

Doctor of Psychology (Clinical Psychology)
**Placement Information
Handbook 2022**

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General Information

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Placements at Cairnmillar

Welcome to Cairnmillar Clinical Psychology placements,

For most students' placements are their initial venture into the world of clinical practice. The experience of previous students would suggest that they come to placements with varying expectations about what may lie ahead. It's likely as you progress, these will be challenged in some way or another.

This handbook has been put together with essential information to meet those challenges and remain clear on requirements. It's not exhaustive of course, and there will be times when matters arise not covered in this document. If that is the case, please feel free to bring this to our attention and gain assistance. Throughout the course there will be many competing demands on your time and energy. Placements can certainly add to this load in a considerable way. Referring back to this handbook as often as you need to will help you manage the demands of placement.

It is worth keeping in mind that your status as a Provisional Psychologist essentially means that you are in training. From its Latin roots, the term provisional means “for the time being”. It suggests that you are in transition but in this instance moving somewhere professionally with definite purpose.

Being essentially the application of this learning, placements will be a definitive step in your training pathway. Taking this step successfully will require you to draw on the strengths and competencies you have demonstrated to get to this point, as well as developing others. Rest assured you will be well supported by your supervisors. Their expectations of you along with your learning on placements, will be carefully tied to your level of training and experience. This support will be key in terms of helping you to develop the necessary skills to become a registered psychologist by the end of the course.

Placements 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 general registration 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.

Graduate Professional Competency Guidelines

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 at: https://www.psychologycouncil.org.au/sites/default/files/public/APAC_Evidence_Guide_2019_Jan_Version_for_Online_Publishing_Single.pdf

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 once achieving general registration. See the following link: <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies/Guidelines-area-of-practice-endorsements.aspx>

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 mental 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.

Diversity of Placement Experience

To reach graduate level professional competencies it is essential that the three placements within the Masters' program 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.

Child and Youth Placement Experience:

To satisfy diversity (across the lifespan) criteria, students are expected to complete placement activity with children and youth (or adolescence) at some stage across the three placements. Not every student will get a placement dedicated exclusively to this population. Most students will encounter a proportion of this work in a single placement or cumulatively across placements. Students should aim to complete the full range of activities with this population (e.g., assessment, intervention including other stake holder work such as that with parents, family or secondary consultation with school staff).

An Overall Guide to Placement Requirements

The following placement requirements satisfy the APAC (Australian Psychology Accreditation Council) guidelines for Master and Doctoral programs, the APS College of Clinical Psychologists' Course Approval guidelines, and the requirements for registration as a psychologist with the Psychology Board of Australia.

To fulfill the placement requirements, all students are required to complete three Placement Units in addition to the initial observational placement with Monash Health (Placement A).

To achieve **unit completion** of respective placement requires you to satisfactorily meet the following requirements which can be usefully broken down into 3 areas:

(A summary table of these requirements is provided at the end of this section)

- Placement Activity Requirements
- Competency-Based Assessment
- Supervisor-Based Monitoring & Assessment

Placement Activity Requirements

Placements have a 7.5 hour working day and in this day students are expected to complete a combination of direct client and client-related activities. In the hours students are not seeing clients, they are engaging in focused client-related activity.

Students are expected to familiarise themselves with the difference between direct client and client related activity. A guide to definitions on what constitutes client and client related activities is located in Appendix 4.

In total, students are required to complete a minimum of **1000 hours** across all 4 placements (placement's A to D).

Of these 1000 hours, students must complete a minimum of **400 hours of direct client** and the balance in **client-related activities (600 hours)**.

There are also **minimum mandatory supervision requirements** whilst on placement (see details in relevant sections below). All placement activity needs to be accurately recorded in a **Logbook** which is regularly reviewed in supervision and then co-signed by both student and supervisor.

Competency-Based Assessment Requirements

These consist of written requirements whilst on placement (e.g. case reports) and are designed to provide further evidence for competency development. These written tasks are reviewed and signed off by primary supervisors but are considered satisfactory or not according to standard guidelines. These tasks not assigned a numerical grade. Students should note that the placement coordinator has no further role in assessing these requirements but has oversight in ensuring they meet the standard required and that they are completed as a unit requirement. In part, supervisors will use these assessments to inform their own reporting in mid and end placement reviews.

Supervisor- Based Monitoring & Assessment:

Clinical supervisors assume a primary role for monitoring progress on placement and assessing the development of student competencies. The clinical competencies assessed by supervisors are subsumed across the following 10 Domains contains which broadly map onto APAC guidelines and relevant course learning outcomes:

1. Counselling
2. Clinical Assessment
3. Case-Conceptualisation
4. Intervention
5. Ethical Attitude and Behaviour
6. Scientist-Practitioner
7. Professionalism
8. Psychological Testing
9. Reflective Practice
10. Response to Supervision

It's important to note that the extent to which all domains (and sub-domains within these) can be assessed by supervisors is dependent on the range and depth of clinical work a student undertakes in any given placement. This said, students should note that item 5 (Ethical Attitude and Behaviour) and 7 (Professionalism) are critical to student success across all placements.

Supervisors need to have sufficient oversight of the student's practice which includes **direct observation** of the student's client contact and reviewing aspects of clinical work such as **clinical notes**.

Supervisors also review **Logbooks** on a weekly or fortnightly basis in addition to signing off on competency-based assessment (e.g., case reports). The supervisor and placement coordinator periodically communicate regarding the student's progress on placement, **A formal review and report of student competencies takes place at the mid and end-point of placement**. *The placement coordinator attends the mid- placement review but not the end-placement review which is between the student and supervisor.* The placement coordinator further reviews and co-signs these reports along with the student and supervisor.

Specific Information on Placement requirements (A to F).

First Year Clinical Training

Placement A (CLN500), Semester 1: Orientation and Preparation for Placement.

Placement A is designed to prepare students for their first placement and consists of Intensive Workshops as well as an opportunity to observe clinical practice in a clinical program affiliated with Monash Health.

Clinical Placement Intensive Workshops (CLN500)

The workshop series aims to cover professional practice issues and orient students to their role on placement. This unit is a pre-requisite for Placement B (CLN561). The workshop series commences in mid-February prior to the commencement of Semester 1 classes and following school orientation week. The observational component typically occurs between March and May for a period of 2 weeks. *Students will receive further information from the Placement Coordinator about the observational component of this unit once the semester has commenced.*

Intensive workshops: Video Recording & Change/Reflections Journal

As directed in the intensive Workshops students are required to produce a video recording of a 45-minute interview with a non-peer (i.e., not with another student in the course). Following the recording, students are required to write up an account of their interview experience and a detailed evaluation of their own micro-skills and general counselling skills demonstrated in the recording. The interviews and written assignments will be assessed by Cairnmillar staff. The video recordings may be forwarded to respective Placement B supervisors to demonstrate the student's skills and give their supervisors an understanding of the student's current level of ability and areas in which they can improve. Active participation in the workshops is expected. Students are also expected to keep a Change/Reflections Journal throughout the workshop series. *For further information, please see the unit guide for CLN500.*

Monash Observational Placement (CLN500)

Students have the opportunity to intensively observe clinical practice for **6 days over a 2-week period** most likely between March and May. Monash Health will be responsible for allocating students to various clinical programs. Placement activity will involve both direct client and client related hours with students permitted to log **up to 18 direct client contact hours**. Where possible the placement days will be organised so that they occur outside of coursework class time.

Monash Observational Supervision Arrangements

Whilst observing at Monash students will receive external Cairnmillar based **Individual and group supervision**. Students will also have onsite supervision/mentoring with Monash Health staff including Psychologists.

Placement B (CLN561), Semester 2: Initial Experience of Clinical Practice.

Placement B marks a student's first steps into clinical practice and long placement. It commences *in Semester 2 after students have successfully completed Placement A and have undertaken the majority of their Ethics and Professional Practice unit (CLN503)*. Depending on availability, a proportion of students will complete their Placement B in one of the internal clinics of the Institute. Other students will complete their Placement B in external settings partnered with Cairnmillar.

Allocation to Placement B

Whilst students background and areas of clinical interest are considered in placement B, **students are allocated to placements at the discretion of the Placement Coordinator**. Planning for Placement B commences with a placement meeting between each student and the placement coordinator. This meeting is primarily designed to understand the students' background and clinical interests. In part, this will assist in the individualising the allocation of placement process as much as possible.

Length of Placement & Contact Hour Requirements

In Placement B students are required to complete **a minimum of 34 placement days** and should aim to obtain around **82 client contact hours**. Students will complete the placement at the rate of approximately **2 days a week**, depending on specific placement arrangements in place.

