



Master of Professional Psychology Practice (MPPP)

Placement Information Handbook 2024

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

Course Code: PY092
Course Name: Master of Professional Psychology Practice
Degree: Master of Professional Psychology Practice

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Welcome to the Master of Professional Psychology Practice (MPPP) program at Cairnmillar Institute 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 professional history of clinical excellence.

Psychology at the Cairnmillar Institute

The psychology programs at the Cairnmillar Institute (CMI) are designed so that students acquire a diverse range of knowledge, skills and experience in psychology. This course is offered as a one-year fulltime program and is designed to equip students with a range of psychological and professional skills and support them through the +1 Internship program. Students are required to hold provisional registration with the [Psychology Board of Australia \(PsyBA\)](#) for the time they are enrolled in this course and the internship.

Graduate outcomes

Upon successful completion of this course, graduates will be eligible to apply for general registration as a psychologist with the Australian Health Practitioners Regulation Agency (AHPRA). Graduates will have completed supervised field placements, undertaken individual and group supervision, and acquired the professional skills required to meet the general registration standards set out by the PsyBA.

About this handbook

This handbook focuses on the placement aspect (6th year) and what is required to successfully obtain, undertake, and meet the requirements of the PsyBA +1 internship program. There are three components to the supervised practice program (internship) that are covered in this handbook:

1. **Psychological Practice** carried out in approved professional settings
2. **Supervision** by PsyBA approved supervisor(s)
3. **Professional Development** activities designed to enhance learning and develop competencies

Placement Contacts

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

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

Professor Linda Byrne

Kelly Watt-McMahon & Dr Clare Wilson

Dean

Co-Course Coordinators

1. COURSE OVERVIEW

1.1. Course Structure

To meet the requirements of the PsyBA, the total time spent on placements must be at least 1360 hours for the course typically completed across two placements to ensure students are able to meet the diversity requirements for the internship program (e.g., diversity across the lifespan, diversity of professional skills, diversity of client presentations etc.)

The Master of Professional Psychology Practice course is designed to be completed on a full-time basis over 24 months (see tables 1 and 2 below) and incorporates the Master of Professional Psychology program as part of the 5th year APAC accredited sequence. You can read more about this in the MPP and MPPP course handbooks [available on my.CMI](#).

Table 1: Year 1 - MPP (5th Year) Master of Professional Psychology

Unit Code	Unit title	Credit Points
Year 1, Semester 1		
MPP501	Professional Practice Issues	12.50
MPP502	Foundations in Psychological Assessment & Psychopathology	12.50
MPP560	Practicum & Supervised Placement 1	25.00
Year 1, Semester 2		
MPP503	Advanced Skills in Psychological Assessment & Psychopathology	12.50
MPP504	Psychological Treatment Models	12.50
MPP550	Research Project	12.50
MPP562	Practicum & supervised Placement 2	12.50
	COURSE TOTAL	100.00

Table 2: Year 2 - MPPP (6th Year) Master of Professional Psychology Practice*

Unit Code	Unit title	Credit Points
Summer School		
INT600	Internship Planning & Preparation	05.00
Year 1, Semester 1		
INT601	Supervised Professional Placement 1	35.00
Year 1, Semester 2		
INT602	Supervised Professional Placement 2	35.00
Summer School		
INT603	Supervised Professional Placement 3	25.00
	COURSE TOTAL	100.00

* Prerequisites: All units in the MPP 5th year course outlined in Table 1

1.2. Internship Planning and Preparation

This unit outlines all requirements of the Psychology Board for the +1 Internship program including placement, client contact hours, competency-based assessments, and supervision. The unit also assists students in the preparation and writing of their Internship Program Plan (INPP-76), to comply with AHPRA's requirements for psychological practice (the eight core competencies).

