship** with the student.

Students and supervisors entering into such arrangements must establish clear mutual understandings about what needs to be learned and how collegial/ managerial/ supervisory boundary issues will be negotiated. If the supervisor and supervisee are known to each other they will need to complete a [conflict of interest form](#).

Guidelines for Supervision

Making the Most Out of Supervision

The Supervision Contract focuses on what you want to learn during your placement and relates to the content of your developmental plan. However, when establishing your supervision contract, it is also important to consider how you learn, and how the supervisory relationship can most effectively support your development.

Consider the following questions:

How do I learn most effectively?

- Conceptualising / theorising
- Reflecting
- Doing
- Experimenting

What do I want or need from my supervisor?

- Support, encouragement
- Guidance, direction
- Ideas, suggested reading, etc.

What style of supervisory relationship would best meet my needs at this stage of my development?

- Adviser
- Coach
- Collaborator
- Demonstrator
- Facilitator

What blocks my learning?

- Performance anxiety?
- Wanting to 'get it right'?
- Fear of being judged?
- When the information seems irrelevant?

For example:

- Do I prefer to be guided, and given concrete direction or examples?
- Do I want the opportunity to talk through my ideas and reflect on what I'm doing and why?
- Would I prefer to practice difficult scenarios in supervision, through role-play, supervisor demonstration, etc.?
- Do I need more support, encouragement and a focus on what I'm doing well at this stage?
- Do I want to be challenged, or introduced to other perspectives and ideas, and focus more on areas to develop further?

Allocation to a Supervisor

As outlined above, for the Master of Clinical Psychology (Post Registration) there are two ways of supervisor allocation:

- (1) Supervisors are identified and allocated by the Placement Coordinator, and/or
- (2) With the approval of the Placement Coordinator, a student arranges supervision with a supervisor they identify.

You may not be able to choose your supervisor. It is common that a supervisor will be allocated to you. Some agencies may endeavor to "match you" to some extent where resources permit. Nevertheless, during this period of your professional development, you will need to adjust to different supervisors as allocated. Consequently, at times you may not experience the "best fit" between your needs and your supervisor's approach. It will involve trying to make the best of it and making it work to some extent, and this can also be a valuable learning experience.

The following questions may assist you to discuss the parameters of supervision with your supervisor and negotiate a workable supervision contract. They may also help you to identify the specific learning opportunities available to you by working with this supervisor:

- What is the principal orientation in your work?
- What are your current interests in the field?
- What is your experience in supervision?
- How will you expect me to prepare for supervision with you?
- What information will you need in advance? What information do you want me to bring to each session?
- Will we have regular reviews of my progress and our work together?
- How do you give constructive feedback?

After meeting with your supervisor, ask yourself the following questions in order to consider how the supervisory relationship may develop and to flag any potential areas of concern that may need further discussion and support.

- Did I feel relaxed and at ease with this person?
- Did I have a sense that I could learn from this person?
- Does this person possess a body of knowledge that is of interest and potential use to me?
- Was I able to be honest and open with this person?
- Did I feel satisfied with the answers to my questions?
- Did I get a sense that I would receive honest feedback, both about my strengths and my areas of growth, in an atmosphere of acceptance?
- Did the person answer my questions in an open, non-defensive manner?

Addressing Concerns or Problems with Supervision

The earlier section on “making the most out of supervision” is intended to empower you to actively participate in the supervision process to ensure your needs are adequately considered and addressed. With these issues in mind, it is also expected that you take an active role in addressing any issues constructively.

If you have particular concerns or a problem has arisen with your supervision, the following protocol is recommended:

1. Wherever possible, raise your concern with your supervisor in the first instance.
2. If your supervisor has not adequately addressed your concerns, please arrange a time to discuss your concerns with the Placement Coordinator.
3. When a concern is raised either by student or supervisor/agency representative, the Placement Coordinator will first liaise with the other party to get the person’s perspective on the concerning matter. The Placement Coordinator may request a meeting with the student and the supervisor/agency representative to discuss the concern raised and to facilitate a resolution.
4. In the case where a concern cannot be satisfactorily resolved, the Placement Coordinator will refer the matter to a formal Progress Review Panel for further discussion and resolution. For details on this process please consult the [Academic Integrity and Student Conduct Policy](#), which can be found on the Cairnmillar Institute website.

Changing Supervisors

It is intended, wherever possible, that once you obtain or are allocated to a supervisor, you would continue with that supervisor for the duration of the placement. However, on rare occasions it may be necessary to change supervisors during your placement, due to operational demands, staffing changes, or difficulties with the supervision arrangements or relationship.

If it becomes necessary to change supervisors, a suitable handover process should be discussed and observed and the [Change of Supervisor form](#) submitted.

The following outline is recommended as a guide, wherever possible or practicable:

1. Arrange a final, “ending” session with your original supervisor to summarise your work together, review the supervisory relationship, and identify any strengths and growth areas. It would be helpful if the supervisor could provide ratings of your progress against agreed learning objectives and competencies.

2. The “original” supervisor should liaise with the new supervisor, to provide relevant handover information. This would include a summary of the supervision work or focus, progress ratings, and any identified areas for further development.
3. You then meet with your new supervisor to review your progress, reflect on any learning from your supervision experiences, and establish the next phase of your developmental plan and supervision contract.

Cancellation of a Supervision Session

Regardless of whether your supervisor is internal or external, it is expected that you observe the common professional courtesy of contacting your supervisor, as soon as possible, in the event that you are unable to attend your scheduled supervision session.