Clinical Supervision Requirements

Placement B requires students to receive a **minimum of 1 hour of supervision for each 7.5 hours (or day) of placement**. This includes both individual and group supervision. No more than 50% of the total supervision hours can be group supervision. *All supervision (individual, group) must be recorded in the Placement Logbook.*

Supervisors are Board Approved by the Psychology Board of Australia (PsyBA) with an area of practice endorsement in clinical psychology. In some circumstances, there may be a sound rationale for Placement B supervisors to hold an alternative practice endorsement (e.g., counselling). This may occur in cases where a suitably experienced clinical psychologist is not on hand to supervise. Alternatively, a supervisor (of an alternative specialisation) may be more familiar with the demands of a particular placement setting and the client population that the students is working with.

Direct Observation of Clinical Work

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, etc.). Students need to gain **client consent** for any recording of sessions for supervision purposes. Forms for this purpose can be located via my.CMI see link:

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

Client Case Notes

A student's supervisor must sight a minimum of 3 and a maximum of 6 de-identified copies of case/progress notes during supervision meetings throughout the placement. Students should aim to complete 3 case notes prior to the mid-placement review and 3 case notes prior to the end placement review. Students can access the PROC case notes template at: <https://my.cairnmillar.edu.au/knowledgebase/general-placement-forms-guides/>

Depending on where a student is placed, they may or may not need to submit their client case notes to the Cairnmillar Institute. **Please note: the client case note cover letter is always required to be uploaded to Canvas.** If students are required to submit client case notes to Cairnmillar please refer to page 39, section *Secure Storage of Client Case Notes and File Management* of this handbook for the process on creation and submission.

Competency- Based Assessment Requirements

Mental State Examinations and Formulations.

Clinical psychologists place much importance and value on conducting thorough assessments to formulate and guide intervention. During Placement B students will begin to apply and consolidate competencies in Psychological Assessment and Intervention. The extent of assessment and intervention-based work in placement B will be determined by context such as the placement setting and the quality and length of contact with clients.

Prior to the commencement of Placement B students complete a Semester 1 coursework unit *Psychological Assessment, Diagnostic Testing and Clinical Interviewing Skills* (CLN502). Here students are exposed to a structured model of Psychological Assessment that can be transferred into assessment-based work on placement. Students also gain exposure to evidence-based intervention via coursework in *Cognitive-Behaviour Interventions and Processes* (CLN501). Similarly, these learnings can also be applied to intervention work with clients on placement.

Mental State Examinations and Psychological Formulations.

In placement B students will be required to complete and report a minimum of **4 Mental State Examinations and 4 Formulations**. Students are reminded that both MSE's and formulations fall within different phases of psychological assessment (e.g., an MSE usually occurs as client observations, during clinical Interview and could also note risk issues). Psychological formulation, whilst it is an ongoing process and always open to review, comes in a later phase and involves integration of all available psychological data related to the client. Each MSE should be completed for the same client chosen for the formulation.

Psychological Assessment and Reporting as Context.

Students in Placement B should complete the above requirements within the context of proceeding through the phases of a psychological assessment (e.g., referral question, clinical interview and relevant case history, test selection etc.). Whilst writing of a psychological report, is not submitted as a requirement of Placement B, but should serve as the context for competency requirements. Writing psychological reports as a context can provide additional evidence to supervisors of meeting competencies that fall under particular competency domains (e.g., the domain of Clinical Assessment Competencies in mid and end placement supervisor reporting). It is recommended that students present the full psychological report in supervision for review in order to present and discuss the cases involved in meeting the MSE and Formulation requirements. The preparation of reports can be logged as Client Related contact hours. However, only the written MSE's and Formulations need to be signed off by the supervisor and submitted to Canvas.

Mental State Examinations (MSE)

The Mental State Examination (MSE) is well utilised in psychiatry but can be used as a more formal part of a psychological assessment for a variety of reasons. It is worth noting that many areas reviewed by the MSE are already covered in an assessment or clinical interview in addition to the interpretation of psychological test results (note psychological testing is not specifically a requirement of placement B).

Groth- Marnat & Wright (2016) point out that a clinical interview and test results can cover information on psychological functioning typically collected in an MSE (e.g., the client's fund of knowledge, mood, thought content, memory, attention, insight etc.). However, the MSE reviews all of these areas in a way that is brief and systematic. MSE's can be particularly useful as a screen in time-limited client contact and in situations where fuller clinical interview is not possible or indicated. Students placed in hospital settings in second year placements (Placement C or D) may be more likely to perform a formal MSE in the course of work with clients. At the very least they may be expected to understand particular terms and language which may be used in an MSE within a medical/psychiatric setting.

Formulations

Formulation, though an ongoing process from first contact with a client, would typically be crystallised later in the assessment process as treatment planning is being considered. As a guide formulation would typically encapsulate the following as outlined by Johnston & Dallos (2006):

(1) Summarise the client's core problems; (2) show how the client's difficulties relate to one another, by drawing on psychological theories and principles; (3) explain on the basis of psychological theory, why the client has developed these difficulties, at the time and in those situations; (4); give rise to a plan of intervention which is based on the psychological processes and principles already identified; (5) are open to revision and re-formulation. Formulation can also be applied to the various therapeutic traditions. Students are to be guided in supervision as to the various types of formulation which can be applied.

Reference: Johnstone, L. & Dallos, R. (2007) *Formulations in Psychology and Psychotherapy*, Routledge.

Resources on performing on the above requirements will be provided on the Clinical Placements CANVAS platform.

Psychological Testing in Placement B

Within CLN502 students also gain knowledge and skills in administering and interpreting standardised psychological tests commonly used by clinical psychologists (e.g., cognitive and personality tests). Students should note, however, that *Psychological or Psychometric Testing and reporting is not a competency-based assessment requirement in placement B*. Even so, students are encouraged to complete Cognitive Assessments under appropriate supervision in Placement B if the opportunity arises. Students allocated to the Cairnmillar internal clinics or schools, in particular could expect an opportunity to complete cognitive testing.

Students should be aware that objective *Personality Testing* whilst covered in coursework *is not administered with clients in placement B*. Students' progress to personality testing with clients as a requirement in second year (in either Placement C and/or D).

Second Year Clinical Training

Placement C & D (CLN662 & CLN663), Semester 1 & 2: Extending Clinical Competencies.

Placements C (CLN662) and D (CLN663) will occur in a more diverse and in some cases more specialised clinical settings including clinical mental Health (e.g., Monash Health) and Forensic. *Allocation to these placements occurs through a formal "Placement Options" process (see relevant section below for full details on Pre-Placement Processes).*

Placement activity in Placement C & D is designed to grow and extend clinical competencies, incorporating a broader range of APAC graduate professional competencies including therapeutic relationship skills, psychological assessment (including risk assessment), formulation, diagnostics, intervention design, delivery and evaluation.

Second year coursework units can also facilitate this extension through exposure to *Adult Psychopathology and Intervention* (CLN602) a wider array of therapeutic modalities (CLN602) and *Psychodynamic Therapy* (CLN604).

Placement Length & Contact Hour Requirements

Placement C is approximately **40-45 days** in length and students should aim to obtain **140-160 direct client contact hours**. Placement D is approximately **45-40 days** in length and students should aim to obtain **140-160 direct client contact hours**.

Clinical Supervision Requirements

For Placement C & D, students are required to receive a minimum of **1 hour of individual supervision per 15 hours (or 2 days) of placement**. Unless there is a sound rationale for any variation, *supervisors for Placement C and D must be Board Approved by the Psychology Board of Australia (PsyBA) with an area of practice endorsement in clinical*

psychology. Other forms of supervision (e.g., peer, group) whilst encouraged and valuable, are not considered mandatory and are considered as Client-Related hours.

Direct Observation of Clinical Work

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, etc.). Students need to gain **client consent** for any recording of sessions for supervision purposes. Forms for this purpose can be located via my.CMI see link:

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

Client Case Notes

Students will be required to take a minimum of 3 and a maximum of 6 de-identified copies of case/progress notes to their supervisor for sighting during supervision meetings throughout the placement. Students should aim to complete 3 case notes prior to the mid-placement review and 3 case notes prior to the end placement review. Students can access the PROC case notes template at:

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

Depending on where a student is placed, they may or may not need to submit their client case notes to the Cairnmillar Institute at the end of the placement. **Please note: the client case note cover letter is always required to be submitted to Canvas.** If students are required to submit client case notes to CMI, please refer to page 39, section *Secure Storage of Client Case Notes and File Management* of this handbook for the process on creation and submission.

Assessment Requirements for Placement C & D (CLN662 & CLN663)

Case Reports

Students are required to complete at least two case reports for Placements C and D respectively (i.e., **four case reports in total across Placements C and D**).

Different authors and supervisors will have different expectations when it comes to writing up psychological assessment report. Most reports will have general similarities and will differ slightly according to the needs of the different placements and settings in which you will practice.

