



Cairnmillar
INSTITUTE

School of Psychology
Counselling & Psychotherapy

Master of Professional Psychology
Placement Information
Handbook 2024

This placement handbook is for all students completing the Master of Professional Psychology and replaces all previous placement handbooks.

Course Code: PY093

Course Name: Master of Professional Psychology

Degree: MProfPsych or MPP

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Welcome to the Master of Professional Psychology program at the Cairnmillar Institute (CMI), where we have offered professional psychology training for more than 60 years. This degree will provide you with the opportunity to develop high-level skills in psychology by studying in a rich clinical context, at an Institute with a distinguished history of clinical and academic excellence.

Postgraduate psychology at CMI

The postgraduate psychology programs at CMI are designed so students acquire a diverse range of knowledge, skills and experience in psychology. This course is designed to equip students with a range of psychological and professional skills. Students are required to hold provisional registration with the [Psychology Board of Australia \(PsyBA\)](#) for the time they are enrolled in this course.

Accreditation and graduate outcomes

This course is an [Australian Psychology Accreditation Council \(APAC\)](#) accredited program. Upon successful completion of this course, graduates may be eligible to continue with further post-graduate study or to complete an internship to become eligible to apply for general registration as a psychologist.

About this handbook

The course has three integrated components: coursework, research and the supervised placement program. This handbook focuses on the placement program and what is required to successfully obtain, undertake, and pass your placements. For details about coursework components, please see the [Course Information Handbook](#).

Placement Contacts

- Placement Coordination Team Email: pc-mpp@cairnmillar.edu.au
- Placement Administration Team Email: placements@cairnmillar.edu.au
Phone: (03) 9813 3400

We hope that you enjoy the supportive and collegial environment at CMI and that your professional training in psychology with us is challenging, rewarding and enjoyable.



Dr Terence Bartholomew
Course Coordinator

1. COURSE OVERVIEW

To meet the requirements of both APAC and the PsyBA for the Master of Professional Psychology professional training, the total time spent on placement must be at least 300 hours for the course completed across two placement units.

The Master of Professional Psychology course is designed to be completed on a full-time basis over 12 months (part-time as negotiated over 24 months). The placement component is split into two units to align fee payments with academic semesters. MPP560 and MPP562 are [progressive units](#) completed in the same placement setting.

Table 1: Course Requirements

Unit Code	Unit title	Credit Points
Semester 1		
MPP501	Professional Practice Issues**	12.50
MPP502	Foundations in Psychological Assessment & Psychopathology**	12.50
MPP560	Practicum & Supervised Placement 1** +	25.00
Semester 2		
MPP503	Advanced Skills in Psychological Assessment & Psychopathology*	12.50
MPP504	Psychological Treatment Models*	12.50
MPP550	Applied Research for the Practicing Psychologist	12.50
MPP562	Practicum & Supervised Placement 2 +	12.50
	COURSE TOTAL	100.00

* Prerequisites:

- MPP502 is prerequisite to MPP503
- MPP560 is a prerequisite to MPP504

**Corequisites: MPP501 and 502 must be completed alongside or prior to MPP560

+ Progressive units: MPP560 and MPP562 are [progressive units](#)

2. PLACEMENT PROGRAM OVERVIEW

This section provides a detailed description of the placement program. More details about placements, and several important online resources can be found [here](#).

2.1. Key features of the placement program

1. The aim of the placement program is to ensure that students have appropriate opportunities to apply, under supervision, the knowledge, and skills they have acquired in the class-based components of this course. The placement program is integrated with coursework units, so that direct training in theory and skills precedes or occurs alongside placement experiences. Students will have opportunities to practice their skills while being supervised in a supportive and constructively critical environment.
2. Placements are decided on an individual basis to ensure the settings and client populations meet the requirements of the accreditation rules for this course. Student preferences will be considered, however the final decision on placement allocation will be decided by the placement and course coordinators, including the use of simulated placements. CMI expects students to embrace offers for placement that may be outside the students interests or preferences.
3. While on placement CMI expects students to act within their area of competency and to develop their paths of expertise in psychology and their professional identity.

4. The placement program is designed with breadth in mind where students have experiences that prepare them for further training at the 6th year level. Students may work with a range of client presentations, settings (e.g., school, community), across the lifespan (e.g., child, adolescent, adult, older adult), and employ a variety of clinical skills (e.g., assessment, treatment, professional).
5. Students' placement experiences in this course will vary. CMI and the placement coordinators act as facilitators of the individual student's program, and this handbook contains the guidelines and assessment requirements that provide structure for the placement program.

2.2. Placement Unit Learning Outcomes

Students must complete the requirements for placements and develop competencies set out by CMI to successfully complete the course. The placement learning outcomes for this course are:

1. Demonstrate skills in psychological practice with adults and/or children who are referred for psychological assessment and intervention.
2. Demonstrate the capacity to relate to clients from various age groups, and other professional staff, including referrers and professionals from other disciplines.
3. Practice ethically and appropriately in accordance with the requirements of the psychology profession.
4. Plan and administer risk assessments.
5. Administer and interpret several psychological assessments to evaluate clinical presentations such as mood, functional capacities and/or other symptoms.
6. Demonstrate skills in implementing psychological interventions such as CBT.
7. Research current literature and prescribed readings pertaining to legal, ethical and professional conduct.
8. Critically examine and reflect on evidence-based approaches to psychological interventions as they relate to client needs.
9. Demonstrate skill in writing an assessment case report.