Students who are being supervised by a psychologist who is paid by Cairnmillar for that time, are reminded that if for any reasons you need to cancel or reschedule your supervision meeting, you need to give your supervisor at least 24 hours notice. If you miss your supervision sessions with a paid external supervisor within 24 hours, you may become liable for the supervision fee.

Your external supervisor will directly bill you for the fee.

Supervisor Absence

Supervisors should discuss any planned absences with the student and make suitable arrangements for supervisory cover. Students should have a clear understanding of who they can seek urgent advice from whilst on placement. In the event that an agency cannot provide alternative supervision by a Board-approved clinical supervisor, the student should alert the Placement Coordinator and request interim supervision.

Students must not continue on placement without specific clinical supervision for more than a 2 week period.

Student Absence/ Changes to Placement

Any absence of days from the placement must be reported via email to your Supervisor, the Placement Coordinator and cc education@cairnmillar.edu.au. Any leave requiring the student to be absence beyond 4 placement days requires the student to submit a [Change to Placement form](#) in case the absence affects your enrolment

Upon return to the placement the student should discuss with the supervisor how any missed placement days will be made up. The outcome should be advised via email to the Placement Coordinator and cc education@cairnmillar.edu.au

Extensions to Placements

Placements can only be extended under exceptional circumstances. All placements should have a clear start and end date as recorded on the original Placement Contract. All changes to these dates **must be first approved by the Placement Coordinator**. Placements often involve a financial cost to Cairnmillar and as such all extensions must be formally approved in advance and students may be required to submit a Placement Extension Agreement form depending on the duration of extension request. Please refer to my.CMI for the full [placement extension application process](#).

Discussion of Client Information

Students are reminded that client information is confidential should be discussed in a sensitive and respectful manner at all times. Students are reminded that discussion of client information in open and/or public areas with staff or other students at their placement is inappropriate.

Information on Documents and Processes

Initial Contract and Learning Goals (Form A) & Placement Quality and Safety Checklist

An Initial Contract will need to be signed by the student and their supervisor. This is completed in a meeting, arranged by the student, in which the student, agency representative, the supervisor where necessary and suitably qualified CMI representative (e.g. Placement Coordinator) is present. This contract details:

- Agreement between Cairnmillar, Student and Agency/School
- Confirmation of Student Placement Information
- Guidelines for Placement Agency/School Representative and or Supervisor
- Guidelines for Placement by students including the setup of Learning Goals
- Confidentiality Agreement
- Supervision Agreement
- The Student's Learning Goals

Students formally identify their overall learning needs prior to the commencement of the placement units and discuss with their individual supervisor. This information also enables the placement coordinator to ensure that placement goals meet the overall student learning needs. These well-defined learning goals will be drawn up in the first two weeks of each placement, in conjunction with the placement supervisor. The learning goals should meaningfully reflect the student's overall developmental needs in relation to both the core competency areas and the context and opportunities relevant to each placement.

Mid-Placement Review (Form B) Process

Approximately half-way through the placement, the **student** will arrange and attend a meeting with the supervisor, agency representative and Placement Coordinator (or suitably qualified delegate) to review the progress of the placement. The supervisor will complete the Mid Placement Assessment (Form B) preferably prior to the meeting.

During the meeting the student, agency representative, clinical supervisor and placement coordinator (or suitably qualified delegate) will discuss the student's progress and decide on an outcome, and any action that needs to occur to help the student progress and meet their learning goals. The completed form should be verified and signed by the student, supervisor, and the Placement Coordinator (or suitably qualified delegate) and uploaded to myPlacement.

End-of-Placement Review (Form C) Process

The clinical supervisor will complete the Final Placement Review. The student will submit all required paper as outlined previously. Once all requirements are fulfilled, the Placement Coordinator will sign off on the placement.

Placement Logbook (Form D) and Record Keeping

The student is required to maintain a logbook of hours representing the activities undertaken in a typical 7.5 hour day, noting direct and indirect client hours, reflection and supervision. Under each activity, students are required to include basic information about assessment, intervention/prevention, reporting/consultation, problem formulation, content of supervision discussion, etc. These records are intended to reflect against the placement learning goals, and to demonstrate that the student has met the placement requirements.

This logbook should be regularly (maximum fortnightly) reviewed by the placement supervisor. Supervisors are required to endorse, by signed notation, that the logbook is a true reflection of each placement.

The Cairnmillar Institute will retain copies of the logbooks for the following purposes:

1. To demonstrate appropriate process if the Institute is audited
2. To provide examples of student work during regular course renewal of accreditation.

Important: if you have a change of supervisor during a placement, you **must** make sure that the exiting supervisor has signed off on any logbook weeks before they leave. Any incoming Supervisor is unable to verify activity they did not supervise, putting your logbook at **risk of not being accepted** as a true record of your placement hours and activity.

myPlacement (Document Management System)

myPlacement is our placement assessment documentation management system. Information on how to use myPlacement will be communicated to you during Semester One of your program.

You will receive access to your myPlacement folder once you have enrolled into your first placement unit. You will then be able to access myPlacement via the [Placement menu](#) on my.CMI.

Uploading and Labelling Placement Documentation

Students are required to upload all pre-placement and placement assessments to myPlacement and label each accordingly. Please refer to myCMI for the [myPlacement uploading and labelling guide](#).

Pre-Placement Documentation

Please note: detailed information on how to apply for the following checks can be found on my.CMI "[Pre-Placement Documentation](#)."