Students should note that these are **guidelines** and that there is scope in consultation with supervision to fashion reports to your particular case or clinical situation. *However, the overall integrity of the report, based on the guidelines, should not be compromised.*

Case Report Guidelines can be located on [my.CMI](#)

Assessment and Submission of Case Reports

Case reports are designed to provide further evidence of competency development. To be deemed as satisfactory, these written tasks are deemed as **satisfactory or not according to standard guidelines. Please note that these tasks are not assigned a numerical grade.** Once completed **co-signed PDF copies** of reports are submitted to Canvas for similarity check (Turnitin).

Psychological Testing (for Case Report Requirements)

Of the minimum of four case reports, one must include a *cognitive assessment* (e.g., WISC-IV) and one must include a *personality assessment* using a standardized assessment tool. *Given clinical training, students are required to gain practice experience administering personality measures designed to measure levels of psychopathology* (e.g., PAI, MMPI-2). Students can access these testing resources, including those electronically, via the CMI test library (see details regarding the test library in relevant section below).

Typically, students will have the opportunity across Placements C and D 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 cognitive assessments undertaken during Placement B may be used to demonstrate the student's ability to undertake these assessments.* This needs approval from the Placement Coordinator and should be raised as early as possible, at the latest by the mid-placement review.

For this reason, students are advised to consider Psychological Testing requirements well ahead of time within the placement and if appropriate, to volunteer for appropriate assessment opportunities when possible. Students need to be aware of identifying a suitable client and referral question for testing. Further, that as a clinical activity, students will be required to administer, interpret, report and provide feedback to the client in addition to using the test results to complete the case report requirement. Only under exceptional circumstances and with a sound rationale can alternative arrangements be made to meet these case report testing requirements. (e.g., pandemic related simulated activity, alternative tests/instruments administered). Approval must be gained from the placement coordinator in this instance.

Third & Fourth Year Clinical Training

Placement E & F (CLN761 & CLN861).

Placements E and F can also occur in a range of settings; however, these placements are ideally designed to extend the student's knowledge of clinical psychology beyond their previous placements.

Placement Length & Contact Hour Requirements

Placement E and F are both **40-50 days** in length and require a minimum total of **100 direct** client contact hours each.

Requirements for Clinical Supervision

Students are required to receive a minimum of **an hour of individual supervision per day of placement**. Supervisors must be Board Approved by the Psychology Board of Australia (PsyBA) with an area of practice endorsement in clinical psychology. Other forms of supervision (e.g., peer, group) whilst encouraged and valuable, are not considered mandatory and are considered as client-related hours.

Competency-Based Assessment Requirement

Students are required to complete one case report for Placements E and F respectively (i.e., **two case reports in total across Placements E and F**). These reports must be sighted and signed off by the Board Approved Clinical Supervisor prior to submission.

The reports must be submitted via [Canvas](#) in order for them to go through a similarity check (Turnitin). One case report needs to be a comprehensive psychological assessment reports and the other on a course of treatment. **All case reports need to adhere to the Formal Case Report Guidelines**. Formal Case Report Guidelines can be located on [my.CMI](#).

Students in Placement E and F are encouraged to develop their final case report such that it can be presented orally as a Case Analysis to their supervisor.

Program Evaluation Requirement

Students in Placement F are required to complete an evaluation of a treatment program (e.g. group program) or aspect of the service within the placement setting. An opportunity will be made to complete this requirement within the placement setting. Ideally, students will have some choice as to the nature of the evaluation they undertake but will also collaborate with the placement and placement coordinator to identify a project that may benefit the service and at the same time meet this requirement. Further details on this requirement will be provided on CANVAS. There may also be the opportunity to complete this requirement in Placement E, depending on what opportunities are available in this placement.

Summary of Placement Requirements

The following table is to be used as a **guide only**. 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 **1500 hours of practice overall, including 600 hours of direct client contact. Hours for placement A are included in the tally for Placement B.** Thus, according to this guide, by the end of Placement B, students should have approximately 100 hours of direct client contact hours and 40 hours of supervision. Note: Placement Activity A and B is recorded in one logbook (not separate logbooks). Separate Logbooks are required for Placement C D, E & F.

Placement	No. of Days	No. of direct client contact hours	Total supervision hours	Competency-Based Assessment requirements	Supervisor-Based Progress Monitoring
A (CLN500) <i>Monash Observational **</i>	6	18	6 (Group)	1 video recording and self-evaluation; Workshop attendance, active participation & Change Journal.	Logbook Activity Signed by Supervisor (Note, Logbook A & B are combined).
B** (CLN561)	34	82	17 Individual 7 Group.	Minimum of 4 MSE's and 4 Formulations (in context of phases of Psychological Assessment). Logbook completion of all Placement Activity.	2 Direct Observations e.g., via co-therapy, video or audio recording). At least fortnightly review and signing of Logbook. Minimum of 3 and maximum of 6 x de-identified Case notes reviewed by supervisor. Mid & End Placement Review (Form B & C).
C*** (CLN662)	40-45	150	22.5 - 25 (Individual)	Minimum of 2 case reports with a focus either on assessment or a course of treatment, <u>co-signed as satisfactory by supervisor</u> (incl. at least 1 cognitive assessment or 1 personality assessment using standardized tools). Logbook completion of all Placement Activity.	2 Direct Observations e.g., via co-therapy, video or audio recording). At least fortnightly review and signing of Logbook. Mid & End Placement Review plus report (Form B & C).

					Mid Review includes student oral presentation of a case Minimum of 3 and maximum of 6 x de-identified Case notes reviewed by supervisor. Case note cover letter (at completion of placement).
D*** (CLN663)	45-50	150	22.5 - 25 (Individual)	Minimum of 2 case reports with a focus either on assessment or a course of treatment, <u>co-signed by supervisor as satisfactory</u> (inc. at least 1 cognitive assessment and 1 personality assessment using standardized tools). Logbook completion of all Placement Activity.	2 Direct Observations e.g., via co-therapy, video or audio recording). At least fortnightly review and signing of Logbook. Mid & End Placement Review plus report (Form B & C) Mid Review includes student oral presentation of a case. Minimum of 3 and maximum of 6 x de-identified Case notes reviewed by supervisor. Case note cover letter (submitted at completion of placement).
E*** (CLN761)	45-50	100	22.5-25	Minimum of one case report with a focus on assessment or a course of treatment <u>co-signed as satisfactory by supervisor</u> (inc. at least 1 cognitive assessment and 1 personality assessment using standardized tools). Logbook completion of all placement related activity.	At least fortnightly review and signing of Logbook. Mid & End Placement Review (Form B & C). Mid Review includes student oral presentation of a case.
F*** (CLN861)	45-50	100	22.5-25	Minimum of one case report with a focus on assessment or a course of treatment <u>co-signed as satisfactory by supervisor</u> (inc. at least 1 cognitive	At least fortnightly review and signing of Logbook. Mid & End Placement Review (Form B & C).

				assessment and 1 personality assessment using standardized tools). Logbook completion of all placement related activity.	Mid Review includes student oral presentation of a case
Total	220-240	600+	135-160	Placement B: 4 MSE's and 4 Formulations Placement C & D, 4 case reports (at least 2 Intervention & 2 Testing & Measurement (1 personality & 1 cognitive assessment using standardized tools). Placement E & F: Minimum of 2 Case Reports. 1 Intervention & 1 Testing & Measurement (1 personality & 1 cognitive assessment using standardized tools).	Placement A: Activity recorded in combined A/B logbook. For each of Placement B, C, D, E & F 2x direct Observations 2x Placement Review Reports Min. of 3 & max of 6 x case notes reviewed (only case note cover letters are submitted for each placement)

* This is an **approximate** break down of days allocated to each placement.

** **Placement B supervision requirements only:** A mandatory 1 hour of board approved supervision per day (or 7.5 hours) of placement. A **minimum** of half of these hours must be formal, 1:1 supervision with a board-approved supervisor.

*** **Placement C, D, E & F supervision requirements:** Mandatory 1 hour of Individual Board Approved supervision per two days (or 15 hours) of placement). Other forms of supervision (e.g. peer, group) whilst encouraged and valuable, are not considered mandatory and are considered as client-related hours.

Number of Placement Days

Particularly for Placement C & D, agreements reached with agencies often require an amount of days to be specified. The approximate number of days for each placement has been provided in this manual as a guide. However, students must at least complete the minimum number of days on placement (e.g. 40 days for Placement C and 45 days for D) regardless of whether they have met the minimum placement activity requirements (e.g., contact hours, client related hours). *If a student reaches their target hours before they finish this minimum number of days or additional days agreed at the commencement of placement, it is expected that they honor these minimum or additional days and remain on the placement for the number of days specified in the **Placement Contract (Form A)**.*

Monash Health Placement Days (Placement C & D)

Please note that for students placed at Monash Health in 2nd year that the number of placement days are fixed and non-negotiable at 45 days for Placement C and 50 days for Placement D. There would need to be an exceptional circumstance for any variation (either earlier or later finish). Any planned variation would need to gain joint approval by the Placement Coordinator and Monash Health.