1.3. Pre-Placement Actions

1. **Email.** Ensure that your CMI email address is directed to the email address you actually 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.** You will need to upload a copy of the following documents to Canvas. These must be uploaded and approved by the course/placement coordinator on Canvas before you can start your placement. Students will need to ensure these actions are commenced at least 3 months prior to commencing their first placement to allow for any delays in processing.
 - a. **Psychology registration.** You will need to provide a copy of your current provisional registration with the PsyBA. It is your responsibility to ensure your provisional registration remains current throughout your internship. Students are required to report any disruptions in the currency of their registration status to both the placement and course coordinator immediately, 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 notification is made against you, you must notify the placement and course coordinators immediately (within 24 hours) of receiving the written/email from AHPRA/PsyBA about the notification. Students are required to keep CMI informed about the eventual outcome.
 - b. **Working with children check (WWC).** You may be required to obtain and maintain a current WWC while completing placements. Applications are state/territory based. [Click here for more information about obtaining and maintaining a valid WWC.](#)
 - c. **National Police Checks.** For most placements, you will be required to obtain and maintain a current National Police Check on an annual basis while you are completing placements. [Click here for more information about obtaining and maintaining a valid police check.](#)

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 their MPP course, and various skills development workshops during the internship year. Students will have opportunities to further develop their skills while being supervised in a supportive and constructively critical environment.

2. Placements are decided on an individual basis to ensure students are meeting the requirements of the internship program including the ability to demonstrate the eight core competencies common to all areas of psychology practice necessary for entry-level general registration. You can read more about these eight core competencies in the [PsyBA Guidelines for the 5+1 internship program](#) and the [Factsheet: 5+1 internship – Implementing the revised registration standards](#). Student preferences will be considered, however the final decision on placements will be made based on what settings and populations the student needs to gain experience working with to meet the requirements for the internship and graduation. CMI expects students to embrace offers for placements that may be outside the students interests or preferences to ensure they gain supervised practice in settings or with populations to meet graduate competency requirements for completing the course.
3. While on placement, the CMI expects students to act within their area of competency as autonomous professionals and to develop their professional identity.
4. The placement program is designed with breadth in mind where students have experiences that prepare them for general registration as a psychologist in Australia. Students will need to work with a wide range of client presentations (e.g., acute, chronic, complex, low and high prevalence disorders and comorbidities), across settings where necessary, across the lifespan (e.g., child, adolescent, adult, older adult), and employ a variety of clinical skills (e.g., assessment, treatment, professional). In consultation with their placement coordinator, students must ensure that they have achieved an adequate breadth of experience across their placement program to meet the requirements for the course and to meet the PsyBA requirements for the internship program.
5. Given the breadth in the placement program, it is common that students' ongoing professional development includes more intensive training in particular domains or therapeutic orientation once they have successfully completed the degree.
6. Students' placement experiences in this course will vary considerably and are arranged/approved in accordance with each student's skill, experience level, and professional interests. 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. Expectations of Students 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 work, client sessions, meetings and all professional appointments
- Be mindful of their role as a student practitioner in a development role (e.g., not a consultant)
- 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 all staff you work with, 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
- Behave in a manner that is aligned with the ethical code in place for the profession of psychology as per the registration requirements

- Report to their placement coordinator immediately any impairments that impact on the student's ability to perform their duties on placement.

Please note that this list is not exhaustive and that students will be assessed on their professional behaviour during their placement. Failure to meet these minimum standards may result in a referral to the Academic Integrity and Progress Committee and/or failure to pass their placement.

2.3. Placement Requirements

2.3.1. Placement Hours and Days

Table 2 outlines the minimum placement hours required. The total time spent on placements must be at least 1,500 hours, including:

1. 1,360 supervised practice hours
2. 80 hours of supervision, and
3. 60 hours of professional development

Students must complete at least 500 hours of direct client contact. All placements should be undertaken at the rate of 4 days per week typically across two placement settings and take a minimum of 44 weeks to complete.

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

Table 2: Minimum placement requirements

Total Placement Hours	Direct Client Activities/ Contact hrs	Client-related activities/hrs (including supervision)	Total Supervision hrs	Individual Supervision hrs	Ratio of Supervision / Total Placement Hours
1,360	500 Approx 4 clients per day	860	80	50	1 hr supervision / 17 hours of psychological practice

One or two external placements are required to meet The Psychology Board requirements. The +1 Internship Program requirements across the placement include:

- **Contact hours (1,360 hours)**
 - Minimum 40% (500 hours) direct client-related activities.
 - Minimum 60% (860 hours) client related activities that may be focused on skills acquisition activities, including simulated learning activities.
- **Supervision (80 hours)**
 - Individual (50 hours) One-hour weekly one-on-one session with principal supervisor.
 - Group (30 hours) Two-hour fortnightly group supervision on Monday.