The following checks **must be uploaded to myPlacement** for verification **prior** to commencing placement:

- General Registration (and Registration Renewal as appropriate)
- Police Check
- Working with Children Check
- [Placement Learning Plan](#), including an up to date CV of your supervisor

These must be kept valid throughout your placement so any renewals must also be uploaded as required. myPlacement is an online platform that allows the Cairnmillar Institute to monitor the administrative requirements of your placements. Failure to upload these documents may jeopardise your placement and your opportunity to see clients. Detailed instructions on how to submit your checks through myPlacement are provided later in the guide.

General Registration & Registration Renewal

All students must maintain registration as a general psychologist, with no conditions on their registration, with the Psychology Board of Australia (PsyBA) for the duration of this course.

Students will be required to upload onto myPlacement a copy of their **Certificate of Registration** from the Australian Health Practitioners Regulation Authority (AHPRA), which their Placement Coordinator or supervisor will verify.

General registration needs to be renewed annually. Without up-to-date registration, students are not permitted to continue with their placement. If during their enrolment in the course, a notification is made against a student, the Placement Coordinator and the Course Coordinator must be informed of the notification and of the eventual outcome.

Should students renew their registration during their enrolment in this course, **evidence of Registration Renewal** must also be uploaded onto myPlacement.

Police Check

Many placement agencies require students to pass a Police Check prior to being accepted for placement. Students are responsible for securing this Police Check and are advised to allow up to 3 weeks for processing.

Students are eligible for a reduced fee for the Police Check (Victoria Police), if the Institute validates the form. This is **only** an option if you have applied for your police check ahead of time. Information about the application of Police Check is available here: [How to apply for a Police Check](#).

Working with Children Check

As of 30 June 2008, it is mandatory for all psychologists working with children to hold a current Working with Children Check. Information about the application of Working with Children Check is available here: [How to apply for a Working With Children Check](#).

Placement Learning Plan

In supporting students in their placement planning this document is submitted as part of student's pre-placement planning. This form is intended to contain information about the plans for addressing the placement needs of the Master of Clinical Psychology (Post Registration) program.

Whilst we acknowledge that circumstances beyond the control of the student and/or The Cairnmillar Institute may impact the final execution of this plan, this document should be completed with the purpose of detailing locations and supervisory arrangements for the individual student placement needs.

Any changes made to this document should be done so in consultation with the Placement Coordinator and/or the Course Coordinator. This is to ensure that we can support students in obtaining the competencies required from their placement experiences.

The Placement Learning Plan document should be completed by the student and uploaded to their myPlacement folder. This should be shared with the Placement Coordinator for their approval and feedback. You can access the [Placement Learning Plan template](#) on myCMI.

Insurance

Students of this course are registered psychologists, and therefore will have their own professional indemnity insurance. However, while enrolled, students are also covered under the Cairnmillar Institute's Public Liability and Professional Indemnity insurance policies when on external placement, fieldwork or other work undertaken in Australia in connection with a course or approved research work, with the knowledge and consent of the Institute.

Although Workcover cannot cover students, they are covered to the extent permitted by legislation, under the Cairnmillar Institute's Personal Accident and Travel Policy.

Note: Students **must** maintain their enrollment or their own professional indemnity insurance for the duration of placement. Professional Indemnity Insurance is a mandated requirement for all practitioners registered with AHPRA. If you do not have insurance cover you are at great risk financially and personally and you are in breach of your obligations under the Health Practitioner Regulation National Law (the National Law).

Immunisations

It may be a requirement of acute health settings that students on placement are up to date with vaccinations prior to commencement of that placement. This documentation is not required to be uploaded to myPlacement unless requested by CMI or the Placement setting.

Placement Assessment Requirements

All Placement Assessment Documentation and forms are available to download from [my.CMI](#). Completion of a Placement Unit cannot be achieved unless the following supervisor approved documentation has been submitted:

Please note, all Placement Documentation is to be uploaded to myPlacement for finalisation by the Placement Coordinator.

- Form A: Contract Agreement
- Placement Quality and Safety Checklist
- Form B: Mid Placement Review
- Form C: Final Placement Review
- Form D: Placement Logbook and Hour Summary
- Client Case Notes Cover Letter
- Submission of Case Notes (if applicable). Please see my.CMI for more information
- **PLEASE NOTE:** Case Reports must be assessed and signed by your supervisor before being submitted to CANVAS. MSEs/formulations need to be signed by your supervisor but do not need to be submitted to CANVAS. Instead they should be signed and uploaded to your myPlacement folder.
- Audio/Visual Recordings (*Evidence of 2 observations of practice reviewed and confirmed by supervisor in each placement*)
- Requisite 2 x Case Reports and/or 4x MSEs/Formulations
(CLP661 / CLP671: Placement I – 4 mental status examinations & 4 case formulations; CLP662 / CLP672: Placement II – 2 case reports; CLP663 / CLP673: Placement III – 2 case reports - of the 4 case reports in total, one should be a cognitive assessment and one an assessment of personality)

Guidelines for writing up a [Case Report](#) are available on my.CMI.

Students must:

- Sign all forms and ensure they are signed by the supervisor and Placement Coordinator.
- Ensure all forms are in date order from the commencement date to the finish date.
- Submit each form in **PDF** format.