Finishing Placement Early

In exceptional circumstances, students can request to leave the placement early (i.e., before the end date recorded on the Placement Contract (Form A). This situation may arise if students, for example, have met their target hours. However, they should also discuss this with their agency representative initially to secure agreement. The student would then to advise the Placement Coordinator by e-mail (please cc agency representative) for final approval.

Please see relevant section below regarding completing the Placement Contract (Form A), particularly recording dates for the beginning and end of placement.

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 (Form A). All changes to these dates **must be first approved by the Placement Coordinator**. Placements often involve a financial cost to Cairnmillar and implications for the agency concerned. As such all extensions must be formally approved in advance and a placement extension request submitted. Please refer to my.CMI for the full [placement extension application process](#).

Before Commencing Placement (Pre-Placement Processes)

Process for Arranging Placement

The Clinical Master and Doctoral programs have an established a network of placements in a variety of settings. There are several educational providers and postgraduate psychology programs operating in Victoria. This creates challenges in finding placements for students as most of the services and organisations that provide placements have their own application procedures and selection processes. This can be a complex, busy and often the anxiety-provoking task. Early on it is very important for students to be clear on the placement options that may be available, their areas of interest and application processes involved for respective placements. Students are encouraged to discuss and consult with the Placement Coordinator so that they can be supported in this process.

As elaborated below, the Placement Coordinator needs to approve a placement, and when necessary, **reserves the capacity to allocate students to a placement**. This will occur particularly in situations where the student has few or no options or has not got a sufficient range of placement experience to meet APAC requirements for diversity across the life span and settings.

There is scope to explore placements outside options made available. However, under no circumstances are students permitted to contact an agency, take steps to negotiate their own placement, or change any placement arrangements without first obtaining the direct approval from the Placement Coordinator. Any such breach in this regard will be treated very seriously and may result in formal repercussions as per Cairnmillar policy.

Placement Options

Cairnmillar have a range of placement options available to students across populations and settings (e.g., Public and Private Hospital, Community Health and Mental Health, Schools, Forensic, Aged Care, Private Practice).

Existing formal partnerships between Cairnmillar and other agencies provide a proportion of these options for students exclusively (e.g., Monash Health, Internal Clinics). There are also a range of agencies and schools who have typically hosted Cairnmillar students in the past. These tend to offer further opportunities for students in a recurrent fashion but in most cases will open applications to students from other educational providers as well. Application processes for these settings vary.

Students in Placement B are allocated at the discretion of the Placement Coordinator. Choice of placement area of practice (not specific setting or agency) is provided in second year (Placements C & D).

Students planning for Placement C&D refer to myCMI for the [Placement Option process](#). It is important to note that there are limitations to the number and type of placements on offer. Student interest for placement experiences will be considered but securing a placement in an area of interest is not guaranteed.

Investigating other placement options (outside of existing Cairnmillar partnerships)

At a very early stage in assessing options for placement (particularly later placements), students can consider other placement opportunities (i.e., agencies who have not hosted students previously). Time and resources permitting there is scope to explore these opportunities. *However, which placements may be suitable for student's learning needs will be at the discretion of the Placement Coordinator.* Whilst students can explore alternative placements in a particular area of interest, they need to be aware that the process of formalizing a new placement partnership or agreements can be lengthy.

Typically, a new placement arrangement takes careful consideration of many factors including the learning needs of the student, the actual or perceived needs of the agency in question, whether they can provide suitable contact hours or on-site board approved supervision etc.). It may be that there is certainly merit in pursuing an opportunity for a future placement but not for the current placement. *Once again, keep in mind that students are not permitted to make direct contact with agencies. Consultation with the Placement Coordinator needs to take place to manage this process.*

Approving and allocating placements

The Placement Coordinator needs to approve any placement or offer of placement. Support is provided to students in the process of securing a placement of interest. However, given that there is no guarantee of securing a placement of interest or one that is applied for, the key task and responsibility of Placement Co-ordination, is to provide an approved placement. Preferably, this can be mutually achieved in as timely and efficient manner as possible. At times there may be known or unforeseen factors that impact on this process. Delays and obstacles tend to surface (e.g., students missing out on interviews despite several applications, students waiting on the outcomes of interviews and potential offers, placements being investigated not coming to fruition, agency related factors such as staffing etc.).

Given these factors, at a designated point in time, a student who has yet to secure a placement will be expected to accept an available or allocated placement whether or not this is their preference. This decision is made by the Placement Coordinator when it is deemed necessary.

Other factors will also come into play in approving one placement over another. For example, students should be aware that on-site supervision provides numerous benefits over external supervision in terms of meeting student learning needs and placement requirements (e.g., current knowledge of setting and client group, ease of availability for consultation for informal client related discussion, requirement of direct observation of clinical work etc.). Hence, placements involving on-site supervision will factor heavily in decisions about approving potential placements.

Application processes

The application procedures for respective placements will be available to students on my.CMI. As indicated previously, in the case of investigating a new partnership or placement opportunity, early notice is required, and considerable time dedicated to formalising that opportunity.

It is the responsibility of the student to adhere to the specific processes of the agencies, to supply an appropriate cover letter and a CV to the agencies as required, and to meet the application deadlines. Some services prefer if the Placement Coordinator submits student applications all at once and others prefer for students to apply directly. Students must ensure that they are following the required steps.

Once, again the various details about placement options and application processes will be made available to students on my.CMI. If there are any changes made to the above process, your Placement Coordinator will be in touch ahead of time to advise of the change.

Submitting Placement Applications or Expressions of Interest (EOI)

Particularly when applying for Category A placements (**see Placement Options Process above, Placements C & D only**), students need to be conscious of submit a competitive application or EOI. To do so applications need to be concise, targeted and professionally presented. All application documents need to be submitted in PDF format, electronically signed and labelled as follows:

Name: e.g., Amy Smith

Title of Document: e.g., Cover Letter/Expression of Interest or Resume

Placement Provider: e.g., headspace Sunshine

Some guidance on submitting targeted applications will be provided in the Intensive Workshops (early in Semester 1, First year orientation period). Generally, the Placement Coordinator will not be in a position to provide individual support in writing application letters or provide feedback on application drafts. Some agencies will receive direct applications from all interested students and others may require the Placement Coordinator to screen applications before recommending students to a particular placement.

Regardless of the process, students need to be considering the standard and strength of their application and taking steps to submit applications to submit strong applications. Students are encouraged to be self-directed in this process. Beyond information provided by the placement or Placement Coordinator, *students can be active in researching the specific nature of the placement and carefully considering how their skills, experience and aptitude will fit with the needs of the placement. Students may also gain valuable insights*

about the placement, application and interview tips by consulting other students with current or previous experience in the same placement.

Notifying on Progress of Application

It is important to notify the Placement Coordinator of progress during the application process. Specifically, students should email the Placement Coordinator when they have applied to a service, when the service has contacted students regarding an interview, and when the service has or has not offered students a placement. We are always hopeful that students will be successful in obtaining a placement; however, if this does not occur, the Placement Coordinator needs to know as soon as possible to ensure the student is placed elsewhere.

Accepting Placement Offers

Finally accepting a placement can be a considerable relief and much anticipated for all parties involved. Amidst this elevation it is important for students to make sure that before accepting an offer, they have sought final approval from the Placement Coordinator.

Once this approval is gained and an agency has made an offer, **it is critical that the student accepts this offer** even if they have other applications in process or are in the process of re-thinking or changing their areas of interest. Failure to do so can mean that this placement is lost to the Institute. It may also have ramifications for another Cairnmillar student who may have been very keen on that position but was not successful with their application. Please do not assume that the agency can simply fill that placement with another student.

In cases where students have applied for a more than one placement and still awaiting application outcomes then it would be important that they are transparent when exploring other placements (e.g., at interview). There may be a fine line between students weighing up options in an open manner versus potentially creating the perception of “shopping around” for the best option. The latter can reflect poorly on the student and the Institute. Please keep in mind that, as in the case of students, the application process is a considerable investment of time and energy on behalf of agencies. It is only fair that they invest this time with students who are committed to accepting any given offer. To ensure that students are placed in a timely fashion from one placement to the next there will be a deadline communicated by the Placement Coordinator at which point students are not permitted to consider any new applications or placement opportunity.

Allocation to a Supervisor

Supervisors are allocated prior to commencing placement. Students are generally not in a position to choose a supervisor. Some agencies can offer on-site supervision and 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. This means that 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. Even though you will not fully “choose” your supervisor, it is important to discuss your learning needs and to negotiate how to best address them.

External, Off-Site Supervisors:

Whilst there is a preference to place students with on-site Board Approved Clinical supervisors, this is not always possible and often difficult in settings where clinical psychologists may not be typically represented (e.g., schools, forensic), or in cases where the agency simply may not have a clinical psychology supervisor on staff.