- **Professional Development**
 - 60 hours in the form of workshops and seminars while on placement
- **Placement**
 - Preferably 4 days per week or otherwise as arranged by the placement agency/school.

You can access internship resources via [Canvas](#).

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

2.3.2. Placement Activities: Definitions and Information

Total Placement Hours: Total placement hours = direct client hours + client related hours appropriately logged in a CMI approved placement and under the CMI approved supervision for each placement.

Direct Client Activities/Contact (DCC): Direct client activities provide opportunities for students to acquire competencies as relevant to the level of graduate competency.

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 with regard to client care (e.g., to collect information, providing feedback about an assessment, explaining interventions).
- 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
- Co-facilitating assessment or treatment sessions with another therapist (co-therapy); need to have an active role, does NOT include passive observation.
- Facilitating group treatment sessions
- Delivering a formal presentation to placement entity's clients or other stakeholders regarding psychologically related material (e.g., sharing a conceptualisation).
- 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.

Simulations should also be recorded as direct client hours. Simulation is a valuable activity as it enables students to experience problem-based learning with simulated activities. It also enables to practice safely and develop skills with people other than those receiving a psychological service from you. 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. All simulated hours need to be discussed with, and approved by, your principal supervisor. Please record these activities as direct client hours in your logbooks.

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 fortnightly basis in consultation with the principal 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 any placement reviews. 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 placement review meeting.

Client Related Activities: Client-related activities support students to acquire competencies as relevant to the level of graduate competency

Examples of client-related activities include:

- phone calls, focus groups, and meetings in the service of data-gathering or case management in support of service provision to clients
- file review
- report writing
- team reporting and meetings where the student reports to the team to advise of client progress
- delivery of psychoeducational content to service providers/organization
- completing log books and assessment tasks for the placement.

2.4. Diversity of Placement Experiences

Students require placement opportunities that support the acquisition of core psychological skills. Students will gain diverse experience across the lifespan, settings, client presentations, culture and experience using a variety of psychological skills (assessment, treatment, and professional). Diverse placement experiences offer the opportunity for students to develop core psychological competencies such as therapeutic relationship skills, psychological assessment, risk management, formulation, diagnostics, intervention design, delivery and evaluation, with a range of client presentations across the life span.

Your placement/s should offer opportunities to develop competencies, as assessed by your principal supervisor and evidenced through placement documents and assessments (e.g., supervisor observation, case reports, MSE's and formulations, case notes). Valuable experiences with a diversity of presentations and learning opportunities are available in various

settings (e.g., community mental health services, university clinics, schools, forensic settings, private practice).

Students have a primary role in selecting placements. However, there are occasions where, for various reasons, students may not be able to undertake a preferred placement. Students are expected to make the most of any placement opportunity regardless of whether it meets a particular interest or preference.

Students are not necessarily required to engage in placements with specific client groups (e.g., child and family, older adult, severe and enduring mental health problems etc. Rather, students must ensure they acquire a minimum level of experience across the lifespan, in diverse settings from their placement/s.

In assessing placements as suitable for the student, Placement Coordinators will consider whether students have the diversity required to facilitate meeting the graduate competencies for completing the course.

The following provides further information about four placement diversity principles and requirements for this course:

2.4.1. Diversity across the lifespan

Diversity across the lifespan refers to students gaining experience working with children, adolescents, adults and older adults. In assessing the suitability of the proposed placements, Placement Coordinators will evaluate the overall placement plan to ensure that sufficient diversity of experience is likely to be included. Placement Coordinators will seek to determine whether sufficient opportunities exist for the student to meet the diversity requirements listed in 2.4 (above), given the nature of their proposed placements over the course of the year and any pre-existing placement activities undertaken.

2.4.2. Diversity across settings

There are many settings in which psychologists operate. We aim to produce graduates who are competent to practice across a range of settings. This requires students to undertake sufficient psychological practice across a broad range of psychology services and settings to ensure they have opportunities to develop broad range of graduate competencies. Students are required to select placements that offer diversity in settings rather than narrow selections of placement settings as this can limit the student's ability to develop competencies.