- Label each document following this guide:
 - Form A – Student Name – unit code
 - Form B – Student Name- unit code
 - Form C – Student Name – unit code
 - Form D Logbook – Student Name – unit code
 - Ensure the **Hour Summary Page** is included with final logbook, and all PDF weeks are signed and in date order.
 - Signed Case Reports / MSE's / evidence of observed practice. - Student Name – unit code
- Send an email to placements@cairmillar.edu.au to advise that your documents have been uploaded.
- **Students must ensure they retain their own copies of all relevant placement paperwork.**

It is the student's responsibility to submit all documents to myPlacement to ensure finalisation of their assessment.

Please visit my.CMI for a complete detailed and most update list of documents required to be submitted and uploaded: <https://my.cairnmillar.edu.au/knowledgebase/where-to-find-placement-documentation-forms-and-guides/>

Submission deadlines for Placement Paperwork

Please refer to the **Appendix 2 - Placement Form Checklist** within this handbook.

Students whose placement documentation have not been completed correctly and/or received outside the required timeframe may jeopardise their progression to subsequent units.

Cairnmillar Institute is required by APAC and PsyBA to archive students' placement documents for a period of 10 years.

Finalising Placement Documents by Placement Coordinator

Students must sign their placement documents, save as PDF then:

- Obtain the signatures of their Supervisor and any external signatories e.g. Agency Rep then upload the form directly to the 'Docs for Signature' folder on myPlacement in preparation for the Placement Coordinator to finalise the document.
- Then advise the Placement Coordinator, either via email or by sharing the document, that a document has been uploaded and ready to be finalised.
- Once finalised by the Placement Coordinator, the student will then move the finalised document to their relevant Unit folder and label accordingly.

Note: Placement Coordinators must finalise/sign documents via myPlacement only. Please **do not** directly email the document to them.

Processing your Placement Logbook

Students are to maintain **one logbook per placement** (i.e. three in total) via their myPlacement folder. **Every fortnight**, their Primary / Individual Supervisor **must sign** off on the student's fortnightly progress during each Supervision session.

Important: if you have a change of supervisor during a placement, you **must** make sure that the exiting supervisor has signed off on any logbook weeks before they leave. Any incoming Supervisor is unable to verify activity they did not supervise, putting your logbook at **risk of not being accepted** as a true record of your placement hours and activity.

Students are required to [extract PDF Logbook weeks from the Excel Working Logbook](#) and email or present the PDF logbook weeks to their Supervisor at each Supervision session.

It is recommended that students familiarize themselves with how to process a Logbook, as this can prove challenging depending on the level of Excel / computer skills. [Please watch video.](#)

Refer to myCMI on more on [how to complete your logbook.](#)

Submitting Final Logbook at end of Placement with the Hour Summary Page

At the end of each placement unit, students must collate all signed PDF Logbook weeks with the hour summary page into one complete and final PDF logbook and submit to myPlacement for the Placement Coordinator to finalise. Please refer to myCMI for more on the [final submission process and examples of logbooks.](#)

Summary of Placement Requirements

The following table is to be used as a **guide only** to help you manage your time as you progress through your placements. It may be that some placements allow you to accrue more client contact hours, which can be counted towards targets necessary for other placements. Students typically find that in earlier placements their client contact hours can be lower than the figures printed here. Despite this, it is still a mandatory requirement for students to reach 750 hours of practice overall, including 300 hours of direct client contact.

Placement	Hours	Minimum no. of direct client contact hours	Total minimum supervision hours	Assessment requirements/Written Reports**	Minimum no. of Direct Observations by supervisor (e.g., via co-therapy, video or audio recording, etc.)
I	200	60	27	4 MSE and 4 formulation reports signed by supervisor. Logbook	2
II	275	120	18	2 case reports with a focus either on assessment or a course of treatment, signed by supervisor (inc. at least 1 cognitive assessment or 1 personality assessment using standardized tools). Logbook	2

III	275	120	18	2 case reports with a focus either on assessment or a course of treatment, signed by supervisor (inc. at least 1 cognitive assessment or 1 personality assessment using standardized tools). Logbook	2
Total	750 hours	300+	62	4 case reports (at least 1 cognitive assessment and 1 personality assessment using standardized tools). Logbook	6

** For **further detail** on assessments refer to the *Placement Assessment Requirements* section of this handbook.

Consent, Secure Storage of Client Case Notes and File Management

Informed Consent

The informed consent of a person must be sought before undertaking interventions with a person in accordance with the Mental Health Act.

A person gives informed consent if they:

- have capacity to give informed consent to the treatment or medical treatment proposed
- have been given adequate information to enable the person to make an informed decision
- have been given a reasonable opportunity to make the decision
- have given consent freely without undue pressure or coercion by any other person
- have not withdrawn consent or indicated any intention to withdraw consent.

The process of obtaining consent and any queries relating to the individuals capacity to consent should be discussed within supervision, and clearly documented within client case notes.

Consent forms to assist in the documentation of this can be found via my.CMI:

<https://my.cairnmillar.edu.au/knowledgebase/general-placement-forms-guides/>

Report of Confidential Information

It is a requirement that a Psychologist obtain permission from a guardian/ parent prior to doing any assessment of a child under the age of 16. This is normally obtained via the school's Student Support Service Coordinator. It is recommended that written information be provided to the parent as to how the assessment will be conducted and how the information will be reported. No information can be obtained from or released to a third party without the specific consent of the parent, represented in a signed Consent to Release Information form. The third party and the target client must be specifically identified on the signed consent form.

With respect to Cognitive Assessment, it is recommended that profiles be reported in terms of the identified range of functioning (e.g., 'Average'; 'High Average'; 'Borderline' etc.) rather than as raw or scaled scores. The exception to this may be when the report is for funding purposes and the Department specifically requests Scaled Scores.