In these cases, Cairnmillar can arrange to allocate an external, off-site supervisor. Supervision may be provided by Cairnmillar staff (those who have Board Approved status) or external private providers who provide sessional supervision to Cairnmillar students as the need arises. In the process of planning placements, the Placement Coordinator will typically have knowledge of which placements will require external supervisors and will allocate supervisors to students accordingly. *Students will be informed about their individual and/or group supervision arrangements as early as can be arranged; however, they need to expect that this may not happen until a week or so before placement commences or even coinciding with the commencement of placement.*

Irregular or Alternative Placement Arrangements Placement Arrangements

Overlapping Placements

Placements are designed to run within the semester and sequentially to maximise student learning and provide students with a reasonable break between placement settings. However, placements may also overlap by a few weeks and sometimes longer in order to meet agency or student requirements, e.g., required start dates or need to extend a pre-existing placement due to adequately meeting that placements client contact requirements. However, students will not be permitted to commence a new placement prior to satisfactorily completing a sufficient level or number of placement requirements (e.g., minimum threshold of contact hours, all mid-placement requirements relating to the first placement including supervisor report and review meeting).

Dual Placements

Generally, it is preferable for students to complete a placement in one setting per placement semester or period. However, on occasion, to meet placement requirements (e.g., sufficient client contact hours and or diversity), students may be required to concurrently complete placement activity across two separate agencies (i.e., they will have

a primary and secondary placement). In this case they will need to complete 2 Separate Placement Contracts (Form A) with respective agencies.

Dual Placements will typically require the input of 2 supervisors. Though each circumstance may differ, specific arrangements will be made to monitor student's progress in dual placements. As a general rule, a student will only require one formal supervisor-based assessment (i.e., mid and end placement) usually in their primary placement. They will also complete other placement requirements (e.g., case reports) under their primary supervisor. The Placement Coordinator will liaise with the secondary supervisor in order to monitor progress in the other placement.

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 workplace if the scope of work is consistent with clinical psychology, and a suitable supervision arrangement is established. *No more than 33% of placements may be undertaken at any workplace where the student is employed.*

A formal learning contract must be established from the outset, with supervisory arrangements and placement days clearly defined. The on-site clinical supervisor *must not 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.

Part -Time Enrolment

Part-time enrolment is not normally possible for this course due to the intensive nature of placement and integrated learning. However, where special unforeseen circumstances arise a student may be able to request a special study plan. Speak with your Course Coordinator for advice as soon as possible if you find that special circumstances may apply to you during your enrolment.

Commencing Placement

Confirming Placement Arrangements with the Agency

Once a placement is confirmed students should make initial contact with the **agency representative** by way of introduction and also to begin specific placement arrangements (e.g. starting dates, locations, days of placement etc.). This may also be a time for students to begin informally orientating themselves to the function of the organisation/ placement setting such as type of client and problems seen, services offered, professional and administrative procedures etc. A more formal orientation will commence at the start of placement and is discussed in the section below.

Before this meeting students should forward their agency representative a copy of;

1.Placement Contract (Form A)

2.Quality and Safety Checklist

At this point, the Placement Coordinator may be involved in this process of introduction. Students are encouraged to cc the Placement Coordinator into e-mail correspondence as required to track of progress toward commencement and take any enquiries. Otherwise, students are encouraged to navigate this process with a degree of autonomy. *Students may only need to consult the Placement Coordinator if there is a particular issue or at the request of the agency. On occasion (particularly for a new placement provider) the agency may benefit from a face to face or online meeting to discuss the placement contract, clarify placement requirements, expectations and arrangements, as well respond to any outstanding questions.*

The Placement Coordinator will review and approve the Placement Contract and Safety and Quality Checklist upon submission (***please note that all signatures on the contract need to be signed before the placement coordinator can approve the contract***).

Completing the Placement Contract and Learning Goals (Form A)

Following this initial introduction, the next step is to have the Placement Contract (Form A) signed by the student, their supervisor and placement coordinator. Refer to your Canvas tile for the due date, scheduling the meeting and submission process.

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 set-up of Learning Goals
- Confidentiality Agreement
- Supervision Agreement
- The Student's Learning Goals
- Safety and Quality Checklist (SQC)- See further details below.
- Working from Home (WFH)/Off-Site Placement Activity (OSPA) supplement as required in addition to the SQC (see further details on OSPA below).

Understanding Roles and Responsibilities of Key Supports

Students should note the important information contained in the contract on the **roles and responsibilities of on-site and external supervisors and agency representatives** (see Appendix 5). This information can help guide student expectations on agency specific line management and clinical support on placement. This is particularly the case when encountering any challenges, grievances or critical issues on placement.

Students are encouraged to approach key supports as a first line of contact particularly *around the safety and quality of your placement experience. Ideally, students should do their best resolve issues collaboratively as they arise.* This includes responding to issues around workload, client contact hours, clinical risk and critical incidents. *See further details on all these issues in the “Completing Placement” Section below.*

Placement Contract Dates

Dates for Duration of placement, Mid and End Reviews need to be documented in the contract (see more information on mid and end placement reviews below) which need to be documented in the contract.

Please note that these dates **must** be completed, and students are reminded that dates for an **estimated guide** and can be altered according to individual circumstances (e.g., in the case where a placement requires an extension).

Entering Learning goals

It is expected that students consider and formally identify their learning needs in the early stages of the placement. To this end, it is recommended that well-defined learning goals be drawn up in the first two to three weeks of placement, in conjunction with the placement supervisor. The learning goals should meaningfully reflect the student's developmental needs in relation to both the core competency areas and the context and opportunities relevant to each placement.

Quality and Safety Checklist

In line with Australian Psychology Accreditation Council (APAC) standards, Cairnmillar currently utilises a **Quality and Safety Checklist** to ensure processes are in place for students to practice competently and safely whilst on placement. Students complete this document in consultation with their agency representative and document any action taken accordingly (there is space to do so within the format of the form). *Note there is a section within the Form A Placement Contract (tick box) which states that this check has been complete.*

Commencing with Supervision

When students have been offered a placement and allocated a supervisor, they need to contact their Supervisor prior to commencement. The aim of this initial contact is to introduce themselves and to discuss days of attendance, expected work hours and the specific start date. Other useful topics of discussion include; directions and car parking arrangements, recommended reading, and specific placement requirements that need to be overseen in supervision (e.g., psychological testing, case study reporting)

Initial supervision sessions are normally focused on your learning goals and on what you would like to achieve out of supervision. In these discussions it is important to consider how you learn, and how the supervisory relationship can most effectively support your development.

It may be useful to 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?

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?

Within Agency Orientation to Placement.

Within the first few weeks of placement, students can expect to receive a structured orientation which is overseen by the agency. This includes giving a background of the agency and its operations and functions including introduction to key staff and programs, administrative procedures, file management systems and databases, telehealth platforms, intake or referral process, key forms (e.g., referral, consent and confidentiality, emergency contacts and procedures. If not completed earlier, this Orientation may also be a time for students to complete the **Quality and Safety** checklist (as part of the Placement Contract) as there will be overlapping items on this document to check that will coincide with orientation.

Completing Placement

Considering Quality and Safety

In line with APAC standards, effective processes must be in place to ensure that students undertaking placements have the ability to practice competently and safely. Agencies and organisations providing placements must have robust quality and safety processes in place and ensure that they have all relevant regulations and standards. **Quality and Safety** checklist which is completed as part of the **Placement Contract (Form A)** ensures that adequate safety measures as listed in this document are accounted for on placement.

As a baseline quality and safety measure, *no student is expected to meet clients after hours whilst on their own in any placement setting.*

Placement Workload and Limits to Practice

Students can look forward to making a valuable contribution to the work of the agency, but this may take time to realise. Developing an understanding of how the agency operates, and what is expected may take an observational role in the initial weeks.

Whilst students may carry some of the workload and certainly assume responsibility, clearly they are not full members of the team. It is important to make your role as a student clear to other professionals and clients. Be careful not to provide a “professional opinion” without prior consultation with your supervisor. Always consult your supervisor if you are unsure about your capacity to carry out clinical work in a safe and competent manner or if you have any questions or concerns about practice or organisational issues, particularly if, at any point, you feel overwhelmed or out of your depth.

Your supervisor should monitor your client work- load and complexity and ensure that it builds gradually in line with your increasing skills and confidence. Students can also have concerns about how they are spending their time, how their skills are developing and what they may be contributing to the agency. If so, they are encouraged to raise any such concern with their supervisor or Placement Coordinator.

Agencies may vary in terms of the number and types of clients seen across the placement. At times the pace of work may be slow whilst at other times quite hectic. Once again these are issues to monitor and raise as required.

Placement activities should generally be completed within the allotted placement time, however, at times students may need to complete work outside of placement hours. Reports and notes need to be considered within this timeframe and completed in a timely manner including changes that may need to be made. Remember, you are only attending the placement a few days per week and other course requirements place competing demands on your time.