CMI will consider the diversity of placement settings across both placements when deciding the suitability of individual placements. Below is a brief outline of psychological settings for students to consider when determining their learning and development needs:

- **Community, non-government organisations (NGO's), crisis and outpatient mental health services:** These services are generally free to the public and are typically available for people with severe, complex and chronic forms of mental illness. Community mental health services usually operate in multi-disciplinary teams and provide general and/or targeted mental health services. These services have a variety of names such as: acute care teams, home care teams, early psychosis intervention teams, youth mental health teams and early in life mental health services (ELMHS).

- **School settings:** The integration of psychological services provided within school settings varies greatly. Some schools have integrated mental health services, including secure case note storage, employed mental health clinicians and established service delivery models while others don't and psychological services are in-reach but external to the school environment (e.g., no case note storage system, little to no established policies to support the delivery of mental health services etc.). Psychological service delivery within schools varies and can include applying psychological and educational expertise to support students, teachers and the school community to achieve academic success, psychological health and social and emotional wellbeing.
- **Forensic Settings:** Forensic settings are settings where psychologists provide assessment and treatment for people with a mental disorder who pose (or have posed) a risk of harm to others, and where this risk of harm is related to the mental disorder. These services can vary greatly depending on the setting and role of the psychologist in these settings, for example conducting risk of offending assessments, undertaking clinical psychology interventions to reduce risk of offending, and diagnostic assessments.
- **Private practice:** Private practice generally refers to settings that typically operate out of a clinic and where clients can claim government funding to supplement the cost of services (e.g., Medicare, NDIS, Veteran Affairs etc.). Private practice settings and the service delivery models vary greatly depending upon the structure of the business, the range of services offered including the types of health practitioners and how they operate to provide services. These settings can range from a single sole practitioner psychologist to large integrated GP clinics operating a multidisciplinary practice.

2.4.3. Diversity across client presentations

The presentation of mental health problems or disorders vary greatly in terms of emotional, psychological, and behavioural functioning and impacts. CMI will consider the client presentations when deciding placement suitability for students. Client mental health presentations can generally be defined as:

- **Acute mental illness:** Acute mental illness is characterised by significant and distressing symptoms of a mental illness requiring immediate treatment. This includes people experiencing a mental health crisis where the person's actions, feelings or behaviours pose a risk of harm to self or others and/or put them at risk of being unable to care for themselves or function in the community in a healthy manner.
- **Severe mental illness:** Severe mental illness is often defined by its length of duration and the disability it produces. These illnesses include disorders that produce psychotic symptoms, such as schizophrenia and schizoaffective disorder, and severe forms of other disorders, such as major depression and bipolar disorder.
- **Chronic mental illness:** Chronic mental illness refers to conditions with persistently debilitating psychiatric symptoms and severely impaired function. Individuals with chronic mental illness suffer from symptoms that may interfere with their ability to perform activities of daily living and to participate in work, school, and interpersonal relationships. At times in their lives, these individuals often require significant care from family and mental health care providers. In contrast to acute and severe mental illness, chronic mental illnesses are disabling and often unremitting across the long term.
- **Complex mental health needs:** Complex mental health needs are where a person is experiencing significant, multiple, rare or persistent mental health challenges that impact

their functioning in most areas such as in the home, work/education and in the community. These needs, often in combination with one another, are complex as it is difficult to address all presenting issues at the same time. People with complex mental health needs often have comorbid physical or mental health problems.

- **Comorbidity:** Comorbidity refers to where a person is experiencing more than one health disorder. While this is common, for the purpose of placements this refers to working with people who have a mental and/or another mental or physical disorder that interacts and impacts on functioning or treatment planning.
- **High prevalence:** High prevalence disorders are typically defined as disorders that are common and where the incidence in the previous 12 months is more than ~3%.
- **Low Prevalence:** Low prevalence disorders are typically defined as disorders that are not common or rare and where the incidence in the previous 12 months is ~3% or less.
- **Neurodevelopmental disorders:** Neurodevelopmental disorders are a group of conditions with onset in the developmental period and are characterised by developmental deficits that produce impairments of personal, social, academic, or occupational functioning. Neurodevelopmental presentations include intellectual disability, developmental delay, autism spectrum disorders, attention-deficit hyperactivity disorder (ADHD), and disorders of speech, language disorders, specific learning problems and tic disorders etc.