It is a requirement of the Board that all written reports are counter-signed by the supervising Clinical Psychologist. As such it is the responsibility of the Supervisor to check the content of all written reports. If a Supervisor does not feel they have the necessary knowledge base in relation to any aspect of their supervision requirements, then it is their responsibility to notify Placement Coordinator at the Cairnmillar Institute so that any support structures or training can be implemented or conducted. It is also the responsibility of the Supervisor to attend the training programs provided for supervisors.

Creation and Storage of Client Case Notes

Any client case notes created by the student while on placement will be securely stored at the placement location in accordance with the Health Records Act 2001. The decision on the storage of client case notes to be agreed upon by school/agency representative during the Form A meeting and within the MOU (where applicable). If the placement agency/school does not have adequate record keeping facilities as described within the Health Records Act 2001 and client case notes are required to be created independently by the student, it is **mandatory** that all client case notes are created directly within the students **OneDrive (Office 365) account or directly within myPlacement**. The 'Client Case Notes' folder must be created by Admin to ensure the access restrictions are correct. Students can request a folder to be created by emailing placements@cairnmillar.edu.au.

Note: OneNote is another program in Office 365 but is not to be used to create case notes.

At the conclusion of the placement, the Psychologist is required to upload/transfer all the client case notes / information and a copy of the client case notes cover letter to the 'Client Case Notes folder' within myPlacement. Please refer to my.CMI for detailed instructions on how to process client case notes: <https://my.cairnmillar.edu.au/knowledgebase/what-happens-with-client-case-notes-at-the-end-of-each-placement/>

Should placements occur within a school setting, with the client's guardian's consent, the Psychologist should provide a brief summary of the client's treatment progress to the school for reference at the end of the placement. In the case that the Psychologist is unable to obtain consent from the client's guardian, the Psychologist is to provide a brief note stating the start and end date of his/her contact with the client and that the client's guardian has refused to give consent for the Psychologist to provide a brief summary to the school.

To access a past student's client case notes process:

<https://my.cairnmillar.edu.au/knowledgebase/how-to-access-a-past-students-client-case-notes/>

Student Evaluation of Placement

You will be invited to provide anonymous feedback on the Placement Units at the end of the year via survey link. The feedback you provide is extremely valuable and enables Cairnmillar to engage in continuous improvement of its services. We appreciate you taking the time to evaluate your placement experiences and provide feedback.

Simultaneous Placements

Placements are designed to run sequentially to maximise student learning. Placements often overlap by a few weeks in order to meet agency requirements, i.e., required start dates. However, students will not be permitted to commence a new placement prior to satisfactorily completing all mid-placement requirements relating to the first placement (supervisor report and review meeting).

Roles & Responsibilities of On-site Clinical Supervisor, Agency Representative and External Clinical Supervisor

When there is an on-site clinical supervisor at the placement agency, the on-site Clinical Supervisor is responsible for:

- Orienting students to the organisation (e.g., relevant staff members, equipment, physical environment, organisational policy and procedure, etc.)
- Clearly establishing the student's role within the organisation, including details of the work expected.
- Developing a relationship with the student that facilitates open discussion of difficulties and potential problems.
- Demonstrating a commitment to the supervision relationship (e.g., setting up a regular supervision time, supervision contract, and discussing with the student about his/her learning goals).
- Providing specific and detailed feedback on all aspects of the student's performance, including direct observation of the student on at least 2 occasions (e.g., video or audio recording, co-therapy, sitting in.)

- Where possible, providing an opportunity for the student to observe the supervisor, and other staff.
- Sighting and signing student's case notes and written works on at least 2 occasions.
- Sighting and signing student's placement activity logbook and supervision journal.
- Alerting the Placement Coordinator of any concerns regarding the student's performance at the placement agency.

When there is no on-site clinical supervisor at the placement agency, the Agency Representative is responsible for:

- Orienting students to the organisation (e.g., relevant staff members, equipment, physical environment, organisational policy and procedure, etc.)
- Clearly establishing the student's role within the organisation, including details of the work expected.
- Developing a relationship with the student that facilitates open discussion of difficulties and potential problems.
- Alerting the Placement Coordinator of any concerns regarding the student's performance at the placement agency.

When there is no on-site clinical supervisor at the placement agency, the External Clinical Supervisor's is responsible for:

- Where possible, liaising with Agency Representative periodically in regard to student's performance at the placement agency. The Placement Coordinator will also liaise with the Agency Representative periodically in regard to student's performance.
- Sighting and signing student's case notes and written works on at least 2 occasions.
- Sighting and signing student's placement activity logbook and supervision journal.
- Providing specific and detailed feedback on all aspects of the student's performance, including direct observation of the student on at least 2 occasions (via e.g., video or audio recording, co-therapy, sitting in, etc.)
- Alerting the Placement Coordinator of any concerns regarding the student's performance at the placement agency.

Additional Important Information

At risk guidelines

When a client has been previously seen by a psychologist or counsellor:

Prior to seeing the client:

1. When a placement student is referred a client, they need to refer to the client's previous file information pertaining to the client.
2. Obtain the contact details of:
 - Next of kin
 - GP
 - Psychologist

- Relative
 - School Principal
3. If the information in the file indicates complex needs, the placement student seeks to ascertain from the file information what support structures have been put in place for the client (e.g., parents; school; government or nongovernment agencies).
 4. If other more trained personnel have been involved with the client, and there is an indication of the client being at risk, then the placement student seeks to establish communication with the other worker to clarify what level of support is needed or currently in place.
 5. The placement student discusses these things with their supervisor in order to plan their involvement.