Professional and Ethical Conduct

Students need to be conscious regarding their professionalism and attitude to learning whilst on placement. Bringing an ethical lens to your interactions with clients is of course core to the work of a psychologist. It is also important to be professional in dealings with supervisors and agency staff including agency policies, operations and culture just like any other workplace setting.

Feedback around how students are progressing and conducting themselves on placement is regularly provided and can come under review at any point throughout the placement. Supervisors formally evaluate *Professionalism as well as Ethical Attitude and Behaviour* in their mid and end of placement reviews. Students may wish to familiarise themselves with the qualities and attributes are considered in this evaluation under these domains. As with any core area of practice, these domains can be worked upon in supervision.

Students should familiarise themselves with the ethical and conduct guidelines of the APS including specific guidelines relating to Off-Site Placement Activity (OSPA) which is further addressed in the relevant section below.

Please note that it is a Cairnmillar obligation to mandatory report students' misconduct whilst enrolled at the Institute.

Informed Consent

Students are required to obtain informed consent from all clients and clearly document this process within client case notes. In accordance with the current Mental Health Act (2014), 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/>

Mandatory Reporting Guidance

Students need to be aware that 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>

Guidance on Responding to Clinical Risk

Students will learn how to identify and responding to **clinical risk** in their orientation and preparation to Placement (namely Placement B). A range of learnings and supports will be directed towards student competency in this area including that covered in the intensive workshop series (e.g., introduction to responding to suicidal risk), observations made at Monash Health (Placement A), relevant coursework content (e.g., CLN502), and agency specific orientation. Moreover, accessing clinical supervision on matters of clinical risk throughout all placements. **Placement B** students can also expect that clients will be triaged to ensure that they meet your developmental level and are not presenting with known or likely acute risk issues.

Hence, students should be adequately prepared to respond to clinical risk before commencing placement and also continuing their learning throughout placement. They should also expect that given the nature of work as a clinical psychologist, issues concerning risk and risk assessment can come into view at any point.

When required students can access risk-related assessment templates and checklists on my.CMI (i.e., Suicide and Self-Harm, Family Violence). See link
<https://my.cairnmillar.edu.au/knowledgebase/general-placement-forms-guides/>

When students require support regarding clinical risk, the Agency Representatives should be at least a first line of available support in the absence of direct supervisor support. Students should be aware that supervisors, may or may not be available for support given that they will have other work duties in addition to supervision and may also be supervising students on an alternative day to placement,

Accessing back up Clinical Support in Crisis.

If in the event that students are without a direct line of support at any point in their work with clients they can access to back up crisis support via Cairnmillar. **For specific details see Appendix 2: Back-Up Clinical Support Flow Chart.**

Reporting a Critical Incident.

In the event that a **critical incident** occurs on placement it must be reported to the appropriate Agency Representative immediately or as soon as practicable that an incident has occurred. Further details regarding the critical incident processes and policy please. An [incident form](#) must be completed and submitted to hr@cairnmillar.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. Cairnmillar's [Critical Incident Report](#) can be found on [my.CMI](#)

Encountering grounds for Mandatory Reporting (abuse context)

Mandatory reporting refers to the legal requirement of certain groups of people, including registered and provisionally registered psychologists to report a reasonable belief of child physical or sexual abuse to child protection authorities. If students encounter concerns of this nature on placement, then they would need to consider these in the process of risk assessment and document this accordingly. At the very least students would need to discuss their concerns in supervision in a timely fashion, particularly in relation to determining reasonable grounds. In doing so, students are also advised to consult the Psychology Board of Australia webpage for full guidelines on mandatory reporting. <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies/Guidelines-for-mandatory-notifications.aspx>

Student Wellbeing and Self-Care on Placement

Students typically commence placement in great anticipation of the learning opportunities ahead. However, it is important to acknowledge that placements are demanding of students and can add considerably to the workload pressures on students when combined with other components of the graduate training (i.e., coursework and thesis).

Students on placement are also encountering occupational and role-related hazards thought to make practising psychologists vulnerable to stress and its consequences. It is important that steps are taken to manage these stressors in the interests of self-care, to ensure safe and competent practice and also to promote longevity in the profession.

Psychologists have an ethical obligation to prioritise their wellbeing and protect themselves. A helpful starting point in this area is for students to be aware of the recognisable warning signs, particularly in relation to stress and burnout. An editorial and series of informed articles on this topic can be located on the APS website. See link : <https://www.psychology.org.au/inpsych/2015/february/cover-feature>

Student Support & Wellbeing Services

Students experiencing personal difficulties on placement or more generally are able to access the following supports.

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](#)

Raising Concerns & Grievance on Placement

It is important acknowledge that placement settings can be stimulating places to work and learn. Even so, a student experiences on placement can vary. The task of handling new organisational requirements, client demands, and negotiating interactions between supervisors and agency staff is not easy. There may be particular factors on placement which impact the quality of placement experience and can be cause for concerns.

Students may be sensitive to the relative power in-balance between themselves and more senior staff on placement which may make it difficult to raise and address issues with agency staff directly. If students have a concern on placement, they can readily contact the Placement Coordinator to have a preliminary and confidential discussion about any concern. The aim of this discussion would be to clarify the exact issue and to assist the student in seeking a resolution or guidance on a way forward. Beyond this, if students continue to experience problems or have a particular grievance regarding any aspect of their placement a process and policy to follow is detailed in **Appendix 3: Grievance Policy**

Insurance Cover on Placement

While enrolled, students are 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 enrolment 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).

Placement Activity Requirements

Accumulating Sufficient Client Contact (CC) Activity

Placements may vary in how much opportunity there is to accrue direct client contact hours (note: refer to Appendix 4 for definitions of client contact). Students in earlier placements 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 also be aware that it is not unusual for client contact hours to be slow particularly in the earlier phases of placement. This is to be expected. Agencies may also have differing expectations on how many clients they assign to students over time. Some are more conservative in this regard and others less so. Students should monitor their hours closely but not be too alarmed if they fall behind in hours for a period.

The approximate hours per placement provided 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 registration. Given this, students are in a position to “catch-up” on client contact from one placement to the next. In some circumstances, students may find that they are ahead in contact hours from one placement to the next.

Process for responding to Low Client Contact (CC) Activity

Every effort is made to ensure that placements are robust enough to ensure that placement requirements can be met (e.g., sufficient contact hours, opportunities for psychological testing). With respect to CC hours in particular, if students have need to address less than adequate CC activity whilst on placement they are encouraged to take this, *in the first instance, to their agency representative and/or person responsible for intake and/or client allocation.*

Students should note that the Agency Representative assumes a number of administrative, educative and organisational responsibilities as part of their role (as outlined in the Placement Contract). Assisting in the monitoring of student progress, including progression with CC activity and providing adequate client contact, is one of these. If CC activity becomes a concern, the Agency Representative is the appropriate person to address this in the first instance. *If CC activity remains a concern despite these efforts, then it is appropriate for the Agency Representative to raise this issue directly with the Placement Coordinator.*

Keeping abreast of CC hours is part of a student's work on placement and can constitute Client-Related activity (CR) within a placement day (see section below for further details). It may be that students need to be continually active in these efforts. Typically, if there is a more significant concern with contact hours, this can be taken up in the **mid-placement review** which will include the Placement-Coordinator. At this point a plan to address any particular placement issue, including low CC Activity can be discussed and implemented thereafter. *Unless there is a more significant concern, the Placement Coordinator will tend not to intervene on the progression of CC activity before this point.*

Client-Related Activity (CR)

Students are reminded that in the time that they are not seeing clients they need to dedicate to scheduled CR activities. *It is easy for students to get particularly focused on accumulating CC hours and forget that relatively more hours CR hours need to be logged and also signed off by supervisors. To fulfill CR activity requirements, students should carefully consult the definitions provided in Appendix 4, paying particular attention to the range and type of CR activity and how this activity differs from CC activity. If unclear, students can seek further guidance in supervision.*

Considering Cumulative Placement Activity Requirements (vs Unit Activity Requirements)

Students are reminded that the approximate CC and CR activity hours per placement unit provided in this document are intended as a guide only, and that 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 registration. Given this, students are in a position to either extend placements as required as agreed (with the agency and Cairnmillar), and also “catch-up” on client contact from one placement to the next.

In some circumstances, students may even find that they are ahead in CC and/or CR hours from one placement to the next. Even so, this may not suggest that they can shorten the next placement or aim for less activity hours. *Students are reminded that total placement activity hours are minimum requirements. Further, that placement activity requirements are unique to each placement and the needs of the agency regardless of what a student has completed in terms of activity in previous placement unit. In any given placement unit, students should not assume that they are able to complete anything less in terms of days on placement and activity requirements as recorded in this document (see Summary Table of Placement Requirements above). Any variation in length of placements or activity hours needs to be agreed upon at the commencement of placement with the final authorisation of the Placement Coordinator.*

Off-Site Clinical Placement Activity (OSPA)

The current global pandemic has spurred an unprecedented rise in Off-Site Clinical Placement Activity (OSPA's). Even with the easing of restrictions OSPA's such as remote Telehealth and online supervision are likely to continue as an alternative mode of clinical activity for the foreseeable future at least. OSPA's occur outside designated clinical spaces, and hence, the usual level of clinical support is not be directly at hand.