2.4.4. Diversity in psychology skills and experience

Students are required to gain experience using a variety of psychological skills (assessment, intervention/treatment, and professional). Student aim to gain experience across the eight core competency areas as outlined in the PsyBA [Guidelines for the 5+1 internship program](#) and the [Factsheet: 5+1 internship – Implementing the revised registration standards](#). Students should study these documents carefully and refer to them regularly to ensure they are progressing towards the eight competency areas and their practice and study align with the aims of the program.

2.5. Preparing for Placements

Placement preferences for your internship are submitted in the later months of the prior year, as part of your summer unit (INT600). Students will normally finalise two placements, except in rare cases where it is deemed all competencies can be met within one placement setting/organisation. Placement progress is monitored by placement coordinators, with options to add or change placements at most stages throughout the internship, if difficulties arise.

2.5.1. Workplace/Paid Placements

Many of our placement partners offer paid placements. If the placement is to be a paid placement, the financial arrangements are between the student and the organisation; CMI cannot advise on any financial arrangements included in this agreement.

Where placements are paid, there remains an expectation that students will be undertaking a learning opportunity and placements days and their expected caseload will be discussed with organisations before a placement contract is signed. 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., 4 clients daily) to allow for development opportunities, reflection, treatment planning and completion of placement requirements (e.g., logbook entries, case reports, supervision etc.).

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.

2.5.2. Passing the Internship Program

It is the principal supervisor's role to regularly provide constructive feedback to the student throughout the internship regarding progress and competency. Principal supervisors are also responsible for reviewing, approving, and signing all AHPRA requirements, such as case reports, progress reports, and direct observations. When the principal supervisor deems that all requirements and competencies have been met, including that the student has successfully passed the NPE, they will complete the Final Assessment of Competence. This allows the student to apply for General Registration with the PsyBA.

All assessments and administrative tasks must be completed on Canvas in order for the placement/course coordinator to mark the student complete and allow the student to be awarded their master's degree.

In cases where students are not making the gains expected on placement, a plan will be developed to support the student's placement progression. If necessary, a referral to the CMI Academic Integrity and Progress Committee will be made by the Placement/Course Coordinator.

3. PLACEMENT DOCUMENTS & ASSESSMENTS

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. Over the course of the internship students are required to submit placement documents and assessments. These are outlined in detail in the Unit Guides and on Canvas. Below provides a brief summary of these documents and assessments.

Please note: 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 not secure enough for sending health information according to privacy laws.

3.1. Pre-Placement Requirements

Students are required to submit the pre-placement documents before each placement and cannot commence a placement before the placement coordinator has 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.

Students are also required to complete relevant AHPRA requirements prior to beginning placement, including a completed internship plan and supervisory arrangements that have been approved by AHPRA. Relevant forms and instructions are provided on Canvas and discussed in placement workshops.

3.1.1. 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 the 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 Personal Accident and Travel Policy.

3.1.2. 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.

3.2. Overview of Placement Documents and Assessments

In addition to the pre-placement requirements, students must submit placement documents 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:

- students sign all documents and ensures they are signed by supervisors/agency contact (where applicable).
- each document is in PDF format.
- instructions for completing each document 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 through the internship.

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

Below is a summary of the required placement documents for each placement in this course.

3.2.1. Placement Contract (Form A)

Purpose: 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, principal supervisor, and the placement contact/agency representative (where this is not the same as the supervisor).

Due date: Placement Contract meeting within 14 days from placement start date; completed and signed Placement Contract uploaded to Canvas within 7 days of Placement Contract Meeting.

A placement contract template will be provided, and a placement contract meeting will take place between the student, agency representative, and placement/course coordinator. Your principal supervisor may also attend. Students are expected to review the placement contract template and provide a copy to the placement liaison so any questions or concerns can be raised in the placement contract meeting. The contract is to be completed and signed by all relevant parties and uploaded to Canvas.

Please note: For safety reasons students cannot see clients outside standard business hours (e.g., after hours, weekends) without appropriate staff on site. Please ensure that you are clear about after hours and requirements for ensuring appropriate staff are onsite on placement days.

3.2.2. Placement Quality and Safety Checklist/OPSA

Purpose: The quality and safety checklist/OPSA/Work from home forms are required to ensure students and the agencies are complying with workplace health and safety requirements.