When a client has not been previously seen by a psychologist or counsellor:

When first seeing any client:

1. First and foremost, check to see if there are any emergency processes and protocols already established in the school or agency around 'Risk Management & Critical Incidents'. For example, they may have a critical incident manual in the school.
2. Prior to seeing the client for any form of consultation the placement student needs to obtain the following information:
 - Next of kin
 - GP
 - Psychologist
 - Relative
 - School Principal
3. Determine if there is any file information regarding the client's needs. Look for what issues and support structures have been in place.
4. The placement student first sees a client (every client) they explain to the client the limits of confidentiality (especially specifying that everything is strictly confidential unless they are at risk of self-harm or harm to others). If they are communicating this to a child, keep it simple and at their level. Placement students are to now use all the updated Cairnmillar Institute forms for consistency across the three streams.
5. If risk of harm is mentioned for the first time during the session – the placement student immediately takes necessary steps to engage a more senior Psychologist or another specialist.
6. The placement student discusses these things with his/ her supervisor in order to plan their involvement.
7. If there is no time available to discuss with supervisor then consider the following:
 - a. First establish a safe relationship prior to contact with parent etc., in order to make sure that the placement student has checked with the client prior to making contact with a support person, that the parent or guardian is a safe person to tell.
 - b. The possibility of notifying parent, next of kin, Principal of the school (if it is a school) or GP.
 - c. If the parent is contacted and they do not want any medical support implemented then arrange for the parent or next of kin to come and pick up their son or daughter.
 - d. If necessary, consider calling or approaching other community services to obtain guidance and support (e.g., call the Emergency Department of nearest hospital for guidance as to what to do; or call any of the following: ECAT; Triple Zero; Mental Health Triage).

8. The placement student to ensure that they should never be left alone in the building with a client at the end of school or clinic hours.
9. Consider the need to implement Safety Plan before the child returns to the school.
Discuss with your Supervisor what needs to be incorporated into the Safety Plan.
10. The placement student prepares a succinct written statement for the client to sign at the commencement of any counselling. The written statement is to include:

Name of client: _____

Provision of the following telephone contact details:

- Next of kin
- GP
- Psychologist
- Relative
- School Principal (if applicable)

Statement regarding limits of confidentiality:

Everything discussed within the counselling sessions is strictly confidential unless you are at risk of self-harm or harm to others.

If you are at risk of harm I will be obliged to immediately take necessary steps to engage a more senior psychologist, other specialist, or support personnel.

I have read and agree to the above conditions.

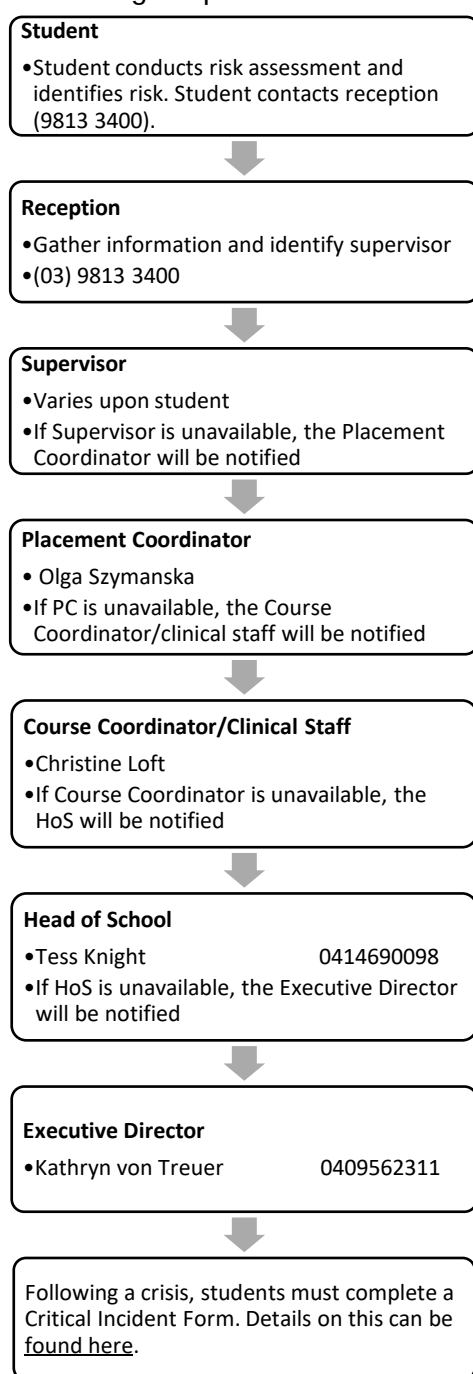
Signature of client: _____

Date: _____

Additional Clinical Backup/Crisis Call Flow

If the appropriate agency staff (i.e., Supervisor, Head/ Deputy of the School, etc.) is unavailable to support a placement student or take crises counselling, then additional provision should be made available to the placement student.

If all else fails, call The Cairnmillar Institute on 9813 3400 and make it clear to the receptionist that the matter is an urgent risk matter and that they need to speak to their supervisor. If this is not possible in this instance, there are a pool of supportive clinicians, including the Head of School and Executive Director who would be willing to speak with the student.



Please contact reception if you are fronted with a crisis within work hours (8AM-5PM). If you are dealing with a crisis after hours you may contact the appropriate staff through the mobile numbers provided. Please work your way down the flow chart as appropriate, beginning with your supervisor. [Critical Incident Form](#) can be found on myCMI.