2.3. Placement Structure

The MPP Placement Program consists of these core training components:

1. **Pre-Placement Training Sessions:** Prior to commencing placement, students are required to attend intensive sessions to prepare them for their first placement experience. These sessions cover a variety of professional practice issues such as counselling and interview skills, risk assessment etc.
2. **Treatment Model Experiential Workshops:** These workshops are designed to develop on content in the unit MPP504 and deepen students' treatment knowledge and skills.
3. **Placement:** Students complete one placement across two units (MPP560 & MPP562) in the same placement setting. The placement consists of three components undertaken consecutively:
 - a. **Structured Observational component:** Unit MPP560 includes an initial two-week observational phase upon commencement of the placement (in total 4 days). This component is designed to orient students to the practice environment, and during this phase students will not be working independently with clients or seeing clients on their own.
 - b. **Supervised Placement component:** Upon successful completion of the structured observational component students commence the supervised placement component within the same placement agency during unit MPP560 and progress into unit MPP562 at the same placement agency for semester 2 ([progressive units](#)). Placement is a maximum of two days per week, preferably on Thursdays and Fridays to allow time for scheduled coursework and research activities.
 - c. **Supervised Simulated Learning component:** Upon successful completion of the pre-placement training sessions students can commence the supervised simulated learning component as an alternative to the supervised placement component during unit MPP560 until they can commence the supervised placement component at a placement agency.

These simulations mimic a placement and allow students to develop strong skills in different treatment modalities. Each simulation counts as a full day of placement and can be logged in the placement logbook. The supervised simulated learning can be completed at a maximum of two per week, to allow time for scheduled coursework and research activities.

2.4. Expectations of Student at Placement

Students on placement are expected to conduct themselves in a professional manner as they would in a professional, paid work setting. In this way students are expected to:

- Be punctual. This includes to placement, client sessions, meetings, and all professional appointments.
- Be mindful of their role as a provisional psychologist in a professional setting and be willing to seek assistance as needed to support their ongoing learning.
- Be prompt and professional in all communications (e.g., in person, email, calls), including responding to people in a timely manner.
- Read all relevant policies, procedures, and other documents, including workplace health and safety related material, and abide by the requirements set out in these documents.
- Be respectful and not engage in conversations that are openly critical of the agency, its practices or people (staff, clients and associated parties).
- Make time to liaise with other staff, including reception and administrative support staff.
- Abide by any reasonable clothing requirements and dress in a professional manner.
- Actively seek out and/or offer to complete additional tasks during quiet times, provided those tasks align with the student's learning goals (e.g., if a client cancels multiple sessions, consider taking on a new referral).
- Behave in a manner that is aligned with the ethical code in place for the profession of psychology as per the [PsyBA registration requirements](#).
- Report to their placement coordinator immediately any impairments that impact on their ability to perform their duties on placement.

Please note that this list is not exhaustive, and students will be assessed on their professional behaviour throughout placement. Failure to meet these minimum standards may result in a performance meeting with your supervisor, placement representative and placement coordinator, a referral to the [CMI Academic Integrity and Progress Committee](#) and/or an 'unsatisfactory' mark for placement.

3. Pre-Placement Requirements

3.1. Pre-Placement Training Sessions

The Pre-Placement Training sessions are intensive and structured training sessions designed to prepare students for placement. These sessions are a mandatory requirement for all students and must be completed before students can commence on placement, including the observational component. Information about each scheduled session including the topic, mode, and dates can be found on the unit's [Canvas](#) page. Please note that the dates are be subject to change as they are contingent upon delivering the sessions due to the practical elements of each session.

3.2. Student Pre-Placement Actions

1. **Email.** Ensure that your CMI email address is directed to the email address you use. Email, including essential Canvas notifications, are the primary method used by CMI to communicate with students. [Click here for more information on my CMI about accessing and configuring your email.](#)

2. **Pre-Placement Documents.** Students need to upload a copy of the following documents to Canvas. These must be uploaded to Canvas and approved by the placement coordinator before students can commence placement. Students will need to ensure these actions are commenced at least 2 months prior to commencing placement to allow for any delays in processing by external agencies.
- a. **Psychology registration.** Students need to provide a copy of their current provisional registration with the PsyBA. It is students' responsibility to ensure their provisional registration remains current throughout the degree. Students are required to report any disruptions in the currency of their registration status to both the placement and course coordinator immediately (within 24 hours), as students who do not hold provisional registration with the PsyBA are unable to complete the course. If during their enrolment in the course, a student has a notification made against them, they must notify the placement and course coordinators immediately (within 24 hours) of receiving communication from AHPRA/PsyBA about the notification. Students will be supported through this process and are required to keep CMI informed about the eventual outcome.
 - b. **Working with children's check (WWCC).** Students are required to obtain and maintain a current WWC while completing placement. Applications are state/territory based – [click here for more specific information about each state/territory](#). [Click here for more information about obtaining and maintaining a valid WWC](#).
 - c. **National Police Checks.** Students are required to obtain and maintain a current National Police Check on an annual basis while completing placement. [Click here for more information about obtaining and maintaining a valid police check](#).

3.3. Placement Requirements

3.3.1. Placement Hours and Days

Tables 2 outlines the minimum placement hours required for placement. The total time spent on loggable placement activities must be at least 300 hours. These hours comprise both supervised placement activity, approved professional development, and experiential workshops on treatment modalities. Of the supervised placement activities, at least 50 hours must be direct client contact (DCC), and the remaining hours should be client-related activities (CR). Placement should be undertaken at the rate of 2 days per week. Students are also required to undertake a minimum of 40 hours of supervision across the placement arranged by the placement coordinators. These supervision hours comprise both individual supervision with a PsyBA approved supervisor as well as group supervision (further details are available on [Canvas](#)).

In line with placements being an opportunity to develop and apply psychological skills, it is important that the structure of a placement centres on learning and developing competencies. For this reason, students in their MPP placement should attempt to slowly increase their client hours; this will allow the opportunity to undertake tasks and activities required outside of sessions to develop psychology competencies.