Due Date: Completed and submitted in conjunction with Placement Contract (see due date details above, 3.2.1).

Effective processes must be in place to ensure students undertaking placements can practise competently and safely. The Quality and Safety Checklist and Off-Site Clinical Placement Activities (OPSA) forms are in place to ensure all stakeholders are clear about their workplace health and safety obligations and responsibilities for delivering services off-site (where applicable).

3.2.3. Logbook

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

Due date: Students are required to have their logbook reviewed and signed by their supervisor fortnightly, provided to AHPRA 6 monthly and provided to both CMI and AHPRA at the end of the internship.

Students are required to maintain a logbook of hours representing the activities undertaken in a typical 7.5-hour day, noting basic client/activity details, the time spent undertaking them, and their reflections.

Information on how to complete the logbook can be found on Canvas and my.CMI. 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.

Students are required to ensure they provide a PDF version of the placement logbook to their supervisors on a fortnightly basis minimum, as per PsyBA requirements. All 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. Students maintain these fortnightly PDF versions

of the signed logbook and collate at the relevant points in time (e.g., six monthly and at the end of placement) to submit to Canvas. Further information on preparing the logbook for supervisor sign-off can be found on Canvas and my.CMI.

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.

3.2.4. Case Reports

Purpose: Case reports are required to assess students' competence in taking a complete history, conducting a full assessment, including psychological testing, and interpreting the findings to develop and implement an intervention plan and monitor its effectiveness.

Due dates: Four case reports are to be completed across the internship. Due dates for the case reports can be found on Canvas, but these are generally completed every 3 months across the internship. Two out of the four case reports are required to be submitted to AHPRA.

Students must use clients in the current placement for the case reports and cannot use clients from previous placements or clients in work outside of placements. Students will require placement coordinator approval if case reports are based on clients not at the current placement. Two case reports are psychological assessment reports, and two case reports are intervention case reports.

Details about the case reports are provided on Canvas.

3.2.5. Direct Observations

Purpose: Direct 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 and for supervisors to assess the students competency development.

Due date: Eight direct observations are required for the internship program. Direct observations are required to be completed at regular intervals across the internship so that relevant feedback may be incorporated into your work for the remainder of the placement. Refer to Canvas for detailed instructions and due dates.

Students are required to have their clinical work directly observed by a supervisor on at least eight separate occasions (e.g., via co-therapy, video or audio recording, sitting in). If the student's supervisor is not located onsite and cannot observe 'in vivo', direct observation may occur by way of secure video or audio-recording, with the client's consent. Further information is provided on Canvas regarding appropriate and secure storage of confidential client videos.

Where the setting does not allow for the CMI-approved primary individual supervisor to observe the student in vivo or using video or audio recordings (such as in some forensic settings) students will need to seek approval from the placement coordinator for an alternate board approved supervisor to undertake the direct observation. Alternate supervisors will need to liaise with the principal individual supervisor prior to giving the student feedback about the observation.

3.2.6. Case notes

Supervisors are required to regularly sight and sign off on client case notes throughout your internship/placement. The purpose of this requirement is to provide the supervisor with

evidence of record keeping and an opportunity to provide the student with feedback to strengthen case note content and format.

Supervisors will review the case notes and provide feedback to students about areas for improvement in case note form and content.

3.2.7. 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.

4. PLACEMENT PROGRAM POLICIES

4.1. AHPRA and PsyBA Registration Standards, Guidelines and Policies

Students in this course hold general registration with the Psychology Board of Australia 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 accordance 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 you have a concern about needing to make a mandatory report, please discuss this with your supervisor, if this is appropriate. Alternatively, if this is not possible (e.g., the concern relates to the supervisor) please consult directly with the Placement Coordinator, Course Coordinator or Dean.

4.2. Roles & Responsibilities

Principal (CMI) Supervisor

You will be allocated a principal supervisor through CMI. Your principal supervisor will be responsible for all aspects of your internship related to AHPRA/PsyBA requirements. This includes but not limited to:

- 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 the minimum number of hours of individual supervision for the internship
- Providing general feedback on psychological practice (e.g., case discussions, case notes review, guidance and advice as sought by the intern)
- Providing specific feedback and guidance in the context of Direct Observations (minimum 8 during the internship)
- Reviewing and assisting with preparation of all case reports (minimum 4 during the internship, with two submitted to AHPRA) including providing appropriate feedback
- Reviewing logbooks (minimum fortnightly)
- Completing all AHPRA paperwork (e.g., progress reviews, final assessment of competency)

- Liaising with Agency Representative periodically about student's performance at the placement agency. The Placement Coordinator will also liaise with the Agency Representative periodically regarding students' performance.