Whilst digital Health (including Telehealth) provides flexible service delivery for the student and placement provider, at the same time it is important to ensure that we maintain high standards of ethical practice, and safeguard the safety of the student, the patient/client, the education provider and the placement provider. It is also important that the breadth and depth of student learning needs are maintained in this activity.

As part of orientation and preparation to placement, students are required to review, sign and submit the following forms to Canvas:

- 1. OSPA-Quality & Safety Supplement.**
- 2. Work from Home Student Form (see details next)**

[Refer to myCMI for forms.](#)

OSPA and Working Remotely (from Home)

For student on placement, OSPA activity refers to working remotely from home which requires extra precautions and sufficient oversight. Providing OSPA from home requires a thorough environmental assessment to determine that the space is adequate for this

purpose. **To gain approval for this all students regardless of placement need to complete a Work from home Student Form.** In some cases, the placement agency may have a similar form for this purpose. However, students need to utilise the Cairnmillar form to ensure consistency (note: students can locate this form using the same link as above).

OSPA comes with unique opportunities as well as challenges for clinical practice. *If students have any concerns regarding their capacity to undertake OSPA, then they should discuss this as soon as possible with the Placement Coordinator.*

Discussion of Client Information

Students are reminded to discuss their client information in a sensitive and respectful manner at all times. This is particularly important in **Off-Site Clinical Activity (OSPA)** where issues around ensuring a private and confidential space for clinical work are particularly important. Discussion of client information in open and/or public areas with staff or other students at their placement is inappropriate. More specific information regarding OSPA's is provided in the relevant section below.

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 must be regularly (fortnightly) reviewed and signed off 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.

Please note that examples of logbooks and the content of these are available on [my.CMI](#).

Reflective Practice & Logbook Reflections

Clinical Psychology draws on the tradition of reflective practice and students are expected to reflect on placement activity, discuss these reflections in supervision and document the same in their logbook. Guidance around appropriate reflective practice will be provided by supervisors, and there may be variation as to what supervisors expect from students to this end. However, students are also encouraged to develop their own capabilities and understanding of the same through appropriate reading. For example., *Reflective Practice in Supervision* by Daphnie Hewson and Michael Carroll (2016) is a current and recognised text providing a valuable a model for reflective practice (incorporating both principles and techniques).

Psychological Testing Resources

To fulfill placement requirements relating to psychological testing (e.g., completing testing and measurement Case reports), a test library containing a range of resources can be accessed through Reception on the Hawthorne campus. Additionally, larger assessments, such as the Weschler ability, achievement, and memory assessments are available at the Dandenong and North Melbourne campuses. These assessments are accessible through borrowing and return process provided on my.CMI and the following link:

<https://my.cairnmillar.edu.au/knowledgebase/test-library-access-and-resources/>

Alongside the test library, when students enrol in assessment units, they are provided with a Q-global account and online access to the Personality Assessment Inventory (PAI). Q-global is an online platform that provides manuals and most administration materials for the BASC-3, MMPI-2-RF, WAIS-IV and a number of other standardised assessments.

Supervision-Based Monitoring and Assessment

Review of Placement Progress

Whilst the Placement Coordinator is involved in the review and monitoring of students whilst on placement, supervisors hold the primary responsibility of assessing a student's performance and determining whether they are at an expected level across various competencies. The formal aspect of this evaluation consists of:

1. Assessing students on a notional absolute standard of competence at both the mid and end-points of the placement on a set of 10 clinical competencies across domains (counselling, clinical assessment, case conceptualisation, intervention, ethical behaviour and attitude, scientist practitioner competencies, professionalism, psychological testing competencies, reflective practice, response to supervision).
2. Assessing overall progress so far relative to performance of peers and the student's level of experience and stage of development.

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.

Process for Mid-Placement Review (Form B)

Approximately half-way through the placement, the **student** will arrange and attend a meeting with the supervisor and Placement Coordinator to review the progress of the placement. The supervisor will complete the Mid Placement Assessment (Form B) preferably prior to the meeting. This meeting can occur either face to face or by phone conference.

Students completing 2-4th year placements (Placements C-F) will be required to present an oral case presentation at the commencement of the mid-placement review (further details of this requirement will be posted on CANVAS)

During the meeting the clinical supervisor and Placement Coordinator will discuss the student's progress including any plan or action that needs to occur to support student development progress and meet their learning goals. The completed form should be verified and signed by the student and supervisor.

Process for End-of-Placement Review (Form C)

The 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. Note, the Placement Coordinator is not usually involved in end of placement reviews unless concerns arise.

Guidance around Supervision

Maximising Supervision

Students should endeavor to make the most of their supervision sessions. Learning how to do this may take some time, however direction can be provided initially by the supervisor in terms of structuring sessions and identifying topics and cases to focus on. Beyond that, supervision is usually be a more collaborative process and may predominantly consist of learning needs you bring to session. Students are encouraged to use supervision as a forum to discuss cases, consolidate knowledge, learn and apply new skills and techniques, attend to process issues as well as content, present challenges as well as successes.

Supervision can also be used to address personal responses to clients, supervision and ways personal values have been challenged or affirmed. Furthermore, to obtain support and strengthen confidence in one's clinical skills. During these sessions you should gain a more thorough understanding of a psychologist's role relative to other professionals. This may be particularly relevant if you are working in an agency with other health professionals and in multidisciplinary teams. Students will be expected to bring ideas and hypotheses about clients as well as refine key skills and competencies such as the ability to formulate and conceptualise a case. In the same vein directed learning in the form reading about issues, theory and research related to cases is critical in developing competencies.

It may be easy to expect supervisors to just provide answers, or set the agenda for supervision, however, this will generally limit your learning and progress and at some point, be addressed in review. It is useful to remind students that a supervisor's formal assessment of competencies will largely be drawn from the quality of interactions in supervision, along with the knowledge, attitude, and evidence of new learning demonstrated in supervision sessions.

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 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 \(TLP004\)](#), 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. 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.
4. Submit a [Change to Placement](#) form to advise of any changes of Supervisor.

Cancellation of a supervision session

Regardless of whether your supervisor is internal or external, it is expected that you observe the 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 an external off-site supervisor 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 from 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 absent 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

Pre-Placement Documentation (including Monash Health Compliance Documentation)

Students are required to upload all pre-placement, including Monash Health Compliance Documentation to Canvas.

Please note: detailed information on how to meet these compliance requirements can be found on my.CMI [“Pre-Placement Documentation.”](#) These checks and documents must remain valid and up to date throughout your placements. Any renewals or updates (e.g. Police Checks) must also be uploaded as required.

The following documents **must be submitted to Canvas** for verification by the specified due dates **prior** to commencing placement:

- Provisional Registration (and Registration Renewal as appropriate)
- Police Check
- Working with Children Check

A delay in uploading these documents may jeopardize your ability to commence placement.

Provisional Registration & Renewal

All students must maintain registration as a provisional 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 submit a copy of their **Certificate of Registration** from the Australian Health Practitioners Regulation Authority (AHPRA), which their Placement Coordinator will verify.

Provisional 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 submitted.

Police Check

All students are required to have a valid Police Check prior to beginning placement. Students are responsible for securing this Police Check and are advised to allow up to 3 weeks for processing. Please note that if your Police Check is 12 months after issue, you will also need to provide a statutory declaration stating that there have been no disclosable court outcomes since the date of the police check. Information about the application of Police Check is available here: [How to apply for a Police Check.](#)

Students are eligible for a reduced fee for the Police Check if the Institute validates the form. This is only an option if you have provided your police check ahead of time. If you are Once approved, students will be required to submit a copy of their Police Check and Statutory Declaration for the Placement Coordinator to verify.

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.](#)

Once the Working with Children Check has been approved, students are required to submit a copy of their WWCC for the Placement Coordinator to verify.

Immunisations

It is a requirement of acute health settings that students on placement are up to date with vaccinations prior to commencement of that placement.

Monash Health Immunisations and Online Training

As part of the observational placement, students must complete the required immunisations and online training as per the Monash Health Observational Placement Documentation Requirements document, which you will be provided with.

- The following forms must be completed and brought to the Monash Health orientation session:
- Placement Contact Information and Checklist Form
- Statement by Student on Clinical Placement Form
- Psychology Student Immunisation Status Form and any documented records
- Working with Children Check – photocopied and attached to pack
- Hand Hygiene training completed online – certificate of completion printed and attached
- Fire Training completed online – quiz result printed and attached
- iBelong Training completed online – quiz results doc printed and attached
- Confidentiality Agreement – printed and attached

To complete the immunisations form, students will likely need to see a GP who can assess and provide blood tests to determine vaccination status.