Table 2: Minimum placement requirements

MPP Placement Activities	Total Minimum Requirements
Total Placement/Practicum Hours	300 hours
Direct Client Activities/Contact hrs	50
Client-related activities/hrs (excluding supervision)	N/A – no minimum requirement
Total Supervision hrs	40
Individual Supervision hrs (minimum ratio of 50%)	20
Ratio of Supervision / Total Placement Hours	1 hr supervision / 7.5 hrs of placement

Please note that these hours and activities constitute the *minimum* requirements. Progress is based on achieving competency across various psychological domains.

3.3.2. Placement Activities: Definitions and Information

Placement activities are defined by APAC in their accreditation documents. These requirements differ across courses and it's important to understand what can and cannot be included as it pertains to the MPP course. Please ensure you read and understand each of the definitions provided below as you will need to maintain an accurate logbook of approved placement activities.

- **Total Placement Hours:** Total placement hours = direct client hours + client related hours (excluding supervision hours, preplacement workshops, and approved professional development).
- **Direct Client Activities/Contact (DCC):** Direct client activities provide opportunities for students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken and may include those items listed below as examples.

Please note the following in relation to accruing direct client hours:

- There are many ways that direct client activities can be accrued, and students and supervisors should read the definition of direct client activities carefully and ensure they log these hours appropriately.
- Students are expected to closely monitor their placement requirements on a weekly basis in consultation with their supervisor, including the rate at which hours are being accrued across the various categories (e.g., direct client contact, client related contact, supervision etc.).
- Students will be required to identify and report their logbook hours to date to their placement coordinator during the mid-placement review. Where the rate of accrual for hours is lower than expected, students are required to discuss potential solutions with their supervisor and/or placement contact prior to the mid-placement review meeting.

Examples of Direct Client Activities include:

- Face to face, telephone or telephone meeting, session or intake with a client or their carers, families, employers, supervisors, teachers, health providers or legal guardians about client care (e.g., to collect information, providing feedback about an assessment, explaining interventions).
- 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.
- Observational assessments that form part of a clinical task you undertake alongside other psychological services you are providing to one of your *own* clients (e.g., doing an on-site school observation of one of your child clients)
- Provision of psychoeducation regarding a client to other stakeholders involved in client care
- Active participation in stakeholder/case conference meetings whereby assessment and /or advocacy for the client was an integral component of the student's participation

- Meetings, such as clinical case review meetings, where the student reports to the team/organisation, if the team/organisation will enact interventions to the client or is in fact the focus of interventions
- 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.
- Conducting assessment, testing or intervention sessions for individuals, couples, or families.
- Providing psychometric assessment feedback
- Facilitating/observing group treatment sessions (hours logged should be the duration of the session, not hours for each individual client)
- Delivering a formal presentation to placement entity's clients or other stakeholders regarding psychologically related material (e.g., sharing a conceptualisation).
- Simulated client assessment or intervention, such as role-play work or observing a video of a session.

Please note: Simulations are a valuable professional development activity that allow students to safely practice and develop skills with people other than those receiving a psychological service. Typically, psychologists undertake simulation activities with supervisors and other colleagues, and can include practicing skills such as specific therapeutic techniques, neuropsychological testing, providing difficult feedback etc. Each simulation on Canvas provides 7-7.5 hours of placement activity. Please clearly record these as simulated activities in your logbook if you complete these in addition to, or instead of, supervised placement.

- **Client Related Activities:** Client-related activities support students to acquire graduate competencies relevant to the MPP course and are distinct from direct client activities (though supportive of it) and may include those items listed below as examples.

Examples of Client Related Activities include:

- Administrative phone calls or meetings
- Reading/writing case/file notes
- Scoring test material
- Writing reports
- Preparing for supervision related to client work
- Organisational project
- Preparation of logbooks and placement forms
- Placement review meetings
- CMI experiential treatment workshops (such as IPM, Group Work etc)
- External professional development that has been approved by the individual supervisor as meeting the student's learning goals.

3.4. Arranging Placements

The following information is available in detail on my.CMI [here](#), including a link to specific MPP placement preferences information and an outline of the required process.

3.4.1. Placement Preferences

CMI arranges placement opportunities for students in the MPP course. The following information provides a brief overview about arranging a placement and more detailed information and forms are available via the links and within Canvas. The following steps are required for submitting placement preferences:

1. Book a meeting with the placement coordinator via Canvas to discuss preferences for placement experiences. Pre-Placement meetings are being held online early Semester 1.

More information about these meetings including how to book a meeting will be provided to students within Canvas.

2. Following the pre-placement meeting, students can complete a placement preference form on my.CMI. Students can select up to four school/agency preferences via the online preferences form. Refer to [Placement Preferences Selection Process](#) on my.CMI for the process and the closing dates for the preferences form.
3. Students who have sourced their own placement and had the placement confirmed as suitable by the placement coordinators will not need to submit preferences. Please see 3.4.3 Workplace Placements for more details.

Please note: Late applications delay the starting date of placement and may jeopardise your ability to secure your preferred placement.