Guidelines for Mandatory Notifications

Certain groups must make mandatory notifications about practitioners, both generally and provisionally registered when their health, conduct or performance poses a risk to the public. Making a mandatory notification is a serious step to prevent the public from being placed at risk of harm.

To protect the public from the risk of harm, registered health practitioners, employers, and education providers must make mandatory notifications in some limited circumstance.

Notifiable concerns have a specific meaning under the National Law and further guidance and detail can be found via the following link:

<https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies/Guidelines-for-mandatory-notifications.aspx>

If you, as a student have a concern about needing to make a mandatory report, please discuss this with your supervisor if this is appropriate. Alternatively if this is not possible (e.g. the concern relates to the supervisor) please consult directly with the Placement Coordinator, Course Coordinator or Head of School.

Safety Guidelines and Incident Reporting

For safety reasons, no intern is expected to meet clients after hours whilst on their own in the agency/school

If a critical incident occurs, it must be reported to the appropriate staff member immediately. If you are located at an outside Agency (e.g. Clinic, School) you must also let them know as soon as practicable that an incident has occurred.

An [incident form](#) must be completed and submitted to hr@cairmillar.org.au within 24 hours of the incident. Cairnmillar has a [critical incident policy](#) together with procedures that cover the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken. Cairn Millar's [Critical Incident Report](#) can be found on [my.CMI](#)

Grievance Policy

Please refer to the [Student Grievance Policy and Procedure](#) in addition to the following information. Should students have a concern or grievance regarding any aspect of their placement, they should communicate this to their CMI supervisor in the first instance. The CMI supervisor will discuss the student's concerns and will collaborate with the student to determine the most appropriate course of action.

If the student's concern or grievance is not resolved to the student's satisfaction, or if the student is unable to discuss the matter with their supervisor, the student should contact the Course Coordinator. At this point the student will be asked to complete and submit a formal grievance which will be responded to in writing.

Course Coordinator:

Dr Chrissie Loft is located at The Cairnmillar Institute Monday – Wednesday
Contact 9813-3400 or email at christine.loft@cairmillar.edu.au

Placement Coordinator:

Olga Szymanska is located at The Cairnmillar Institute Monday – Wednesday
Contact 9813-3400 or email at pc-postreg@cairmillar.edu.au

If the student's concern or grievance is still not resolved to the student's satisfaction, or if the student is unable to discuss the matter with a Course Coordinator, the student should then contact the Head of School:

Head of School: Professor Tess Knight

Prof Knight is located at The Cairnmillar Institute Monday - Friday

Contact 9813-3400 or email at tess.knight@cairnmillar.edu.au

If the student's concern or grievance is not resolved to the student's satisfaction, the student may then take their concerns to an external body. The appropriate body will be determined by the nature of the complaint. Students can access further information by first visiting:

<https://www.studyassist.gov.au/support-while-you-study/higher-education-student-complaints>

Student Support

Counselling & Support for Students

Please see '[Counselling for Students](#)' on my.CMI

Academic & Writing Support for Students

Please see '[English and Academic Writing Support](#)' and '[APA Support and Study Skills](#)' on my.CMI

Other Support Services

A searchable list of other support services can be found on myCMI. See: [Support for Students](#)

Appendix 1 – Confidentiality Agreement

Definitions

For the purposes of this agreement, the following definitions apply:

'Placement' means a counselling or work placement, fieldwork placement or other professional placement that is undertaken as part of a student's course requirements, or the requirements for a unit in which the student is enrolled.

'Agency' means a Hospital, Company, Local Council, Community Centre or other institution or organisation including one within the Institute at which the student is undertaking the placement. In the Confidentiality Undertaking, the expression, 'the Agency' refers to any Agency at which the student is undertaking a placement.

'Confidential information' means:

- a) Personal information or an opinion about an individual whose identity is apparent or can be reasonably ascertained from the information or opinion whether true or not. That is, information which allows an individual to be identified; or
- b) Any information that the Agency specifies as confidential; or
- c) Any information not on the public record and not available upon request that allows an individual or Agency to be identified.

This means material that can either be immediately identifiable (that is, an individual's or Agency's identity is immediately apparent from the information) or potentially identifiable (where further processes are required to determine the identity of an individual or Agency). Confidential information is not limited to written or electronic records or information conveyed verbally. It can appear in any form and be recorded on any medium. It may include such things as photographs or video recordings.

'Placement Coordinator' means the Institute staff member nominated to coordinate the placement activities of the student.

Introduction

Privacy and the protection of confidential information is a serious issue and one which all students need to be aware when undertaking a placement. Failure to do so can have legal ramifications. Students also need to be aware that confidentiality still applies after the placement has been completed. Confidential information learned whilst on placement should not be divulged at any time including during Institute based learning, without prior permission of the Agency.

Students are required to abide by the confidentiality procedures of the Agency at which the placement is being undertaken. Therefore, the following agreement has been developed to ensure students are aware of their responsibilities with regard to maintaining confidentiality of materials.

Students should also be aware of any Code of Ethics or Code of Conduct governing their discipline. In some cases, there are specific legislative requirements which students should be aware of; for example, section 141 of the Health Services Act 1988 governing confidentiality and the Legal Practice Act 1996 and relevant Practice Rules.

This confidentiality agreement has been developed as a means by which the Institute may ensure that you understand your responsibilities. If you do not understand any part of this document or if you have uncertainties about its interpretation or application during the placement, you should discuss the matter with your Placement Coordinator. Please read the Confidentiality Agreement carefully.