Onsite Supervisor/Agency Representative

The placement agency representative and/or on-site 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.
- Where possible, providing an opportunity for the student to observe the supervisor, and/or other staff.
- Sighting and providing feedback on student's case notes and written works if appropriate and able to do so
- Alerting the Principal Supervisor and Placement Coordinator of any concerns regarding the student's performance at the placement agency.
- Alerting the Principal Supervisor and Placement Coordinator immediately of any critical incident involving the student.

4.3. Changes to Placement

4.3.1. Student Absences

Any absence of days from the placement must be reported to the appropriate agency contact in the first instance and via email to your Principal Supervisor and Placement/Course Coordinator. Students are required to determine early in the placement who they are required to notify at the placement agency if they are absent from placement and preferred contact method for same (e.g., text, phone call).

It is recommended that students take no more than 4 weeks annual leave during their internship/placement unless this was planned and agreed as part of the placement agreement (Form A). However, if a student needs to take annual leave they will be to discuss this with the agency at least four weeks in advance of the leave start date and apply via email to the placement coordinator.

4.3.2. 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 their placement coordinator. Please refer to my.CMI for the full [placement extension application process](#).

4.3.3. Supervision changes and absences

Once students are allocated a PsyBA approved Principal and Secondary Supervisor(s) they are required to continue these supervision arrangements for the duration of the internship. However, on rare occasions it may be necessary to change supervisors during your placement, such as due to operational demands, staffing changes, or difficulties with the supervision arrangements or relationship. The Course Coordinators will be in contact with you about any

change in supervisors. Students who change supervisors during a placement must complete the appropriate AHPRA form (Change of Principal Supervisor). A template copy of the form, along with instructions, is provided on Canvas.

Canceling or rescheduling a supervision session

It is expected that both students and supervisors 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.

Supervisors should discuss any planned absences and make suitable arrangements to ensure continuity of supervision. Please note that students must not continue placement without supervision for more than 2 weeks. It is important that students have a clear understanding of who they can seek urgent advice from whilst on placement if the supervisor is not available.

4.4. Confidentiality, Informed Consent and Record Keeping

You can access some general placement forms [here](#).

4.4.1. Confidentiality

Students are reminded that client information is confidential should be always discussed in a sensitive and respectful manner and only 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.

4.4.2. Informed Consent

The informed consent of a person must be sought before undertaking interventions with a person. 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
- are able to freely communicate their decision in some form
- 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](#).

4.4.3. 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 relevant state, e.g., *Health Records Act 2001* (Vic), and national (e.g., *Privacy Act 1988*) legislation. 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. Where this is not possible it is mandatory that students store their case notes with CMI using their 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 coordinator about specific confidentiality requirements within a school setting and make appropriate and approved arrangements about continuity of care and information sharing.

4.5. Risk and Incident Management and Reporting

4.5.1. 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 to self and/or risk of harm to others. Take appropriate further action and document your risk management approach/plan.

Step 2: Contact your 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 or take crises counselling, then contact CMI in the following sequence.

Step 3 (where applicable): Call CMI reception on (03) 9813 3400 and make it clear to the receptionist that the matter is an urgent risk matter, the receptionist will triage your call to an appropriately qualified CMI staff member.

Out of hours or reception is unavailable, contact individual staff members in sequence as follows:

1. Co-Course Coordinator: Clare Wilson 0452265041
2. Dean: Linda Byrne 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.

4.5.2. 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, 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 (pc-internship@cairnmillar.edu.au) within 24 hours of the incident.

4.5.3. 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 under in the risk management section above.

4.6. 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](#)

4.7. Grievance Policy

Please refer to the [student grievance policy](#) 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 Coordinators. At this point the student will be asked to complete and submit a formal grievance which will be responded to in writing.

Placement and Course Coordinators: Phone (03) 9813-3400 or email pc-internship@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 Head of School.

Dean: Linda Byrne | 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>