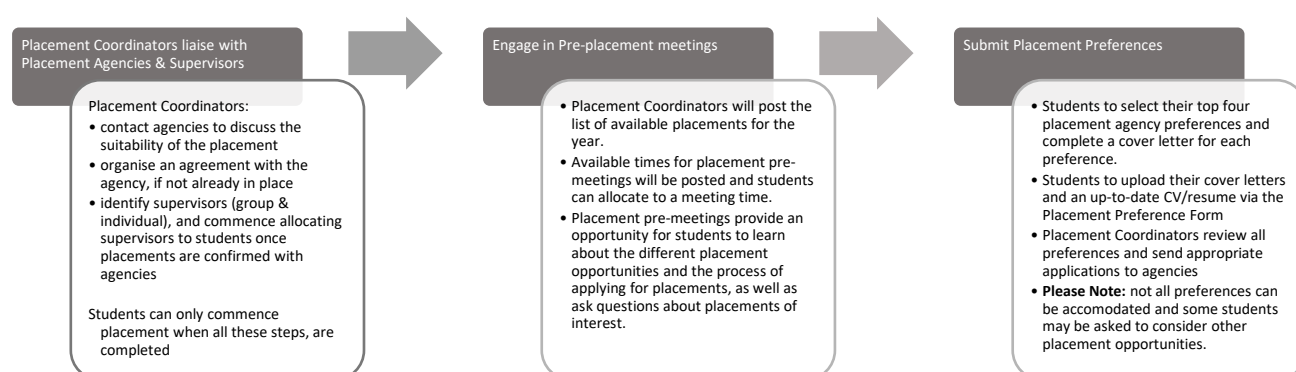
3.4.2. Placement Applications

Please consider the following information when preparing placement applications:

1. Take the location of the placement into account when applying.
2. Ensure your CV is always maintained an up to date, and prepare your CV with the following aspects in mind:
 - Remember that the reader will be a busy person and does not need extensive description of the work you have done. Keep it brief and concise (e.g., no more than 2 pages).
 - Key headings can include: contact details, current employment, voluntary work, employment history, qualifications, scholarships and awards, memberships of professional organisations, and training workshops attended.
3. Your cover letter can be key to obtaining a placement, ensure it:
 - Demonstrates an understanding of the work conducted in the Agency/School; suggest how a placement at the Agency/School could enhance your training; what you bring to the situation and what you hope to gain from being placed there.
 - is generally short, concise and only 1 page.

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

Figure 1: Process and Responsibilities



3.4.3. Workplace Placements

Students may be approved to undertake a placement in an existing workplace if the scope of the proposed role is consistent with course requirements and if the psychological activities within the proposed role are sufficiently distinct from the student's usual workplace role (e.g., performing different duties, in a separate department, working with a different age cohort).

If the placement is a paid placement, the financial arrangements between the placement agency/workplace are between the student and the organisation; CMI cannot advise on any financial arrangements included in this agreement.

All placements must meet the criteria for a suitable placement opportunity in professional psychology in terms of the scope of work to be undertaken, diversity in placement experiences across the course, and its ability to support the unit learning outcomes. This includes the expectation that students will be undertaking a learning opportunity and should therefore specify their placements days, and their expected caseload. It is expected that, whilst on placement, students will carry a smaller case load than they might ordinarily do so whilst undertaking paid work (e.g., 3 clients daily) to allow for development opportunities, reflection, and planning within the placement context.

Students undertaking paid placements must establish clear mutual understandings about what needs to be learned and how collegial/ managerial/ supervisory boundary issues will be negotiated. The MPP placement coordinators will be involved in developing a contract between the student, the agency, and CMI.

3.4.4. Supervision

CMI typically sources supervisors for all students as part of the course. Students will receive a mixture of individual and group supervision. Prior to commencing placement, placement coordinators will introduce students and supervision via email.

This process may vary such as where there is an agency requirement for onsite supervision by a suitably qualified member of staff who can provide the required supervision.

Students are required to undertake a minimum of **40 hours of supervision** across MPP560 and MPP562, which should convert to **1 hour per 7.5 hours of psychological practice**. (Psychological practice refers to the sum of your direct-client and client-related hours) This comprises:

- **Individual Supervision** (between 20 and 23 hours, depending upon need): One hour weekly one-on-one session provided by suitably qualified supervisor arranged by CMI.
- **Group Supervision** (20 hours): Fortnightly group supervision sessions provided at CMI (the timetable can be found on [Canvas](#)). Group supervision is based at CMI (or online) and facilitated by a Board-Approved Supervisor. Groups focus on the placement-based experiences of the students, including the core documents required as part of the submissions. Groups are also used to guide writing of the case report assignment, and these sessions require students to watch a pre-recorded tutorial before the supervision group (further information can be found on [Canvas](#)). *Please note that, whilst week commencing dates and topics are provided, these may be subject to change and students will be notified within Canvas.*

Students are expected to monitor their placement hours, including supervision hours, closely and actively communicate their progress to their supervisor/s and placement coordinators.

3.5. Passing a Placement

It is the placement supervisor's role to regularly provide constructive feedback to the student throughout the placement regarding competency, and this feedback is formally provided at the Mid and End-Placement Review. Concerns from either the student, supervisor, placement agency contact,

or placement coordinator can be communicated at any time during the student's enrolment in the course. If at any time a student has concerns about their progress or the placement, they are expected to proactively seek advice from their supervisor, placement coordinators, and/or course coordinator at the earliest point.

In cases where students are not making the gains expected on placement, a plan will be developed at the mid placement review (or earlier if required) to support the student's placement progression, and a placement coordinator will also attend the end of placement review in this case. At the conclusion of the placement, the placement supervisor will make a recommendation to the placement coordinator as part of the End of Placement Review. Supervisors will indicate that student progress has been "Satisfactory" or "Not Satisfactory". When a supervisor's final report has been received by the placement coordinator, they will consider the supervisors report, alongside the student's other submitted paperwork and assessment material (logbooks, placement forms, case reports, client notes etc.), and a result will be recorded. The two possible results are *Pass* or *Fail*. Placements sometimes extend beyond the semester dates, and this may affect the recording of results.

If necessary, a referral to the CMI Academic Integrity and Progress Committee will be made by the placement coordinator, in consultation with the Course Coordinator.