Important Note: Pre-Placement Monash Health Compliance

Students need to be aware that **it is a non-negotiable compliance requirement of Monash Health that students have a current AHPRA, Police Check and required vaccinations levels prior to commencement of any placement (Observational Placement A or longer clinical placement, C & D).**

For further details students can access Monash Health Student Orientation website:
<https://monashhealth.org/employees/student-orientation/>

Go to the Website and the sections on Psychology and 'What you need to do now':
<https://monashhealth.org/employees/student-orientation/what-you-need-to-do-now/>

Specific Information on Placement and Processes for Submission:

All placement assessment form templates 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 assessment documentation must be submitted to [Canvas](#). Refer to Canvas for specified due dates. Your Placement Coordinator will review and approve after submission.

- Placement Contract Agreement (Form A)
- Placement Quality and Safety Checklist
- OSPA Quality & Safety Supplement (if applicable)
- Working from Home Student Form (all placement)
- Mid Placement Review (Form B)
- End of Placement Review (Form C)
- Placement Logbook and Hour Summary page (Form D)
- Competency-Based Requirements (e.g., Psychological Reports, Case Reports)
- Client Case Notes Cover Letter (always required)
- Submission of Client Case Notes (if applicable). Please refer to [my.CMI](#) for more information on the case notes submission process.
- Case Reports x 2 per placement (Placements C & D)

Please note that examples of logbooks and guidelines for writing up a Case Report are available on [my.CMI](#).

Students must:

- Obtain all required signatures on all assessment forms, case reports, MSE's, evidence of observed practice etc, prior to submission. **Note:** No need to request signature from your Placement Coordinator. They will review and approve after submission.
- Ensure all forms are in date order from the commencement date to the finish date.
- Submit each complete form as a **PDF**.
- Label (file name) of each document as per submission requirements outlined on Canvas.
- Ensure the **Hour Summary Page** is included with final logbook, and PDF logbook weeks are signed and in date order.
- **Ensure they retain their own copies of all relevant placement paperwork.**

It is the student's responsibility to submit all documents to Canvas by the specified due dates to ensure finalisation of their unit.

It is recommended that students use their student OneDrive accounts to manage their draft placement documents including their working excel logbook and signed PDF logbook weeks, prior to submitting to Canvas by the specified due dates.

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

Specific Placement Logbook Management: Maintaining your Placement Logbook

As indicated above, students are to maintain an excel working logbook throughout each placement via their student OneDrive. **Every fortnight**, their Primary / Individual Supervisor and/or Group Supervisor **must sign** off on the student's fortnightly progress (PDF logbook weeks) during each Supervision session. [Refer to myCMI for more on processing your logbook.](#)

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

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

Submitting Final Logbook at end of Placement

If completing a new logbook per placement unit, at the end of each placement, students must collate all signed PDF Logbook weeks with the hour summary page into one complete and final PDF logbook and submit to Canvas for the Placement Coordinator to approve.

Please refer to myCMI for more on the [process and examples of Logbooks.](#)

Electronic Signatures and Adobe Reader

It is recommended that students download Adobe Reader (free program) to allow them to use an electronic signature when processing placement assessment documents including logbooks. Refer to myCMI on how to [create and use an electronic signature](#). **Note:** An electronic signature must be an electronic version of a student real signature **not font generated** as these are not sufficient or verifiable.

Secure Storage of Client Case Notes and File Management for school placements

Report of Confidential Information

It is a requirement that any Psychologist (Provisional or fully registered) obtain permission from a guardian/ parent prior to doing any assessment of a child under the age of 16. For example, in schools, 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 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, then it is their responsibility to notify Cairnmillar Institute Placement Coordinator 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 under the requirements of the Health Records Act 2001 and agreed upon within the Agencies Memorandum of Understanding with Cairnmillar (MOU).

If the placement agency/school does not have adequate record keeping facilities as described within the Health Records Act 2001, all case notes created need to be submitted to the Cairnmillar Institute via PracSuite. The decision on the storage of client case notes to be advised by school/agency representative during the Form A meeting. **Students are required to create case notes directly into PracSuite within 48 hrs from working with a client.**

If a student hasn't received log in credentials to PracSuite, they need to ask their Placement coordinator to arrange for an account to be set up by emailing placements@cairnmillar.edu.au.

Other Placement Related Matters

Leave from Placement

It is not advisable to take personal leave whilst on placement as this throws out completion time and submission of results. However, if circumstances arise and the need to take leave is necessary, the student has to apply in writing to the Course Coordinator, Placement Coordinator and cc education@cairnmillar.edu.au and provide the appropriate evidence to demonstrate the need for absence. At least four weeks notice must be provided to the agency / school.

Student Evaluation of Placement

At the end of your placement you are encouraged to complete a [Placement Evaluation Online Survey](#). The Cairnmillar Institute is dedicated to improving your placement experience, so your feedback is extremely important and very much appreciated.

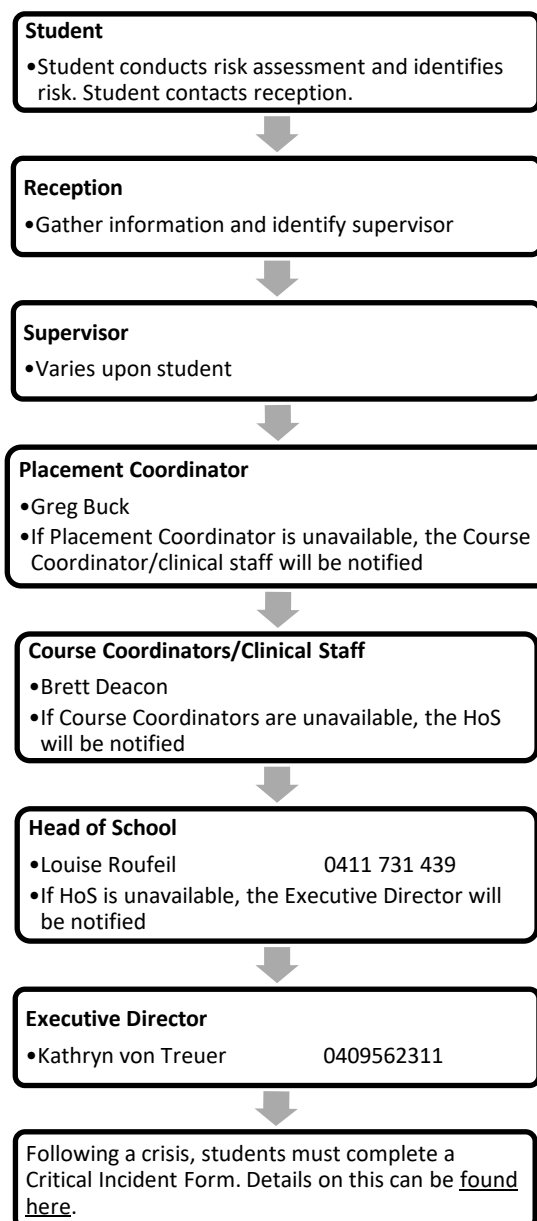
Appendix 2: Back-Up Clinical Risk/Crisis Flow Chart

If the appropriate staff at the Placement Agency (i.e., Supervisor, Agency Representative etc.) are unavailable to support a student responding to a crisis situation on placement, then back up support at Cairnmillar is available.

In this case the student needs to call The Cairnmillar Institute on 9813 3400 within work hours (8AM-5PM) and make it clear to the receptionist that the matter is an urgent risk matter and they would need to speak to their Cairnmillar supervisor (if available and a member of staff) or the next available supervisor. If no clinical supervision is available, then the issue could be directed to the Placement Coordinator or a pool of supportive clinician's, including the Head of School and Executive Director who would be willing to support and guide the student.

If you are dealing with a crisis after hours you may contact the appropriate senior staff as their mobile numbers are provided below.

Please work your way down the below flow chart as appropriate, beginning with your supervisor.



Appendix 3: Grievance Policy

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 supervisor in the first instance. The 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 Placement Coordinator. At this point the student will be asked to complete and submit a formal grievance which will be responded to in writing.

Placement Coordinators: Mr Gregory Buck and Ms Louisa Chatterton
Contact 9813-3400 or email at pc-clinicals@cairmillar.edu.au

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 a Placement Coordinator, the student should then contact either Course Coordinator. At this point the student will be asked to complete and submit a Complaints Form which will be responded to in writing.

Course Coordinator: Associate Professor Brett Deacon
Contact 9813-3400 or email at brett.deacon@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 the Course Coordinator, the student should then contact the Head of School:

Head of School: Professor Louise Roufeil
Contact 9813-3400 or email louise.roufeil@cairmillar.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>

Appendix 4: Client and Client-Related Activities

CLIENT AND CLIENT RELATED ACTIVITIES

(Sourced from Mark Donovan at UoW)

Face to Face 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.

Appendix 5: Role & 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 client case notes and all written works.
- 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 all written works.
- 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.