Confidentiality Agreement

- (i) I will seek out and comply with the laws, regulations, procedures and policies of the Agency relating to confidentiality.
- (ii) I will not disclose confidential information to any third party without the prior permission of the Agency.
- (iii) I will not use confidential information for any purpose other than the placement unless advised by my Placement Coordinator that ethics approval has been obtained for other specified uses.
- (iv) I will not remove original files, test booklets, forms or other confidential documents from the Agency without the written permission of the Agency.
- (v) I understand that I must obtain permission from the Agency in order to make copies of information required for the purpose of the placement.
- (vi) Unless I receive permission from the Agency to do otherwise, I will delete confidential information from ALL materials before they are removed from the Agency. This includes informal notes, transcripts of sessions, videos, tape recordings and any other material in any form recorded on any medium.
- (vii) I will remove all confidential details before transmitting information via electronic means such as facsimile, internet and email transmissions. I understand that information may only be transmitted after obtaining permission from the Agency.
- (viii) I understand that I must obtain permission from my Placement Coordinator to forward documents containing personal information concerning clients to the Agency and to do this only via Certified Mail.
- (ix) I understand that my obligations under this Agreement continue to have full force and effect when I am no longer an enrolled student of Cairnmillar Institute.

Appendix 2 – Placement Form Checklist

Form:	Due:	Submitted:
Placement Quality and Safety Checklist	Within 14 days of commencement and uploaded to myPlacement within 7 days.	☐
Form A – Placement Contract	Within 14 days of commencement and uploaded to myPlacement within 7 days.	☐
Form B – Mid Placement Report	Uploaded to myPlacement within 7 days of completion of signed Form	☐
Form C – Final Placement Assessment	Uploaded to myPlacement within 7 days of completion of signed Form	☐
Form D – Final Activity Logbook (PDF weeks combined with Hour Summary page) (Ensure that PDF weeks are in order by date and signed and hour summary page is at the beginning)	Uploaded to myPlacement within 7 days of completion of signed Form	☐
Placement Evaluation (online survey)	Uploaded to myPlacement within 7 days of completion of signed Form	☐
Signed MSE's/Case formulations/Case studies/evidence of observed practice	As instructed by your supervisor then the signed copy submitted to Canvas (Turnitin).	☐
Submission of Client Case Notes (if app) and Cover letter (always required)	Please see my.CMI for clarification as to where you store your client case notes Cover letter uploaded to myPlacement within 7 days of completion of placement	☐

Appendix 3 – Definition of Direct Client Contact and Client- Related Activity

CLIENT AND CLIENT RELATED ACTIVITIES

(Sourced from Mark Donovan at UoW)

Face to Face/ Direct Client contact (CC) is defined as time that focuses on providing psychological services to the client for the client's benefit. In many cases, clients will be an individual, couple or group involved in the therapeutic process. However, clients may also be stakeholders involved in client care (e.g. family member/s; members of a multidisciplinary treatment team; a referring GP) or an organisation (e.g. provision of psych-education to other stakeholders involved in client care).

Client contact can include a range of activities, such as:

- 1) Conducting assessment or therapy sessions for individuals, couples or families.
- 2) Conducting psychometric testing.
- 3) Conducting in-person or telephone intake interviews.
- 4) Providing psychometric assessment feedback.
- 5) Co-facilitating assessment or treatment sessions with another therapist (co-therapy); need to have an active role, does NOT include passive observation.
- 6) Facilitating group treatment sessions.
- 7) Liaising with client's family members (e.g., to collect information or give feedback about an assessment).
- 8) Delivering a formal presentation to placement entity's clients or other stakeholders regarding psychologically-related material (e.g., sharing a Conceptualisation).
- 9) Consulting with other professionals (e.g., acute care team, psychiatrist, case worker, teacher, multidisciplinary team) about the management of a client or gathering clinically relevant information (e.g., ward rounds, clinical meetings, phone or in-person discussion of impressions/ diagnosis/ treatment/ follow-up); does NOT include supervision sessions.
- 10) Communicating with clients via telephone/ skype that is NOT for administrative purposes (e.g., phone review/ counselling).

(Sourced from Kendall Coburn at Griffith's University)

“Client Contact” is defined as: Any situation where the Student actively utilises their clinical skills and knowledge for the direct or indirect assessment and or intervention of a client. Such situations that would be considered client contact would include (but not limited to):

1. Face to face meeting with a client
2. Telephone calls with a client lasting more than 15 minutes (e.g. telephone counselling, clinical interview, follow up calls)
3. Observational assessments
4. Liaison with family members/carers, teachers, or other professionals related to the client
5. Provision of psychoeducation regarding a client to other stakeholders involved in client care
6. Active participation in stakeholder/case conference meetings whereby assessment and /or advocacy for the client was an integral component of the Student's participation
7. Joint sessions between the Student and another professional or supervisor in which the Student is an active participant in the clinical process of the session.

Client-related activity (CR) is defined as all other tasks involved in the management and execution of clinical activities within a working context/or working day. Client-related can include a range of activities, such as (but are not limited to):

1. Reading/writing case/file notes
2. Organising future appointments

3. Scoring test material
4. Writing reports
5. Preparing for client contact supervision
6. Organisational project
7. Observation of clinical interviews by other professionals (whereby the client is not necessarily a client of the Student), and the Student does not participate in the interview.
8. Preparation of logbooks- you can claim 1-1/2 hours