4. PLACEMENT ASSESSMENT REQUIREMENTS

Placements include assessments that demonstrate both clinical and professional skills. There are pre-placement requirements, placement assessment documents and clinical assessments that students need to ensure they have submitted to Canvas and had approved as completed by the placement coordinator.

4.1. Pre-Placement Requirements

As outlined in section 3.1 above, students are required to submit the pre-placement documents before each placement and cannot commence a placement before placement coordinators have approved these assessments on Canvas. You can find detailed information about how to apply for each of the pre-placement requirements within your Canvas module and on my.CMI here: [Pre-Placement Documentation](#).

All students are required to submit the following to Canvas prior to commencing each placement:

- Provisional Registration Certificate
- Police Check
- Working with Children Check (where required)

These must be kept valid throughout your placement so any renewals must also be uploaded as required. Failure to submit these assessment documents may jeopardise your placement and your opportunity to see clients.

4.1.1. Insurance

All psychological services provided by students are required to be covered by appropriate professional indemnity insurance (PII). Students enrolled in this course are covered under CMI'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. Health practitioners who do not have appropriate PII cover may be in breach of their obligations under the Health Practitioner Regulation National Law, depending on their work setting.

It is important that students work on the specified placement days outlined in the placement agreement. Students who are undertaking placements in their workplace and who source their own

placements need to be clear about which days are designated placement days, so they are covered by the appropriate insurance policy on those days. Students who mix their placements days, for instance while on a placement in their workplace, place themselves at risk of not being covered by the appropriate insurance.

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

4.1.2. Immunisations

In addition to the COVID-19 mandatory vaccination requirements, there are placement settings that require students to have specific immunisation or coverage for certain diseases. Students will liaise with and provide evidence of vaccinations directly with the placement agency.

4.2. Overview of Assessment Requirements

Students also need to submit placement assessments to Canvas by the due date. These requirements are outlined in Table 6.

Table 6: Placement Assessments

Placement Documents	All Placements		Course Total
Placement Agreement (Form A)	Required		1
Quality and Safety	Required		1
Mid-Placement Review Form (Form B)	Required		1
End of Placement Review Form (Form C)	Required		1
Placement Logbook and Hours Summary	Required		1
Unit Assessments	Pre-Placement	Placement	Course total
Video Simulation	1	-	1
Simulated Clinical Interview and Risk Assessment	1	-	1
Pre-Placement Logbook Review	3	-	3
Written Reflection	1	-	1
Case Report	-	1	1
Supervisors Observations	-	2	2

4.3. Placement Documents

In addition to the pre-placement requirements, students must submit placement documents and assessments for each placement. You can find a complete list of all placement documents required [here](#).

Please read the instructions and requirements for each assessment and ensure that:

- Where applicable, the student signs all documents and ensures they are signed by the supervisor and the agency contact.
- Each document is submitted in PDF format.
- All instructions for each assessment are followed correctly, especially the logbook.
- Students retain their own copies of all placement documents.

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

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

The following sections outline the required placement documents for each placement in this course.

4.3.1. Placement Contract (Form A)

The placement contract sets out the parameters for ensuring all parties are aware of their obligations and responsibilities throughout the placement and is signed by the student, supervisors, and the placement contact/agency representative (where this is not the same as the supervisor).

Due date: Within 14 days from placement start date

This placement agreement contains the following details:

- Agreement between CMI, student and agency/school
- Confirmation of student placement information
- Guidelines for placement agency/school representative and or supervisor
- Guidelines for placement by students including the setup of learning goals
- Confidentiality agreement
- Supervision agreement
- The student's learning goals

A placement contract (Form A) meeting is required for all placements, involving the student, agency representative, placement coordinator, and primary individual supervisor (if available).

Within the first two weeks of placement students, in collaboration with their individual supervisor, will establish well-defined learning goals. This information enables the placement coordinators to ensure that placement goals meet the student's overall learning needs. These learning goals should meaningfully reflect the student's overall developmental needs, in relation to both the core competency areas and the context and opportunities relevant to each placement.

Please note: For safety reasons students cannot see clients outside standard business hours (e.g., after hours, weekends). Please ensure that you are clear about this requirement and ensure appropriate staff are onsite on placement days.

4.3.2. Placement Quality and Safety Checklist forms

Purpose: The quality and safety checklist form is required to ensure the student and the agency are complying with workplace health and safety requirements.

Due Date: Within 14 days from placement start date

In line with APAC, effective processes must be in place to ensure students undertaking placements can practise competently and safely. The Quality and Safety Checklist form is in place to ensure all stakeholders are clear about their workplace health and safety obligations and responsibilities for delivering services.

4.3.3. Mid-Placement Review (Form B) Process

Purpose: A mid-placement review is required for all placements in this course and is designed to assess the student's progress towards graduate competencies and guide any required adjustments to facilitate the students learning and development.

Due dates: Mid placement review meeting: due within 2 weeks of mid-point of placement; mid-placement review document (Form B): due by 7 days after the mid-placement review meeting.

Approximately half-way through the placement, the student will arrange and attend a meeting with the primary individual supervisor, a placement coordinator and the agency representative, to review the progress of the placement. Following this meeting the students will upload the completed mid-placement review form to Canvas. There are two aspects to the mid-placement review:

1. Mid-placement review form (Form B)

Supervisors are required to complete the mid-placement review form (Form B) and discuss this assessment and the student's progress with the student prior to the mid-placement review meeting. The completed form should be verified and signed by the student and supervisor, then submitted to Canvas within 7 days after the meeting, for the placement coordinators to finalise.

2. Mid-placement review meeting

A mid-placement review meeting is required to take place between the student, their primary individual supervisor, a placement coordinator, and the placement agency representative. This meeting needs to occur within two weeks of the mid-point of the placement. Students are responsible for arranging this meeting. Placement coordinators will advise students via Canvas about how to book a mid-placement review meeting.

During the meeting the student, agency representative, primary individual supervisor, and placement coordinator will discuss the student's progress and decide on an outcome, and any action that needs to occur to help the student progress and meet their learning goals.

4.3.4. End-of-Placement Review (Form C) Process

Purpose: An end-of-placement review is required for all placements in this course and is designed to assess the student's progress towards graduate competencies and provide feedback about areas for further development during the 6th year internship. Please be aware that this information will be shared with other CMI staff as part of your application for further study e.g., MPPP.

Due dates: End-of-placement review meeting: due within 2 weeks prior to the end date of placement; end-of-placement review document (Form C) due by 7 days after the end date of placement.

Within the last two weeks of a placement, students will arrange and attend a meeting with the supervisor, and where indicated, also the placement coordinator, to review the progress of the placement. Following this meeting the students will upload the completed end-of-placement review form to Canvas. There are two aspects to the end-of-placement review:

1. End-of-placement review form (Form C)

Supervisors are required to complete the end-of-placement review form (Form C) and discuss this assessment and the student's progress with the student prior to, or in collaboration with the student during, the end-of-placement meeting. The completed form should be verified and signed by the student and supervisor, then submitted to Canvas within 7 days after the end of placement for the placement coordinators to finalise.

2. End-of-placement review meeting

An end-of-placement review meeting is required to take place between the student and their primary individual supervisor, and where relevant the placement agency representative may also be invited to attend to contribute to reviewing the student's professional performance during placement. Placement coordinators may also attend, and students will be advised if this is needed. This meeting needs to occur within two weeks prior to the end date of placement. Students are responsible for arranging this meeting.

During the meeting the student and primary individual supervisor (and the agency representative and placement coordinator where relevant) will discuss the contents of the end-of-placement review form and progress with competencies. Students and supervisors should discuss any areas for improvement, and the student should seek the supervisor's feedback on how to further develop their clinical competencies. To support progression of competencies to the next stage, the outcome of this review will be shared with the student's placement supervisor in their 6th year, as a tool to assist with identifying relevant learning goals.

Students should also be aware that CMI may seek direct feedback from the placement agency about the students performance on placement to assist with assessing competencies and applications for further study (where relevant).

4.3.5. Placement Logbook (Form D) and hour summary

Purpose: The placement logbook is an essential record of all placement activities and is an APAC requirement.

Due date: Students are required to have their logbook reviewed and signed by their supervisor fortnightly. The final placement logbook is due within 7 days from the end date of placement.

Students are required to maintain a logbook of hours representing the activities undertaken in a typical 7.5-hour day, noting direct client activity and client related activity hours, reflections, and supervision etc. All students will maintain one logbook. Under each activity, students are required to include brief information about the type of activity (e.g., assessment, intervention/prevention, reporting/consultation, problem formulation, content of supervision discussion, etc.). These records are intended to mirror the placement learning goals and demonstrate that the student has met the placement requirements and developed placement competencies.

Click here for information about [how to complete your logbook](#). It is recommended that students familiarise themselves with how to process a logbook, as this can prove challenging depending on the level of Excel/computer skills. [Please watch video](#).

Fortnightly sign off

Students are required to ensure they provide a PDF version of the placement logbook to their supervisors on a fortnightly basis. All supervisors, including group supervisors, that have provided supervision in that fortnight are required to endorse, by signed notation, that the logbook is a true reflection of each placement (group supervisors are only required to sign the page on which the group supervision is recorded). Students maintain these fortnightly PDF versions of the signed logbook and collate it at the end of placement to submit to Canvas. Click here for further information about how to [extract PDF Logbook weeks from the Excel Working Logbook](#) for supervisor sign off.

End of placement logbook submission

At the end of 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 coordinators to finalise. Ensure the **Hour Summary Page** is included with final logbook, and all PDF weeks are signed and in date order. Please refer to my.CMI for more on the [final submission process and examples of logbooks](#).

CMI will retain copies of logbooks for the following purposes:

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

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

4.4. Placement Assessments

These assessments are activities undertaken on placement and assessed by each student's CMI-approved individual supervisor. The following explains the requirements for each of these assessments and when they are required to be submitted.

4.4.1. Case Report

Purpose: Case reports are required to assess students' competence in taking a complete history, conducting a full assessment, and interpreting the findings to reach a diagnosis and develop an intervention plan. This case report is modelled upon AHPRA requirements for case reports in the 6th year Internship.

Due date: Students are required to submit one assessment case report via Canvas towards the end of their placement. The specific due date can be found on [Canvas](#).

Students must use a client from placement for the case report or use a simulated client case that will be provided by the placement coordinators if a suitable client cannot be sourced. Students will require placement coordinator approval if case reports are based on the simulated client case. The case report must be a comprehensive psychological assessment report.

Students must complete a comprehensive assessment case report using the guidelines for writing a [Case Report](#) available on my.CMI, and the video tutorials available in Group Supervision resources. The case report must be assessed by the student's individual supervisor. One draft of the case report can be provided to the individual supervisor prior to being submitted to Canvas for marking.

Students are advised to consider and appropriately plan these requirements ahead of time, such as when completing the Form A and if necessary, volunteer for appropriate assessment opportunities when possible. While other arrangements can be made with the placement coordinator to undertake these assessments and demonstrate required competencies (e.g., simulated activity) students are expected to make every effort to meet these requirements during their placements.

Please ensure that your case reports are deidentified and in PDF format before submitting them to Canvas, as per the guidelines.

4.4.2. Supervisor Observations (All Placements)

Purpose: Supervisor observations are required to assess multiple competencies related to delivering safe, appropriate, and professional psychological services to clients, and are important for students to strengthen their practice. 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 recording, sitting in).

Due date: Students are required to submit two supervisor observation recordings via Canvas across the placement. Specific due dates can be found on [Canvas](#). One supervisor observation should be completed before the mid-placement review and the remaining one before the end-of-placement review meeting, so that relevant feedback may be provided and incorporated in a timely manner to develop competencies.

If the student's supervisor is not located onsite and cannot observe 'in vivo', direct observation may occur by way of secure video recording, with the client's consent (which is considered confidential and not required to be submitted to CMI, but instead held within the clinical file).

Where the setting does not allow for the CMI-approved primary individual supervisor to observe the student in vivo or using video recordings (such as in some forensic settings), students will need to seek approval from the placement coordinators for a suitably qualified supervisor who is an employee of the placement agency to undertake the observation. Alternate supervisors will need to liaise with the individual supervisor prior to giving the student feedback about the observation.

Students are required to:

- **Obtain informed consent from the client for supervisor observations** and if students need to video record the client for the purpose of supervisor's observations, students must obtain written informed consent. Students can find consent forms for recordings [here](#).

- **Follow the CMI guidelines for the storage and sharing of video or audio recordings with their supervisor.** Students will be required to store the video or audio recording on their student OneDrive and share the link with their supervisors (supervisors do not need to have a CMI account to view the recording). You can find information [here about submitting supervisor observations](#) and [here about how to share a OneDrive link](#).

4.4.3. Supervisor sighting of case notes

Purpose: Supervisors are required to sight a minimum of six de-identified client case notes during the placement. The purpose of this requirements is to provide the supervisor with evidence of the student's professional record keeping, and an opportunity to provide feedback to strengthen case note content and format.

Due date: Three case notes should be completed before the mid-placement review and the remaining three before the end-of-placement review meeting.

Supervisors will review the case notes and provide feedback. Supervisors will indicate at the mid and end-of placement reviews that the case notes have been provided by the student and are satisfactory.

4.4.4. Obtaining Supervisor Signatures

Students are responsible for ensuring they obtain their supervisors signatures on documents as outlined in this handbook. It is important that students do not use email when sending documents, unless the documents are deidentified. This is because email is a not secure enough for sending health information according to privacy laws.

4.4.5. Student Evaluation of Placement

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

5. PLACEMENT PROGRAM POLICIES

5.1. AHPRA and PsyBA Registration Standards, Guidelines and Policies

Students in this course hold provisional registration with the Psychology Board of Australia (PsyBA) and are required under [National and State specific Health Practitioner Regulation Laws](#) to abide by registration standards to maintain their registration. CMI requires that students are familiar with and act in according with:

1. AHPRA and the PsyBA [Registration Standards](#)
2. PsyBA [Guidelines and Policies](#)

Please note that there are times where the student may be required to make disclosures, such as to meet mandatory reporting obligations. If a student has a concern about needing to make a mandatory report, they are strongly advised to discuss this with their individual supervisor, if this is appropriate. Alternatively, if this is not possible (e.g., the concern relates to the supervisor) please consult directly with the placement coordinators, course coordinator, or Dean.

5.2. Roles & Responsibilities

Individual Supervisor

The individual supervisor is responsible for:

- Gaining understanding of 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 recording, co-therapy, sitting in).
- Where possible, liaising with the placement agency representative periodically regarding the student's performance. The placement coordinators will also liaise with the agency representative periodically.
- Where possible, providing an opportunity for the student to observe the supervisor, and others.
- Sighting and signing student's case notes and written works on at least 6 occasions.
- Sighting and signing student's placement activity logbook.
- Alerting the placement coordinators of any concerns regarding the student's performance at the placement agency.

Agency Representative

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 consistent with the placement agreement with CMI, including details of the work expected.
- Developing a relationship with the student that facilitates open discussion of difficulties and potential problems.
- Alerting the primary individual supervisor and/or placement coordinators of any concerns regarding the student's performance at the placement agency.

5.3. Changes to Placement

5.3.1. Student Absences

Any absence of a day or more from placement must be reported to the appropriate agency contact in the first instance, and via email to your individual supervisor and placement coordinators. Student are required to determine early in the placement who they are required to notify if they are absent from placement.

Unplanned absences for more than two weeks must be reported to the placement coordinator. An unplanned absence is an absence that was not planned when determining placement start and end dates.

Upon return to the placement, the student should discuss with the agency representative and their individual supervisor how any missed placement days will be made up. The outcome should be advised via email to the placement coordinators. Students who need to change their placement end date due to absences need to follow the placement extension instructions below.

It is not recommended that students take annual leave while on placement unless this was planned and agreed to as part of the placement agreement (Form A). However, in the event that a student needs to take annual leave they are advised to discuss this with the agency at least four weeks in advance of the leave start date, and apply via email to the placement coordinators.

5.3.2. Placement Extensions

Placements can only be extended under exceptional circumstances. All placements should have a clear start and end date as recorded on the original placement agreement. Students who need to extend placement need to discuss the potential extension and seek approval from the placement coordinators. Please refer to my.CMI for the full [placement extension application process](#).

5.3.3. Cancelling or rescheduling a supervision session

It is expected that both students and individual supervisors (CMI or external) observe common professional courtesies when changing or cancelling a supervision session. CMI requires that at least 24 hours' notice is provided by the student or supervisor to reschedule or cancel a supervision session. Exceptions apply where there are extenuating circumstances, such as emergencies.

Students with an external supervisor are required to discuss potential session cancellations when entering the supervision arrangement, as the student may become liable for a supervision fee directly billed to them by the external supervisor if they miss or cancel a session late.

Supervisors should discuss any planned absences and make suitable arrangements to ensure continuity of supervision. Please note that students must not continue placement without individual supervision for more than 2 weeks. It is important that students and supervisors have a clear understanding of who they can seek for urgent advice while on placement if their own supervisor is not available. If an agency cannot provide alternative appropriately qualified supervisor, the student should alert the placement coordinators and request interim supervision.

5.4. Confidentiality, Informed Consent and Record Keeping

You can access some general placement forms [here \(such as consent forms, etc.\)](#).

5.4.1. Confidentiality

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

5.4.2. Informed Consent

The informed consent of a person must be sought before undertaking assessment or interventions with that 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 individual's capacity to consent should be discussed within supervision, and clearly documented within client case notes.

Psychologists are required to obtain written informed consent from a guardian or parent prior to providing psychological services to a child. Children aged 16 years or older can provide informed consent if the psychologist has assessed them as a mature minor.

Students should use the agency's informed consent process, however where there is no informed consent form, students can use the [CMI informed consent form](#).

5.4.3. Secure storage of client case notes and record keeping

Client case note secure storage

Client case notes created by students on placement must be stored in accordance with the Health Records Act 2001. Prior to commencing placement students, in liaison with the placement agency contact and their supervisor, must determine whether case notes can be stored with the placement agency in line with the Health Records Act 2001. Where this is not possible it is mandatory that students store their case notes with CMI using the practice management software PracSuite. You can find more information about how to arrange access to PracSuite on my.CMI [here](#).

School Placements

School placement can pose some challenges in relation to sharing confidential information and this, can pose problems with continuity of care and access to client notes for the child. Students will need to liaise with their supervisor, the school principal, and placement coordinators about specific confidentiality requirements within a school setting and make appropriate and approved arrangements regarding continuity of care and information sharing.

5.5. Risk and Incident Management and Reporting

5.5.1. Risk Management

Students on placement are required to ensure they are aware of and follow the placement agency processes and procedures for managing clients who pose a risk of harm to self or others, and in accordance with their professional, ethical and legal obligations as a registered health professional. The following provides guidance about risk management processes, and further support for students who encounter situations where risk management is required.

Step 1: Conduct a risk assessment of risk of harm to self and/or to others. Take appropriate further action and document your risk management approach/plan.

Step 2: Contact your individual supervisor to discuss the risk assessment and management of the client. If your supervisor is unavailable then contact appropriate agency staff (i.e., clinic director, placement contact if a psychologist) for assistance and support to manage the risk. If the appropriate agency staff are unavailable to support students on placement with crises, then contact CMI in the sequence in Step 3.

Step 3 (where applicable):

1. Call CMI reception on (03) 9813 3400 and make it clear to the receptionist that you are calling about an urgent risk matter. The receptionist will triage your call to an appropriately qualified CMI staff member.
2. Out of hours or if reception is unavailable, contact individual staff members in sequence as follows:
 - I. Placement Coordinator: Courtney Wurth 0425 739 655
 - II. Course Coordinator: Terry Bartholomew 0419 832 156
 - III. Dean: Linda Bryne 0416 166 277

To ensure student safety on placement, students who escalate a risk management situation to CMI for support (Step 3) are required to make a critical incident report within 24 hours of the incident. You can find more information about critical incidents below, including a link to the report form.

5.5.2. Critical Incidents

CMI 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. The critical incident policies ensure the interests of students are managed appropriately. Such

policies also ensure CMI are prepared for such incidents and have a clear protocol to follow in what can be distressing and upsetting circumstances.

To ensure that ongoing support is provided to a student in need, and that records of the incident are maintained, the following procedures apply.

A critical incident is a traumatic event, which may cause significant physical and/or emotional distress involving CMI staff and or its students. A traumatic event could include:

1. missing students
2. any fatality or serious injury
3. a serious traffic collision
4. homicide or suicide
5. verbal or psychological aggression
6. serious clinical incident
7. fire
8. explosion or bomb threat
9. a hold up or attempted robbery
10. serious threats of violence.

If a critical incident occurs at a CMI site or at a placement site, students must report the critical incident to the appropriate agency and CMI placement staff immediately, and if located outside the agency (e.g., clinic, school) then you must advise the agency as soon as reasonably practicable that an incident has occurred. Following a critical incident students must complete and submit the critical incident report form to hr@cairnmillar.org.au and the course coordinator (terence.bartholomew@cairnmillar.edu.au) within 24 hours of the incident.

5.5.3. Debriefing

Following a critical incident or a stressful or adverse clinical event, students should take measures to debrief with their supervisor or other appropriate placement agency staff. Students who do not have the opportunity to debrief due to unavailability of agency staff can contact CMI staff as per the sequence of contacts listed in the risk management section above.

5.6. CMI Support Services

The following services are available to students:

- **Counselling & Support for Students:** Please refer to '[Counselling for Students](#)' on my.CMI
- **Academic & Writing Support for Students:** Please refer to '[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 my.CMI. See: [Support for Students](#)

5.7. Grievance Policy

Please refer to the [Student Grievance Policy and Procedure](#) in addition to the following information. Should students have a concern or grievance regarding any aspect of their placement, they should communicate this to their CMI placement supervisor or the placement coordinator where the supervisor is external to CMI in the first instance. The supervisor or coordinator 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 or placement coordinator the student should

contact the Course Coordinator. At this point the student will be asked to complete and submit a formal grievance which will be responded to in writing to:

- **Course Coordinator:** Terry Bartholomew | Phone (03) 9813-3400 or email terence.bartholomew@cairnmillar.edu.au
- **Placement Coordinator (MPP):** Phone (03) 9813-3400 or email pc-mpp@cairnmillar.edu.au

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

- **Dean:** Linda Bryne | Phone (03) 9813-3400 or email dean@cairnmillar.edu.au

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

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